

AN UNDERGRADUATE THESIS

**A STUDY ON LISTENING COMPREHENSION PROBLEMS
AT THE THIRD SEMESTER OF ENGLISH STUDY PROGRAM
AT STATE ISLAMIC COLLEGE JURAI SIWO OF METRO
IN ACADEMIC YEAR OF 2015/2016**

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English Education Study Program
Tarbiyah Department

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1437 H/2016M**

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in English Department

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**ABSTRACT
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The primary goal of the research is to study of the students' on listening comprehension problems at the third semester of English Study Program at State Islamic College of Jurai Siwo Metro. Specially, this research is directed to get concerned with the students' on listening comprehension problems in English Learning. The problems formulation of this research are students problems obtained on listening comprehension at the third semester of English Study Program at State Islamic College of Jurai Siwo Metro.

The characteristic of this research is qualitative research. This research using case study. This research conducted at the third semester of English Study Program at State islamic college of Jurai Siwo Metro. The data collecting methods used interview and quistionnaire. The data collecting technique was used is purposive sampling. An analysis of data was performed in several steps, namely data reduction, data display and conclusion.

Based on research findings obtained indicate the students' problems in listening comprehension there are some problems the most dominant. This factor can be overcome by some ways as the students must be carefully when they listen to look for keyword to understand the meaning what the speaker said. The students must be focus and full concentration when they listen the recorder in order that they can hear clearly. The Lecturer must be create the good situation in listening subject and students don't be noise. The students must be more practice in their life to study the listening comprehension.

**STUDY DALAM MASALAH PEMAHAMAN MENYIMAK PADA
MAHASISWA SEMESTER TIGA
PROGAM STUDI PENDIDIKAN BAHASA INGGRIS
STAIN JURAI SIWO METRO
TAHUN AKADEMIK 2015/2016**

ABSTRAK

**Oleh:
ISTIQOMAH**

Tujuan utama dari penelitian ini adalah untuk siswa memahami masalah masalah dalam pemahaman menyimak pada mahasiswa semester tiga STAIN Jurai Siwo Metro. Khususnya, penelitian ini di arahkan untuk mendapatkan perhatian siswa dalam kemampuan memahami masalah-masalah pemahaman menyimak dalam Bahasa Inggris. Masalah yang di teliti dalam penelitian ini adalah masalah-masalah siswa yang diperoleh dalam pemahaman menyimak pada mahasiswa semester tiga di STAIN Jurai Siwo Metro.

Jenis penelitian ini adalah kualitatif. Penelitian ini menggunakan pendekatan studi kasus. Penelitian ini di laksanakan di STAIN Jurai Siwo Metro pada mahasiswa semester tiga. Metode pengumpulan data yang digunakan dalam penelitian ini adalah wawancara dan angket. Teknik pengumpulan data yang digunakan adalah purposive sampling. Analisis data dilakukan dalam beberapa langkah yaitu data reduksi, data display, dan kesimpulan.

Berdasarkan temuan penelitian yang di peroleh menunjukkan bahwa ada beberapa masalah siswa yang paling menonjol dalam pemahaman menyimak. Faktor ini dapat di atasi dengan beberapa cara yaitu sebagai mahasiswa harus berhati-hati ketika menyimak dan mencari kata kunci apa makna yang diucapkan oleh native speaker. Siswa harus fokus dan konsentrasi ketika menyimak rekaman agar terdengar dengan jelas. Dosen harus menciptakan situasi yang baik dalam pemahaman menyimak dan siswa tidak boleh menciptakan keributan. Siswa harus lebih banyak berlatih dalam kehidupan mereka agar bisa lebih baik lagi dalam pemahaman menyimak.

MOTTO

ثُمَّ سَوَّاهُ وَنَفَخَ فِيهِ مِنْ رُوحِهِ ۗ وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ قَلِيلًا مِمَّا تَشْكُرُونَ ﴿٩﴾

'He fashioned him in due proportion, and breathed into him the soul, and he gave you (faculties of) hearing and sight and feeling (and understanding); little thanks do you give

(Q.S As-Sajdah:9)

"We have two ears and one mouth so that we can listen twice as much as we speak"

(Epictetus)

CHAPTER I

INTRODUCTION

A. Background of Study

Listening is considered as necessary skill because of its essential role in facilitating learners to master English proficiency. The skills in listening can help learners participate well in communication, for communication will not take place successfully if the message said not understood.

The students' level of listening comprehension is commonly lower than any other English skill they possess. Meanwhile, their ability to understand the lesson of classroom discourse may in fact be higher. In the English second language or English foreign language in Indonesia is that students rarely taught the listening skill properly is the major things happened. They did not even get the basic knowledge of how to comprehend speech which may be said by especially the native speaker.

In State Islamic College of Jurai Siwo Metro, listening comprehension is one of the skills of English subject that taught by the lecturer to the students. The learner's success in improving the skills of listening has two important implications. The first, learners can understand the message delivered by native speakers with good listening skills. The consequence of it is the possibility to receive a message exactly like what is desired so that misperception or misunderstanding can be avoided. The second, from native speakers who will serve as a model of English language speech the learner

can obtain models of English pronunciation. The learners can produce speech exactly like the way native speakers pronounce the speech, so the recipient can understand the purpose of the message delivered accurately learners.

In fact, listening is English language skills are quite problem. The problems in the listening comprehension can be attributed to several factors. The first problems is forget what is heard. About two-thirds of the students reported that they could not remember certain words and phrases they had just heard quickly. They would forget it as soon as they began listening to another part of the message although they could understand what was said when they heard it. The students recognized words in the text and had apparently understood what they heard, but they soon forgot the contents. The limited capacity of the students' short-term memory is a possible cause.

The second problem is understood words but not the intended message. More than half the students said they were unable to get the full meaning of the message even though they had understood the literal meaning of the words. This is a utilization problem because it is related to the listeners' ability to make useful elaborating inferences or act on the intended meaning of the message.

The writer had conducted a pre-survey on August 18, 2015 at Second semester in State Islamic College of Jurai Siwo Metro and got the data from Mr. Uslih as one of The Lecturer in English Study Program. He said that the evidence that shows why listening is problem comes mainly from some

sources : the message to be listened to the speaker,the listener,and the physical setting.

The writer also conducted observation on August 18, 2015. The writer came to the classroom to see and observe the condition of learning activities there. The writer saw that the students confused the learning activities in the classroom. Some of students were passive,the students can not understand the listening subject and they can't answer the questions from the teacher.

Based on the problems above, the writer is interested to study on listening comprehension problems in State Islamic College of Jurai Siwo Metro. The writer did pre survey at the second semester. The writer took data research from the students' mid semester result. It shows that they have the problems in listening comprehension. There are 4 students got complete score. The highest score is 94, the lowest score is 30. It shows that many students at the second semester in English Study Program have low ability in listening.

By analyzing pra survey result above,the writer conducted this study that most students have the problems in listening. Therefore, the writer will be conducted to explore the phenomenon the problems of the students' listening comprehension at the third semester of English Study Program at State Islamic College of Jurai Siwo Metro in academic year of 2015/2016.

B. Problem Formulation

In this research the writer focuses on:

“What problems are found of the students’ on listening comprehension at the third semester of English Study Program at State Islamic College of Jurai Siwo Metro?”

C. Problem Limitation

The writer focuses on studying of listening comprehension problems at the third semester of English Study Program at State Islamic College Jurai Siwo Metro in the Academic Year of 2015/2016

D. Objective and Benefits of the Study

1. Objective of the study

To knows problems of students’ listening comprehension at the third semester in English Study Program at State Islamic College Jurai Siwo Metro.

2. Benefits of study

- a. Motivating the students’ of English Study Program at State Islamic College Jurai Siwo of Metro to study listening deeply.
- b. As inspiration to the teacher to make a better teaching of listening.
- c. As a consideration for other researcher to conduct further studies.

E. Prior Research

The writer would like to analyze the listening comprehension problems in English learning. The prior research related to this study was conducted by Arafat Hamouda. He analyze and investigate the listening problems encountered by a group of first year English major students of Qassim University and 60 students who took the listening course in 20012/13 were selected for the study.¹ He analyzes the case because he found that student difficult in listening comprehension in English learning. The aims of their research are to know listening comprehension problems of students' English major students of Qassim University Saudi Arabia.

The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by English Foreign Language Saudi learners.

The second research related to this study was conducted by Christine C.M. goh from Nanyang Technological University, 469 Bukit Timah Road, S

¹ Arafat Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the English Language Listening Classroom", *International Journal of Academic Research in Progressive Education and Development*, (Corresponding author), April 2013, Vol. 2, No. 2, p.113.

259756, Singapore. She analyzes the cognitive perspective on the comprehension problems of second language listeners. In this research she showed 10 problems which occurred during the cognitive processing phases of perception, parsing and utilization.² Five problems were linked toward recognition and attention failure during perceptual processing. There were also problems related to nesCient parsing and failure to utilize the mental representations of parsed input.

The benefit of researching is real- time cognitive constraints during listening and obtaining data through learners' introspection. The results of this body of research show that listener difficulties may be influenced by a number of factors.

²Christine C.M. A Cognitive Perspective on Language Learners' Listening Comprehension Problems, (pergamon), Vol 28, p.55.

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical Basis of Listening Comprehension

1. Definition of Listening

Etymologically, listening is derived from the word 'listen'. In Oxford Advanced Learner's Dictionary the word 'listen' is defined as:¹ (1) pay attention to something that can hear, (2) to take notice of what somebody says.

Terminologically, Thomlison's describes listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.² It means that listening is the process of understanding the word that had been learnt and try to find the meaning.

Yagang says listening is the ability to identify and understand what others are saying; it is not passive but active process of receiving and constructing a message as one stream of sound.³ It can be noted listening is an active process of paying attention and need fully concentration to get meaning by using listening comprehension and also to hear and to know everything that the speaker said.

¹ A.S, Homby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p.868.

² Thomlison, T. Dean. "*Relational listening: theoretical and practical considerations.*" Paper presented at the Annual Meeting of the 5th International Listening Association, 1984. 30pp. [ED 257 165]

³ Yagang, F. (1993). *Listening: Problems and Solutions*, , English Teaching Forum, January 31, pp. 16-19.

In the other word Bulletin, 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 the ability to identify and understand what others are saying. Listening is one of the ways of people to communicate in order to understand on what have the speaker deliver to others in daily life, especially in the school environment. If the students do not have ability to listen English well, they will get difficulties to communicate and share everything that they listened to themselves or the friends.

Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express.⁴ Listening as a process entailing hearing, attending to, understanding, evaluating and responding to spoken messages. He further believes that listeners should be active participants in communication process.

According Purdy (1997) defined listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and

⁴ Rubin, 1995, p. 7

information offered by other human beings.⁵ It can be understood that listening use the response and expression verbal and nonverbal.

2. Teaching Mode in Listening Class

Mark (2005) argued Communicative Language Learning that relies exclusively on communication tasks without language awareness is not effective.⁶

a. Before Listening

Top-down approach is attached to much more importance in predicting information, brainstorming ideas in a form of mind map, focal points of vocabulary on the blackboard, warm-up activities are often used to help students to guess what will be going on next and prepare students to establish a link between old knowledge and new information. As Lynch stated —*Study listening* stimulates that real-life situation through pre-listening discussion, which helps you to call up the background knowledge and relevant language in preparation for what the lecturer says.

b. While Listening

According to Shu (2009) emphasized —traditionally, in language teaching, listening comprehension used to be thought of as a passive skill. Like reading, listening comprehension is now no longer

⁵Purdy, M. (1997). What is listening? In M. Purdy & D. Borisoff (Eds.), *Listening in everyday life: A personal and professional approach* (2nd ed.) (pp. 1-20).

⁶ Hongyu Wang, *An Exploration on Designing College English Listening Class*, Journal of Language Teaching and Research, Capital University of Economics and Business, Beijing, Vol. 2 March 2011, p.360.

regarded as a passive skill.⁷ It can be explained that listening comprehension is an interactive process involving active guessing, approximation, expectation, idealization which makes extensive use later in a typical speech. **First listening** is extensive. Students should be told to get a global understanding of the listening material by doing multiple choice questions like Who, When, Where, What, How etc. to guide students to construct general meanings. **Second listening** is intensive process. Making notes shorter but effective is of great importance. For example, guessing key words from the context, detailed note-taking of key points, summarizing the main ideas is given to different students who are supposed to work out answers by collaborative efforts through comparing of notes, checking answers, arguing with each other, etc so as to make the whole process interactive.

In this way, listening becomes a much more interactive activity with listeners listening not because the teachers tell them to, but they have a vested interest in justifying their own explanation of the text.

However, As Lynch (2004) stressed combining, listening and writing is not easy, even in our first language, so techniques for making notes shorter but effective is essential. Note-taking is very personal, and here there is no single best system in class.

a) First listening-general

⁷ *Ibid*

1. Guided note-taking for main ideas and development
 2. Focus on relevant macro strategy
 3. Oral summary
- b) Second listening-specific
1. Detailed note-taking
 2. Comparison of note-taking
 - a. Be selective: decide what is important.
 - b. Be brief: use abbreviations, initials, official abbreviations, and symbols.
 - c. Be clear: show the interrelationship between the speaker's points (linear notes; mind map, spider notes or web notes)

c) After Listening

Focus on language and content should be emphasized. Students are expected to identify functional language such as apologizing, inviting, refusing, suggesting, and so on, and help listeners to achieve lexical segmentation. Moreover, inferring the meaning of new words is required too.

3. Listening process

There are two distinct processes involved in listening comprehension, as follows:

a. Top Down process

In this process listeners use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). The goals of top down process are :

1. Discriminating between emotional reactions.
2. Getting the gist of sentence.
3. Recognize the topic.
4. Analyse discourse structure to suggest effective listening strategies.
5. Listen to identify the speaker or the topic.
6. Listen to evaluate themes and motives.
7. Finding main ideas and supporting details.
8. Making inferences.
9. Use the introduction to the lecture to predict its focus and direction.
10. Use the lecture transcript to predict the content of the next section.
11. Find the main idea of a lecture segment.⁸

b. Bottom Up

The listeners use this process when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical

⁸ Douglas Brown, *Teaching by Principles (2nd ed)*, (Longman: San Fransisco State Univesity, 2000) p.261

meanings in order to arrive at the final message. The goals of Bottom

Up process are :

1. Discriminating between intonation contours in sentences.
2. Discriminating between phonemes .
3. Selective listening for morphological endings.
4. Selecting details from the text (word recognition).
5. Listening for normal sentence word order.
6. Recognizing fast speech forms.
7. Finding the stressed syllable.
8. Recognizing words with reduced syllables.
9. Recognizing words as they are linked in the speech stream.
10. Recognizing pertinent details in the speech stream.
11. Use features of sentences stress and volume to identify important information for note taking.
12. Become aware of sentence level features in lecture text.
13. Become aware of lexical and suprasegmental markers for definitions.
14. Identify specific points of information.⁹

4. Listening Comprehension

Comprehension is the correct technical term for the whole collection of intensions of an object, but it is common in less technical usage to see 'intension' used for both the composite and the primitive ideas.¹⁰ It illustrates that comprehension is the process to understand something.

Listening as comprehension are synonymous. There are comprehending processes in listening that can't be separated. In the other word listening comprehension is very complex process we must first

⁹ Ibid.

¹⁰ [http://en.wikipedia.org/wiki/Comprehension_\(logic\)](http://en.wikipedia.org/wiki/Comprehension_(logic)), 27 April 2015

understand how that process works. The complex process in listening comprehension give more clear explanation about processes.

Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterance. Co-ordinating all of this involves a great deal of mental activity on the part of the listener. Listening is hard work, and deserves more analysis and support.

Listening comprehension as a separate and important component of language learning only came into focus after significant debate about its validity. Recent research has demonstrated the critical role of language input in language learning providing support for the primacy of listening comprehension in instructional methods. This has led Dunkel to assert that the study of listening comprehension has become the 'polestar' of second language acquisition theory building, research, and pedagogy.

Based on definition above can be note that listening comprehension is the comprehension from the listening activity such as the word, sentences and meaning.

B. Listening Comprehension and Language Learning

As mentioned above, it is now generally recognized that listening comprehension plays a key role in facilitating language learning. According to Gary (1975) giving pre-eminence to listening comprehension, particularly in the early stages of second language teaching/ learning, provides advantages of four different types: cognitive, efficiency, utility, and affective. The cognitive advantage of an initial.

Emphasis on listening comprehension is its respect for a more natural way to learn a language. To place speaking before listening, as advocated by the audio-lingual method, is to 'put the cart before the horse'. Processing and decoding auditory input requires recognition knowledge, whereas encoding and generating speech output requires retrieval knowledge. Insisting that learners produce what is not yet assimilated in long-term memory (LTM) leads to cognitive overload. This explains why, when students first begin to learn a language, they have difficulty listening for accurate meaning and learning to produce correct sounds at the same time. Short-term memory (STM) is not capable of retaining all of this information, so when learners are forced to speak before they are ready to do so, they have to resort to native language habits. Concentrating on speaking leaves little room for listening, and little room for comprehension; that is, understanding meaningful messages.

C. Strategies of Listening Comprehension

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.¹¹ Vandergrift showed that strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses.¹²

In O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo's argues to receive learning strategy training on vocabulary, listening, and speaking tasks and the result indicated strategy training can be effective for integrative language tasks.¹³

According to O'Malley and Chamot there are three main types of strategies:

a. Meta-cognitive

Metacognitive is a term used in information –processing theory to indicate an “executive” function, strategies that involve planning for learning, thinking comprehension.¹⁴ The meta-cognitive strategy was a kind of self-regulated learning. Included the attempt to plan, check, monitor, select, revise, and evaluate.

¹¹ Douglas Brown, *Principles of Language Learning and Teaching (5th ed)*, (USA: Pearson Longman, 2006), P.119.

¹² Vandergrift, L. (1999). *Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies*. *ELT Journal*, 53(3), 168-176.

¹³ O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. (1985). *Learning Strategies Used by Beginning and Intermediate Eslstudents*. *Language Learning*, 35, 21-46.

¹⁴ Douglas Brown, *Principles of Language*, p.134.

b. Cognitive

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.¹⁵ The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis for understanding the message.¹⁶

c. Social affective strategies.

Social affective strategies have to do with social mediating activity and interacting with others.¹⁷ Vandergrift (2003) defined the strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Social strategies were those which were non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student.¹⁸

¹⁵ Ibid.

¹⁶ O'Malley, J. M. & Chamot, A.U. *Learning Strategies In Second Language Acquisition*, (New York: Cambridge University Press, 1990).

¹⁷ Douglas Brown, *Principles Of Language*, p.134.

¹⁸ <http://www.llas.ac.uk/resources/gpg/67,13> maret 2015

D. Teaching Methods For Listening Comprehension

There are some of the teaching methods for improving students' listening comprehension skill, they are as follows:

a. Cultivating Students' Listening Skills

Cultivating students' listening skills is one of the most difficult tasks because successful listening skills are acquired over time and with lots of practice. For beginners, the most important listening skill is discrimination in English pronunciation, intonation and language flow. They need to acquire the crucial skill of identifying the main information. Listening comprehension does not mean understanding every word, but some words do play a crucial part in listening comprehension.¹⁹

b. Textbook-based Learning and Other Listening Contexts

In this method teachers need to take a non-punitive approach and structure lessons that are varied, vivid and interesting. Beside that teachers need to select a wide range of materials to increase listening content besides using textbooks and then students need to listen to different levels of English in order to be exposed to natural, lively, rich language, such as listening to English songs, seeing films with English

¹⁹ Brown G. *Dimensions of difficulty in listening comprehension*. In D. Mendelsohn and J. Rubin (Eds.), *A guide for the teaching of second language listening*, (San Diego CA: Dominic Press, 1995), p.59-73.

text. In these ways it is possible to raise students' enthusiasm, cultivate their listening interests, and achieve the goals of learning English.

c. Passing on Cultural Knowledge in Language Teaching

In passing on cultural knowledge in language teaching teachers need to be aware that breaking down the barriers is a significant part of cultural teaching and forms an important aspect of the whole process of language teaching. Teachers need to develop students' consciousness about intercultural communication and they need to energize students' capacity also.

d. Combining "Intensive Listening" with "Extensive Listening";

Intensive listening requires students to understand the meaning of each discourse and, ultimately, to understand every sentence and word. Generally, intensive listening requires students to listen to a text several times, or divide the text into paragraphs and sentences to understand each one; or by doing dictation word by word. The goal is for students to understand every sentence.

e. Combining Listening with Other Skills

Listening comprehensive ability plays an important role in acquisition and improvement of language skills. Therefore, in listening teaching, there is a need to combine the development of listening ability with the development of other skills such as reading.

In order to improve listening ability it is necessary to listen frequently to a teacher reading well, since it is very difficult to generate

a high quality output without appropriate input. Secondly, students need to practice reading aloud among them.

E. The Listening Comprehension Problems

Here we are going to discuss some problems that learners have with listening to foreign language they quickly forget what is heard, do not recognize words they know, understand words but not intended messages, neglect the next part when thinking about meaning, unable to form a mental representation from words heard.²⁰

a. Quickly forget what is heard

About two-thirds of the students reported that they could not remember certain words and phrases they had just heard. One of the most common complaints was that, although they could understand what was said when they heard it, they would forget it as soon as they began listening to another part of the message.

b. Do not recognize words they know

The second most common problem the students faced during listening was related to a fundamental aspect of comprehension perceptual processing. More than half said that although some words sounded familiar, they were unable to recall their meanings

²⁰ Kelly, P., 1991. *Lexical ignorance: The main obstacle to listening comprehension with advanced FL learners*. IRAL 29, 135-150.

immediately. Consequently, they were unable to process the message using those words.

c. Understand words but not the intended message

More than half the students said they were unable to get the full meaning of the message even though they had understood the literal meaning of the words. This is a utilisation problem because it is related to the listeners' ability to make useful elaborating inferences or act on the intended meaning of the message.

d. Neglect the next part when thinking about meaning

The fourth most common problem cited by the students was missing the next part of a text when they stopped to think about unfamiliar words or the interpretation of a segment of text.

e . Unable to form a mental representation from words heard

The last of the derive common problems occurs at the parsing phase. The students reported that they failed to derive a reasonable mental representation of the input by connecting the words they heard.

g. Other listening problems

Three more problems at the level of perception were identified. Students reported that they could not chunk streams of speech into recognisable words or phrases.

Based on explanation above the students' problems in listening comprehension there are some problems were the most dominant. But this factor can be overcome by some ways as the students must be carefully when they listen to look for key word to understand the meaning what the speaker said. The students must be focus and full concentration when they listen the recorder in order that they can hear clearly.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this study was qualitative research in the form of field qualitative. Creswell said that “the researcher made interpretation of the data. This included developing a description of an individual or setting, analyzing data from themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically”.¹ It could be understood that qualitative research were describe and analyze the problem and than interpretation of data before made a conclusion. The writer was used qualitative approach to investigate and to analyse the students’ problem listening through their listening comprehension.

In the qualitative research, a discussion about participations and site might include four aspects identified by Miles and Huberman (1994): setting (where the research will take place), the actors (who will be observed or interviewed), the events (what the actors will be observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting).²

Furthermore, in this study the writer used purposive sample as the participants. Purposive sample was sampling technique of data source

¹ Jhon W. Creswell, *Research design :Qualitative, Quantitative, and Mixed Methods Approaches* (2nd Ed), New Delhi, Sage Publications, 2003, p.182.

² *Ibid.*, p.185

based s on certain consideration. That was handed over to researcher and based on research objective.³ The third semester of English Study Program at State Islamic College of Jurai Siwo Metro have chosen by the writer as the participants.

B. Data Source

This research would be conducted in State Islamic College of Jurai Siwo Metro. To collect the accurate data of this research, the writer needed accurate data source as well. There were two types of the data source namely primary source and secondary source. The primary source of this research was the direct observation and students' interviews. The observation would be conducted in State Islamic Collage of Jurai Siwo Metro while the interview would be directed to ten students of the third semester. Meanwhile, the result of direct observation in the classroom and the students' answer in interview will be the primary source of this research.

The secondary source of this research was everything that was related to this study that could support this research such as books, music,movie and some relevant documents. The books consist of the discussion of topics while the music, movie, and other relevant documents weretaken from the published documents in the internet.

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung, Penerbit Alfabeta, 2009, P.219

C. Data Collection Technique

Creswell said that in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information.⁴ Therefore, the data would be gotten through several techniques in triangulation as follows:

1. Interview

Interview was a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic.⁵ From this statement, it could be taken that what were the data must be memorized and controlled over the line of questioning. The writer used the depth interview, by the reason that the participants were not equally as the interview. Hence, they would be enjoying answering the questions. The writer used open-ended questions. In the open-ended questions, the writer used various questions in the form of 5WH/1H questions that allow the participants to answer in free thought, suggestions, and detailed answers. As it was explained by Creswell “these interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants”.⁶

⁴John W. Creswell, *Research design*, p.184.

⁵ Sugiyono, *Metodologi Penelitian*, p.231.

⁶ John W. Creswell., *Research design*, p.188.

2. Questionnaire

The writer used closed questionnaire to get the data about the students'. The questionnaire was given to the 10 students of the third semester at English Study Program of State Islamic College of Jurai Siwo Metro. The questionnaire consisted of 6 statements and put a tick in appropriate coloums. The writer made an interpretation from the students' answer in the questionnaire.

D. Data Analysis Technique

The analysis and interpretation of data are representing the application of deductive and inductive logic to the research process. The writer used inductive logic in research process. The process of data analysis involved sense out of text and image data. Creswell explained the data analysis technique in the following steps :⁷

1. Gathering the data

Organizing and preparing the data that will be analyzed. This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

⁷ Jhon W Creswell., *Research design*, p.191.

2. Grouping the data

Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

3. Selecting / Displaying

The writer should display multiple perspectives from individuals and be supported by diverse quotations and specific evidence.

4. Interpretation

A final steps in data analysis involves interpretation or meaning of the data. “what were the listening problems” captures the essence of hearing.

E. Approach

This approach uses a case study. A case study is describes a phenomenon clearly. Case study has some research procedure, namely :

1. Determine focus the research and formulating the questions

The questions must be collected to focus the resarch. Determining case ad arranging questions of the research are the basic of the research.

2. Determining case, collecting and analyzing the data

After arranging the questions, the researcher will determine the case to researched.

3. Supplying collecting data instrument

Preparing the suitable research instruments is one of factors that determine the accuracy of the research data.

4. Collecting the data

After choosing the instruments,the researcher collect the data needed by the research.

5. Evaluating and analyzing the data

This is the important process. Its success depends on researcher's ability. There are some techniques to analyze the data. They are pattern-matching, explanation building,and time series analysis.

6. Making report

To make a research related a foreign language,it is more suitable to use formal report.

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro situated at Jl. Ki Hajar Dewantara 15 A Iring Mulyo Kota Metro Lampung. The brief history of establishing STAIN Jurai Siwo Metro could not be separated from the establishing of IAIN Raden Intan Bandar Lampung. IAIN Raden Intan Bandar Lampung had been built by elite and religion figures' efforts in Yayasan Kesejahteraan Islam Lampung (YKIL) which had established in 1961 and lead by RD. Muhammad Sayyid. It had two faculties, Tarbiyah Faculty and Syariah Faculty.

On October 1964, through the Ministry of Religion Affairs Decree No. 86/1964, the Tarbiyah Faculty had switched private status become state. Then, it legalized the Tarbiyah Faculty in Tanjung Karang as the branch of Tarbiyah Faculty of IAIN Raden Fatah Palembang.

In 1965, YKIL prepared three faculties (Tarbiyah, Syariah, and Ushuludin Faculty) to found Government Institute for Islamic Studies (IAIN) in Lampung. Hence, an institute was found by naming Perguruan Tinggi Islam Lampung (YAPERTI) on August 27, 1966 with the official members K.H Zakaria Nawawi as chief, Rafi'un Rafdi and R.H A. Basyid as secretary. In Metro, Tarbiyah Faculty and Syariah Faculty were established in 1967. So, Tarbiyah Faculty of Metro was transformed

into a long-distance class of Tarbiyah Faculty of IAIN Raden Fatah Palembang in Tanjung Karang.

YAPERTI found IAIN Al Jami'ah in Lampung which made state-owned faculties in private status. Based on the Ministry of Religious Affairs Decree No. 162/67 on December 16, 1967, YAPERTI formed a state-owned committee maker and penjami'ahan committee. The committees are H. Zainal Abidin Pagar Alam (Regional Leader Governor Level 1) as a chief, R. H. A. Basyid and Muhtar Hasan, S.H (Sekda Level 1) as secretaries, H. Zakaria Nawawi as exchequer. Finally, based on the Ministry of Religious Affairs Decree No. 187/68 IAIN Al-Jami'ah was built by named "Institute Agama Islam Negeri Al-Jami'ah Al-Islamiah Al-Humiah Raden Intan Lampung" with changing state-owned Syariah and Ushuludin Faculty in Tanjung Karang and Tarbiyah in Metro.

Moreover, The Ministry of Religious Affairs Decree No. 397/1993 about Organization and Administration of IAIN Raden Intan. The Ministry of Religious Affairs Decree No. 411/1993 released about changing the name of IAIN Raden Intan Tanjung Karang into IAIN Raden Intan Bandar Lampung. Whereas, the Institutional Faculties IAIN outside central institution to be Sekolah Tinggi Agama Islam Negeri (STAIN) on August 21th, 1996 based on a handbill of Director General of Bina Masyarakat which went out by The Ministry of Religious Affairs.

STAIN Metro was named by STAIN Jurai Siwo Metro because of the nine clans who lived in Central Lampung which was approved by Punyimbang Lampung Tengah on May 20th, 1997. Thus, 33 institute of

STAIN were ratified by The Ministry of Religious Affairs on June 30th, 1997.

2. The Profile of English Education Study Program

English Education Study Program (*henceforth PBI – Pendidikan Bahasa Inggris*) was one of the popular study programs of Tarbiyah Department in State Islamic College of Jurai Siwo Metro. PBI previously was as Diploma 3 in 2002. Based on Directorial Decree of College for Islamic Studies No: Dj.I/220.C/2007 on May 28th, 2007 it was converted to S1 degree. A vision of PBI of STAIN Jurai Siwo Metro Lampung is integrating Islamic values and academic excellent which are developed to built the professional educator in this modern era as well as in the wide bargaining. The several missions of PBI namely: (a) PBI strives for students' personality by exploring knowledge, understanding, and Islamic values to be implemented in religious and national context, (b) PBI creates humanistic, democratic, and modern academic atmosphere, (c) PBI stimulates professional ethic of basic science theoretically and practically, (d) PBI applies an integrated educational system to give an eligible contribution of its educational development.

The particular goals of PBI STAIN Jurai Siwo Metro Lampung are: (a) the students are exercised to be a deep understanding English teacher toward religious, knowledge, technology, and art. (b) the students are presented to be a professional English teacher who can expand the English lesson within fully Islamic motivation, (c) the students are taught

a highly English mastery in order to give an available contribution toward Islamic culture and society at large.

In line with the explanation above, it reflected that PBI was built to produce an educator who has a good English competence. It hoped that the PBI students could use English naturally. Therefore, the writer conducted this research to know the students' problems in translating collocation on undergraduate thesis abstracts. This research aimed to know the solution of it.

B. General Description of Data Research

Listening is one of the part of English skill. The students always feel difficult in this subject. It's because in listening needed full concentration especially when they listen the native speaker on the recorder. In this part, the writer describes the problems of the student. The data that used as primary source they are interview data and questionnaire data.

The writer took 10 (ten) as participants. In questionnaire, the material was six statements and put a tick in the appropriate columns. The interview includes 3 questions related to listening problems.

The observation held on November 13, 2015. The writer observed the students' activities in listening learning process. The writer makes a table and the students put a tick in the appropriate columns. They were not focus on the question. This was one of factors that made them hard to comprehension well listening section.

In this process, the writer found the students' problem. They were quickly forget what is heard, do not recognize words they know, understand words but not the intended message, neglect the next part when thinking about meaning, unable to form a mental representation from words heard and the last long listening text. Those were the common error that found that day.

The interview held on November 13 and 20, 2015. The writer gave the participants 3 questions related to the listening. The first question was about problems on listening comprehension. S1 has opinion the problem was difficult to recognize the word that the speaker said. Its mean that S1 difficult to know and understand the word what the speaker said on the recording. Whereas, S2 stated the problem on her listening was she didn't know what they said. Didn't recognize the words which were saying by speaker because basically our ascent was different from English native speaker even though she knew the word but didn't know the meaning. S3 and S8 said that the problem was he didn't know the most important words. The next S4 describe the problem was she can't hear well. For S5, S6 and S7 said that the problem was she distracted by background noise. The last S9 and S10 answer that they didn't know the important word from the native speaker.

The second question was "what do you do if you cannot understand words or phrases while listening?" It asked to them to know what they will do when they did not understand words or phrases while listening. The answer was variation. 4 students answer that they must focus in second line.

4 students' answers that she has increase of concentration and focus when he listens. The next 2 student also answer that she just leave the words or phrases when find another words in the sentence to understanding the meaning of the sentence. The last student answers that he must listen carefully.

The third question was how to overcome the problem on listening comprehension in their listening process. In those question students have the different answer also. S1 n S2 said don't speak up. It means that when they want to overcome the problem in his listening comprehension he must keep silent or don't be noise. So, the learning process will run well. S3, S7, S8, S9 and S10 argue that they must listen the audio more often, add vocabularies. So that she can understand what the speaker said early. The S4, S5 and S6 answer that they must listen carefully in learning process especially when the lecturer play the audio and they must focus in the second line also.

It can be conclude that the participants have the problems in listening comprehension. They are they can't hear well, didn't understand every word, they didn't understand what the speaker said and distracted by background noise. So, the students that got bad score in listening having bored to listen well, because it's not their language so they can't understand the meaning. Here the specific of the students' problem:

Table 1 The Specific of the Students' Problem from Interview Data

No	Students' Problem	Frequency	Percentage
1	Trying to understand every word	1	10 %
2	Don't know the important word	2	20%
3	Can't hear the word clearly	4	40%
4	Distracted by background noise	2	20%
5	Don't know what the speaker said	1	10%
	Total	10	100%

The table above about the problems difficulties of the students in listening. It was computed by the total of one aspect divided by the total of all aspect, then times 100%. For example, to calculate the percentage of the problem can't hear the word clearly obstacle frequency that faced 4 divided by 10, then times 100%. The average percentage frequency that faced by all participants was computed by total of ten participants divided by the number of the problem.

Based on the table above, it can be conclude that the frequency of the students problems as follow:

1. The frequency of the problem trying to understand every word was 10%

2. The frequency of the problem don't know the important word was 20%
3. The frequency of the problem can't hear the word clearly was 40%
4. The frequency of the problem distracted by background noise was 20%
5. The frequency of the problem don't know what the speaker said was 10%

As general they have the problem can't hear the word clearly in listening comprehension.

Table 2 The Specific of the Students' Problem from Questionnaire Data.

No	Students' Problem	Frequency				Percentage
		N	S	O	A	
1	Quickly forget what is heard	0	3	6	1	100 %
2	Don't recognize words they know	0	10	0	0	100%
3	Understand words but not the intended message	0	8	2	0	100%
4	Neglect the next part when thinking about meaning	0	2	8	0	100%
5	Unable to form a mental representation from words heard	0	3	7	0	100%
6	Long listening text	0	2	8	0	100%

Note:

N : Never

S : Sometimes

O : Often

A : Always

The table above is about the problems of the students in listening, they are: don't trying to understand every word, don't know the important word, can't hear the word clearly, distracted by background noise and don't know what the speaker said.

C. Discussion of Finding

1. Types of Listening Comprehension Problems Which are Very Most and Lest Faced by The Students

Based on the result of the study from this research, the writer concluded that the types of listening comprehension problem at the third semester students' of English Education Study Program of State Islamic College of Jurai Siwo Metro in Academic Year of 2015/2016 as follow :

No	Students' Problem	Frequency/ Score				Amount
		N	S	O	A	
		1	2	3	4	
1	Quickly forget what is heard	0	3	6	1	28
2	Don't recognize words they know	0	10	0	0	20
3	Understand words but not the intended message	0	8	2	0	22

4	Neglect the next part when thinking about meaning	0	2	8	0	28
5	Unable to form a mental representation from words heard	0	3	7	0	27
6	Long listening text	0	2	8	0	28

For number 1, there were 6 students answered often because the students often quickly forget then remember text that given although the students could understand what was said when they heard it, they would forget it as soon as they began listening to another part of the message.

For number 2, there were 10 students answered sometimes because they didn't recognize the word . The students were unable to recall their meanings immediately although the words sounded familiar. Consequently, they were unable to process the message using those words.

For number 3, there were 8 students answered sometimes. Actually, the students known the word but they didn't know the meaning because the

students were unable to get the full meaning of the message even though they had understood the literal meaning of the words.

For number 4, there were 8 students answered often and 2 students answered sometimes. Most of students answered often because the students was missing the next part of a text when they stopped to think about unfamiliar words or the interpretation of a segment of text.

For number 5, there were 3 students answered sometimes and 5 students answered often. Most of students answered often because they failed to derive a reasonable mental representation of the input by connecting the words they heard.

For number 6, there were 2 students answered sometimes and 8 students answered often. The eighth students answered often because the text very long and it made the students difficult to remember the text and the students were not focus.

Based on explanation above the students' problems in listening comprehension there are some problems were the most dominant. But this factor can be overcome by some ways as the students must be carefully when they listen to look for keyword to understand the meaning what the speaker said. The students must be focus and full concentration when they listen the recorder in order that they can hear clearly. The teacher or lecturer

must create the good situation in listening subject and the students don't be noise. The students must be more practice in their life to increase the listening comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis from finding result on the discussion, listening comprehension problems at the third semester at English Study Program of State Islamic College Jurai Siwo Metro in the academic years of 2015/2016 such as the students felt harder in listening English native speaker than English Indonesian speaker, the students bored to listening sound and write down word, the students have problem in understand what the speaker said because didn't focus in learning process.

B. Suggestion

Based on problem above, the writer suggest that the students must deeply their concentration and focus in learning process especially in listening. They must be focus when listen the native speaker said. The lecturer must give explanation about the right procedure in listening more. Beside that the lecturer must make the students enjoy in learning process. The further researcher who wants to conduct the related research should be mostly intensive because listening is problems subject.

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CURRICULUM VITAE

Istiqomah was born in Metro, November 29, 1993. She is the second child of Bp Drs.Budiman Firdaus and Ibu Ardiah. She lives in Metro. Beginning from Elementary School Number 2 of Metro have been made her ready to interact with others and to learn further lessons. Then, she continued her study in Junior High School Number 4 of Metro for three years. After graduating, she decided to study in Senior High School Number 4 of Metro and finished in 2011. Then, She enrolled to English Department of STAIN Jurai Siwo Metro up to now.

