

**A STUDY ON STUDENTS' DIFFICULTIES IN LISTENING AT STUDENTS
CLASS XI IN MA AL-MUNAWWARAH PAGUYAMAN**

Nur Fitriyani Rahim
Nurrahim22@gmail.com
MA Al Munawwarah, Paguyaman

Abstract

The objective of this research was to find the cause of students' difficulties in listening grade XI in MA Al-Munawwarah Paguyaman. This type of research was descriptive qualitative method by using qualitative approach (qualitative research). This research was conducted at MA Al-Munawwarah Paguyaman. The subject of research were the students of grade XI consist of 16 people. Data collection techniques used structured interviews and interviews guideline. Data analysis in this research used interactive model analysis. The result revealed that students have difficulty in listening to English text on linguistic factors and non-linguistic factors such as lack of motivation, material duration, and difficulty concentrating.

Keywords: Listening, Difficulty, English Subtitle

Abstrak

Tujuan penelitian ini adalah untuk menemukan penyebab kesulitan siswa dalam menyimak pada siswa kelas XI di MA Al-Munawwarah Paguyaman. Jenis penelitian ini adalah metode deskriptif kualitatif dengan menggunakan pendekatan kualitatif (qualitative research). Penelitian ini dilaksanakan di MA Al-Munawwarah Paguyaman, Subjek penelitian adalah siswa kelas XI berjumlah 16 orang. Teknik pengumpulan data yang digunakan adalah wawancara terstruktur yang menggunakan pedoman wawancara. Analisis data pada penelitian ini menggunakan analisis model interaktif. Hasil penelitian mengungkapkan bahwa siswa memiliki kesulitan dalam menyimak text berbahasa inggris pada faktor linguistik dan faktor non-linguistik. Faktor linguistic seperti kurangnya penguasaan kosakata, aksen, dan kurangnya pemahaman pada text. Faktor non linguistik seperti kurangnya motivasi, kualitas materi, durasi materi, dan sulit berkonsentrasi.

A. INTRODUCTION

The first communication skill we engage in the moment we are born is listening. It is how we learn and acquire language. Speaking and listening, then, are always interrelated. However, although it is our first communicative behavior, listening is usually our most underdeveloped communication skill. Lisa (2008), says listening skill is viewed as the most common communicative action in routine life. Morley points out "We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. Listening is the key to all effective communication, because we understand purpose after listen them. When we can not listen correctly, we may have a poor understanding (Ur, P, 1984).

Rost (2004), also says that listening is an active process requiring participation on the part of the listener. It seems that the communication involves the speaker and the listener. The listeners can understand well if they can hear what the speaker says. In the other words, Long (1989), argued that the communication will run well since there is an understanding lecturer the speaker and listener. Furthermore, listening is important skill and it is needed by the students " to improve their English skills". According to PERMENDIKNAS the objective of teaching Listening for senior high school is students" comprehend 2 the meaning in oral functional text and simple monologue in descriptive and procedure to interact each other. However, there are some common problems faced by students in learning listening skill. One of them is they are not familiar with the spoken words and foremost they miss catch the word. Hassan said that the differences of the sound system between the (L1) and the (L2), the inconsistency of some sounds in English language, the mother tongue interference and the influence of spelling on pronunciation. Besides, they are lack of understanding the whole spoken text. In this case, listening becomes complex skill since they are lack of ability to catch the word, grab the meaning of the word, and also comprehend the spoken text. The students" also cannot hear the pronunciation clearly and it becomes problem for them.

In fact there are some common problems students' faces in learning to listening. One is that they are not familiar with the spoken words and especially they

miss the word catch. Hassan says that the difference between the sound system (L1) and (L2), inconsistency of some sounds in English, mother language disorder and spelling effect on pronunciation. In this case, listening to be a complex skill because they lack the ability to capture the word, understand the meaning of the word, and also understand the spoken text. The students "also cannot hear the pronunciation clearly and this is a problem for them (Wang Zhanming, 2014). Previously the researcher has conducted research on the place of observation that is already planned. According to the observation of the condition of the troubled child in listening can be seen from the learning situation in the classroom. For example when teachers say the word "ship" they mean "sheep", besides that most of the students do not know the meaning of the word in English which is spoken or heard because of the limitations of their English vocabulary, and not the concentration on the material being heard.

B. METHOD

The Research about Study on Students' Difficulties in Listening included in field research is a study conducted by doing a review to the field or research location. This research using qualitative research and type of research is qualitative descriptive. The qualitative research is called as ethnography method then called the qualitative method (Sugiyono, 2008). Technique of data collection in this research are interview and documentation. And data analysis by Patton cited by Sugiyono data analysis is the process of searching and compile systematically data obtained from interviews, field notes, and documentation by organizing data into the pattern, choosing which is important and that will be studied, and make conclusions so easily understood by yourself and other people.

C. RESULT AND DISCUSSION

Researcher conducted interviews with students at MA AL-Munawwarah Paguyaman class XI totaling 16th students each student was given sixteen the same question, the results of the interviews every student described follows as:

The first question is "Do you interested in learning English? On the first question the results obtained that from 16th students there were 12nd students interested in learning English. They answered that they interested learning English because a non linguistic factors, a way of explaining the teacher who easily understood, and the future goals to become an English teacher. Then 4th students answered not interested in learning the English language because linguistic factors, such a difficult learning tense and lack of vocabulary which became the cause of they were not interested in learning English. Based on the answers can be concluded that the ability of the teacher to explain the material to become a causes for students feels interested in learning English.

Next on the second question "Do you interested in learning listening?" from the result interview was conducted that of 16th students there were 10th students interested in learning. They were interested in learning listening because the non linguistic aspects as well as, like the songs, stories, and conversation in English. Then there are 5th students answered sometimes like the English lessons, the reason is because it was difficult in learning listening, but interest learning listening when the text given in the English-language songs, and some were answered, be interested learning listening when the material given the short duration. Then 1th student answered that he did not like learning listening because lack of controlled vocabulary so unable to understand the content of the text. From the answers it can be concluded that the existence of the interest of students in learning listening because the interest is the primary base needed someone in particular learning listen to English or other foreign languages.

The third question: "Do the teacher use record is clearly while teaching listening?" the answers to these questions obtained from that of 16th students, there were 3rd people answer Yes, they answered that teachers often use a recording with good quality while teaching listening processed. In addition to the answers of the students there are 13rd students given different answers sometimes teachers provide audio material with not clearly when studying listening. From the answers given, the number of students were answered sometimes a lot more than the number of students answered often. The recording quality is a factor when a person is required to listen to the foreign text. Listeners will easily understand and listen when recording quality is good and clear but if the quality of the record is low it will be difficult by the listener understand the foreign text.

Next the fourth question: "Do you able to hear and understand the content of dialogue or monologue in English when low recording quality?" on this question the answer is obtained that all students answered Yes, that difficult listen because the quality of the recording is low, they can't listen to the content of the dialog by either making it difficult to understand the meaning of the text with good when listening to the dialogue or monologue in English. So listeners can listen well when given good quality recordings.

The fifth question: "Do you listen to dialogue or monologue in English that uses native speakers?" there were 4th students answered often listen to dialogue or monologue in English when they studied in the class and at the home. When they are at the home they listen to English songs only. Then there were 12nd students answered that they follow the dialogues or monologue in English only when learning listening in schools only and never listen to dialogue or monologue to speak English at home. From these answers can be defined that most students don't conducted listening text in English at the time was outside the school. Although on previous question they stated that they are interested in learning listening in class but their interest in learning the listening in schools only.

Then sixth question "Do you understand the content of dialogue or monologue in English that uses native speakers?" from 16th students, there were 12nd students answered that they can understand the content of dialogue or monologue in English if the material to be heard is the short duration of the material, a little foreign vocabulary, and the clear accents of native speakers. Furthermore there were 4th students answered that they were difficult to hear and understand the content of dialogue or monologue in English if you use native speakers because of the accents change they could be difficult to translate it. For example the word first is sometimes pronounced fist, fest. They will be able to understand when heard through a non native speaker or teacher.

Next question number seven is "Do you find unfamiliar vocabulary when listening to dialogue or monologue in English while learning listening?" on this question the results obtained that all students answered Yes, they answered that there were many foreign vocabulary or vocabulary that is the first time they hear that often found on text when learning listening. The number of foreign vocabulary that is found in a text listening to 6th foreign vocabularies usually appears on the material like news, announcements, and stories. Other vocabulary is the vocabulary they have ever heard but they don't know means. Mastery of the vocabulary needed in skills listening text in English and other foreign language text.

Then the eighth question: "Do you able to understand the content of dialogue or monologue in English if you find unfamiliar vocabulary when learn listening?" from the results interview that of 16th students, there were 3rd students answered that can sometimes understand the content of the materials if foreign vocabulary in text is little. Then there were 13rd the students answered No, They cannot understand because foreign because so many foreign vocabulary so they do not understand the meaning of text".

The ninth question "Do you listen to dialogue or monologue in English with the contents of text length and speed?" there were 3rd students answered yes, namely Dion, yuliyanti, and Fitri answered they listen to dialogue or monologue in English with the contents of text length and speed learning listening processed and when outside the school. Then 13rd students answered sometimes, they follow the English text with the contents of text length and speed if teachers provided such material at the moment learning listening in class only. In listening text will be easier when they were familiar with text a listener is said to have good listening skills are not only able to listen to and understand text feature quickly. A listener is said to have good listening skills in being able to hear and understand the length and speed of dialogue or monologue. To achieve this it should be getting used to and often trained skills in listening to English with text that lasts long and fast delivery too.

The tenth question: "Do you listening English dialogue or monologues with the contents of text length and speed?" all of students answered yes, they have difficult to concentrate because the material was a long and difficult to understand the meaning text because the material is fast. such cases in accordance with the opinion of Azmi Bingol, Celik, Yidiz, and Tugrul Mart is very difficult for lower level students to listen more than three minutes long and complete the listening tasks.

The Eleventh question is "Do you listening to the well English dialogue or monologues when learning listening?" From the obtained results that 7th students namely answered yes, and 9th students answered Sometimes, they sometimes are able to listen to good text in the material record, short duration.

Then the twelfth question is "Do you having a difficulty concentrate when listening?" all students answered yes, because of the long duration of the material and the amount of foreign vocabulary in dialogue or monologue given when learning listening so difficult to concentrate when students listen.

The thirteenth question "Do teacher when teaching listening play recordings of dialogue or monologue over one time?" on this question the results obtained that

all students answered Yes, when teaching listening the teacher play the material up to two times. After researchers feel dissatisfied with the subsequent answers researchers continue to mention the next question.

The Fourteen question "Do you can understand the English dialogue or monologues if you listen only one time? on this question the all students said yes, because at the moment listening to dialogue or monologue in English first foreign vocabulary, there are many who heard so teachers have to replay the material so that students have time to listen back the vocabulary not understood clearly in order for can to translate the meaning of the material properly.

When the researcher was conducted documentation, the researcher found the results of the research with the view and retrieves a list of the value students daily. In this listening test, the students were asked to do some assignments. The topic of the first daily test was narrative story. The assignments were based on some recording. There were five assignments in the test. The assignments consisted of checking the right picture, multiple choices, true-false statements, and circling the right vocabulary. The teacher had score table to gather all of the students' score in every type of assignments.

The value of daily test on second day was conducted on Friday with the topic was recount story. The students were asked to answer the assignments the same as in the value of daily test on Tuesday 24th April 2017 There were four assignments in test. The assignments consisted of checking the right picture, multiple choices, true-false statements, and circling the right vocabulary. To assess the students' listening skill the teacher also made a score table. The teacher had different column for each type of assignments. The students' listening scores in the value of daily result on Tuesday 24th April 2017 can be seen in the Appendix.

Based on the teacher assessment, it was found that the mean of the students' listening skill score was 64,5. From that assessment, it can be inferred that the

students' listening skill was low because the minimum passing criteria (KKM/ Kriteria Ketuntasan Minimum) of English subject in this school was 7,5.

In the value of daily test on Tuesday 27th April 201, the teacher assessed the students' listening skill scores by using the same score table. The result of the students' listening scores in the 64,5 value of daily test on Friday 27th April 2017 can be seen in the Appendix. based on the daily test result on Friday 27th April 2017 from the teacher's assessment, it was found that the mean of the students' listening skill score was 66,6. Thus, almost the students had passed the minimum passing grade (KKM). From that result, it could be concluded that the students' listening skill had improved since the means of the students' listening skill score had improved. The table shows that the mean is 64,5 on Tuesday 24th April 2017, while in on Friday 27th April 2017 it is 66,6.

Based on the results of structured interviews that was conducted using the interview guideline refers to the 8th difficulty students according to the experts, that is made up of 7 indicators and 14th questions where each indicator has 2nd questions that is already provided by the researchers in order to discover whether these 6 factor to be the problems faced by students.

1. Quality of Material

The quality of the material is important in supporting the ability to listen, if the quality of the recording is don't clearly then the listener will hardly understand the contents of the material. Azmi Bingol, Literate, Yidiz, and Tugrul Mart are of the opinion that the quality of sound system can impact the comprehending of learners' listening. Based on the interview question number 3rd, namely "Do teachers use high quality recordings while teaching listening?" from 16th students there are 12nd students answer that the teachers sometimes use the audio is don't clearly when learning listening.

2. The unfamiliar accent

Speakers' accent is the difficulty in capturing according to Munro and Derwin unfamiliar accent both native and non-native can cause serious problems in listening

comprehension and familiarity with an accent helps learners listening comprehension. Based on questions number six "Do you understand the dialogue or monologue in English that uses native speakers?" from 16th students there are 12nd students answering sometimes difficult and 4th students namely Riski, Cindy, irawaty, and Yusni answered difficult.

3. The lack of vocabulary

Mastery of vocabulary is very important in understanding the content of the reading English text if we have a mastery of the vocabulary is good then we are able to follow the English text properly. According to Amzi Bingol, Celik, Yidiz, and Tugruhal Mart, when listening contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. From the results of the interview question number seven "Do you find a foreign vocabulary when listening to dialogue or monologue in English while learning listening?" All students answered their many find foreign vocabulary when learning listening. the question number 8th "Do you be able to understand the content of dialogue or monologue in English when finding foreign vocabulary when learning listening?" researcher found 5th students answered sometimes, and 11st students answered the difficult understanding. Of the interview results can be concluded that the grade XI difficult listen because of the lack of vocabulary.

4. The length and speed of the material

Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension. Based on question number ten "do you have any difficulty just listening to dialogue or monologue long duration and delivery fast?" there were 15th students answered difficult, and 1st student answered

sometimes. This means that that all students class XI difficult listening if the given material when listening is length and speed of material.

5. The difficult to concentrate

Concentration is required in regard to a listening text in English. According to Underwood Sometimes a shortest break in attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them. Based on the results of the interview question number twelfth "Do you have difficulty when listening to concentrate material when learning listening?" in getting the answers that the 11st students answered sometimes. It can be concluded that the students of Class XI is still difficult to concentrate in just listening to English.

6. The Difficult listening if the listening material is only one time

According Underwood Teachers decided what and when to repeat listening text and it is very difficult for teachers to know whether not learners understood what they have heard. Based on the Interview questions number sixteenth "Do you difficult understanding the content the recording of dialogue or monologue if hear it only once? All students answered difficult to listen and comprehend English text if only heard once.

D. CONCLUSIONS

This research examines the difficulties students in the listening. It was revealed that the students of Class XI in Madrasah Aliyah Al-Munawwarah Paguyaman has some difficulty in listening to the structured interview based on a student's difficulty in referring to listen based on the experts. The difficult are; the first students are difficult to listen to and understand the content of the text the first caused by the lack of interest of students in learning, second, difficult to listen to and understand the content of the text due to the low quality of the recording is used, the third student is difficult to listen and understand a text using native speakers, the fourth student difficult to listen to and understand the content of the text when the

students find foreign vocabulary in the text . The fourth students are difficult to listen to and understand the contents of the text with material that length and speed. The fifth, students difficult to concentrate when listening, the sixth students are difficult to listen to and understand the content of the text when they have only heard one time or they can not repeat the text. The sixth, students are hard to listen to and understand the contents of the text because students have difficulty in listening to when they learn listening.

REFERENCES

- Lisa, J Dows. (2008). *Listening Skill Training*. Maryland: Victor Graphics.
- Long, D. R. (1989). *Second Language Listening Comprehension: A Schema-Theoretical Perspective*. Modern Language Journal.
- Republik Indonesia, *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006*
- Rost, M. (2004). *Introducing Listening*. London: Penguin.
- Sugiyono. (2008). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- Wang Zhanming. (2014). *Review Of The Influence Of L1 In L2 Acquisition*. Vol. 9, No. 2.