

The Analysis of Learning Listening Difficulties Toward English Education Study Program Students at University of Ma'arif Nahdlatul Ulama Kebumen in the Academic Year 2019/2020

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Abstrak

Listening adalah salah satu keterampilan yang harus dikuasai dalam belajar bahasa Inggris. Bagaimanapun, belajar Listening sangat penting karena dapat membantu membangun pondasi untuk belajar keterampilan lainnya. Tujuan dari penelitian ini adalah untuk menemukan kesulitan belajar Listening yang paling sering dihadapi mahasiswa di Universitas Ma'arif Nahdlatul Ulama Kebumen. Penelitian ini dilakukan di Universitas Ma'arif Nahdlatul Ulama Kebumen. Tipe penelitian ini adalah penelitian deskriptif kualitatif. Data yang dikumpulkan dalam bentuk gambar dan kata. Subjek dari penelitian ini adalah mahasiswa yang telah mendapatkan pelajaran Listening dan terdaftar sebagai mahasiswa Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan di Universitas Ma'arif Nahdlatul Ulama Kebumen.

Hasil penelitian ini adalah sebagai berikut: terdapat lima permasalahan yang menyebabkan mahasiswa mengalami kesulitan dalam belajar dan melakukan Listening. (1) Speakers berbicara terlalu cepat. (2) Keterbatasan kosa kata yang dimiliki siswa dalam aktivitas atau latihan Listening, menyebabkan siswa sulit menangkap kata-kata dengan jelas dalam pelajaran Listening. (3) Kurang konsentrasi dalam Listening. (4) mahasiswa merasa audio speaker tidak jelas. (5) sedikitnya waktu untuk belajar dan praktek Listening.

Kata Kunci : Listening, Kesulitan, Kualitatif, Analisis

Abstract

Listening is one of the skills that must be comprehended in learning English. Therefore, learning listening is very important because it helps students to build a foundation for other skill. The aims of this study is to find out the difficulties that mostly faced by students in learning listening at University of Maarif Nahdlatul Ulama Kebumen. This research was conducted at University of Maarif Nahdlatul Ulama Kebumen. The type of this research was descriptive qualitative. The data were collected in the form of images and words. The subjects of this research were students who had taken listening course and registered to English Education Study Program, Faculty of Teacher Training and Education at the University of Ma'arif Nahdlatul Ulama Kebumen.

The result of this research as following : there were five problems that caused students faced difficulties in learning and doing listening exercises. (1) Speakers spoke fastly. (2) Students lacked of vocabulary in listening activity or exercise, that was why students did not catch the word clearly in listening course. (3) Students lacked of concentration in listening. (4) Students felt the audio speaker did not work well. (5) There was limited time to learn listening and to practice it.

Keyword : Listening, Difficulties, Qualitative, Analysis

1. Introduction

The quality of learning English will increase if we know the background of learning difficulties. This information can be used as a reference to determine learning objectives, methods, and strategies that relevant to the needs of graduates. Among the four English skills, Listening is one skill that is quite difficult, but the time portion studying listening is not as much as studying reading and writing. This statement supported by Maulida (2016: 1) as follow: "Learning all the skills in English is important including learning listening. But the fact that is found is that listening often gets a small portion of learning compared to other skills such as grammar learning"

There are some difficulties inherent in this skill in Listening experienced by English Students such as: (1) students cannot control the speed of speech of the person delivering the message, and they feel the message conveyed has been lost before they can understand the contents of the message. (2) Students have not the opportunity to ask the speaker to repeat or clarify the message, for example when listening to the radio, watching TV, so the students must be able to understand it as it is. (3) The limited vocabulary wned by the students, make the students unable to understand the contents of the text. (4) The students failed to understanding the 'signal' from speaker so the students misunderstand the message. (5) Mistakes in interpreting the message received, the contents of the message interpreted differently by the students. (6) Not able to concentrate because of various things, such as topics that are not interesting, physical fatigue, noisy environment, and so on. (7) Concerns about differences in the ways and materials taught by the teacher and the material heard through audio devices or native speakers of English Underwood (1990: 15).

Listening is one of the skills that must be comprehend in learning English. Therefore, learning listening is very important because it can help students build a foundation for learning speaking and writing. Even though many students practice listening by listening to music and watching movies, there are still many students who have difficulties understanding listening. These difficulties that faced by students such as: (1) difficulty of understanding conversations and questions, (2) Students cannot catch the conversation because it played too fast, (3) Less listening time, (4) The same pronunciation but different meanings. (5) Environmental conditions around students when learning listening is not conducive and so on.

Those cases above was experienced by listening students at UMNU Kebumen. Listening is one thing that can make them frustrated. They also cannot control the speed of the speech and felt the difficulty to catch the word that do not exist in their mother tongue. In the other hand, eventhough they can catch the speech correctly, they have the wrong interpretation because of the lack of vocabulary. Based on the description above, this study was conducted to find out the difficulties that mostly faced by students in learning listening.

2. Methodology

This research has been done by using descriptive qualitative methods. In descriptive qualitative research data collected in the form of images and words. According to Sugiyono (2008: 335-336) qualitative research is research used to investigate, discover, describe, and explain the quality or features of social influence that cannot be explained, measured or illustrated through a quantitative approach. Meanwhile descriptive research is a form of research that aims to describe existing phenomena. So qualitative descriptive research is research that intends to understand the phenomena about what is experienced by research subjects by means of description and in the form of words and language in a context by utilizing various natural methods, where the research results are in the form of descriptions and interpretations in the context of time and situation certain, as well as the procedures performed are flexible in accordance with the needs and situations and conditions on the ground. The purpose of this descriptive qualitative research is to understand and search the meaning behind the data to find empirical truth.

This research has been done at University of Ma'arif Nahdlatul Ulama Kebumen. The samples of this research were 15 English Education students in UMNU Kebumen who got the potential to become future educators and take listening course before. The sampling technique that be used Random sampling technique. Random sampling is each sample have an equal probability of being chosen. According to Sugiyono said that (2001: 57) "Random sampling technique is a sampling technique from members of the population that is done randomly without regard to strata that exist in that population."

Data collecting technique in this study has been done through three ways such as: questionnaire, interview, and documentation. In this research, data analysis used an interactive data analysis model by Miles & Huberman. In this study the analysis was carried out in conjunction with the data collection process. As Miles and Huberman said this analysis goes through 4 stages:

- a. Data collection stage, the data obtained by questionare, interview, and documentation are recorded in the field notes in two notes, descriptive and reflective notes.
- b. The second stage, namely data reduction, the data obtained is reduced to find meaning, determine relevant data, focus the data on problem solving or to answer research questions. Data reduction is the process of selecting, focusing on simplifying, abstracting, and transforming "rough" data that arises from field notes. Furthermore, it is simplified and systematically arranged and outlined important things about the findings and their meaning. Reduction is done since data collection, starting with making summaries, coding, tracing themes, writing memos, etc., with the intention of setting aside irrelevant data or information, to be verified.
- c. The next stage is the presentation of data, the presentation of data is a description of a collection of structured information that gives the possibility of drawing conclusions and taking action thereafter. The presentation of data can be in the form of tables, pictures, writings, or graphs with the aim of combining information so that it can provide an overview of the situation that occurs.
- d. The final stage is drawing conclusions, drawing conclusions or verification is the final activity of qualitative research. After adequate and sufficient data has been collected, temporary conclusions can be obtained and final conclusions can be drawn after the data are truly complete. This conclusion was drawn during the study. The meaning that

researchers formulate from the data must be tested for its truth, compatibility, and robustness.

3. Finding and Discussion

3.1. Finding

The research was conducted in University of Maarif Nahdlatul Ulama Kebumen. The purposes of this research were to find out the difficulties that mostly faced by students in learning listening.

3.1.1 Perceptions Toward Learning Listening

Thirteen out of fifteen students interviewed said that learning listening is difficult because the vocabularies used are unfamiliar and they did not understand the content well. They also admitted that they need more concentration to learn listening. Sometimes speaker are spoke to fast make them frustated and there many word that they dont know the meaning.

On the other hand, one interviewee declared that learning listening is easy. In his opinion, listening became easy to understand for him because he regularly listens to English songs. He get new vocabulary by listening many English songs, by that ways he enriched his vocabulary.

3.1.2. Difficulties on Learning Listening

There are 5 main difficulties that cause the students' distress in learning listening in University of Ma'arif Nahdlatul Ulama Kebumen, they are as follows:

a. Speaker or Native Speaker Spoke Fastly

Among fifteen interviewed students, they gave different answer when they were questioned about the problem in learning listening. the majority, four of them said that they have problem with native speaker such as native speaker are often speak to fast. One of the students, NF said "I can not understand what the speaker spoke fastly." Student with initial F said that "sometimes we lost our words so it is makes different meaning." It is happened because the speaker spoke to fast.

b. Limited Vocabulary

Most of interviewee claimed that they ware lack in vocabulary mastery. They do not understand so many vocabularies. This is happened because they have limited vocabulary. As AI Said " a lack of the vocabularies make me not understand the content in listening skill." When they saw the written words, they are familiar with those words. They do not know how the words are pronounced, so they got confused when listening to audio.

While RF added that "When I learned some music or some audio I could not catch the unfamiliar vocabulary and pronouciation". TP said learning listening is difficult, because there

are many words that he did not know the meaning. It is prove that vocabulary is an important material and very important role in listening skills. If students only have a limited vocabulary then this can affect the catch the message.

c. Lack Concentration

There are some students that need more concentration while learning listening. Such as CFS said "The problem is limited vocabularies and difficult to get concentration" she has problem at difficult to get concentration when listening. CFS also added "Yes because we need more concentration to understand it well." She need more concentration to understad listening well. Other students WF said that "My problem when I study about listening is limited focus." She added that listening is not difficult we just need focus to do that. While NRN also said that listening is difficult because she need more concentration.

d. Unfamiliar Vocabulary Made Students did not Catch the Word

Clear pronunciation is important to understanding spoken English. So that way students can catch word the content maximaly. The other factors include the speaker spoke fastly and noise environment also make students didnt catch the message well. While student initial F said that "Sometimes learning listening is difficult. Because when I learn from native speaker they speak to fast. So I can not understand the pronunciation."

Students initial NH said "My very first problem in learn listening is because I am not familiar with the word, so it will be very hard for me to catch the word because I do not know the vocabulary , and I don't know the certain words, and I do not know how to pronounce them." She added "The most difficult problem I think because student and I did not know how to mastering vocabulary, so we can't catch that word."

Unclear pronunciation from speakers was also considered a source of listening problems. Many students think that unclear pronunciation causes many difficulties for them in understanding listening.

e. Students Felt the Audio Speaker Did Not Work Well.

One of the interviewee initial F said that she had problem on listening such as: "I think my ears its not in a good condition. Sometimes I cant heard clearly". She added "My problem is only about the audio sometimes it is not clearly."

3.1.3. Duration to Learn Listening

Among fifteen interviewed students, they gave different answer when they were questioned about the time spent in learning listening. the majority, nine of them said that they were learning listening often. Its about 4 times a month. One of them learning listening everyday by listening music. As RF said “ I learn listening everyday, because I really like english song so it means that when I listen English song I have learn listening too“.

Student with initial NF added that, 4 times in a month at university by formal limited on everyday by listening a song.”. While AI explained, “4 times in a month. Usually once in a week as formaly, but sometimes I play music especially English songs for adding my listening skill”. Other students, NRN explained that she did not learned listening in a month because She did not like listening course. In other hand, there are some students that think time to learn listening was limited such as : ENM, F, NF, AI, NN, TP, YS, and SDA.

3.2. Discussion

The main purpose of this study was to find out the difficulty that mostly faced by students in learning listening. After analyzing the interview and questionnaire result, the researcher found that students vocabulary mastery was limited. Most of them said they didnt know what the speaker said. Unfamiliar vocabularies make them think the meaning too much and miss the next part of the speech in the following part of listening. it makes the students missed some essential information. It is important, that students needed to know the vocabulary used in an audio material in order to make a better comprehension of listening. Student who is familiar with the vocabulary used in a listening exercise will have a better performance and consequently better results in the activity than one whose knowledge of the vocabulary is limited.

4. Conclusion

Based on the results of research and discussion that has been explained previously, the following conclusions can be drawn. There are fifth problems caused students difficulties in learning and doing listening exercises.

a. The first problem is speaker spoke fastly.

Students said that they have problem with native speaker such as native speaker often speak to fast. It make them miss to catch the message of the conversation or listening activity.

b. The second problem is lack vocabulary mastery in doing listening activity or exercise.

Students were not able to understand some of listening exercises because they did not know some vocabulary. Listening with known words was easier for learners to understand compared unknown words, even if the theme or material was unfamiliar to them. Knowing the meaning of the words might increase students learning interest and causing positive effect in listening ability. Students also did not catch the word well. However, it is important to understanding spoken English well. So that way students can catch the content maximally. In addition, words also have more than one meaning which got the students confused.

c. The third problem is students less concetration.

d. The fourth problem is unclearly audio speaker.

e. The last problem is less time to learn listening.

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