

CHAPTER IV

FINDING AND DISCUSSION

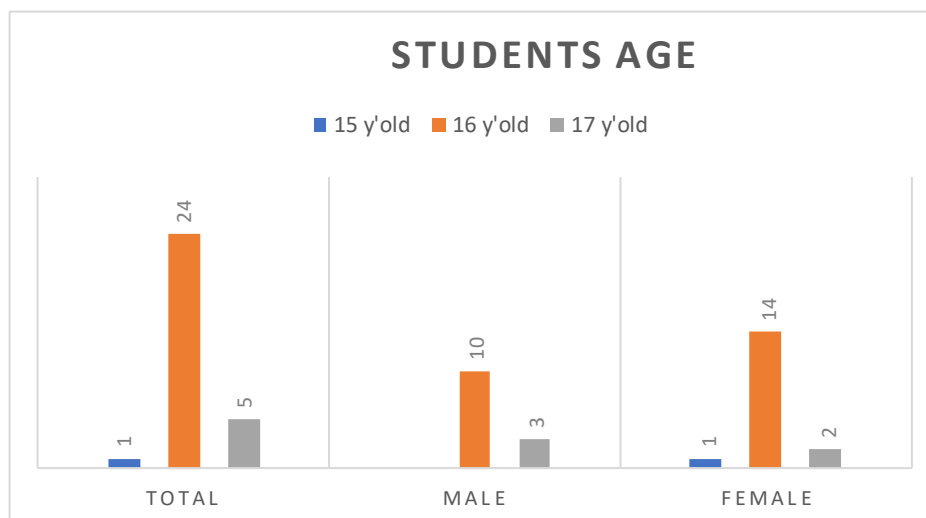
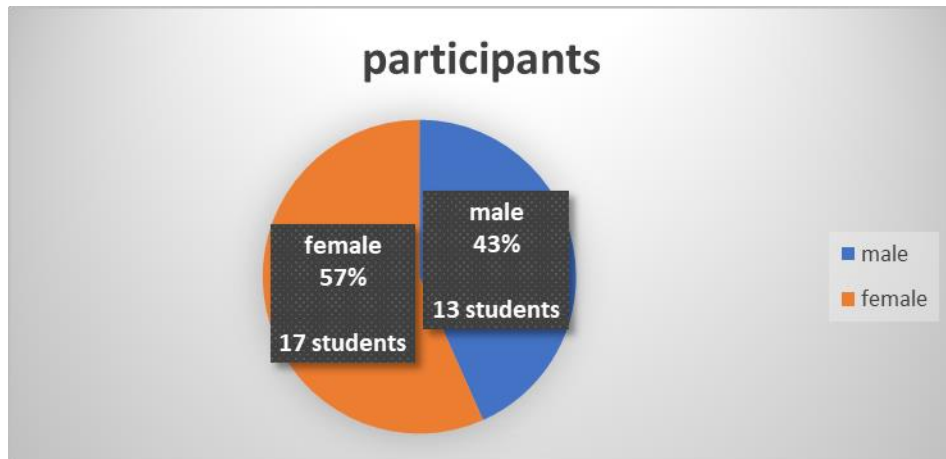
This chapter presents about finding and discussion of the listening problems of the students. The first part discusses the finding on the questionnaires and interview. In the second part presents the discussion. In this chapter the researcher present the result in description in qualitative data for explained the result of the data in order to answer the research questions addressed in the present study respectively

4.1 Research Finding

This finding of this study is based on the data collection from the questionnaires and interview guideline. In this study, the researcher investigated the listening problems of students at SMA Negeri 2 Batu. The participants of the study was eleventh grade students at SMA Negeri 2 Batu that has a some problems in listening. Whereas, the researcher chose the students of *English perminatan-2* because, the students in this class had problems in listening during learning times.

The research was conducted at Monday, nov 20 2017 at SMA Negeri 2 Batu, researchers found that almost all of the eleven grade students that consisted of science class and social class had a listening problem. Based on survey studies had been applied, researcher found about the subjects of the studied on the age of 16 and 17 years old and there was one of students at the aged of 15 years old.

The data were obtained from questionnaires that has distributed randomly to eleven graders. The following explanation of the finding has collected from each instrument (see appendix 2).



4.1.1 The Students Difficulties in Listening

In the second part of the questionnaire about student's frequency scale in listening problem. For this data, the researcher has collected the data from the sample that consisted of 30 students at eleventh grade students from *English-perminatan 2* class. When the researcher collected the questionnaire, the researcher found that almost of them had problem in listening. Then, following data analysis technique, the researcher classified and analyzed the data based on what the important categories are needed, and eliminated the non- important thing. After selected the categories, the researcher got five categories with the highest scale results on the questionnaire. The scale result has showed into demographic chart such as:

1. listening problems related to the content of the listening text

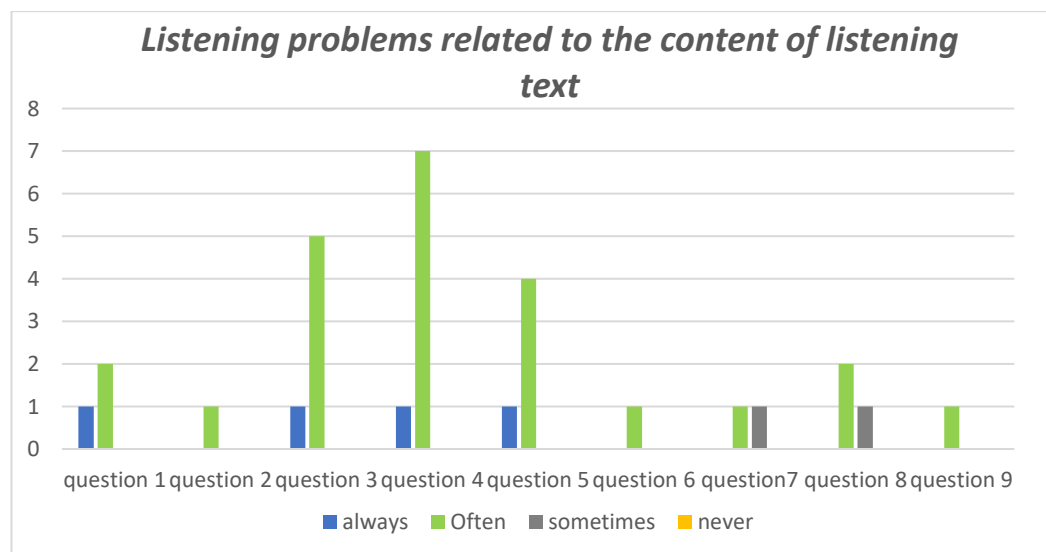


Figure 1. *listening problems related to the content of the listening text (see appendix 4)*

For this category, the researcher found that 4 students stated their choices for always scale, 24 students stated their choices for often scale, 2 students stated their choices for Sometimes scale and non of them stated their choices for never scale. In addition, the length of the listening text was one of the main reasons for students in listening. Figure (1) reveals that the majority of the students was responded that a long spoken text (often scale) interfered with their listening comprehension. This result clearly shows that the length of the text can be one major factor that affects the students listening comprehension.

2. Listening problems related to the speaker

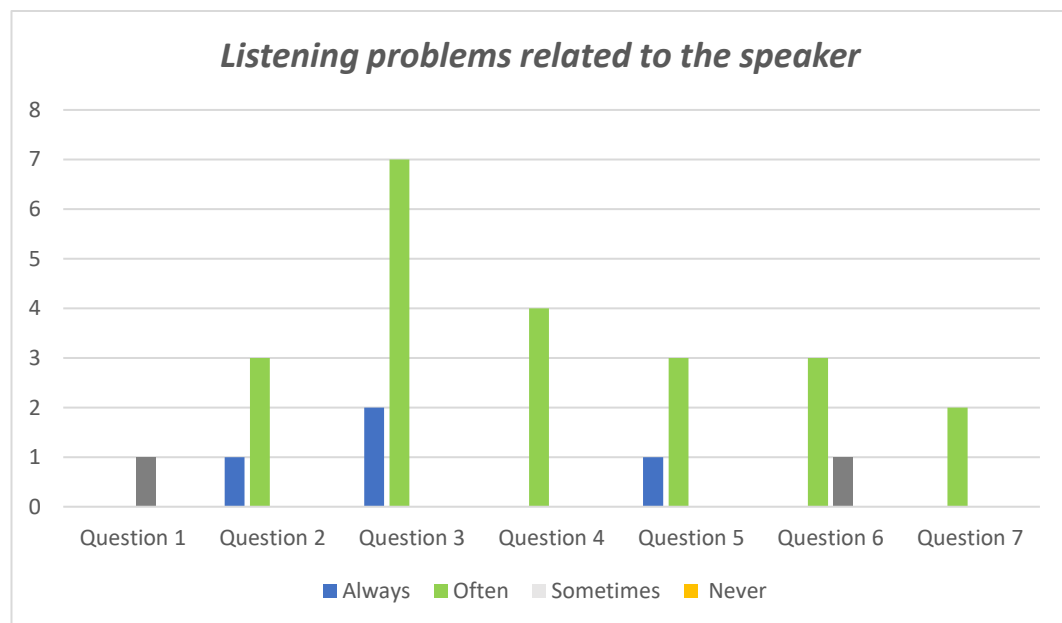


Figure 2. *Listening problems related to the speaker (see appendix 4)*

For this category, the researcher found that 4 students stated their choices for always scale, 22 students stated their choices for often scale, 2 students stated their choices for Sometimes scale and non of them stated their choices for never scale.

In addition, unclear pronunciation of some speakers is also considered as a source of listening problem. Many students thought that unclear pronunciation causes much difficulty for them in understanding their English listening lesson. Results show that 22/30 students stated (often scale as the answer), The numbers above indicate that students' listening problem is partly due to unclear pronunciation. In line with Field (2003:77) are those: (1) Learners know the word, but get the wrong sense. (2) Phonetic variation of a word mislead them (reduction, assimilation, elision, cliticization, resyllabification). (3) Learners know the word in written form but not the oral version. (4) Learners have difficulty to catch the word from a connected speech such as a dialogue.

Another barrier of listening is lack of visual support. The majority of students (22/30 students for often scale) also reported that they found it difficult to understand the meaning of the spoken text without seeing the speaker's body language. Moreover, they have the added difficulty of remembering the setting and the individual speakers when the speakers are not seen. The researcher believed that visual support, whether it is in the form of pictures, a video, or writing helps students understand the text.

3. Listening problems related to Linguistic features

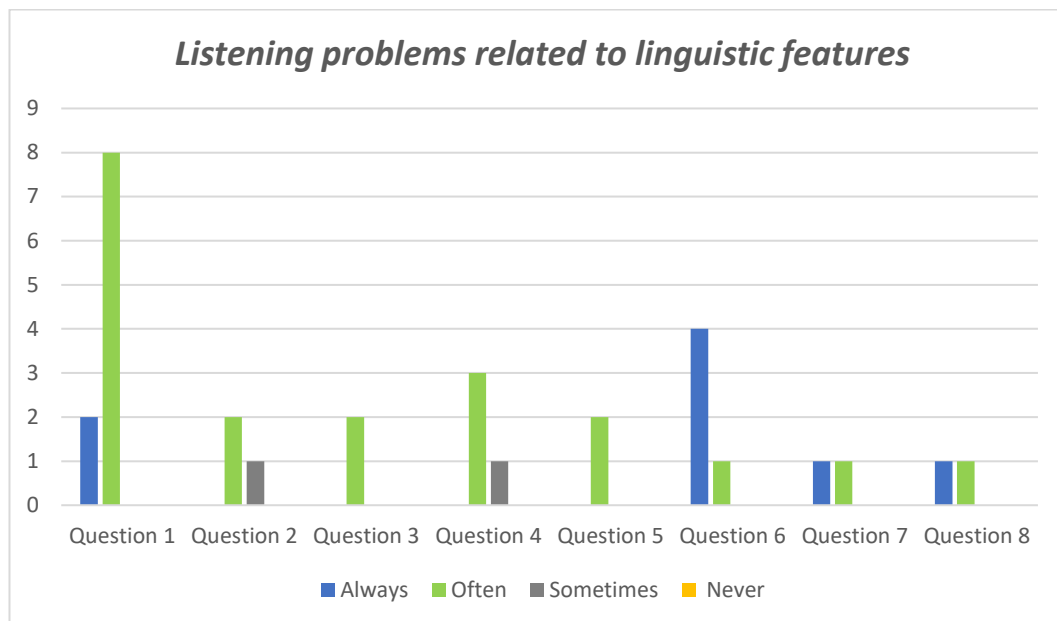


Figure 3. *Listening problems related to Linguistic features (see appendix 4)*

There are two main problem in linguistic features for students. The results of this item show that 20/30 of the subjects (often) agreed that the use of colloquial and slang expressions made it hard for them to comprehend a lecture, while only 8/30 of the subjects (always) with this statement and rest of them stated sometimes scale for their answer (2 students).

Then, when encountered an unknown word, many students (20/30 often scale) stop listening and think about the meaning of the word. This interrupts the flow of speech and thus the students may miss some essential information. This tendency of seizing to listen and concentrating on the language word by word to work out its structure, and then they tried to created the meaning by the own perception.

4. Listening problems related to listener

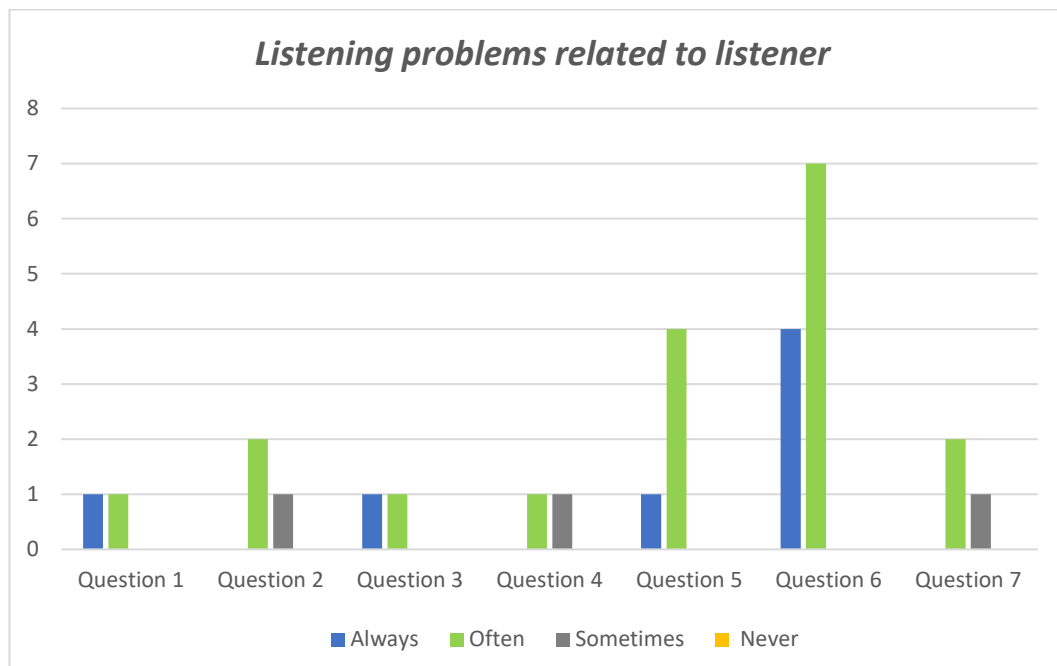


Figure 4. *Listening problems related to listener (see appendix 4)*

According to Underwood (1989), there are some barriers to effective listening comprehension process. First listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. From this result, the researcher conclude that there are words that most students normally recognize the words in their written form, but they find difficulty whenever they hear them in a stream of speech. And, students got difficulties when listening to English without transcripts (18 students for often scale, and 7 students for always scale) indicated that written support in the form of transcripts provided before listening exercises never help them understand the text. It is clear that students' learning habit is the main cause to their listening problems. This may be

due to the fact that transcripts allow listeners to check and make sure that they have listened to everything on the tape or video.

5. Learners' perceptions of listening problems related to psychological characteristics

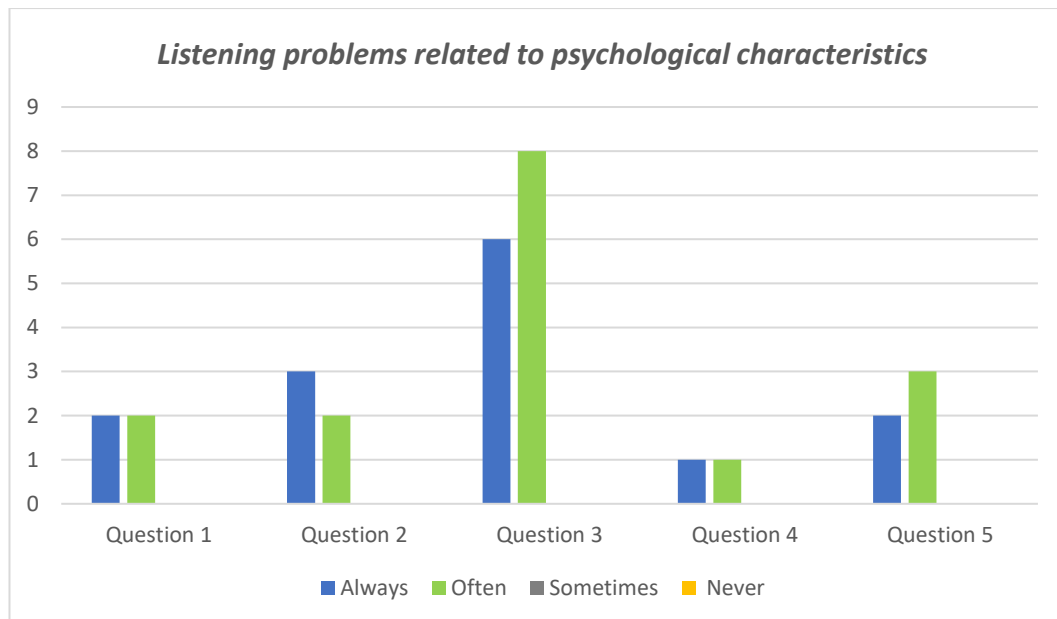


Figure 5. *Learners' perceptions to psychological characteristics (see appendix 4)*

Motivation and interest are also important factors in understanding the topic of the spoken text. It's difficult to understand the spoken text which is not of interested to them. the This may be due to the fact that the types of listening exercises always remain the same; listeners will feel bored because of the repetition of exercise patterns., and the most common problem is many students stop listened the text when they had problems in understanding a listening material. The data result showed that almost of students stated their answered for often scale (16 students) and always scale (14 students).

4.1.2 Dominant Factors in The Students Difficulties in Listening

To answer the research question about dominant factor of student in listening problem. The researcher used interview sheet to figure out what they had been faced in listening based on the students opinion itself. As already discussed in the methodology above, interviews were carried out with 6 volunteer students, and this rep-resentatives students consisted of 3 students from the science class and the 3 others from social class meanwhile consisted of female students and male students to make their opinions equally based students point of view who gave additional evidenced of the listening problems.

These interviews were semi-structured around the issues of the listening problems in the questionnaire. The interview gave more freedom to the interviewee to express their opinions freely and fully. When they were asked to respond in English, but they felt shy. So, the researcher decided and allowed to use their native language when this is necessary. Anyway, the interviewer attempted to encourage the interviewee to express their opinions as possible as they can. To present various views regarding different topics from interviewed students, the data were presented respectively under each question in the following section. The questions, some key comments and quotes were summarized and presented. The following result such as :

Question 1: *Beside 8 factors affect in listening, the other factor create in listening are.....*

Answer:

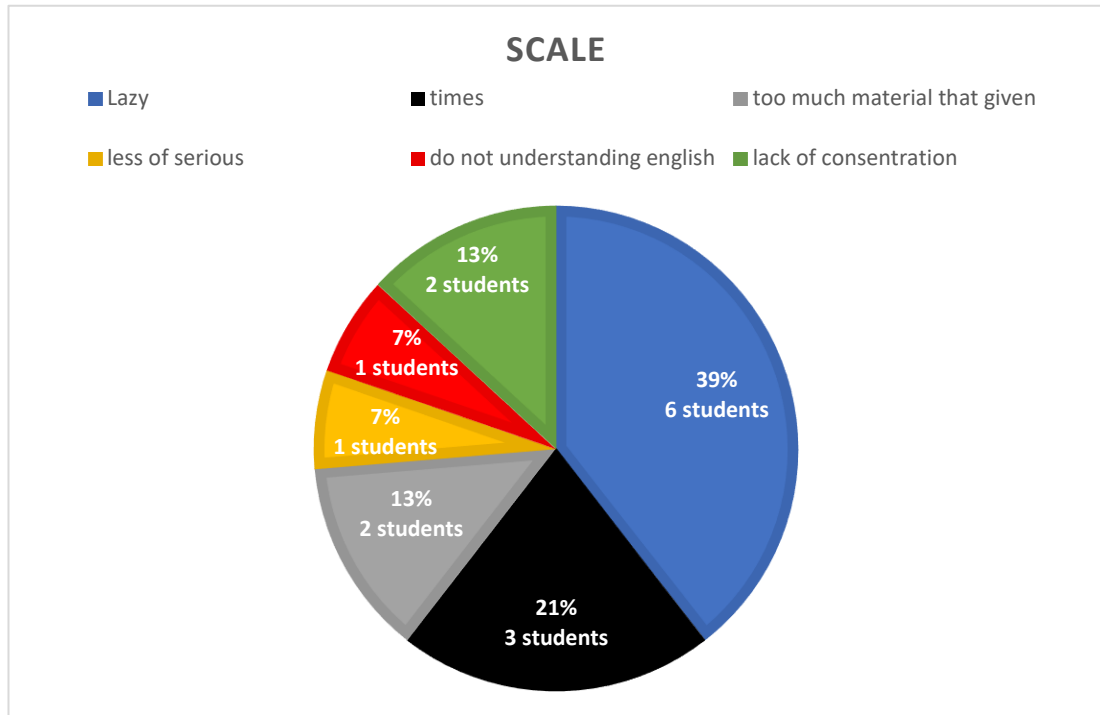


Figure 6. *factors in listening faced by students (see appendix 5)*

Question 2: *The ways to solve listening problemers are.....*

Answer:

- *meningkatkan konsentarsi* (Developing the concentration)
- *mendengarkan dengan sungguh-sungguh* (listening intently)
- *lebih semangat lagi* (more excitement)
- *lebih diserukan lagi pelajarannya* (make the lesson more cheerfully)

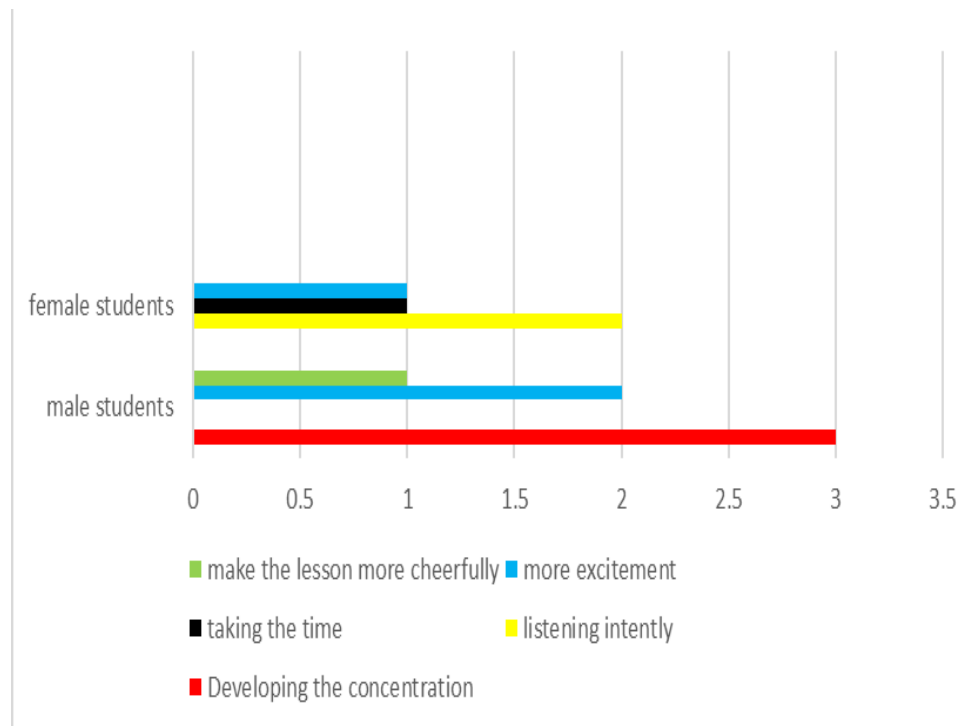


Figure 7. *Students suggestion in listening (see appendix 5)*

After analyzed the data, the researcher assumed that the most dominant factors that affect students in listening is students internal factor itself. Because the data showed about student's personal interest could be the main problem of students itself. Hermawan (2015:53) states that the process of saving is also influenced by the motivation and feelings of the listener (personal interest). The result showed that "lazy, less of concentration, less of serious, and don't understand English" could be classified into student's personal interest and its related to psychological characteristics. Yagang (1994), the listening comprehension process is also a relatively complex psychological process. In psychology, it is stated that when a person feels nervous or anxious they may not be concentrated. Based on analysis and previous findings , it is true that students had the problems in listening viewed from their own internal factors.

4.2 Discussion

In this section the researcher described some factor and categories that showed on the finding data previously. As has been discussed in the previous chapters about the issue of students in listening, and it is true that they have problems in listening. According to data that has been shown, the researchers found there are several categories that make students difficulty in listening and this has been discussed based on data analysis technique in research methodology. The researcher selected the data based on result of questionnaire, and classified the data based on Tarigan (2015) and Hermawan (2012) theory.

According to Tarigan (2015: 105-115) there are eight factors affect listening, namely Physical factors, Psychological Factors, Experience Factor, Attitude factor, Motivation Factor, Sex Factor, Environmental factor, and Role factor in society. Based on the data, the researcher found there are 2 categories that relate to Tarigan (2015) theory that is listening problems related to psychological characteristics. In psychology, it is stated that when a person feels nervous or anxious they may not be concentrated. When the students felt uncomfortable, their ability to listen is greatly reduced. Boredom and frustration may affect the extent to which attention is paid to listening. This occurs as a result of poor stimulation caused by disinterest in the topic, lack of motivation, failure in the part of the teacher to present meaningful material in a stimulating manner, or presenting the lesson in a monotone instigating sleep.

Second about listening problems related to the physical setting. The noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. Listening material on tape or radio lacks visual and aural environmental clues.

Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning, unclear sounds resulted from poor-quality equipment was interfered with the listener's comprehension. Additionally, it is difficult to expect the students learned to listen better when they are exposed too many problems. The teachers' got responsibility to find way to encourage their students to tackle the listening tasks with positive anticipation. Especially, for students at the early levels, teachers should presented some key words and structures before allowed the students to do their listening.

According to Hermawan (2012: 49-54) states the factors that affect can be divided into internal and external factors. Based on the results of the data, in this section the researcher discussed and analyzed which categories are included into internal and external factors that related to Hermawan (2012) theory, The researcher found 3 internal factor on student listening problems namely learners' perceptions of listening problems related to psychological characteristics, listening problems related to listener, and listening problems related to the physical setting.

First about learners' perceptions of listening problems related to psychological characteristics. Before doing listening comprehension tasks, many students fear that they can't understand what they will hear. In order to arouse the

students' interest and lower their anxiety, the teacher must try every means to find appropriate and interesting materials and make his class go on in an enjoyable and relaxing way.

Next about Listening problems related to listener, through the survey questionnaire, the respondents revealed that their problems may arise from their inability to recognize the main words in listening comprehension and understand the spoken text from the first listening. In general, the above results showed that listeners' factors can interfere with learners' listening comprehension. The learners' inability to apply listening strategies.

Last about listening problems related to the physical setting. Surely, it is difficult to expect the students to learn to listen better when they are exposed to so many problems. The teachers' responsibility then is to find way to encourage their students to tackle the listening tasks with positive anticipation. Especially, for students at the early levels, teachers should present some key words and structures before allowing the students to do their listening.

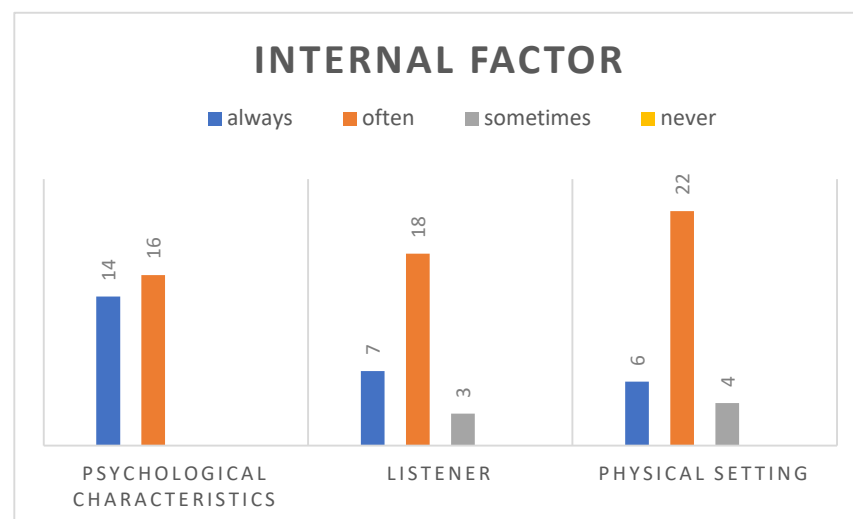


Figure 8. *students internal factor in listening(see appendix 4)*

For the external factor in listening included environmental factors, material factors, speakers, and styles of speech technique. The researcher found 3 categories that related to external factor criteria namely (1) listening problems related to the content of the listening text, (2) Listening problems related to Linguistic features, and (3) Listening problems related to the speaker.

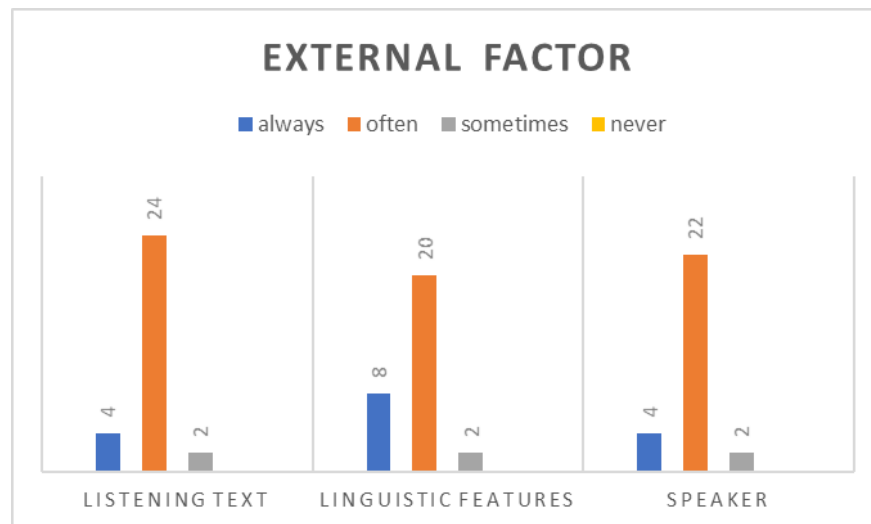


Figure 9. *students external factor in listening(see appendix 4)*

First about listening problems related to the content of the listening text can be seen in relation to natural speech, pronunciation, varied accents, and a voice heard only on an audio-tape cassette recorder without seeing the speaker. Another problem connected with listening is the fact that listeners can't always make the speakers repeat what they have just said. The students find it difficult to understand the recorded material if they are unable to get things repeated. This is a serious problem in learning situations.

Second about listening problems related to linguistic features had challenges are those result from the English language itself. All caused by 11th grade students' lack of English proficiency and their teacher' used English in classroom. The Research showed that some difficulties in understanding and remembering information from speakers may be due to the lack of English language skill itself.

The last is listening problems related to the speaker can be seen in relation to natural speech, pronunciation, varied accents, and a voice heard only on an audio-tape cassette recorder without seeing the speaker. But, sometimes unclear pronunciation of some speakers is also considered as a source of listening problem. Many students thought that unclear pronunciation causes much difficulty for them in understanding their English listening lesson. According to the students' responses, researcher assumed the one main problem that the students viewed as obstructing to their comprehension was undoubtedly the speed of speech. Faster speech rates, whether computer-manipulated or naturally produced, tend to had a negative impact on the students listening comprehension.

Listening comprehension has been neglected in research and practice until quite recently. However it is true that listening is vital in language learning in that it provides input for the students. Without understanding inputs, students can't learn anything. Based on finding data and result, the researcher concluded that listening is vital not only in language learning but also in daily communication. However, Listening comprehension seems to be the weakest skill and students encountered various kinds of listening problems and its truly happened.