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Difficulties Faced by Students’ at Second Semester of English Education Study Program of IKIP PGRI Bojonegoro in Listening Comprehension Academic Year 2022/2023

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Abstract—This research aimed to identify the difficulties students encountered in listening comprehension. Using descriptive and qualitative methods supported the analysis of the difficulties. The study was conducted at IKIP PGRI Bojonegoro. Students in the second semester of the English Education Study Program 2022/2023 served as the study's subjects. The study's subject consisted of 32 students. Data was collected through interviews, and students' responses were verified by observation while listening. The analysis of students' listening comprehension difficulties showed that listening is a skill that students learning foreign languages have difficulty with on average. Their listening depended on three variables: the listening material, the listener factor, and the physical setting. Therefore, the main issues that students' English Education Study Program encountered included accents, speed of speech, a lack of vocabulary, diverse accents of the speakers, lack of concentration, and poor recording quality. The teacher should improve the listening tools and materials, increase students' vocabulary, provide a variety of accents to practise listening to in the language lab, provide some listening strategies, and always motivate students as solutions to the issues. The answers were provided as a guide for the lecturers.

Keywords—Students’ Difficulty, Listening, Comprehension, Listening Comprehension

abstrak—Penelitian ini bertujuan untuk mengidentifikasi kesulitan mahasiswa dalam pemahaman mendengarkan. Penelitian ini menggunakan metode deskriptif kualitatif untuk mendukung dalam analisis kesulitan. Penelitian ini dilakukan di IKIP PGRI Bojonegoro. Mahasiswa semester dua Pendidikan Bahasa Inggris tahun akademik 2022/2023 menjadi subjek dalam penelitian ini. Jumlah subjek penelitian adalah 32 mahasiswa. Pengambilan data menggunakan teknik wawancara dan observasi ketika kelas mendengarkan berlangsung. Analisis kesulitan pemahaman pendengaran siswa menunjukkan bahwa mendengarkan adalah keterampilan yang memiliki kesulitan rata-rata dialami oleh siswa yang belajar bahasa asing. Mendengarkan mereka bergantung pada tiga variabel: materi mendengarkan, faktor pendengar, dan pengaturan fisik. Oleh karena itu, masalah utama yang dihadapi oleh mahasiswa Program Studi Pendidikan Bahasa Inggris meliputi aksen, kecepatan berbicara, kurangnya kosakata, aksen pembicara yang beragam, kurangnya konsentrasi, dan kualitas rekaman yang buruk. Pengajar harus meningkatkan alat dan bahan mendengarkan, menambah kosakata siswa, menyediakan berbagai aksen untuk berlatih mendengarkan di laboratorium bahasa, memberikan beberapa strategi mendengarkan, dan selalu memotivasi siswa sebagai solusi untuk masalah tersebut. Jawaban-jawaban tersebut disediakan sebagai panduan untuk para pengajar.

Kata kunci—Kesulitan Siswa, Mendengarkan, Kemampuan, Kemampuan Mendengarkan

INTRODUCTION

English requires much listening as a foreign language. Since listening is the skill that is used the most frequently in daily life, it is just as important as other skills like writing, learning, and speaking. Learning to listen will greatly enhance our ability to speak. If people wish to communicate effectively, meaningfully, and organically, they must listen to multiple forms of English frequently and continually. People can only learn language by listening since listening offers language input. As stated by Rost in Hien (2015), listening is important for learning a foreign language because it gives language input. Listening is an essential input skill for students' language development.

Listening requires comprehension, which refers to a process that measures how well the meaning is understood. Thus, listening comprehension is a complex process that involves identifying and comprehending dialogue and monologue spoken by a speaker on an audio cassette or VCD. English is not our native language, and some sounds are difficult to understand because the speaker employs accents that are unfamiliar to the students, causing them to fail to comprehend what the speaker is saying. In order to help students succeed in auditory comprehension, it is crucial to identify their difficulties in this area.

Developing students' language involves a stronger focus on teaching focused attention. In some instances of the language classroom, listening was considered the most challenging language skill for students, as it requires stronger attention and concentration to comprehend the material, including dialogue and monologue text. *Listening* is a complex cognitive activity in which multiple things occur immediately. However, teachers play a crucial role in the learning process. The teacher was able to manage the students and the class environment. When students struggle with their listening abilities, it is because they are researching. It became the responsibility of the teachers to resolve the difficulties encountered by the students. However, the majority of lecturers paid little heed to this. The teacher may believe that the task is unimportant.

According to previous research by Hamouda (2013) and Abidin (2013), who conducted a related study, they concluded that in order to help students improve their listening ability, language lecturers must comprehend students' difficulties in comprehending listening text and instruct effective listening strategies to help students overcome their difficulties. As much as the teacher is aware of their student's difficulties, the students are important in improving their listening skills. Students' achievement in listening depends on their ability to identify and overcome difficulties. If students know the factors that affect their listening, it would be simple to discover a solution. They will work diligently to enhance their listening skills.

The student encountered various difficulties, including a lack of vocabulary, learning of structure, comprehension of natural speech, loss of confidence, lack of

concentration, and poor recording. According to Hamouda (2013), the factors that contribute to students' difficulties with listening comprehension can be categorized as problems related to the listening text, listening problems related to tasks and activities, listener problems related to the listener, and the teacher's methodology. Thus, it was a method for determining students' difficulties in three primary areas: listener factors, listening material, and physical setting. Additionally, it served as guidance for the teacher on how to improve listening comprehension. As a result, a study entitled *Difficulties Faced by Students' in The Second Semester of The English Education Study Program of IKIP PGRI Bojonegoro in Listening Comprehension During the Academic Year 2022/2023* will be conducted.

RESEARCH METHOD

This research applies to qualitative descriptive research. According to Selinger and Shohamy (1989:117), "descriptive qualitative research is a type of research that utilizes previously collected data or experimental research." The participants in this study were second-semester English Education Study Program students at IKIP PGRI Bojonegoro. The A class, which consists of 32 students, served as the observer and 10 students were selected for interviews. Observation and an interview guide were utilized to collect data for this study.

RESULT AND DISCUSSION

1. The Result of Interview

The interview was conducted with ten student volunteers, as discussed in the research methodology section. These interviews aim to gain a thorough understanding of students' difficulties with listening comprehension. These interviews are necessary to completely comprehend the difficulties students have with listening comprehension. The first of eleven questions to learn about a student's issues was: "How can the lecturer's listening materials affect your listening comprehension?", the second question was "Where do you get the listening materials to support your comprehension exclude in the lecturer's handbook?", the third question was "What factors do influence your listening comprehension?", the fourth question was "What problem that affect your listening comprehension as a listener?", the fifth question was "What are the difficulties in listening material?", the sixth question was "What make you difficult to answer the question from the speaker during listening?", the seventh question was "What make you lose concentration during listening comprehension?" the eighth question was "How often do you practice listening exclude in the listening lectures?", the ninth question was "What will you choose between medium duration spoken text and long duration spoken text? Why you choose it?", the tenth question was "What speed do you prefer for listening audio? Why?", and the

last question was "Which accent that you think easier to understand in listening audio?"

a. **The Affect of Lecturer's Listening Material in Listening Comprehension.**
This question was to identify the effect of the lecturer's listening material on listening comprehension. According to the findings, each interviewee provided a unique response. Most students are said to comprehend the material when they receive a reexplanation from the lecturer after listening to audio and reading handbooks. Other student influences include pronunciation intelligibility, in-depth explanations of audio, and meaning comprehension.

b. **The Material that Support Listening Comprehension Exclude Lecturer's Handbook.**

The second question aimed to determine what tools contribute to listening comprehension, excluding the lecturer's manual. The following examples state that they regularly listen to English songs and watch English films to improve their listening abilities. Another individual recommended online English classes to support and improve their listening skills.

c. **Factors That Influence Listening Comprehension.**

The third question aims to determine which factors influence students' listening comprehension. The students made some interesting comments. There was the speaker's accent, clear pronunciation, the lecturer's explanation, and the physical setting, specifically the quiet environment.

d. **Problem That Affect Listening Comprehension as a Listener.**

The question posed was designed to ensure an understanding of how difficulties with listening comprehension impact both listeners and students. The outcome revealed that all interviewees provided the same responses. All respondents reported unclear audio, such as unstable volume and noisy sound, but they speculated that the headphones might be to blame.

e. **Difficulties in Listening Material.**

The question is intended to determine what impairs their listening comprehension. They needed help comprehending certain accents, listening to unclear audio, and being easily distracted by external factors such as the late arrival of students and students who made noise in class.

f. **Difficulties in Answering Speaker's Question During Listening Comprehension.**

The sixth question assessed the difficulty with which students responded to the question during the listening session. Most students indicated they required assistance concentrating on the two tasks of listening and answering inquiries. Therefore, they benefit significantly from audio repetition in listening classes. Students also need help with audio clarity

- when attending class. Another opinion is that the audio speed could be increased, as some accents and meanings can be difficult to comprehend.
- g. Problem Lose Concentration' During Listening.
This question was posed to determine what causes students to lose concentration during listening comprehension. Most students who responded indicated that laboratory noise causes them to lose concentration. If students need help comprehending what the speaker is saying, their listening is interrupted. It implies that a failure to concentrate will cause the listener to lose focus on the speaker's
- h. Listening Frequency Exclude Listening Lectures.
The question seeks to determine the frequency with which students participate in listening other than in class university. Most students responded that they participate in daily listening activities, such as listening to music, watching movies, and taking online classes other than at university.
- i. Preferred Duration
The answer to this question was to determine the preferred duration chosen by the students. All students said they preferred to choose the average duration over the shorter duration because they realized they were still young and primary learners.
- j. Preferred Speed Audio Spoken
This question aimed to determine the students' preferred speed of spoken audio. All of the students choose the average to the slower speed. They still need to be more confident and easier to understand a faster audio is spoken.
- k. Preferred Accent
The result of this question determined which accent that easy to understand by the student chosen. Most students said the American accent is easier to understand than the British one. The minority chose British because they said it is the most extraordinary accent.

2. The Result of Observation

Researchers conducted observations for 3 meetings. By the table, observation activities provide positive results in listening class.

Tabel 1. Observation Sheet

No	Aspect	Indicators	Condition		Note
			Yes	No	
1.	Listening Material	There are many unfamiliar words.		√	Lecturer explain the material in bilingual.

		Listening comprehension have complex grammatical structure.	√		Although the grammar has a complex structure, students still understand it well.
		Listening comprehension have unfamiliar topic.		√	The topic is easy for students to understand.
		Students find difficult to understand long conversation.	√		Even if the conversation is long, the lecturer will still explain the point of the material.
		Students feel fatigue and distracted when long spoken text listened.		√	Students enjoy and follow the lesson well.
		Students use own personal experience to answer the question.	√		It is beneficial to answer the questions.
2.	Listener Factor	Before doing listening comprehension tasks, the students fear that they cannot understand what they hear.	√		Students are sometimes afraid to answer questions because they look confused.
		Students pay attention while listening.	√		Mostly the students pay the attention.
		Students unable to concentrate when finding the answer and listen the dialogue at the same time.		√	They concentrated well when listen to the dialog.
		Students lose concentration when thinking meaning of new word.		√	They good at controlling their concentration.

		Students lose concentration because limited time to answer the question.		√	The time isn't limited and enough to answer the question.
		Students lose focus to find answer of the talk.		√	They have a good focus while the class
3.	Physical Setting	Students lose concentration because the quality of the record is poor.		√	The record is good enough without the headphone.
		Students find difficult to concentrate with noises around.		√	The class quite enough.
		Students find difficult to understand the meaning of the which are not pronounced clearly.		√	They can understand easily and answer the question well.
		Students find difficult to understand when the speaker speak to fast.		√	The audio can be repeated to re re-listen.
		Students find difficult to understand because unable to get things repeated.		√	The audio can be repeated.

CONCLUSION

Any of the students cannot understand the listening text. The analysis of the difficulties students faced revealed 10 issues with students' self-learning, including a lack of vocabulary, an accent, clear pronunciation, a lack of concentration, speech speed and duration, noise, an inability to implement a listening strategy, and poor quality listening materials. Student's difficulties in listening comprehension result not only from the listeners directly but also from the context and listening environment. For this reason, students must study diligently and practice more to enhance their listening comprehension.

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