



The Students' Listening Problems For Senior High School in Pematangsiantar

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Abstract: This article describes the English listening problems faced by students in senior high school in Pematangsiantar. Specifically, it reveals (1) students' English listening skills, (2) problems they face in listening to English, and (3) how the teacher solves the problem. This article uses a qualitative descriptive method and is carried out in high school in Pematangsiantar, North Sumatra. the subject of this article through the purposive sampling technique. The data was obtained through a series of English listening tests using recordings with native and non-native speakers, observation, and interviews. The findings show (1) the problems they face in listening to English deal with speaking speed, limited vocabulary, level of concentration, and established language habits, and (3) To overcome this problem, the teacher applies the practice of the right way technique. by giving students several ways to practice listening to English. Thus, it can be concluded that the teacher's efforts are relevant to listening problems faced by students.

Abstrak: Artikel ini mendeskripsikan masalah listening bahasa Inggris yang dihadapi siswa SMA di Pematangsiantar. Secara khusus, ini mengungkapkan (1) keterampilan mendengarkan bahasa Inggris siswa, (2) masalah yang mereka hadapi dalam mendengarkan bahasa Inggris dan (3) bagaimana guru memecahkan masalah tersebut. Artikel ini menggunakan metode deskriptif kualitatif dan dilaksanakan di SMA di Pematangsiantar, Sumatera Utara. pokok bahasan artikel ini melalui teknik purposive sampling. Data diperoleh melalui serangkaian tes mendengarkan bahasa Inggris menggunakan rekaman dengan penutur asli dan bukan penutur asli, observasi dan wawancara. Temuan menunjukkan (1) masalah yang mereka hadapi dalam mendengarkan bahasa Inggris berhubungan dengan kecepatan berbicara, kosa kata yang terbatas, tingkat konsentrasi dan kebiasaan bahasa yang mapan, dan (3) Untuk mengatasi masalah ini, guru menerapkan praktik teknik cara yang benar. dengan memberikan siswa beberapa cara untuk berlatih mendengarkan bahasa Inggris. Dengan demikian, dapat disimpulkan bahwa upaya guru relevan dengan masalah mendengarkan yang dihadapi siswa.

A. Introduction

Listening is a language skill. It's an essential part of the communication process that students should learn. By listening, students can handle information properly and develop what the speaker is saying. In addition to reading, listening is a receptive skill. You need one person to receive and understand the incoming information (input). With listening Skills, we can hear and understand things at a higher level than we can.

According to Pourhosein & Ahmadi (2011), listening plays a significant role in daily communication and the educational process. Listening has long been a neglected skill in second language acquisition, research, teaching, and assessment despite its importance. According to Flowerdew & Miller (20015) learning goals related to listening is to process spoken discourse for the functional purpose to listen and interact with the speaker or complete the task.

According to Gilakjani & Sabouri (2016), listening is one of the most important skills in English language learning. When students listen to the English language, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary. Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes.

According to Bozorgian (2014), the discipline of Communication has traditionally focused on the speaker and message creation rather than on the listener and the skills of reception. Brownell (2010) argues that this approach needs to be revisited and that listening must become the central focus if individuals are to become effective communicators.

While according to Buck (2001) A formal evaluation of students listening abilities is crucial so that language teacher can meet the pedagogical needs of their students. Listening is one of the basic skills. Its medium People are their education, their information, their understanding of the world and human resources, their ideas, values, And thanks to them. So listening is the most important skill when learning a language.

On the other hand, According to Hamouda (2013), listening skill is very important in acquiring understandable input. According to Gillian Brown (2005), listening is an activity that must be put into action. The information they heard. 1 That means listening is an important skill for students, especially in the process of education and learning. They get it by listening to Knowledge from electronic media and people. I spend most of my time sitting listen to my teachers and friends in class. It is supplied by Kalayo Hasibuan where students get information from teachers or someone else Up to 90% to listen. 2 Therefore, if the student does not understand how to listen, Difficult to understand the language.

In addition, underwood supports listening as a paying activity. It pays attention to what the listener hears and tries to give meaning. Or The listener needs to understand what the speaker means when using a particular word In a special way on a special occasion. Effective language learning procedures include listening, then speaking, then reading, and finally writing as the first phase in which the other three skills are developed. The basic skill

required is to acquire comprehension by listening to English well. This can only be achieved by practice. Listening is often a problem for English learners. They usually have a hard time understanding what the speaker means. Otherwise, the listening activity itself is related to understanding the meaning of the speaker. Therefore, the key to listening is to understand the speaker's meaning. So, the key to a listening comprehension skill is comprehending the speaker's means.

Based on Tersta & Novianti (2016) showed that the difficulties that the students faced in listening comprehension were related to three categories, they were the listening material, the listener, and the physical setting. Besides, the factors which cause students' difficulties in listening comprehension were depending on others, the shame of asking the teacher about the material, having emotional disturbances, the lecturer explaining the material too quickly, lack of reward and reinforcement, and being unfocused.

School-based to support the need for students to listen The Curriculum (KTSP) offers this theme. This curriculum is used by SMAN 1 Pematangsiantar, North Sumatera as his guide in the process of education and learning. With SMAN 1 Pematangsiantar, listening from 10th grade From 12th grade to text genre types Descriptive, narrative, expository, and many others provided by the textbook. Listening is taught twice a week with a duration of 80 (2x40) minutes for each meeting.

According to the 2012/2013 curriculum (2014), grade 8 students get two competencies. These are standard competencies and basics Competency. For standard competencies, students should be able to: Understand the importance of transactions and interpersonal conversations neighborhood. Students must be able to answer basic abilities Means accurate and fluent business and interpersonal conversations interaction with the environment includes requesting, providing, denying, requesting, giving an opinion, asking and giving and refusing service, asking and giving an opinion, asking and giving an opinion. There must be several factors that have caused the student's weaknesses in Hearing; could be a teacher or student learning strategy motivation or use of media in the learning process. Based on the writer SMAN1 Pematangsiantar's preliminary survey of second-year middle school students in the listening lessons, we found that teachers are using media to support their students. The media is audiovisual. According to Winkeu, Borrás, and Lafayette, A friend said that audiovisual material with subtitles is powerful Educational tools believed to help improve L2 listening and reading comprehension are helping students by providing real videos Visualize what they hear in their minds in the learning process.

Preliminary observation of this study, it is known that the English teacher at State Senior High School 1 Pematangsiantar isn't using the lab in class to listen. Teachers didn't use the lab when teaching to listen to students in 10th grade composed of audiovisual media used to support students Listening twice a month in each class. Based on the above explanation, ideally, a second-year middle school student at State State Senior High School 1 Pematangsiantar should be able to master listening subjects. However, 10th-grade students

at SMAN 1 Pematangsiantar find it still difficult to understand the material provided by their teacher.

It is based on the phenomena observed by some facts: a. Several students just listen to you without understanding. b. Some students feel the problem of identifying specific information in hearing text. c. Some students always lose concentration in lessons. So some students have a hard time understanding the keywords. e. Some students cannot distinguish between similar sounds. Many efforts have affected students' ability to understand these Teaching materials, for example, teachers' choice of good methods, techniques, and strategies) You also need to assist students in choosing the right media to Grasp the material, especially in listening.

In this research, the researchers chose The Students' Listening Problems For Senior High School In Pematangsiantar according to Hamouda's theory because it is interesting to know the field of listening. That's why this problem must be solved. So far, the main problem is an English teacher at SMAN 1 Pematangsiantar hasn't figured out how to do it yet teaching listening in interactive classrooms. The purpose of This research is to find out the listening problems faced by students and solutions to help students' listening problems in the classroom. So the researchers apply the "practice the right way technique" to overcome the students' listening problems.

B. Method

This research was conducted at SMA N 1 Pematangsiantar. Researchers chose this school because it has a location close to the author and one of the authors is a graduate of the school, SMA N 1 Pematangsiantar is the right object for conducting research and also does not require a lot of money in observing students who will be interviewed. Researchers conducted interviews with students about listening problems in learning English at school by directly questioning students coming to students into class after obtaining approval from the school. The researcher conducted interviews with approximately 30 students and collected direct data. Therefore, this study used a survey method. And this research uses qualitative research.

Shank (2002) defines qualitative research as a form of systematic empirical investigation into meaning. According to Rossman & Rallis (2012), qualitative research is fundamentally interpretive. On the other hand, according to Creswell (2014), qualitative research is a means to explore and understand the meaning of individuals or groups that are ascribed to human social problems. The results of the analysis will form a picture of the investigation that has been carried out through observations of individuals or groups. This means that qualitative research is research whose data sources are in the form of written or oral data collected through interviews, observations, document files, and tests. Furthermore, the authors use interviews to collect data and descriptive qualitative to analyze data the purpose of this study is to get an overview of students' hearing problems at SMA N 1

Pematangsiantar. So that the authors can collect accurate interview results that have been obtained from students.

C. Result and Discussion

The discussion will be divided into 2 subsections that follow this central theme of learning, namely the problems faced by students in listening and how teachers overcome students' problems in listening in the English Foreign Language class.

The Problems faced by students in listening

The problem faced by the students in listening At SMAN 1 Pematangsiantar during the interview were administrated by the researcher. When ongoing teaching and studying process the students always complain to their teacher if the recording to speed and can not repeat the audio, they feel that many unfamiliar words they heard, so that they can not get the point of content that the speaker says. Another reason for the problem in listening in the classroom is concentration level, where they have nervous. Based on data analysis the students' difficulties with listening comprehension show that listening is a very difficult skill for students learning foreign languages. It is based on three factors that affect their hearing; namely listening material, listening factors, and physical settings. Some of these factors are physical, psychological, physiological, and semantic. Various sounds in an environment interfere with a source's ability to hear. Distractions to a speaker's message are caused by a receiver's internal thoughts. Distractions to a speaker's message are caused by a listener's own body. The listening section in learning English requires students to demonstrate their ability to speak English. Students will be faced with media in which there is material about what students will hear. Listening skills are one of the most important parts of learning English, by mastering this skill, students will be able to learn English easily.

From the interview, the researchers get answers from the students about the listening problem faced when was listening in the classroom process. There is the problem of less concentration in listening, Less vocabulary and remembering, and speed speaker. Listening strategies are techniques or actions used by the students or listeners to comprehend and recall listening input. The strategies of listening can be classified by how the students or listener processes the input the listener taps into the background of the topic, context or situation, type of text, and language background information that they heard to interpret, and anticipate what will appear next. If students have difficulties with vocabulary in listening teacher supposed students should be intensive taught about vocabulary and make some assignments for students like, try so many name things vocabulary in their daily life and make it daily homework and it can help them to increase their vocabulary.

According to Graham (2017), the development of metacognitive strategies and metacognitive awareness about listening can be particularly helpful and can be achieved through learner discussion of strategy use. He said that attention to the development of bottom-up and top-down strategies is important for helping learners to develop their

listening. According to Vandergrift et al (in Rahimi & Katal 2012), Metacognitive awareness of listening can be defined as learners' cognitive appraisal or the metacognitive knowledge of their perceptions about themselves, their understanding of listening demands, their cognitive goals, and their approach to the task and their strategies. Based on Bozorgian (2018) research showed that metacognitive instruction through dialogic interaction did improve both the advanced learners' multimedia listening comprehension and their metacognitive awareness in listening.

The first problem faced by the students in listening deals with their concentration level. This problem seems so psychological. When doing the listening, many of the students were unable to focus on every single thing uttered by the recorded speakers. When, for example, they found one part unclear, they keep thinking of it and therefore could not move on to the next parts, and finally, there were not many things that they managed to capture from the spoken messages. Accordingly, it can be inferred that the student's bad psychological state contributed to their low achievements in listening.

Two next problem faced by the students in listening was less vocabulary. Practically, a learner with limited vocabulary has a big potential to misinterpret what they hear. This is exactly what happened with the students when having the listening test. Having poor vocabulary, many of them misunderstood what they heard from the recording. Many words used in the talks they heard during the test were still new words to them.

The last problem faced by the students in listening is speed speaker deals with one's speaking speed; it also includes the matter of speaking fluency. The native speakers of English exactly have higher speaking speed than do the nonnative. Consequently, for an English Foreign Language learner, an oral message uttered by a native speaker is more difficult to understand than that uttered by a non-native. This is not surprising that the listening test with a native speaker was much harder than that with Indonesian speakers of English the students. According to Maulidiyah (2015), the difficulties that the students faced in listening comprehension were related to three categories, they were the listening material, the listener, and the physical setting. Besides, the factors which cause students' difficulties in listening comprehension were depending on others, shame to asking the lecturer about the material, having emotional disturbances, the lecturer explaining the material too quickly, lack of reward and reinforcement, and being unfocused.

Namaziandost, et al (2020) stated that listening comprehension is a complex progressing process that includes the communication of different elements, numerous students think that it's hard to understand. According to Trisno (2019), Listening is one of the skills provided for foreign language students that they need to have besides speaking, reading, and writing. However, there are still many students who face difficulties in the learning process of listening.

For many English foreign languages, listening is not easy, because need a vocabulary to understand the meaning of the speaker. As described in the previous, the writers mention the findings lead us to understand the students have not had the ability listening skills.

Whether or not they can catch information from oral messages seems to greatly rely on who the speaker is. So far they are only used to listening to English learning in the Classroom, the students seldom have listening practice using audio recordings with a native speaker in English.

How do the solutions overcome the student's problems in listening?

When the researchers interviewed the teacher in the school with audio recording. From the interview, the researcher gets the point of how the teacher overcomes the students' problems in listening. The researchers used a listening technique. As described previously, the problem of students when listening include less concentration in listening, Less vocabulary and remembering and speed speaking.

To overcome the student's problem for the first problem, the teacher makes the situation in the class quiet. Then, the teachers introduce some important tricks in having a listening test to the students. One of the most important tricks is that when finding words that they do not understand, the students are not supposed to panic, they have to remain calm and just follow the next parts. To fully overcome this psychological problem, the teachers always end their explanation with some real relevant practice.

To overcome the student's problem for the second problem, the teacher makes practice before starting the learning listening, the teacher introduces the new word used in practice as warming. The implementation of this idea helps the students get through the listening practice. According to Saraswaty (2018), Teachers should be aware of students' learning difficulties. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies and ultimately improve their English listening abilities. According to Maftoon & Alamdari (2016) research showed that metacognitive strategy instruction led to considerable variance in overall listening performance and metacognitive awareness of learners.

To overcome the student problem for the third problem, the teachers push the students to be more and more familiar with English speaking atmosphere. This seems so reasonable since the students need to get used to hearing oral messages uttered at a normal speed and in different accents. It takes some steps to completely overcome these problems. For instance, for speed speakers, the teachers need to start with "abnormal" speed, and for accents, the teachers have begun introducing different accents in English speaking such as British and American. If the students are late to listening to what the speaker said they can write down the point of what the speaker said. Then the students can be translated by the dictionary.

D. Conclusion

The findings signal that the students' have various problems with listening. Below are three concluding points based on the findings. In listening, the students are less concentrated when learning listening, Less vocabulary, and speed speaking in the Classroom.

The researcher applies the “practice the right way technique” to overcome the students’ listening problems. The step is for students to relax and know that it’s completely normal to have limited understanding the first time they listen. The students need to listen at least 3 times. Listen the first time for the general topics. Don’t try to understand every word, just try to understand the main ideas. Listen the second time, listen again and now try to understand some more specific details. Listen the third time while reading the transcript (text). Now students can pay attention to the individual words and see if the previous understanding was correct. Hence, if the students practice the right way of listening to three times the same audio from General to specific, the students understanding of listening to English is guaranteed to improve fast.

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