



## Student's Problem in Listening Skill of Vocational High School At Dharma Budi Sidamanik

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### Abstract

This article describes the problem faced by students in Listening Skills at Vocational High School level, in particular it discusses (1) problems they face in listening to English and (2) how the teacher solves the problem. This research uses qualitative descriptive, and was conducted at Vocational High School at Dharma Budi Sidamanik, Sidamanik District, Simalungun Regency in class X with 30 students. The findings show (1) students do not have sufficient listening skills, (2) problems faced by students in listening are related to with their level of concentration, the habit of speaking English, limited vocabulary, similarity in pronunciation in English and also the problem of accents, there are several distinctive accents such as British and American, and (3) to overcome these problems, the teacher applies the Community Language Learning method by asking students to make study groups, in learning to listen to English. Thus, it can be concluded that the teacher's efforts are relevant to listening problems faced by students.

**Keywords:** *Problem, Listening, Skill, Students*

### A. Introduction

Listening skills in foreign language learning because the key to acquiring language is to accept language input. Listening is a process that includes hearing, attending to, evaluating and responding to spoken language that speaker says and also still the weakness of the students ability especially listening comprehension in classroom.

According to Bulletin (1952), listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education-their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listening is our understanding of listening to English. either directly or through media such as music, films, radio, tv. Listening is an important material in English because we must be able to know what people are saying to us. Listening Skill is the ability to focus on the speaker, understand the information and messages conveyed and can respond seriously. This ability is

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one of the important skills needed by employees at work. Through this skill, people who talk to you will feel appreciated.

From the four basic skills in English there are three language components including Grammar, vocabulary and pronunciation, which are also important when the communication progresses. All components are very important and should be learned if you want to master English well. But in fact, some students are not able to understand not even understand the words or sentences spoken in English verbally by their opponents. This means that the students' have less listening skill and the vocabulary is still limited. There are 2 problem formulations from this research, namely what are the students' problems in listening skills and how are students' solutions in overcoming students' problems in listening skills. The teacher applies the Community Language Learning method by asking students to make study groups, in learning to listen to English. Thus, it can be concluded that the teacher's efforts are relevant to listening problems faced by students. Community Language Learning (CLL) grew from an idea to apply the concept of psychotherapy in language teaching. The CLL teaching method was developed by Charles A. Curran in 1972 and is also known as the counseling method, because in the application of this theory the use of counseling techniques in language teaching is highly prioritized. In CLL, students are considered as 'whole persons' or an (individual) who intact, meaning that the teacher does not only pay attention to the feelings and intelligence of students but also the relationship with fellow students and students' desire to learn. According to Curran (1986:89), students feel uncomfortable in new situations.

From the explanation above the researcher is interested in investigating the research entitled "Student's Problem In Listening Skill Of Vocational High School At Dharma Budi Sidamanik"

## **LITERATURE REVIEW**

### **Defenition of Listening**

Listening is a difficult skill in second language learning. The difficult is caused by many factors varying from the difference of second between the second language learners' first language and the second language he or she is learning, his or her lack of vocabulary, his or her grammatical unawareness, to pragmatic differences between two languages. Accordingly, learners of English as a foreign language (EFL) need to be prepared to handle tests in listening comprehension (Nasrudin, 2013).

Listening comprehension refers to the understanding of the implications and explicit meanings of words and sentences of spoken language. Listening comprehension is more than just hearing what is said, it is a child's ability to understand the meaning of the words they hear and to relate to them in some way. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own words. This is an important skill to learn even at an early age, because good listeners grow up to become good communicators.

### **The Importance of Listening Comprehension**

Listening to Nunan (2003), listening is likened as Cinderella in second language learning in which her statement are ignored by her elder sisters (Nunan, 2003). It means that listening is a primary skill that plays significant role in communication, that, without listening skills the communication cannot be done effectively. Both of those skills are required in communication in which is process involves both the speaker and the listener.

Further, Nunan (2003) added that listening is assuming greater and greater important in foreign language classroom. This relies of several facts including role of input from listening. This skill provides students to gain valuable input from what they hear directly or indirectly from the native speaker and non-native ones. Without understanding input, learning cannot begin. Thus listening is important for the development of spoken language proficiency. Listening exercises gives opportunity for learners to draw new forms in language vocabulary, grammar, and new interaction pattern.

### **The students problem in listening skill in Vocational High School**

The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners cannot have repeated words and this can cause critical difficulties for them. Students cannot replay a recording section. The problems students face in listening are related to their level of concentration, the habit of speaking English, which is a problem faced by students in listening, teachers don't speak fully in English because they often consider the level of students, and then accent problem, there are some distinctive accents such as British and American, the lack of vocabulary that students have, making it difficult to understand what they are listening to and Similarity in pronunciation in English for example "Sea with See"

### **Solutions to solve student's listening skill problems in vocational high schools.**

Some teachers think that listening is the easiest skill to teach, whereas most students think it is the most difficult to improve. This contradiction tells us that there are some things about teaching listening that need to be explored. We must find out all we can about how listening can be improved and what activities are useful to this end and then use this knowledge and these activities in our own classrooms. There are some solution to solve student's listening skill problems in vocational high schools.

- a. The teacher makes learning in groups so that students can help each other in listening. By studying in groups, the teacher will find it easier to do listening learning
- b. Teachers use English more often so that students will get used to listening to English.
- c. Make it fun and entertaining, by studying in groups students will be more active in learning listening.
- d. Students must be focused and active in understanding the context that is being heard in general.
- e. In Vocational high school teachers can invite students to like listening to songs in English so that they are more accustomed to listening to English.

### **B. Methods**

This research was conducted at the Vocational High School at Dharma Budi in class X, the address is Jalan Manik Maraja Sidamanik District, Simalungun Regency.

In this section, the researcher will write an explanation of the research approach, research instrument and data sources obtained by the researcher. With the formulation of the problem that has been determined, the researcher can collect the correct data. The following is the formulation of the problem to collect data as follows; 1. What are the problems faced by students when they are learning listening skills. 2. What is the solution when the teacher has found the problems

faced by students so as to make students' listening skills better. In this study, we will discuss rare research on research methodology, namely:

#### **research instrument**

In qualitative research, the instrument or research tool is the researcher himself so that researchers need teachers and students, so that they can ask questions so that researchers can collect the data needed to get results from research on problems faced by students when learning listening skills in lessons English.

#### **Research data sources**

The researcher prepares an observation sheet in which the number of questions has been written. So, the researcher gave questions (interviewed) that had been prepared to the teacher and the students concerned

#### **Data collection procedure**

In qualitative research, the data collection used is observation and interviews Researchers make observations in the school field by following the note sheets in class. After that, the researcher asked questions. The questions are adjusted to the development of the data in the observation class. So for that, this research uses observation and interview techniques.

#### **Analysis techniques**

The analysis technique in this research is the data presentation analysis technique. Data collection : Data collection (field notes) was carried out through participatory observation and interviews.

### **C. Findings and Discussion**

This research was conducted at the Vocational High School at Dharma Budi in class X, the address is Jalan Manik Maraja Sidamanik District, Simalungun Regency.

Sample data source

1. Class X students make a short story and then practice it in front of the class individually
2. Students review the conversations in the Audio

For the analysis of the two data samples, the researcher concluded that 40% of students were still not active for class learning even though they used the CLL method, but 60% of students were able to take part in learning.

The problem faced by the teacher is to students who are not active. So for that, the teacher decided to make a group of 30 students into 6 groups, 1 group consisting of 5 people. Learning is

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changed into groups, the teacher gives assignments to students to listen to an audio in which there is a conversation, then students understand and then review what they have heard from the conversation. All students must be active because each student must provide their own review even though the learning is in group form. Then the teacher needs a loudspeaker that has been fixed by the school.

### **D. Conclusion**

Based on the results of qualitative research with observation and interview techniques which was carried out at the Dharma Budi Sidamanik private vocational school, Sidamanik District, Simalungun Regency, regarding Student's problem in listening skills at vocational high school for the 2021/2022 academic year can be taken several

conclusion. The conclusions are presented as follows:

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Based on the results of the study, the researchers found several unsolved problems, so the researchers put forward some suggestions. The suggestions found included the following:

1. The teacher must understand every student's interest in learning English, especially in learning listening skills.
2. The teacher further develops students who already understand (active) the learning that has been delivered so that the teacher immediately makes students form groups while students who are not active individually have not been completed.
3. In learning listening skills students must really understand how to listen well in the field of English lessons so that students do not misinterpret what they hear. Thus, the teacher plays an important role in teaching students who are active and students who are less active, so that listening skill learning can be completed.

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