Students' Perspective of Factors Affecting Listening Compehension Ability

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Abstract

The teaching of listening in Indonesia is essential, a process that is considered to be indispensable. This paper explores several factors that affect students' listening comprehension ability; which are: Limitation of Vocabulary, Teaching Strategy, Limitation of Materials and Equipment, Student's Listening Anxiety, Exposure towards American English and culture. The main purpose of this research is to determine which factor that significantly affects students' listening comprehension ability. After going through factor analysis, it is found that the most dominant factor that affects listening comprehension ability is Limitation of Listening Materials and Equipment. This study was conducted in three schools: SMP Negeri 1 Cisarua, Bandung, SMP Negeri III Cisarua, Bandung, SMP Negeri I Parongpong, Bandung.

Key Words: *Listening Comprehension Ability, Exposure towards American English and Culture*

Introduction

People can hardly argue that listening skills play important role in enhancing one's speaking proficiency. Listening is not only about how people hear words; it is a process to respond to someone or people they talk to (Amin, 2011). Along with this, Bestakanshin (2012) said that the ability to establish listening skills is an essential component towards successful communication. However Vandergrift (2011) stated that listening is also considered as an intricate, active process in which the listener should be able to distinguish sounds, comprehend meaning of words and grammatical structures, point out stress and intonation in order to have proper utterance. In addition, Richards (2008) emphasized two listening processes: bottom-up processing and top-down processing. In improving students' listening comprehension ability, English teachers must implement those two processes.

Moreover, in teaching listening, teachers should be aware of several key issues in listening. Graham and Santos (2015) explicated that key issues most likely refer to skills, process and strategies; they are difficult to expound and distinguish from one another. Basically, in order to overcome those issues and have an effective listening course, students must do a lot of listening. However, in

England there is not much time can be dedicated to systematic work on listening development. In addition to that, Rost (2012) claimed that listening comprehension is important yet relatively few research project are carried out in this area. Osada (2004) also mentioned in his research that researchers have slightly given little attention to listening theory and practice.

In Indonesia, English has been taught formally in schools; however, the result from years of studying English is less than satisfactory (Lie, 2007). Moreover, Ivonne (2005) stated that learning English In Indonesia is not more than a set of grammar rules and a pile of vocabulary items to be memorized which makes listening becomes the least of priority wherein very few teachers are aware of students' cognitive process. Wolvin (2010) stated that when a listener receives and interprets the message through his/her cognitive psychological process, he/she then have the ability to respond to the message.

Traditionally, as stated by Flowerdew and Miller (2005), listening is not specifically taught in language classes. Gilakjani and Ahmadi (2011) added that formal education tends to focus more on the grammar, reading and vocabulary. However in reality, Cahyono and Widiati (2009) said that listening is the primary skill in language acquisition in which a child usually listen before he or she is able to speak, read and write.

Upon cultivating several journals regarding listening comprehension ability, the researchers scoped up this study within several factors that assumingly affect students' listening comprehension ability: a) Limitation of Vocabulary. Abbas (2011) stated that there are times listeners encounter unknown word which may cause them to stop and think about the meaning of the word which cause them to miss the next part of the speech; b) Teaching Strategy. It is important for teachers to give appropriate ways of teaching listening to their students in order to achieve the goal in learning process (Facella, Rampino & Shea, 2005); c) Limitation of Materials and Equipment. Joseph (2008) stated that students may encounter confusion if the materials are lengthy, too abstract, and poorly organized. Other than that if listening equipment is not complete then students might not be able to have variety of activities; d) Students' Listening Anxiety. Golchi (2012) stated in her research that anxiety gives huge impact while learning English as a foreign language. It is considered as a problematic nature of listening in which teachers feel incredibly difficult to teach students with anxiety; e) Exposure towards American English and Culture, Every country has different customs and culture. Culture and Language cannot be separated (Greenland, 2012). English is not only a language course that provides basic knowledge but it is also a course to enhance students' capacity to broaden their horizons and learn about different culture in the world (Liang & Chen, 2012).

Thereupon those factors are deemed to give impact towards students' listening comprehension ability and this study hopefully will give information or proof

Methodology

This study utilized descriptive-correlation research design. This method was used to find out the most factor that affect students' listening comprehension ability. Best and Khan (2001) explained that this method is a method that describes, records, analyses, and interprets particular condition that exist in certain group. This study utilized random sampling as the basic sampling technique for the researcher to select a group of subjects. The main instrument utilized in this research is a self-designed questionnaire which underwent Pilot Study to find its validity and reliability.

In processing the data, the researchers used factor analysis to cluster items into common factor and interpret each factor according to the items and summaries the items into a small number of factor. After a careful analysis, Spearman Rank Correlation Formula was being used to find the correlation of each factor.

Research Questions

The present study aims to answer the following research questions:

a. Which factor that significantly affects students' listening comprehension ability?
   - Limitation of Vocabulary
   - Teacher's Teaching Strategy
   - Limitation of Listening Materials and Equipment
   - Students' Listening Anxiety
   - Exposure towards American English and Culture
b. Is there any significant correlation between each of the factors above and students' perspective towards the importance of listening comprehension ability?

Theoretical background of the study

In order to answer the research questions mentioned above, this study drew on Jenkins' (2007) factors influence one's perception and understanding of a certain English Variety and Smith's (2009) three dimensions of understanding.

Research Setting and Participants

The subjects of this research were eight graders from three different schools: SMP Negeri 1, Parongpong, SMP Negeri 1, Cisarua, SMP Negeri 3, Cisarua. Every possible sample of a given size had the same chance of selection; for example, each member of the population is equally to be chosen at any stage in the sampling process. Each subject was fully informed about the research goals,

data collection procedures, as well as their privacy protection. The subjects were also guaranteed that their real names would not be disclosed in the research report.

Result and Discussion

The following is the result of the standard deviation of each factor. The researchers should find the Standard Deviation before conducting factor analysis. Since the Standard Deviation is smaller compare to the mean, the data was standardized so that the value of standard deviation is small.

Table 1

Descriptive Statistics

Descriptive Statistics					
Items	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Limited Vocabulary	60	19	36	29.67	4.475
Teaching Strategy	60	16	27	21.27	3.080
Limitation of Material and Equipment	60	16	25	19.60	3.421
Student's Listening Anxiety	60	18	36	28.83	3.872
Exposure towards American English and Culture	60	14	28	21.40	2.836
Valid N (Listwisee)	60				

Correlation Matrix was conducted to find the correlation value. It is shown from the table below that the correlation value between the Teaching Strategy and Student's Listening Anxiety is 0.386; it means both factors have the highest correlation. The significant value between the Limitation of Vocabulary and Student's Listening Anxiety is 0.001—the value is less than 0.05 which means these factors are significantly correlated with each other.

Table 2

Correlation Matrix

		Zs (LV)	Zs (TS)	Zs (LME)	Zs (SLA)	Zs (ETAEC)
Correlation	Zs (LV)	1.000	-.081	.124	-.232	-.215
	Zs (TS)	-.081	1.000	-.254	**.386**	.160
	Zs (LME)	.124	-.254	1.000	-.110	-.106
	Zs (SLA)	-.232	.386	-.110	1.000	.011
	Zs (ETAEC)	-.215	.160	-.106	.011	1.000
Sig. (1-tailed)	Zs (LV)		.270	.173	.037	.049
	Zs (TS)	.270		.025	.001	.111
	Zs (LME)	.173	.025		.201	.211
	Zs (SLA)	.037	.001	.201		.467
	Zs (ETAEC)	.049	.111	.211	.467	

Zs = Zscore

After conducting The Kaiser-Meyer-Olkin value, it is found that the correlation matrix is not identified Matrix because the KMO is 0.524; the value is more than half (0.5) while Bartlett's Test Value is 0.019. Therefore based on the result below, factor analysis is conducted.

Table 3

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		
Barlett's Test of Sphericity	Approx. Chi-Square	21.339
	Df	10
	Sig.	.019

From the table Anti-image Matrices below, most of the measure of sampling adequacy (MSA) value is more than half (0.5) yet Exposure towards American English and Cultural Background (ETAEC) factor is less than half (0.5); it is 0.490. Hence this factor should be removed to proceed to Correlation Matrix.

Table 4

Anti-Image Matrices

		Zs (LV)	Zs (TS)	Zs (LME)	Zs (SLA)	Zs (ETAEC)
Anti-Image Covariance	Zs (LV)	.891	-.057	-.085	.199	.197
	Zs (TS)	-.057	.784	.189	-.302	-.137
	Zs (LME)	-085	.189	.923	-.004	.043
	Zs (SLA)	.199	-.302	-.004	.801	.091
	Zs (ETAEC)	.197	-.137	.043	.091	.921
Anti-Image Correlation	Zs (LV)	**.512[a]**	-.068	-.094	.235	.218
	Zs (TS)	-.068	**.522a**	.222	-.381	-.161
	Zs (LME)	-.094	.222	**.631[a]**	-.005	.046
	Zs (SLA)	.235	-.381	-.005	**.504[a]**	.105
	Zs (ETAEC)	.218	-.161	.046	.105	**.490[a]**
a. Measures of Sampling Adequacy (MSA)						

From the table of Correlation Matrix below, it is shown that between Teaching Strategy and Students' Listening Anxiety, the correlation value is 0.386—the significant value is o.001; wherein, the result is the same as the result before; wherein both factors have the highest correlation and significantly correlated with each other.

Table 5

Correlation Matrix

		Zs (LV)	Zs (TS)	Zs (LME)	Zs (SLA)
Correlation	Zs (LV)	1.000	-.081	.124	-.232
	Zs (TS)	-.081	1.000	-.254	**.386**
	Zs (LME)	.124	-.254	1.000	-.110
	Zs (SLA)	-.232	.386	-.110	1.000
Sig.(1-tailed)	Zs (LV)		.270	.173	.037
	Zs (TS)	.270		.025	**.001**
	Zs (LME)	.173	.025		.201
	Zs (SLA)	.037	.001	.201	

KMO and Bartlett's Test was conducted to show whether the correlation matrix is identified or not. From this test, it is shown that The Kaiser-Meyer-Olkin Value is 0.545—the value is more than half 0.5 and the Bartlett's Test Value is 0.010; therefore, the correlation matrix does not identify matrix. Through this result, it is shown that the result of KMO is higher than the result of the previous

KMO, which is 0.524. Based on the value of the KMO and Bartlett's Test, factor analysis is then continued. Hence Anti-image Matrices was done.

The table below is Anti-Image Matrices Table. After deleting ETAEC from the analysis; it is shown that after ETAEC is deleted, the result shows that all the Measure of Sampling Adequacy (MSA) value is more than half 0.5 then it can be analyzed further.

Table 6

Anti-Image Matrices after Deleting ETAEC

		Zs (LV)	Zs (TS)	Zs (LME)	Zs (SLA)
Anti-Image Covariance	Zs (LV)	.935	-.030	-.100	.190
	Zs (TS)	-.030	.805	.201	-.300
	Zs (LME)	-.100	.201	.925	-.009
	Zs (SLA)	.190	-.300	-.009	.810
Anti-Image Correlation	Zs (LV)	**.557ª**	-.034	-.107	.218
	Zs (TS)	-.034	**.533a**	.232	-.371
	Zs (LME)	-.107	.232	**.583ª**	-.010
	Zs (SLA)	.218	-.371	-.010	**.537ª**
a. Measures of Sampling Adequacy (MSA)					

The table below shows the extraction value; it is shown that there are two factors that have extraction value more than half 0.5; which means that these two factors have strong correlation with extracted factor. Those factors are Teaching Strategy (ST) and Students' Listening Anxiety (SLA)

Table 7

Communalities

	Initial	Extraction
LV	1.000	.232
TS	1.000	**.553**
LME	1.000	.284
SLA	1.000	**.548**
Extraction Method: Principal Component Analysis		

The contribution of the Teaching Strategy factor is .553 to the extracted factor, and the Students' Listening Anxiety Factor is .548 to the extracted factor. Therefore according to table below, if the Initial Eigen Values is more than 1 point, it can be considered as the component. It is shown from the table below that there is one component to be considered.

Table 8

Total Variance Explained

Component	Initial Eigen Values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.618	40.461	40.461	1.618	40.461	40.461
2	.946	23.640	64.101			
3	.888	22.211	86.312			
4	.548	13.688	100.000			
Extraction Method: Principal Component Analysis						

After one component is found, Component Matrix is used to find the most dominant factor that affect Students' Listening Comprehension Ability. Based on the result below, the highest values is 0.744 which means that The Limitation of the Material and Equipment (LME) is the most dominant factor. This result shows that the LME factor affect Students' Listening Comprehension Ability in English learning.

In order to see further of each factor that have significant correlation with Students' Listening Comprehension, Correlation Test is used. If the counted value is less than < 0.05, it is considered significant. Based on the result below, there is one factor that has significant correlation with Students' Perspective towards Factors that Affect Listening Comprehension Ability. That factor is Limitation of the Material and Equipment.

Table 9

Correlation Test

		Students' Listening Comprehension Ability
LV	Correlation Coefficient	.042
	Sig. (2-tailed)	.750
	N	60
TS	Correlation Coefficient	-.061
	Sig. (2-tailed)	.642
	N	60
LME	Correlation Coefficient	.379**
	Sig. (2-tailed)	**.003**
	N	60
SLA	Correlation Coefficient	.083
	Sig. (2-tailed)	.529
	N	60
ETAEC	Correlation Coefficient	.063
	Sig. (2-tailed)	.632
	N	60
SLC	Correlation Coefficient	1
	Sig. (2-tailed)	-
	N	60

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Discussion

After conducting a careful analysis above, it is shown that Limitation of Material and Equipment significantly affect students' listening comprehension ability. It is proven to have positive effect on Students' Listening Comprehension Ability. Bin (2009) stated that Listening Material and its equipment is one major reason for students to have poor listening comprehension ability; a school needs to provide print materials, audio or video tapes, video players, VCRS, VCDs, computers in order to enhance students' ability in listening comprehension. In addition to this, Joseph (2008) accentuated that the difficulty of content and concepts, especially if the material is abstract, abstruse, esoteric, lengthy, or poorly organized; students will have difficult time to comprehend listening material which most likely their listening comprehension will be affected.

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