

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is the most frequently used language skill in daily communication. Research shows that adults spend nearly half of their communication time listening, and students may receive up to 90% of their school information through listening activities. However, despite its importance, many language learners still underestimate the effort required to develop effective listening ability. Hasanuddin (2014), emphasizes that listening is not a passive activity but an active process in which individuals use their background knowledge and linguistic competence to interpret incoming information. Different communicative situations require different types of listening skills, making listening a complex and demanding language skill, particularly in a second or foreign language context.

In language learning, listening involves processing spoken messages in real time while dealing with the speaker's vocabulary, grammatical structures, and speech rate. This complexity increases when learners are exposed to unfamiliar accents or limited contextual support. Therefore, as Hasanuddin (2014), argues teachers play a crucial role in helping students become effective listeners by modeling appropriate listening strategies and providing authentic listening practice that reflects real-life communication.

The process of understanding meaning through the activation of past information, language competence, and strategic processing is also emphasized in listening training, in addition to the ability to hear sounds.

In language acquisition, listening is seen as an active and significant activity that calls on students to decipher and create meaning from spoken data. According to Brown (2000), explains that effective listening instruction should encourage learners to actively construct meaning from spoken input rather than simply recognize sounds or words. This view highlights the importance of designing listening activities that promote deeper cognitive engagement.

Listening is widely acknowledged as an active process that involves both perception and meaning construction in language learning. In this regard, Nunan (1998) described listening is an active process in which learners not only capture the sounds of language but also interpret, understand, and construct meaning from what they hear. Therefore, listening instruction should be designed to help students develop the ability to systematically process spoken input, both through bottom-up practice (understanding the smallest sound elements such as words and language structures) and top-down (using context, prior knowledge, and comprehension strategies).

When learning a language, listening is essential to the growth of communicative ability. Harmer (2007), states that listening enables students to understand spoken messages in real-life communication. He emphasizes that listening activities should not merely test students' comprehension, but should also teach students how to listen by guiding them to focus on main ideas, specific information, and contextual clues. This implies that listening instruction requires appropriate teaching strategies to help learners process spoken texts effectively.

In the context of language education, teaching is viewed as a process of facilitating and supporting learners' development. Brown (2007), defines teaching as guiding and facilitating learning by creating conditions that allow learners to learn effectively. A teacher's understanding of how learners acquire language influences their teaching philosophy, instructional methods, and classroom techniques. This perspective suggests that listening instruction should be learner-centered and designed to actively involve students in the learning process.

In language comprehension, listening is acknowledged as a receptive skill that entails active meaning building. Brown (2000), explains that listening requires learners not only to hear spoken input but also to interpret utterances by using prior knowledge and linguistic clues. Unfortunately, most listening activities in classrooms do not encourage this level of cognitive involvement. One alternative strategy that potentially increases active processing is the use of concept maps. Although research on the use of concept maps specifically for teaching listening remains limited, studies in related areas have shown strong positive impacts on comprehension and retention. For example, Tezci et al. (2007) found that electronic concept mapping in English language teaching helps students organize information more meaningfully, improves recall, and encourages students to actively process relationships between key concepts in a text. They noted that concept maps allow learners to visualize linguistic and contextual links, which supports deeper understanding and long-term retention. Other studies in

science and education fields have also reported similar findings, showing that concept mapping improves academic achievement, supports meaningful learning, and helps students integrate new information with existing knowledge. Therefore, considering these findings, it is important to investigate whether the benefits of concept mapping found in other learning contexts can also be extended to teaching listening skills in EFL classrooms.

Current teaching methods for teaching listening skills often rely on traditional approaches such as lectures, repetition drills, and the use of audio materials. However, in the last decade a growing body of research has highlighted the emergence of new instructional approaches that aim to make listening instruction more interactive, engaging, and learner-centered. For example, Mobile-Assisted Language Learning (MALL) has become prominent as mobile devices allow students to access listening materials anytime and anywhere, increasing motivation and autonomy (Burston, 2024). Flipped classroom models have also gained popularity, where students learn key listening content at home through digital media before applying it in classroom-based communicative activities; studies show this approach can enhance participation and listening comprehension (Zainuddin & Perera, 2019). More recently, Zhu & Wang (2025), the growth of Artificial Intelligence Assisted Language Learning (AIALL) has introduced tools such as speech analysis, automated feedback systems, and conversational chatbots that provide learners with individualized support and real-time listening practice

Despite these developments, there remains a gap in the literature regarding the use of visual and concept-based approaches such as concept mapping for listening instruction. Concept maps, originally proposed by Novak in the 1970s, enable learners to organize information visually and build relationships between new and existing knowledge. Numerous studies demonstrate their effectiveness in promoting deeper understanding and long-term retention in various disciplines. Novak (2016), found that concept maps provide a structured visual framework that supports meaningful learning, while Hmelo-Silver (2004), showed that concept mapping requires students to analyze, compare, and link concepts, thereby strengthening higher-order thinking. In the context of English language teaching Tezci et al. (2007), demonstrated that electronic concept mapping supports meaningful vocabulary learning and helps learners identify relationships among linguistic elements. However, few studies have examined how concept maps can be integrated specifically into listening instruction in secondary schools, indicating a clear research gap and the need for further investigation in this area.

However, despite the growing recognition of visual learning strategies, the use of concept maps in teaching listening skills remains largely underexplored, especially in the context of English as a Foreign Language (EFL) in Indonesian high schools. While concept maps have been shown to enhance learning in subjects like science and reading Novak (2016), very few studies have investigated their effectiveness in the domain of listening, which

is a fundamentally auditory skill. This research gap provides a strong rationale for conducting a study that integrates visual tools into listening instruction, aiming to bridge the disconnect between theory and classroom practice.

In listening instruction, concept maps can be used before, during, and after listening activities. Before listening, they can activate background knowledge by identifying key concepts that may appear in the recording. During listening, they help students track new information and relate it to what they already know. After listening, concept maps assist students in summarizing, reconstructing, and reflecting on what they have heard. As a result, listening becomes more structured, strategic, and learner-driven.

Therefore, concept maps should be integrated into listening instruction because they (1) support the cognitive processes required for listening comprehension, (2) provide a structured visual scaffold for organizing spoken information, (3) encourage deeper and more analytical processing of listening input, and (4) align with modern pedagogical approaches that emphasize active learning, technological integration, and learner engagement.

Traditional listening instruction is still used in many EFL programs, where students only listen to audio recordings and complete comprehension tasks. Students who engage in such activities frequently become passive listeners and lack the necessary support to organize information from spoken texts. Many kids thus struggle to recognize key concepts, comprehend specifics, and remember information from listening exercises.

Teachers must implement instructional strategies that support students' active processing and organization of information in order to address these issues. Using visual mapping tools is one possible tactic.

Thus, it is anticipated that using concept maps to teach listening will improve students' ability to recognize important concepts, make connections between information, and understand spoken texts. Nevertheless, there is currently little empirical data on how well concept maps teach listening, particularly in EFL environments when a quantitative pre-experimental design is used. This gap offers a compelling justification for carrying out the current investigation.

Though concept map may be useful in teaching listening skills, there is a dearth of research on how successful they are in this particular setting. By investigating the efficacy of employing concept maps in listening instruction at MAN 1 Padang, this study seeks to close this gap. The study's importance stems from its capacity to provide educators a fresh approach to improving students' listening skills learning outcomes.

Based on the background above, the author submits a thesis entitled **“The Effectiveness of Using Concept Map in Teaching Listening at MAN 1 Padang”**

B. Identification of the Problem

Based on the description that has been explained in the background of the problem above, various problems can be identified, including :

1. Examine how the use of concept maps in teaching listening affects

students' motivation and level of involvement during listening instruction.

2. Examine how the use of concept maps as a teaching strategy in listening lessons affects students' ability to retain information and comprehend spoken texts.
3. To identify obstacles and limitations in implementing concept maps as a teaching strategy in listening instruction.

C. Limitation of the Problem

This study was limited to the investigation of students' listening comprehension of narrative texts, specifically legends and folktales. The listening materials used in this research consisted of English narrative texts presented in video form and played in the classroom, which were appropriate to the proficiency level of twelfth-grade students. The study focused only on students' comprehension of the main ideas, specific information, and moral values contained in the narrative texts presented through video.

Furthermore, the instructional treatment in this study was confined to the use of concept maps as a technique in listening instruction. Other types of listening texts, such as recount, procedure, or news item, as well as other mapping techniques, were not examined in this research. The participants were limited to one class of twelfth-grade students at MAN 1 Padang; therefore, the findings of this study may not be generalized to all students or different educational contexts.

D. Formulation of the Problem

This study investigates the effectiveness of using concept map in teaching listening. So the question of the research is “Is concept map effective in teaching listening at MAN 1 Padang?”

E. Purpose of the Study

Based on the research question above the purpose of study is to investigate the effectiveness of using concept map in teaching listening at MAN 1 Padang.

F. Significance of the Study

Researchers hoped that this research would be useful explain teaching media in order to provide a better picture understanding for teachers and students. Teachers were expected to do this consider the use of Live-Listening learning media in teaching listening skills in solving problems faced by students in teaching listening skills. For the English Department, this research increased knowledge about Research Theory and Practice Science, but it could also be applied later when teaching English. In the Listening skills, students were expected to focus more on getting the ideas conveyed, getting information and better understanding what was being conveyed and apart from that, students were also expected to be able to understand what was being conveyed.

G. Definition of the key terms

1. Concept Map

A concept map is a diagram that visually represents the relationships between different concepts. It helps organize and structure knowledge by showing how ideas are connected to each other. Concept maps are often used in education, research, and problem-solving to clarify thinking, foster deeper understanding, and simplify complex information.

In short, a concept map is a visual tool that depicts how different ideas or concepts relate to one another.

2. Listening Skills

Listening skill refers to learners' ability to understand spoken language, including recognizing sounds, words, and expressions, interpreting meaning, identifying main ideas and supporting details, and making inferences from spoken texts. Listening is a complex cognitive process that involves both bottom-up processing (decoding sounds and words) and top-down processing (using background knowledge and context to construct meaning).

3. Teaching Listening

Teaching listening refers to the instructional process of developing students' listening comprehension through planned learning activities, strategies, and tasks. Effective teaching listening includes pre-listening, while-listening, and post-listening stages to activate background knowledge, guide comprehension, and reinforce understanding. In this

study, teaching listening involves the use of concept maps as a teaching strategy to help students actively process spoken texts during listening lessons.

