

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

One of the aspects that impact the success of the teaching-learning process is the teacher. Teachers or lecturers play the most significant role in the teaching-learning process; if they can overcome or reduce the problems that their students confront, they may conduct effective English learning classroom activities. Teachers' primary responsibility, particularly in English language instruction, is to guide students in developing macro language abilities such as listening, speaking, reading, and writing.

According to Oktaviani (2021), listening is an activity that reproduces the information you hear. This means that listening is an important skill for students, especially in the process of teaching and learning. Listening is the most important language skill and part of communication. Listening allows you to share your thoughts with others. Today, English is a means of communication, especially during pandemics, where online activities are the most common. Therefore, English is one of the life skills that every student must acquire to have a competitive advantage in the world of work and college-developed sets.

It is critical to master all aspects of English, especially listening. However, it has been discovered that listening receives a little fraction of learning time when compared to other abilities such as grammar. Students in high school are competent at handling grammar-based tests, but they struggle with listening problems.

Another theory suggested by Hamouda (2013), listening comprehension is a skill to grasp what he or she has heard and to repeat the text, although the listener may repeat the sounds without genuine comprehension. In a social and cultural environment. The ability to listen is a difficult talent to learn. Listening is the most difficult aspect of learning English for many EFL students. They can't regulate their speaking pace, though, and they have trouble comprehending sounds that don't exist in their native tongue. Hypochondria (speech) in English and spasms are two instances. However, even when they hear the sound correctly, they frequently have difficulty interpreting it owing to a lack of language. The use of slang or colloquialism makes interpretation more challenging. There is another issue for EFL students in Bandar Lampung. Students always know a word by sight, not by sound, because hearing does not receive as much attention as reading and writing. When looking at the word target, they may have no trouble deciphering; nevertheless, when asked to decode words by sound, they have difficulty.

Listening is a receptive skill that requires students to capture and comprehend English input. Because students often recognize the written word more quickly than they understand the spoken word, listening is likely to be more challenging than reading. Listening is a basic skill in language acquisition that involves catching and interpreting the meaning of what the speaker has said. Students who lack this capacity will never be able to communicate successfully. A person must resolve to become a better listener and commit to an effort to promote good communication. By having an open mind, a listener avoids leaping to conclusions and allows the

speaker to be thoroughly heard out. According to Newton (2009), some individuals now consider that learning a language is more than just learning to speak; it is also establishing a mental map of meaning. Many people with poor listening skills go undetected. The students had not developed appropriate listening abilities.

In addition, Maharani (2017) conducted a study at SMAN 15 Bandar Lampung. Based on the results of the data analysis presented by the researcher, there are several problems in the students' listening learning process such as the perception of sound that is too fast which causes students to find it difficult to conclude the words spoken by the speaker, so they need to hear it more than once. There are also problems with internal and external factors, for internal such as listening style and semantic barriers, for external such as class noise, difficulty in concluding meaning, speakers speaking too fast, native speakers speaking monotone, and also words that students are not familiar with.

The researcher is eager to research listening skills after directly observing the learning process at SMA Muhammadiyah 2 Bandar Lampung. The researcher thought that when the researcher was doing teaching practice at SMA Muhammadiyah 2 Bandar Lampung for grade 10, no listening class session has been carried out.

Based on the explanation above, the researcher will conduct research entitled "**An Analysis of Tenth-Grade Students' Obstacles in Listening Skill at SMA Muhammadiyah 2 Bandarlampung**". The goal of this study is to investigate the

obstacles that students face when learning to listen and how teachers address these issues.

1.2 Research Questions

The researcher formulates two research questions based on the problems described in the background:

1. What obstacles do students face when learning listening skills at SMA Muhammadiyah 2 Bandar Lampung?
2. How can teachers help their students overcome their listening skill problems?

1.3 Research Objectives

There are two research objectives based on the research questions:

1. To investigate the obstacles that students face when learning listening skills.
2. To describe how teacher help students overcome problems in listening learning skills.

1.4 The Use of the Study

The purpose of this study is to investigate the obstacles that students face in listening learning. This research is also expected to be used to discover solutions to obstacles in listening learning. One of the most fundamental components of communication is listening, although it is regrettably often overlooked. As a result, this research is expected to raise awareness of the importance of listening skills.

1. Theoretically

This finding will provide insight into problems that often arise in the teaching and learning process, especially in listening learning for foreign language students.

2. Practically

The results of this study may be applied to a variety of users, including students, teachers, and even researchers. The author's expected advantages include the following:

1. For students: This study is expected to improve students' listening skills by identifying common student errors.
2. For teachers: The findings of this study can be utilized as a reference for teachers who desire to educate particularly in the listening topic.
3. For researchers: The findings of this study may be beneficial to future researchers as one of their references when performing research on a related subject.

1.5 The Scope of the Study

The main scope of this study will be tenth-grade students from SMA Muhammadiyah 2 Bandarlampung in English class sessions. This research will be conducted both offline and online. For offline research, the activities will be an interview, while for online research, there will be a questionnaire. The research will adopt a qualitative case study with purposive sampling methods. The reason why the researcher wants to research at SMA Muhammadiyah 2 Bandarlampung is that the researcher has done an internship as a teacher from January 05, 2022, to March

05, 2022. Data will be collected through google forms and interviews with the teacher. Because this research has the theme of analysis, the researcher will analyze the data to solve the problem. Due to the limited availability of students in the learning process caused by the pandemic, the researcher will use the purposive sampling technique to collect data because purposeful sampling is a qualitative research approach for discovering and selecting information-rich circumstances to make the most efficient use of limited resources.