An Investigation of Listening Problems Encountered by 1st Semester Students in Foundation of Listening Subjec

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Gusnadi, penelitian yang diberi judul *"An Investigation of Listening Problems Encountered by 1st Semester Students in Foundation of Listening Subject"* bertujuan untuk menggambarkan dan mencari kesulitan-kesulitan mahasiswa pada belajar Foundation of Listening. Observasi, angket, dan list interview digunakan untuk mengumpulkan data secara qualitiatif. Adapun hasil temuan yang diperoleh antara lain; mahasiswa kesulitan memahami apa yang diperdengarka, mahasiswa mendapatkan kesuliatan pada saat mengambil inti dari apa yang diperdengarkan. Masalah lain adalah masalah teknis yang terkadang sangat mengganggu keberlangsungan pembelajaran Listening. Persiapan yang baik,pemeriksaan alat laboratorium bahasa, dan berlatih listening secara berkesinambungan akan memudahkan mahasiswa dalam belajar Listening.

Kata Kunci: Deskriptif, Kesulitan Belajar Listening

ABSTRACT

The title of research "An Investigation of Listening problem Encountered by 1st Semester Students in Foundationof Listening Subject" the aim is to describe and to find the students' difficulties of learning foundtaion of listening subjec. Observation, questionnaire and list interview is use to collect the data by qualitative. As for the result of research are;the students' get the difficulties to undestand what they the listen, the students' get the difficulties when they find mind idea from what the listen. The other problem is technician's problem that sometimes distrub the learning of proces. The good preparation, inspection of leanguage laboratory tools, and practice listening with continual will be easear for students in learning listening.

Keywords: Descrptive, The difficulties learning listening

BACKGROUND OF THE STUDY

The current English education plays an important role in the life of the global community. English has now been publicly recognized as an international language that has been domiciled in various fields of industry, such as politic, economic, or arts and culture. English has invaded all sectors of society and dominate pop culture, even the majority. English is the most widely used language in international communication. At least it is the case today. There are several reasons why the English language be used as an international language. It is one of the oldest languages in the world and comes from the plains of British which is about 8th century. In addition to the English language is the oldest language in the world, it has a very rapid vocabulary development. It is needed to realize the importance of English language education because global competition becomes more intense presence in Indonesia.

Campus/University as an educational tourist destination has several consequences. On one side, it should be able to improve its quality while on the other hand it must always be continuously enhance the creativity and innovation of products related to the Tri Dharma of University. Moreover, if the campus has been launched as a college education for international tourist destination, it will be a lot of consequences that impact on the preparation of hard skills and soft skills on campus.

There are four English skills should be master by university students. Without mastering those skills, English cannot be spoken or used well. Mastering four English skills are not easy because every single skills has own difficulties. It happens to students of the 1st semester of English Education Study Program Faculty of Teachers Training and Educational Sciences Pakuan University. It is found after doing observation and getting interview with the lecturer in foundation of listening subject. Basically, students understood the instruction of task and lecturer's instruction. Additionally, there is no problem to the handout even to the lecturer explanation but the problem happens when students asked to listen the audio where native speaker begins to speak. They are confuse, doubt to answer, and even get nothing.

Based on the problems above should be an investigation of students' problem encountered by 1st Semester Students in Foundation of Listening Subject.

Students' difficulties in listening the audio is the main reason of choosing the topic. It is supported by lecturer comment of students' barrier. They are confuse, doubt to answer, and even get nothing after listening the audio.

The research purposed to identify and describe the cause of students' difficulties. These are the focus of this research. The statement stated as follows;

1. What are students' difficulties in foundation of listening subject?
2. What are the causes of students' difficulties in foundation of listening?

RESEARCH METHODOLOGY

Descriptive method applied as a tool of describing data related to students' difficulties. It is important to emphasize that descriptive methods can *describe* a set of observations and collected data. It used in line with the aim of this research. It will investigate students' problems. A descriptive study is one in which information collected without changing the environment. There is no experimental manipulation or indeed any random selection to groups, as there is in experimental research

First semester students of English Education Study Program, Faculty of

Teacher Training and Educational Sciences of Pakuan University are chosen as the research site. There are three classes available, namely: class A, B, C and D. In conducting the research, purposive or purposeful sampling technique is used to choose the participants. Two classes are C and D chosen as sample because the researcher is lecturer at that class. As stated by Creswell (2012: 206) "researchers intentionally select individuals and sites to learn or understand the central phenomenon"

RESEARCH PROCEDURE

In this research, the data is obtained through observation, questionnaire distribution and interview. Those three steps of conducting the research are:

1. Observation
   The observation done to observe problems participants in Foundation of Listening Subject. It is used to collect accurate the data. Additionally, it is done during teaching and learning process. It is purposed to analyze and to know students problems.
2. Questionnaire
   The questionnaire given and distributed to the participants in order to find out their answer of the problems. It will support observation data derived during teaching and learning process. Open ended questionnaire form is chosen to facilitate students answer. As stated by Jackson (2009: 89): "Open-ended questions allow for a greater variety of responses from participants but are difficult to analyze statistically because the data must be coded or reduced in some manner. Closed-ended questions are easy to analyze statistically, but they seriously limit the responses that participants can give. Many researchers prefer to use a Likert-type scale because it's very easy to analyze statistically". Questionnaire distributed to twenty respondents from two classes with the classification of ten

questionnaires given to class C and the rest given to class D.

3. Guided Interview
   Interview to the lecturer and several students will be necessary to support both observation and questionnaire. It is gained by interviewing three participants. It is recorded and transcribed to get more information and clarify the explanation from the data of observation and questionnaire

Students' are interviewed in order to validate the data from documentation and questionnaire.

DATA COLLECTIONS

Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions. Creswell (2012: 236). Data analysis done after deriving all instruments gained from the participants. The data are analyzed carefully to find students problems based on the aim and the problem of the study.

DATA ANALYSIS

Table 4.1
The Result of Questionnaire

No.	Deskripsi	Students' Answer			%
		AA	NA	Freq	
1	Listening merupakan skills yang sulit untuk dipelajari	Yes	0	15	75%
		No		5	25%
2	Saya selalu merasa kesulitan mendengarkan *native speaker* yang diputarkan di audio	Yes	0	15	75%
		No		5	25%
3	Saya merasa kesulitan mengambil intisari dari materi yang diperdengarkan	Yes	0	14	70%
		No		6	30%
4	Saya selalu focus mendengarkan instruksi dosen maupun intruksi yang ada diperdengarkan di audio	Yes	0	17	85%
		No		3	15%

		AA	NA	Freq	%
5	Kosakata yang diperdengarkan di dalam audia tidak menyulitkan saya	Yes	0	6	30%
		No		14	70%
6	Suasana belajar listening di kelas sangat nyaman	Yes	0	18	90%
		No		2	10%
7	Kualitas suara yang diperdengarkan sangat jernih dan jelas	Yes	0	12	60%
		No		8	40%
8	Saya sering belatih mendengarkan di luar kelas	Yes	0	18	90%
		No		2	10%
9	Instruksi dosen sangat dapat dipahami	Yes	0	16	80%
		No		4	20%
10	Tiga kali cukup bagi saya untuk mendengarkan *native speaker* berbicara di audio	Yes	0	10	50%
		No		10	50%
11	Saya sering ragu mengisi isian yang tepat pada saat audio diperdengarkan	Yes	0	18	90%
		No		2	10%
12	Saya sering merasa bingung memahami text, percakapan, atau wacana yang diperdengarkan	Yes	0	13	65%
		No		7	35%
13	Belajar listening di kelas selalu membuat saya bersemangat	Yes	2	9	45%
		No		9	45%
14	Listening merupakan skill yang mudah dari pada skills yang lain	Yes	1	6	30%
		No		13	70%
15	Saya tidak terbiasa mendengarkan wacana,atau percakapan bahasa Inggris dari audio	Yes	0	11	55%
		No		9	45%

Note:
AA = **Alternative Answer**
NA = **No Answer**
Freq = **Frequency**

The table above describes the result of questionnaire derived from the respondents. 75% of respondents state getting difficult in listening skills especially listening native speaker in the audio. 70 % of respondents also get some difficulties to summarize material listened from the audio. 70 % of respondent deceive vocabularies used by speaker. 90% of the respondents are doubt in deciding the answer of listening question, and 65% are confuse to answer the questions. Besides the questionnaire distributed, the interview also done to make sure the statements stated by respondents.

The interview done to the lecturer of foundation of listening. The result of the interview states that students get low in concentration during listening section. Moreover, respondents get difficult in taking note or taking point of conversation. It makes them difficult too in comprehending material. Besides, technical error causes trouble during listening activity, such as broken headset, application error and other unpredictable technical error.

The conclusion of this research finding shows that respondents getting low in listening because of less vocabularies, cannot be able to summarize and take note, and unusual in listening native speaker. In addition, technical error usually happens during listening activity.

CONCLUSION AND SUGGESTION

Conclusion

Listening still become difficult skill to learn. Practice hard is needed very much to get maximum listening skill. The problem found in this research are very usual and standard for the private university. Students get difficult in listening native speaker, they also get difficult to take note and point in listening activity. Moreover, students get difficult in comprehending material listened, and they are weak in vocabularies. On the other hand, technical error usually happen during listening activity. It disturbs students and lecturer's focus.

Suggestion

Suggestion for the reader and the lecturer who teaches listening should make sure the tools of listening laboratory. Besides, lecturer should train students' note taking ability as much as possible in order to be able to summarize and comprehend the material.

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