

# CHAPTER I

## INTRODUCTION

### 1.1 Background Of the Study

English is not a foreign language to everyone in this day and age. due to the fact that English is a universal language that is spoken everywhere (Rao, 2019). English is an important language for students to study at every school since it is an international language and can help students in their future employment. Basic skills must be mastered by students in order to support their English language proficiency. In English, specifically speaking, writing, listening, and reading. One of the English language skills that students need to acquire is listening, since it is a crucial tool for shaping students' character.

Listening is a very important skill to be taught in language classes because it provides input for students and helps them develop their language. Listening is a very important ability to build effective and successful communication (Apgrianto, et. Al., 2018). Based on (Mutia, 2020) Listening skills are important things that must be considered in teaching English because we have to know what other people are saying and students need to understand the words, they hear from each teacher's explanation. Listening is one of the abilities to receive and analyze what someone is saying.

According to Brown and Abeywickrama (2019), listening can be divided into four main types: intensive listening, responsive listening, selective listening, and extensive listening. These types show different levels of listening activities used in learning English. Intensive listening focuses on understanding small parts of language such as sounds, vocabulary, and grammar. In this type, students usually listen carefully to short recordings so they can recognize words and understand how sentences are formed. Responsive listening happens when students listen and give short responses in communication, such as answering simple questions or responding to greetings. Selective listening means that listeners focus on certain information from what they hear, for example finding specific details like names, dates, or numbers in a conversation or recording. Extensive listening encourages students to listen to longer pieces of spoken language and concentrate on capturing the general meaning rather than every detail. In this type, students do not need to understand every word but try to understand the main idea of what the speaker is saying. These types of listening help students improve their listening skills and understand spoken English more effectively.

In this research, the type of listening used is intensive listening because students are required to listen carefully to short listening materials in order to understand the words, vocabulary, and information presented in the audio. This type is suitable for the research because it helps the researcher identify the students' difficulties in understanding listening comprehension. Teachers play an important role in helping students improve their listening comprehension. One strategy that teachers can use is pre-listening activities, such as explaining

the topic and introducing important vocabulary before students listen to the audio. This helps students understand the listening material more easily. According to Gilakjani and Sabouri (2018), preparing students before listening can improve their comprehension because they become more familiar with the topic. Teachers can also play the audio more than once so students have another chance to understand the information they may have missed. In addition, teachers can use post-listening activities, such as asking questions or discussing the listening material to check students' understanding. Hasan and Hoon (2021) state that using different listening activities can help students become more active and improve their listening skills. Teachers may also use interesting media such as songs or videos to make listening activities more enjoyable and help students stay focused (Amelia, Tasnim, & Fardhani, 2024). These strategies can help students understand listening materials better and reduce their listening difficulties.

However, in the process of learning listening skills, many students at the junior high school level still face various difficulties in understanding spoken English. These difficulties often arise due to several factors, such as limited vocabulary, unfamiliar accents, fast speech rate, and lack of concentration during listening activities. In addition, poor audio quality and ineffective teaching strategies also contribute to these difficulties.

According to Hamouda (2018), many students find listening difficult because they cannot recognize words easily when they are spoken quickly or with different accents. In addition, the speed of speech can also cause problems because native speakers often speak faster than students expect. As a result, students may miss important information while listening. Students may also experience lack of concentration, especially if the classroom is noisy or the audio quality is not clear. Hasan and Hoon (2021) explain that external factors such as noise, poor listening equipment, and unclear recordings can affect students' ability to understand listening materials. Furthermore, students sometimes find it difficult to understand the main idea of a listening text, especially if the topic is unfamiliar or the recording is too long.

Various studies indicate that junior high school students' difficulties in listening comprehension are influenced by interconnected linguistic and non-linguistic factors. Kulsum and Hidayatullah (2023) found that students experienced difficulties in understanding spoken texts due to limited vocabulary and grammar knowledge, ineffective listening strategies, fast speech rates, unfamiliar accents, low concentration, and environmental distractions. Meanwhile, Purba, Abdullah, and Husnaini (2025) revealed that listening comprehension problems were not only caused by students' language ability but also by the characteristics of listening materials, audio quality, speaker factors, low listener focus, and physical classroom conditions such as noise. In addition, classroom action research conducted by Amelia, Tasnim, and Fardhani (2024) showed that before the use of English songs as learning media, most students had difficulties in comprehending listening materials and achieved low learning outcomes, indicating problems related to students' motivation and limited engagement in conventional listening instruction. Based on these findings, it can be

concluded that listening comprehension difficulties among junior high school students are complex and require varied, contextual, and engaging instructional approaches.

## **1.2 Research Problem**

Based on the background above, the researchers can identify the following issues:

1. What kinds of listening comprehension challenges do junior high school students encounter?
2. What are the primary causes of students' challenges in understanding listening comprehension?
3. What methods do educators now employ to assist students who struggle with listening comprehension?

## **1.3 Objective Of Research**

The researcher can draw many conclusions about the study's goals based on the context and problem formulation presented above, specifically as follows:

1. To determine the kinds of listening comprehension challenges issues junior high school students, encounter.
2. To identify the primary causes of students' challenges in understanding listening comprehension.
3. To outline the methods teachers, employ to assist children in overcoming listening comprehension challenges.

## **1.4 Significant Of Research**

The previously stated research aims allow researchers to make the following conclusions:

### **A. Theoretically**

Theoretically, this study is crucial to comprehending students' listening challenges. Obviously, the researcher hopes that the reader and other investigators will find this research valuable.

### **B. Practically**

This study is significant for researchers, as it will assist them in comprehending more effectively how students struggle with listening comprehension.