

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING LISTENING AT THE TENTH GRADE OF MA NURUL FALAH LEARNING

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Abstract

Listening ability is one of the important skills in foreign language learning, and there has been relatively little research in this specific area. The prior English skill is listening. Without passing listening, someone can not be able to speak, read, and write. The present study attempts to investigate the listening problems encountered by a group of Tenth Grade Students of MA Nurul Falah. In this research, the writer uses descriptive research method. Data was gathered by the instruments of observations, students' listening scores analysis, questionnaires and interviews. The findings of the study showed that there are two listening difficulties factors that the students encountered which are divided to two, those are internal factors such as unclear pronunciation, limited vocabulary, poor knowledge of grammar, unfamiliarity with the listening topic, inability to concentrate, do not like English, self-distrust, speech rate, and accent, the second one are from external factors like poor tapes quality and noises around them while they are listening. The suggestions therefore state that the school should facilitate the listening lab with adequate equipment and the English teachers should motivate students' enthusiasm by starting to like and learn English listening also extensively outside the classroom.

Keywords: *listening, listening comprehension, listening problems*

Languages in the world are created by many people and used by many people too. Chomsky (1986 : xv) states that "Language as the power of universal". The most dominated language in the world is English. It is very important in our life. The prior English skill is listening. Without passing the listening, someone can not be able to speak, read, and write. Listening is the first natural step to speaking for a person's first language (Nation, 2009: 37).

Based on curriculum KTSP used at MA Nurul Falah, students should increase their comprehension in listening material. But in fact, there are some students who have low ability in listening. This evidence showed that there are some Indonesian students who are experiencing the difficulties in listening. Students at tenth grade of Senior High School still assume that listening is difficult part to learn. Based on statement above, students still do some errors in listening English material. Students have difficulty understanding what native speakers are talking about in terms of grammar and the language differences they have (Brown, 1980: 165).

Therefore, according to Brown (1980: 164), human learning is fundamentally a process that involves the making of mistake. Learners make errors and that these errors can be affected by some reason of their preference to learn especially learning how to listen. Furthermore, learners at the tenth grade of Senior High School generally called adolescent. Adolescent students have a good capacity to learn, they have creative thought and a stronger commitment than child (Harmer, 2007: 15). Based on the statement above, the writer hopes this research can find out students' difficulties in learning English and also determine what is the potential method to teach the students about how to listen English well based on their preferences.

METHOD

This research employs qualitative research design with descriptive analysis of what are MA Nurul Falah students' difficulties in listening English comprehension. The participants of this research are the students of the tenth grade. Twenty three students had given listening test by their English teacher, and the writer took four students as participants, two of them with high level of listening achievement, and two others who got the lowest achievement. to be asked to fill questionnaires and interviewed.

FINDINGS AND DISCUSSION

Findings

Based on the students listening achievement, stated that the lowest score is owned by one students with score 16, and the second lowest is 20, while there are three students who get the highest score, which is 96.

Two students who got the lowest score were interviewed of what are their difficulties in listening English material and two other students who got the highest score to be asked what are their way to get easy in taking listening test as one solution to overcome the other lower achievers and ones who got the lowest score to get higher score of listening test. Not only interviewed them, they will also be given questionnaires as a starting point of their answers. Here are the data accumulation from the questionnaires:

a) **Question 1.** Are you active and present learning English in classroom ?

In the first item of the questionnaire, the students were asked to investigate about their presence and active learning English in classroom. There are 67% students present and active learning English in classroom. And other 33% students sometimes active and present learning English in classroom.

Table 1

Students' Active and Presence

Statement	Always (%)	Sometimes(%)	Never (%)
Are you active and present learning English in classroom ?	67%	33%	

b) **Question 2.** Are you happy when the teacher present and teach English?

The second item of questionnaire were asking students' regarded comfort and happiness if the teacher present and teach English. And 100% students feel happy but the teacher seldom come in the class.

Table 2

Students are comfort and happy regarding teacher's presence

Statement	Always (%)	Sometimes(%)	Never (%)
Are you happy when the teacher present and teach English ?		100%	

c) **Question 3.** In learning English, which skill do you like most?

The third item of questionnaire were asking students' skill in learning English and choose what is do they like most. There are 67% students, they do not like English and cannot choose among four English skill, because they are not interested in English. Only 33% like writing skill and the reason is because it is similar with Bahasa Indonesia and just write words.

Table 3

Students' choice in English skill like most

English Skill	Like (%)	Don't Like (%)
Listening		100%
Speaking		100%
Reading		100%
Writing	33%	67%

d) **Question 4.** Do you ever encounter difficulties in learning listening skill?

The fourth item of questionnaire, the students' were asked to tell any difficulties in learning listening skill. Most of students encounter the difficulties learning listening skill in find meaning and grammar while listening material is given by teacher. And also the topic and theme of material should be considered also by teacher. Because unfamiliar topic become the difficulties in learning listening. But there is also better result from the fourth questionnaire. Students' like to use their experience and background of knowledge to understand listening material or the topic.

From the interviews, got two factors called internal and external factors that affects to students' difficulties in listening process as seen from table below:

No	Internal Factor	External Factor
1	Unclear Pronunciation	Problems concerning To The Poor-Quality Tapes Or Disks
2	Limited English Vocabulary	It is difficult for me to concentrate with noises around.
3	Poor Knowledge of Grammar	
4	Familiarity With Topic	
5	The Inability to Concentrate	
6	Do not Like English	
7	Self-distrust	
8	Speech rate	
9	Accent	

Discussion

The findings from the questionnaire data showed that the problems which are faced by students in listening English are some of students always have difficulties in listening English because of some of factors such as the influence of the situation in the classroom and outside, the tool of listening English and many new vocabularies that they no understanding. Based on thus problems some of students did some activities to improve their listening ability in outside school.

They listened to English news from television, listening to music of English, watching western movie, sometimes they tried to listen the English conversation from internet and a few of the students also took an English course. 70% students were concern to listening to music of English. Some of students also had difficulties with listening English because they did not like English, so they could not focus on their English lesson in the school.

The English teachers were agree with the students that the difficulties to learn listening English some of factors are the tool of listening, the influence of the situation in the classroom and outside which is crowded and also the lack of students ability on understanding what the speaker side in the record or they found the new vocabulary. The students needed much time to listening English, so they could improve their listening ability, but they could not have much time in the school and also lack of the facility to learn listening English in the school.

When students were questioned on their own perceptions of listening skills taught, they responded in a variety of ways. Table 5 shows that most of the students (58.3 % always & 25% sometimes) were aware of the importance of listening comprehension. However, there were still a number (10%) of students who did not highly evaluate the role of listening skill. When they were asked about the listening comprehension difficulty, 76.7% of the learners stated that listening comprehension is difficult. In addition to that, a small number of learners (25%) find that listening comprehension is boring and not interesting. 12% of the students find that listening comprehension is exciting. This is in line with a common problem that most students are unable to comprehend spoken English required at their beginning level. As for item no. 6, we found out most of the subjects (83.3%) did not receive sufficient training in English listening comprehension during their school and tertiary stage.

While from Interview data, found two factors called internal and external factors. Internal factors involving dislike of English, unclear pronunciation, limited English vocabulary mastery, poor knowledge of grammar, unfamiliarity with the topics, and the inability to concentrate that caused by the external factors that include problems concerning to the poor-quality of the audio tools such as tapes or disks that makes them difficult to listen what they need to listen to fill correct answers and to catch meaning, as Maulida (2018) stated that unavailability of adequate facilities in the school, limited vocabulary as factors of being do not understand what the audio say,

In the same way, paralinguistic features such as the accent, noise, rate of delivery, pronunciation, and intonation caused students difficulties while doing listening exercise. Added by Darti, & Asmawati (2017) who stated that the major factors are in terms of accents, pronunciation, speed of speech, insufficient vocabulary, different accent of the speakers, lack of concentration, and bad quality of recording, those are enable the lecturer to help the students to develop effective learning strategies and improve their listening. Sa'diyah (2016) in her study that also deals with the listening comprehension problem found that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad recording quality were the major of listening comprehension problems encountered by EFL students.

CONCLUSION

Based on the background problem of this study about the difficulties of MA Nurul Falah students in listening to English material that found in listening test achievements which turned out to be unsatisfactory, the factors behind it are categorized into two aspects namely internal factors involving dislike of English, self-distrust that they do not understand English, unclear pronunciation, limited English vocabulary mastery, poor knowledge of grammar, unfamiliarity with the topics, accents, fast speech rate, the inability to concentrate that caused by the external factors that include problems concerning to the poor- quality of the audio tools such as tapes or disks that makes them difficult to listen what they need to listen to fill correct answers and to catch meaning.

Based on the findings, there are some solution that can be taken from the opinions of two students with the highest listening achievement that the students need to love English and always train themselves by listening to English material from social media such as YouTube and other social media allowing students to listen English materials like news, songs, and many more.

Based on the conclusion, the researcher proposes some suggestions to overcome the problem of the students in listening English material process.

1. The school should facilitate the listening lab with adequate equipment such as headphones that have good audio quality and localize the listening lab to be far away from the corridors that are often passed by all school people so as not to interfere the students' concentrations in the learning process of listening.
2. Teachers should implement more creative teaching methods and always encourage students to diligently practice their listening skills by listening to the content of English materials that can be sourced from videos or songs that they can choose extensively outside the classroom.
3. In line with the support provided by English teachers, students must instill their enthusiasm by starting to like and learn English, because English is very important to learn, especially listening skills, because we are facing a big change called Industrial Revolution 4.0 where graduate students must be able to able to communicate with foreigners in English, to achieve this, it takes the ability to understand what the foreigners mean by what they say, by training

ourselves to listen, we can achieve that and we will not become human resources who left behind.

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