AN ANALYSIS OF STUDENT'S DIFFICULTIES IN LEARNING LISTENING COMPREHENSION AT EIGHT GRADE Mts AL-ROSYID BOJONEGORO ACADEMIC YEAR 2018/2019

SKRIPSI

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LEGITIMATION

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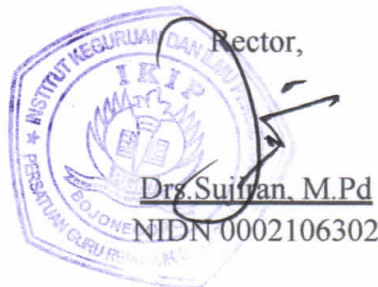
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CHAPTER 1

INTRODUCTION

A. Background of Study

As an international language, English has an important role as a means ofcommunication in transfering and gaining knowledge, information, science, technology, art and culture and maintaining international relationship. Because of its importance, English is included as a subject in the school.

In the teaching and learning process of English in the Junior High School,there are four macro skills which are taught to the students, namely: speaking, listening, writing, and reading. Those are the basic skills which are taught to and learnt by students. Listening is one of receptive skills which has a very important role in learning English because listening is the language of modality which is mostly used in every conversation or activity. In the teaching and learning process, before students are able to respond to the teacher, they should listen first in order to get the information and the concept. Beside that, listening is also the key in understanding the concept, knowledge, or information which are spoken by speakers.

There are a lot of definitions of the term "listening". Chastain (1971) stated that the goal of listening comprehension is to comprehend the language at normal speed in an automatic condition. Hamouda (2013) said that listening skill is very important in acquiring understandable input.

Learning does not occur if there will not be any input. Pourhosein Gilakjani and Mohammad reza Ahmadi (2011) expressed that listening has an important role in the communication process. According to Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi (2011),out the four main areas of communication skills called listening, speaking, reading, and writing, listening is the most important of all. Goss (1982) said that in listening comprehension listeners try to construct a meaning when they get the information from the listening source.

Steinberg (2007) and Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) defined listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it. According to Richards, John Platt, and Heidi Platt (2000) and Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. Osada (2004) expressed that listening skill didn't receive sufficient acceptance in its own right but rather has been considered as a passive skill that will develop without help. According to Morley (2001) and Rost (2001), listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicates that it makes easy the development of the other language skills.

According to Hamouda (2013), EFL learners have crucial problems in listening comprehension pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes. Osada (2004) stated that listening is not very important for both teachers and learners and teachers test not to teach listening and learners learn listening not listening comprehension. Consequently, it remains the most neglected aspect of language teaching.Hamouda (2013) emphasized that comprehending speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and teach them effective listening comprehension strategies to be able to solve their listening comprehension problems.

In this review paper, the researchers reviewed the strategies of listening comprehension and then identified the learners' listening comprehension problems when listening to oral texts. This paper intended to increase teachers' consciousness of these difficult areas in listening comprehension so that suitable and effective actions can be adopted. It is hoped that the findings of this review paper provide good views for the teaching and learning of listening comprehension for both teachers and learners.

B. Research Problem

The problem statement which can be formulated by the researcher in this study:

1. What are the difficulties faced by the students in learning listening comprehension towards eight grade students ofMts Al-Rosyid Bojonegoro?

2. What are the factors that cause the difficulties in learning listening comprehension towardseight grade of Mts Al-Rosyid Bojonegoro?

C. Research Objective

Based on the statement of the problem, the researcher formulated the purpose of this research are:

1. To know the specific information about student's difficulties in learning listening comprehension eight grade students of Mts Al-Rosyid Bojonegoro.

2. To find out the factors that cause the difficulties for the student's in learning listening comprehension eight grade students of Mts Al-Rosyid Bojonegoro.

D. Research Significance

The findings of this research were theoretically important for the English teachers to understand their problem in learning listening comprehension. Moreover, they knew their factors cause the difficulties in learning listening comprehension. It was also crucial to the school for knowing the variance difficulties in laerning listening comprehension in their school.

E. Definition of Key Terms

1. Student's difficulties

Listening becomes one of the reasons of the student's difficulties in English Learning. In this study, difficulty is defined as a disorder that can lead an inhibition and failure of learning progress. The difficulties involve the inability to understand the words and sentences that native speaker says. It is also reinforced by theory of Anderson and Lynch (1988) which say that the difficulty comes from the inability to recognize the topic conversation from the native speaker's. The student's difficulties were some problems that the student's faced or their challenges in learn listening comprehension towards the eight grade students of Mts Al-Rosyid Bojonegoro.

2. Listening comprehension

Listening comprehension is a process of receiving what the speaker says, constructing and representing meaning, and creating meaning through involvement and imagination (Rost, 2002). Howatt and Dunkin

(n.d), as cited in Saricoban (1999) reveal that listening involves the understanding of speaker's accent or pronunciation, grammar, vocabulary and grasping the meaning. Listening comprehension was the ability to understand speech. Listening comprehension was how to construct what people were hearing.From the previous explanation, the researcher concluded that the student's difficulties were some problems that the student's faced or their challenges in teaching listening comprehension towards the eight grade students of Mts Al-Rosyid Bojonegoro.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reveals some theories which support as related to the research. This chapter contains two major sections, namely theoretical description and theoretical framework. Theoretical description shows the theories and principles which are related to the implementation of using authentic materials and listening comprehension. Theoretical framework covers the synthesis of relevant theories that can help the research to answer the research question.

A.   Theoretical Description

This theoretical description concern with theories they are related to key words use in this research. This part shows the nature of listening, listening difficulties, and listening strategies. The theoretical description is presented as follows.

1.   The Nature of Listening

Actually, listening is a skill in a sense that is related, but it has a distinct process from hearing. Listening occupies an active and immediate analysis of the streams of sounds while hearing involves merely perceiving sound in a passive way. According to Rubin in Helgesen and Brown (2007 : 3), listening is an active

process in which listeners select and interpret information which come from auditory and visual clues. It means that in the comprehension process of spoken language, the listeners only use part of the incoming information while interpreting the information, listeners use their background knowledge. Supporting this statement, Spratt, Pulverness, and Williams (2005 : 30), explicitly, categorize listening as a receptive skill which involves responding to spoken language. Furthermore, Spratt, Pulverness, and Williams (2005 : 31) state that listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, understanding different speeds of speech and accents, and using different listening sub skills. Richards and Schimdt (2002 : 13) state that listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic unit (e.g. phonemes, words, grammatical structure) as well as the role of the listener's expectation, the situation and context, background knowledge and topic.

Thomlison's (1998) state that the definition of listening includes "active listening," which goes beyond comprehending as understanding the message content as an act of empathetic understanding of the speaker.

Meanwhile, Rost (1994 : 141-142), points out if listening is vital in the language classroom because it provides input for the learners. It means that without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Based on theories above, it can be concluded that listening is not only the process of understanding the sounds, but the listeners should also be able to know its context or in other words, the listeners need explanation or information.

2. **Listening Difficulties**

In listening process, many listeners are influenced by the difficulties they have. In fact, the listeners have to combine what they hear with their knowledge and ideas in the same time. It is regarded as the important issues, especially for the listeners who have low listening ability. In order to have successful listening, the difficulties about listening in English should be identified firstly. During the listening process, the listeners have many factors that can determine their comprehension in listening. The factors come from the internal and external. It means that the listeners it self and the learning environment can give the effects in comprehension.

According to Brown and Yule (1983, p. 24) there are four major factors that can affect the listening process relates to material or linguistics aspect. The first is the speed and the accent of speaker can determine how the listeners understand the topic of discussion. The listeners need time to process the information from the speaker. Then, if the speaker speaks faster, the listeners nave the less time to think. The second is the listeners interest and response will affect the difficulties of listening. It may affect the student to have the lack of motivation because they have low interest and response. The third is the content that relates with the grammar, vocabulary, and information structure. Listening process will obstruct if the listeners have bad grammar, poor of vocabulary, and bad

information structure. Last, the supporting items in listening can also influence the accuracy of listeners understanding, such as diagrams, picture, etc.

In addition, Gilakjani (2016) also performs that the difficulties of listening comprehension come from the length and speed of listening, unfamiliar vocabulary and quality of recorded material. The long conversation can affect the student's concentration because they tend to think longer and get disturbance from their surrounding. On the contrary, by knowing the meaning of the word, the listeners can arouse the interest and motivation which can give the positive effect in listening comprehension. Meanwhile, the quality of recorded materials deals with the clarity of student in grasping what the speakers say.

Next, the listeners must process any information that comes when they listen or get new information. Thus, losing the concentration may affect them to lose some information that may be very important to student's understanding. As a result, the student's tend to give up and stop listening as they have difficulty in understanding the spoken text.

In conclusion, listening comprehension difficulties might be arisen from many elements. The elements can come from the linguistics aspect in English spoken, the ability of listeners to comprehend the meaning and manage their motivation. In addition, concentration might be a major factor in the students difficulties of listening.

3.   The Comprehension Process of Listening

The listening is actually the process on how the listeners comprehend and interpret the input and spoken language. In this case, the listeners differentiate between sounds, vocabulary, grammatical structure, stress and intonation, and the intended meaning. Related to the process of listening, Gebhard (2000 : 144) state that there are two processes in comprehending spoken English namely; based on the ways of processing the text and the types of situation where the understanding takes place. Based on the ways of processing the text, there are bottom–up processing and top–down processing.

Bottom-up processing is the process of decoding a message that the listener hears through the analysis of sounds, words, and grammar that creates meaning. Bottom-up process include listening for specific details, recognizing cognates and recognizing word-order patterns. This listening comprehension tends to be an interactive, interpretive process where in understanding messages, listeners use their prior knowledge and linguistic knowledge.

Meanwhile, the top-down processing is the process of decoding a message by using background knowledge of the listeners related to the topic, the situation or context, text type and the language. This background knowledge helps the listeners to interpret the spoken language and anticipate what will come next. The top-down process includes: listening for the main idea, predicting, drawing inferences, and summarizing.

According to the types of situation where the understanding takes place, the process of listening is divided into reciprocal or interactive listening and nonreciprocal or non-interactive listening.

Reciprocal or interactive listening is the process of listening where the listener is required to take part in the interaction and alternatively listens and speaks. Interactive listening situations include face-to-face conversations and telephone calls in which a listener has a chance to ask for clarification, repetition, or slower speech from conversation partner.

On the other hand, non-reciprocal or non-interactive is the process of listening where the listener is engaged in listening passively to a monologue or speech or even conversation. Some non-interactive listening situations are listening to the radio, CDs, TV, films, lectures, etc. and here listener usually does not have the opportunity to ask for clarification, slower speech or repetition.

4.   Listening Strategies

Goh (2000),as cited in Nation and Newton (2009, p. 52), suggest that there are two types of useful strategies which can be used to train the listening strategies. The first type is communication strategies to assist the comprehension. The listeners can make a prediction before listening by scanning or reading the question sheet. The second type is learning strategies by noticing language forms when they are listening the speaker. For example is negotiating in order to seek the clarification, listening for patterns, and focused listening.

Beside, Nunan (1999, p. 184) classifies the strategies based on linguistics aspect. There are six ways for students to overcome their listening difficulties and to improve their listening skill. It is describes as follows :

a) Conversational Pattern

In improving the listening skill, the listeners use the expressions to start conversation and keep them going. The example is matching the expressions to situations.

b) Practicing

Practicing is the main strategies in order to increase the listening skill. In listening, the listeners can practice by doing listening exercises to improve their knowledge and skill. Knowledge is needed to build the basis of the skills. As the example, the listeners to conversation, and practice it with a partner.

c) Using Contact

The difficulties can resolved by knowing the context of the English speaker. The listeners can try to use the context in surrounding in order to guess the meaning of unknown words, phrases, and concepts.

d) Summarizing

Summarizing is the one way to train the listeners listening skill. The way is by picking out and presenting the major points in a text in summary form. It also makes the listeners become accustomed when they have to make a take note when listening.

e) Selective Listening

Selective listening is important process for the listeners who want to increase their comprehending in listening. The listeners do not have to understand and know the meaning of every word. However, it can be more effective if the listeners can choose and focus the key and important information.

f) Skimming

In linguistics aspect, skimming can be also implemented by reading quickly to get a general idea of a text. For example, the listeners can try by reading newspaper article, a letter, or an advertisement.

Some researcher has investigated the advancing of listening comprehension. Safranj (2015) claims that watching movie also can help and influence in increasing listening skill. Through subtitle on the movie, the listeners can see the picture, hear the pronunciation, and hint the message of the movie. Safranj also believes that using film is the effective way because the listeners are more comfortable by doing fun and relax activities.

B.   Previous of Study

Yousif (2006) mentioned in his research entitled *Listening Comprehension Difficulties as Perceived.* The study investigated lecture comprehension problems of first year students listening to lectures in a FL subject matter classroom. Data was collected regarding the lecture comprehension difficulties of these students by means of a short open-ended questionnaire and interview. The subjects of the study were 50 first-year students majoring in English in their second semester at Almajmah College of Education. They were admitted to the English department on the merit of acquiring 80% or more on the school certificate examination. The analysis of the data provides an index of linguistic, conceptual, discourse, acoustic, environmental and psychological variables that hinder effective comprehension. The results of the study have implications for both EFL teachers and subject matter lecturers in the particular setting in which it was conducted as well as in similar FL tertiary levels. They discussed several obstacles that impact comprehension. These are divided into three main areas: listener factors, speaker factors and text factors.

Hamouda (2013) found in his research entitled *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom.* This research use quantitative and qualitative methods of data collection. This study was carried out with the participation of 60 first-year student majoring in English language and translation at Qassim University. Their ages range from 20 to 22 years old. Listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems. Data was gathered by means of questionnaires and interview. The research found that

accent, pronunciation, speech of speech, insufficient vocabulary, different accent of speaker, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

Agnes Lestyo Rini (2017) found in his research entitled *Revealing Students Listening Comprehension Difficulties and Strategies in Intermediate Listening Class.* This research use qualitative methods of data collection. This study was carried out with the participation ofIntermediate Listening Class ofEnglish Language Education Study Program. Data was gathered by means of questionnaires and interview.The research found that English limited vocabulary, speech of speech, accent of native speaker, unclear pronunciation, condition of class, lack of concentration, and lack of motivation.

The similarities and differences between the previous study and this reseacrch is many find the cause of the difficulty students understand listening lesson. The difference is the way and technique in data retrival.

C.   Theoretical Framework

In listening , many student's find the difficulties which are influenced by many factors. Two of factors come from external and internal factors. The elements of language material can also give the effect for students to know the meaning and message of native speaker. In order to answer the research questions, the researcher employs the theories related to listening difficulties and strategies to overcome the problems.

In order to answer the research question, the researcher employs three major theories. The first theory is about the factors of listening difficulties which may be faced by the students. The first factor comes from the external factor

which involved the condition of the environment and the elements of language materials. The theory is stated by Brown and Yule (1983), it is used to find out the difficulties that occur in the listening process. The next theory is about the ability in listening comprehension. The researcher use Anderson and Lynch's (2003) theory to find out the cause of problems concerned with the ability or absence of students in the listening process. Related to the internal factor, the researcher employed theory from Brownell (1995) to find out the order difficulties from other aspects. The theory about listening process is also used as the basic form of the listening difficulties.

Furthermore, in order to answer the second research question, the researcher uses come theories about listening strategies. Goh (2000), as citied in Nation & Newton (2009, p. 52), claims that the problems can be solved by communication and learning strategies. Besides, Nunan (1999, p. 184) states that the difficulties can be overcome by the strategies based on linguistics aspect classification. The theories are expected to help and support the information to overcome the problems faced by the students about listening comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A.   Research Method

In this research, the researcher used qualitative research. Cresswell (2012: 228) cited in Sugiyono (2014) stated that qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involved emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data. The final written report had a flexible writing. Bogdan and Biklen (1982: 230) cited in Sugiyono (2014) said that Qualitative research was descriptive. The data collected was in the form of words of pictures rather than number.
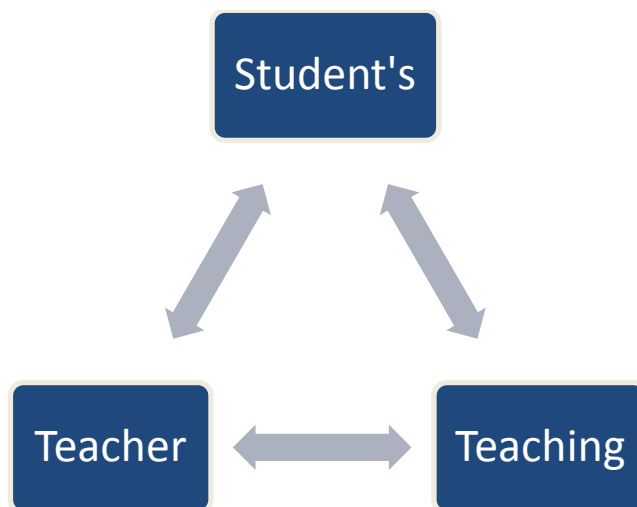

Figure 3.1: Social situation

The aim of this method was to describe the student's difficulties in learning listening comprehension and to analyze the difficulties that appeared, to find the factors caused the difficulties in learn listening comprehension.

B. Research of Presence

In this study,Lexy J. Moleong (2009) *Qualitative Research Methodology* said if researcher themselves or with help of the people others are the main data collection tools. Absolute researcher presence necessary, because only humans as tools can be related with respondents or other objects, and only humans can understand the connection of reality in the field. Therefore on when collecting data in the field, researchers participate in the site research and actively participating in activities in the field.

Researcher position in qualitative research is quite complicated. Research is a planner, executor, of data collection, analysis, interpreter data, and ultimately the researcher as the reporter of the results.

C. Research Place and Time of Study

The research place is the place used in conduct research to obtain the desired data. The research it is located in Mts Al-Rosyid Bojonegoro.

Tabel 3.2 Research Schedule

|	Description of Activities	Des 18	Jan 19	Feb 19	Mar 19	Apr 19	Mei 19	Jun 19	Jul 19	Agt 19
1.	Preperation of research proposal	■	■	■						
2.	Submission of research proposal	■	■	■						
3.	Submission of research permit				■	■				
4.	Data collection				■	■	■			
5.	Data processing				■	■	■	■		
6.	Preparation of thesis						■	■	■	
7.	Submission of thesis							■	■	
8.	Thesis Defence									■

D. Subject of The Study

According to Fraenkel and Wallen (2009: 91), in educational research the population of interest is usually a group of persons (students, teacher, or other individuals) who possess certain characteristics. In some cases, however, the population may be defined as a group of classroom, school, or even facilities.

The subject or participants in this research were the students of eight grade of Mts Al-RosyidBojonegoro in the academic year of 2018/2019. The total number of students in this class were25 students.

E. Sources of Data

According to Supardi (2006: 129) good data is gotten from the right sources. The data source is divided into two kinds. There are primary and secondary data sources. Primary data source is data source that provides the data directly in collecting the data. While, secondary data source is data source that provides the data indirectly in collecting the data.
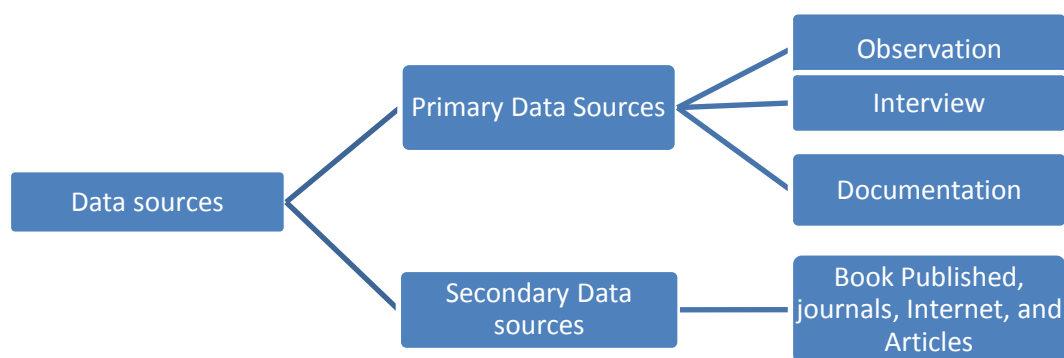
Tabel 3.3 Data source

F. Instruments and Data Analysis Techique

The instruments of this research were observation and interview sheet. The observation used to know the basic description, raise the interview question, and strengthen the results of the data from the next instruments. Meanwhile, the researcher used interview as instrument in order to obtain deeper information and data result.

1. Instruments

a) Observation

The observation is usually used in education to support the understanding and developing in. It mean that the observation was the common tool in research instrument. The observation was proper to be used in order to research the human behavior in small respondents. The observation was established to know and measure the subject from the situation, and condition of the class, and also to determine the appropriate interview question based on the class experience.

The observation in this research was in description form. The researcher conducted the observation in several times, and focused on the student's behavior and attitude during listening. Besides, the student's attitude related to lack of concentration and motivation was also observed by the researcher. In post listening, the researcher also noticed toward the student's statements and responses which might arouse about the difficulties during listening section.

b) Interview sheet

The researcher used the open-ended interview in order to gain the deeper information from the participants. The researcher generated interview as the instruments to collect the data. Furthermore, the semi structured interview was used to make the discussion which to be not widespread and focused on the main topic. The interview topic concerned and focused on the student listening difficulties and the strategies to overcome it.

The researcher conducted the interview with the Intermediate Listening student's in order to gather more information about student's listening difficulties and strategies to overcome the difficulties. The student's were asked about whether the student's had any listening difficulties or not, the difficulties that student had, what the causes of the difficulties, and the solution of difficulties. The researcher also found about the basic reason of their listening difficulties based on the developed question. Last, the interview also talked over about what the strategies had been done by the students to overcome those difficulties in the future.

2. Data Analysis Technique

There were three steps in analyzing this research. Aryet. al. (2010) define that the analysis involves three steps, namely familiarizing and organizing, coding and reducing, and interpreting and organizing. The explanation of three steps of analyzing is presented as follows.

In this stage, the data obtained was collected together. The researcher started the process by reading, taking note, and reviewing the entire data. Then, the researcher organized relevant data to focus on the problems of the study. The data were from the observation sheet and interview.

The second step is coding and reducing. It was the data selection, focusing, and simplification of data from holistic data. The unnecessary data were set aside, and the important data were gathered and classified into more specific.

Coding was used in order to get a specific data from the holistic data research. Strauss and Corbin (1990), as citied in Cohen (2011), define coding as "the process of breaking down segments of text data into smaller units". The researcher sorted and organized the data from observation sheet, and interview by classifying the student's listening difficulties based on question and student's answer.

The third step was interpreting and representing. The researcher interpreted the findings, analyzed by using the researcher knowledge and expert theory, and presented the data result. Afterwards, the researcher tested again the finding by using triangulation technique. Denzin (1970), as citied in Cohen (2000), states that data triangulation involves the use more than one instrument in order to give the objective data in the study. Multiple instruments were considered suitable to evaluate and to validate the data. After analyzing the all instruments, the researcher presented the result of the study.