

The Students' Difficulties in Listening for Daily Context Course on the Second Semester of English Education Program

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Abstract

The purpose of this research is to understand the problems that students encounter when listening to the daily situational topics. The writer chose STKIP Nurul Huda's second semester English Education Program, with 34 students in the second semester. Collect data through questionnaire surveys, interviews and observations. The questionnaire was conducted from three aspects: listening materials, listening factors and physical environment. The research results show that there are 30 problems in listening to daily situational topics. They have 7 problems in the listening material, 14 problems in the audience factor, and 9 problems in the physical environment.

Keywords: *Difficulties, Listening, Daily Context*

INTRODUCTION

Listening is an essential part of English as a foreign language. It is similar to the other skills like writing, reading and speaking. According to Rost (2009: 124), listening helps us understand the world around us and is one of the elements necessary to create successful communication. In the 17th century, English became one of the modern languages of Europe. It replaced the Latin language that had been popular in the 17th century. Day after day English became an international language and is used as a means of communication throughout the world. Not only communication, but also science, news, theory, philosophy and other things are using English. That is why mastering and using the English language is important in this age for all the people of the world. In other words, the English language is very important and has a great influence on the world. In developing basic language skills in modern foreign language teaching, you must have knowledge in the language acquisition process, the vision of following a natural order is quiet common. For this reason, people in the world need to be fluent in English, but in master English several basic English skills are needed. According to There are four basic language skills, such as: listening, speaking, reading and writing. In this article, the writer will focus on listening skills.

Listening comprehension are the various processes to understand and make sense of spoken language, Nadig (2013: 1743). It means that listening comprehension is one of the processes to understand what when speaking. Hearing difficulties are internal and external characteristics that interrupt the understanding of the text directly related to the cognitive. Hamouda (2013: 113) stated that the factors causing the students' listening comprehension problem were classified in different sources, including auditory text related problems, task and activity related hearing problems, listening problems related to the listeners and the methodology of the conference.

Related to the above statements, the writer found the problem, most of the students had trouble hearing, as in the tip test, we found the problem in listening, especially the students who completed their title. There were some problems that students faced such as lack of vocabulary, comprehension structure, inability to understand natural speech, loss of confidence, maintenance of concentration, poor quality recording, most of the students had problems in poor recording quality, most complain about the speaker too fast, making her difficult to understand.

The writer was interested in analyzing the difficulties of the students to listen because there are still many students who have difficulties to listen. In relation to the above description, the writer

tried to find the problem that the students encountered when listening. That is why the writer chose an analysis of the listening difficulties of students for the daily context of the second semester of the STKIP Nurul Huda English Education Program as the title of her research.

Concept of Listening

Listening is a difficult skill in learning a second language. Difficulty is caused by many factors ranging from the difference in sound between the student's first language of a second language and the second language they are learning, their lack of vocabulary, their lack of grammatical knowledge, to the pragmatic differences between two languages. Consequently, students of English as a Foreign Language (EFL) must be prepared to handle the listening comprehension tests, Nasrudin, (2013: 3).

According to Morley (2001: 69-85), listening is the most important skill for language learning because it can be used mainly in normal daily life and develops faster than the other language skills for the other language skills, indicating that makes the task easier. development of other language skills. According to Rost (2009), listening helps us understand the world around us and is one of the necessary elements to create successful communication. It means that if we understand about listening, it will be easy to communicate with others.

Types of Listening

Based on syque (2002: 5), there are some differences in listening types:

Discriminatory listening is the most basic type of listening, by which the difference between different sounds is identified. If you cannot hear the differences, then you cannot understand the meaning of those differences. We learn to discriminate between sounds within our own language early, and then we are unable to discriminate between the phonemes of other languages. This is one of the reasons why it is difficult for a person from a country to speak another language perfectly, since he cannot distinguish the subtle sounds that are required in that language. Similarly, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions that the other person is experiencing. Listening is both a visual and an auditory act, as we communicate a lot through body language. Therefore, we must also be able to discriminate between muscle and skeletal movements that mean different meanings.

Howat and Dakin in Hien's (2015) listening comprehension define the ability to recognize and understand what the other person is saying. Listening comprehension refers to the understanding of the meaning and external meaning of spoken words and sentences. Listening comprehension is not just about hearing words, it is the ability of children to understand the meaning of the words they hear and to connect with them in some way. For example, when children hear a story, good listening comprehension skills enable them to understand, remember, discuss it, and even tell it in their own language. Even at a very young age, this is an important learning skill, because good listeners will grow up to become good communicators. Hamouda (2013: 113-115) defines listening comprehension as an interactive process in which the audience participates in constructing meaning.

Critical listening is listening for the purpose of evaluation and judgment, so as to form an opinion on what is being said. Judgment includes evaluating strengths and weaknesses, agreeing and approving. This way of listening requires a lot of real-time cognitive effort, because the listener analyzes what is being said and associates it with existing knowledge and rules, while listening to what the speaker is doing.

When a person only hears the sound, they want to hear, biased listening occurs, usually based on their stereotypes and other prejudices to misinterpret the other's words. In essence, this kind of biased listening is usually very evaluative.

Evaluative listening or critical listening, we judge what the other person is saying. We tried to assess the authenticity of what was said. We also judge what they say based on their values, and evaluate it as good or bad, worthy or not worthwhile. When another person is trying to persuade us, maybe change our behavior, or even change our beliefs, evaluative listening is especially important.

Within this scope, we also distinguished the nuances of language and understood the inner meaning of what was said. Usually, we also weigh the pros and cons of a parameter to determine whether it is logically meaningful and whether it is helpful to us. Evaluative listening is also called critical, judgmental or interpretive listening.

Types of Listening

Cleary, Holden, and Cooney (2008b: 3) pointed out that extensive and intensive listening is required. Extensive listening refers to listening to general information, while intense listening is related to detailed listening. The difference lies in talking about activities that improve listening skills; they are listening to the main points, general understanding, specific information and inferences, Cleary, Holden and Cooney, (2008b: 3).

Problems Listening

The factors that cause students' listening comprehension problems are divided into different sources. According to Hamouda (2013), students' problems are viewed from three aspects: audience factors, auditory materials and physical environment. Therefore, this is a way to find out the problems that students encounter when listening to daily contextual topics.

METHODOLOGY

In this study, the writer used a qualitative description method to describe the problem more clearly and had a better understanding of the problem during listening. The descriptive method is a research model used to gain insight into an object. According to the descriptive research of Sugiyono (2013: 13), it is a research conducted to determine the value of the independent variable. The value of the independent variable can be one or more (not to be compared or linked with other variables). The object of research is the problem under study. The writer chose to analyze students' hearing difficulties in daily contextual courses, and the writer chose STKIP Nurul Huda's second semester educational English course. According to Sugiyono (2009: 38), the object of research is the attribute, characteristic, or value of a person, object, or activity, with specific changes that the researcher states to study and draw conclusions. Moreover, the writer used three instruments for data collection: questionnaire survey, interview and observation.

RESULT AND DISCUSSION

The Analysis of the Data collected from Questionnaire

According to Hamouda (2013), students will encounter three difficulties in listening (listening materials, audience factors and physical environment). Among them: 65% of 34 students have difficulty understanding and listening to the text. Unfamiliar words include jargon and idioms, 34 students have poor grammar, and 76% of 82% students answered that speaking time is long. Interference with their listening, 34% of students have difficulty understanding the meaning of spoken language, 76% of students, 34% of students feel tired when listening to longer spoken language, and 34% of students and 82% of students are unfamiliar It is difficult to understand the spoken language in the context of the topic, 76% of 34 students are difficult to use the simplified form, 53% of the 34 students answered that they are afraid when they can't understand what they're hearing, so they can't understand Listening; 88% of students feel anxious when they do not understand spoken English, 56% of the students were unable to understand what they were hearing because of their illegible pronunciation, 65% of 34 students found unrecognizable prompt words, 59% of 34 students lost their concentration when getting the expected answer, and 34 students 82% of students had difficulty understanding when using unknown words, 82% of 34 students had difficulty inferring the meaning of unknown words, 74% of 34 students could not concentrate when searching for answers and

listening at the same time, 34 students 74% of them lost their attention and heard new words while concentrating. 82% of 34 students had difficulty recognizing words, 82% of 34 students had difficulty predicting what would happen next, 74% of 34 students had difficulty remembering words or phrases quickly when they first heard it, and 34 students 65% of people have difficulty answering questions except for short answers, 91% of the 34 students find it hard to hear without transcripts, 97% of 34% lose attention due to poor recording quality, and 34% find it difficult to understand when full of hesitation and pauses, 76% of 34% students have difficulty understanding when the speakers have different accents, 88% of 34-year-old students speak too fast, and 71% of 34-year-old students do not have enough speakers. Pause time is difficult. 85% of 34-year-old students find it difficult to understand and repeat. If the surrounding noise makes it difficult for 91% of 34 students to concentrate, they will 91% of students feel interference; if the sound is not clear due to poor equipment, 91% of 34% students feel interference.

The Result of Interview

According to the students who answered the first question, what questions will affect your listening comprehension as a listener? During the interview, all the students in the audience found that when the voice is too low, the voice is unclear, the speaker's intonation is too fast, the idiom is not clear, the concentration is not concentrated, the vocabulary is lacking, the speaker is unclear, and the sound quality is poor.

The interview results for the second question (what are the difficulties in the listening materials), can tell the feeling that the students can't hear clearly, for example, the pronunciation is too fast, the speaker is too fast, the intonation is too fast and not clear, and the spoken text is too long and difficult to hear. The speaker speaks quickly after a short pause and is difficult to understand (translation). Some students lack vocabulary. When there are new vocabulary, new words and new stories, it is difficult to understand. Many foreign languages do not understand idioms and feel poor equipment, do not understand the basic materials.

The third question (What makes it difficult for you to answer the speaker's question during the listening process?) The student's answer indicated that the average level among them is difficult to answer due to loss of concentration. Forgot to answer when they want to answer, because they focus on explaining the question. When their search is answered and they listen to the next conversation, they are inattentive, difficult to understand, they don't understand the material, and they don't understand the speaker's words, because the speaker speaks too fast and feels skeptical, when the speaker speaks quickly, lacks concentration and lacks vocabulary.

The fourth question (What makes you lose concentration in listening comprehension?) can be drawn from the results. Many students feel bored and sleepy. When their words are only glanced at, they only focus on the meaning and the meaning of their thinking. New words and searched answers, sometimes listening to the recording, when the tape recorder is of poor quality, the room is noisy, and the surrounding is a lot of noise, the speaker is not clear, when there is another voice, the speaker is difficult to understand, when they are sick, and when they think of other things.

The fifth question/last question (Have you ever used your personal experience or background knowledge to answer the listening question? Why?), most students have personal experience or background knowledge to answer this question because they listen to the background every day know how. It can be expected that the answers to the questions that are real and easier to answer can help them understand the meaning of the text. Some listening materials come from stories or history or knowledge they know before, it can help them answer questions, it can help them understand the meaning of the text, and it can help them understand the material.

CONCLUSION

The purpose of this research is to find out the difficulties students encounter when listening to the daily situational topics of the second semester of STKIP Nurul Huda's English Education Program. According to the data analysis in Chapter 4, the following conclusions can be drawn:

Students in the second semester of the English Listening Course encounter thirty difficulties in listening to daily context topics. They are: unfamiliar words (including jargon and idioms), poor grammar, length of spoken language, explaining the meaning of spoken language, Fatigue when listening to long talks, unfamiliar topics, habitual simplified forms, inaudibility, anxiety, inaudible pronunciation, habitual signal words, loss of focus when getting the expected answer, idioms, inferred meaning, when answering Inability to concentrate and listen at the same time, hear new words, recognize words, predict what will happen next, quickly remember, difficult to answer questions, in addition to short answers, insufficient transcripts, loss of attention due to poor recording quality, Full of hesitation and pauses, various accents, the speaker speaks too fast, the speaker pauses not long enough, cannot be played repeatedly, there is noise around, tapes or disks are of poor quality, and equipment is poor.

This means that students not only face problems with listening in front of the audience, but also with listening materials and physical environment. Students must study hard and practice more to improve their listening comprehension.

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