

**A STUDY ON LISTENING PROBLEMS FACED BY SECOND SEMESTER  
STUDENTS OF ENGLISH DEPARTMENT AT NUSANTARA PGRI UNIVERSITY  
KEDIRI IN ACADEMIC YEAR 2014-2015**

**THESIS**

Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana Degree of  
Education (S.Pd) of English Department Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri



BY:

**MAYA FITA LINA**

NPM 11.1.01.08.0124

ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI



**APPROVAL PAGE**

Thesis by:

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Approved by the Advisors to be proposed to  
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Advisor I

Yunik Susanti, M.Pd  
NIDN. 0718017901

Advisor II

Drs. Sugianto, M.Pd



## APPROVAL SHEET

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Board of Examiners:

Chairman : Drs. SETYA ADI SANCAYA M. Pd

First Examiner : YUNIK SUSANTI, M. Pd

Second Examiner : Drs. SUGIANTO, M. Pd

The Dean of the Faculty of Teacher Training  
and Education of  
University of Nusantara PGRI Kediri



**Dr. H. SRI PANCA SETYAWATI, M.Pd**  
NIDN. 0716046202



## A STUDY ON LISTENING PROBLEMS FACED BY SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT NUSANTARA PGRI UNIVERSITY KEDIRI IN ACADEMIC YEAR 2014-2015

Maya Fita Lina  
11.1.01.08.0124

Faculty of Teacher Training and Education – English Department  
emoysiimooi@gmail.com

First advisor : Yunik Susanti, M.Pd and second advisor: Drs. Sugianto, M. Pd  
UNIVERSITAS NUSANTARA PGRI KEDIRI

### ABSTRACT

In University, listening skill has become one of the important skills among the four skills (listening, speaking, reading, and writing). Listening is also the fundamental skill because it provides the aural input which serves as the basis for the acquisition of the language. However, many researchers have proved that listening has been neglected and it has become an obstacle for the students who take listening. Based on the preliminary study, the researcher found that the students were difficult to understand the spoken English. So, that the researcher beliefs it should be some problems faced by the students. This study was conducted for finding the students listening problems faced by the students who take listening course and the factors affect. In revealing those questions, the researcher conducted this study from the students' point of view.

In accordance to those aims above, a qualitative-case study was implemented. The subject of this research is second semester students of English Department at Nusantara PGRI University Kediri who are taking listening II subject. One class that consists of 30 students has been chosen based on some particular reasons. The data was gathered using three instruments; questionnaire, interview, and daily journal.

The study found that the students faced many problems related to some factors. From the listeners' factors, it is found that the students' ability of memorization is the biggest listening problem. From the speakers' factors, speed of the sound is dominated. While from the material and medium factors, it is found that the classroom setting is the main problem.

According to the finding, it can be identified that the students faced the problems related to all of those three factors. They are listeners' factors, speakers' factors, and factors of medium and material. So that it can be concluded that the factors which influenced the listening problems come from both listeners, speakers, and material and medium factors. Due to these findings, the researcher gives a recommendation to the students to improve their ability of memorization. Another, the lecturer should conduct the listening process by adopting the material of spoken text in lower speech rate and creating a better classroom situation.

**Keywords:** Listening, Listening Problems and Factors.

## I. Background of the Research

Listening becomes one of skills which are very important since it plays a central role on processes of acquiring language by delivering the information which called by input content from the sender to the receiver. Language learners can acquire language only by absorbing the input content of the language itself. Without input content it will be impossible for them to get the comprehensible input from foreign language. The comprehensible input in classroom will be provided if there is means, it is listening itself. Further, Krashen (2003) says that humans acquire language and develop literacy when they understand the message. Besides, according to Goh (1999) listening becomes an important skill because it is often used for communication. It is used in daily activity or even in the process of teaching-learning process. While Brown (2004) argues that listening is important because it is implied as an essential part of speaking. It can be said that listening cannot be separated from speaking since it is impossible to speak a language without listening.

In the context of education, listening plays a crucial role in

students' language development as the first skill which people should be mastered before they can communicate in spoken. As perceived by Karshen (1985), he claims that speaking is the result of language acquisition while people acquire language by receiving the aural message. Besides, the importance of listening cannot be denied since according to the statement of Mandelson in Gilakjani and Ahmadi (2011) shows that almost a half of the communication dominated by the process of listening, while the others do not take as many as listening. People listen to the speaker or other audio sources in order to have the information or message. In another words, the way how the people understand information or message is by listening to the input. Astutik (2013) states listening as the way of learning language. Students will receive information through listening to build up the knowledge necessary for using the language.

As the central skill, listening has been taught for long time, and it becomes something neglected and poor aspect of English in many English as Foreign Language program.

(Mendelsohn, 1994, p. 9 in Arafat, 2012). In fact, listening is a complex mental process that involves perception, attention, cognition, and memory. Comprehending speech in a foreign language is a quite difficult task for language learners. When listening to a foreign language, all language learners face difficulties. Abidin and Juan (2013) found Chinese students in Malaysia faced some listening problems on vocabulary, background knowledge, accent, and understanding method. Based on those findings, it is very obvious that listening is poorly among the others skill.

The need for competence in listening in English language learners is increasing, which forces the learners to master it. Gilakjani and Ahmadi (2011) found that the universities concentrate more on English grammar, reading, and vocabulary which make the other skill especially listening to be neglected by both teachers and learners. Another reason is the fact that incompetence in it is easy to hide through nodding and shaking of the head, which may give the impression of understanding, even there is none. In addition to this, Osada (2004) reported that listening has not drawn much attention of both teachers and learners,

they are generally less aware of its importance.

Based on the researcher's experience of taking listening subject for three semesters, the researcher had difficulties of understanding a few or sometime almost the whole information when she listened to the spoken language. The researcher did not know the meaning of some words which made a confusing time for her to know the detail information from the passage. Goh (2000) reported learners' difficulty in perception: students faced problems on recognition of familiar words. Beside of those listening difficulties have been explained above, the difficulties of understanding the spoken text delivered at the normal speed also becomes a problem for the researcher. This problem also found in many countries (Hayati, 2009). These studies gave the result that the problems come from the different listeners' background of language. While Underwood (1989) claims that a main problem of listening is the inability to concentrate because even short break attention during listening will affect the students' listening understanding.

Unintentionally, English Department students really need to

master listening since it plays a major role among the other skill as explain in the previous. Astutik (2013) claimed that students must have this skill, especially when they are going to read or to write since everything that students hear is the main source of language. Their poor listening arose from the problems faced during listening to the spoken text. Based on the researcher observation to students of English department, it shows that more than half students in the classroom could not understand what are the lecturer's explanations or instructions. They often asked for many time to the lecturer to re-explain

## **II. RESEARCH METODOLOGY**

This research works based on the qualitative approach. According to Sugiyono(2009: 14), "a qualitative method is commonly called by naturalistic research methodology since the research is done in natural way(natural setting)". The writer uses this approach because the data are taken from one of the English Department classroom and happen in the natural classroom-setting. A qualitative-case study design was implemented for the research by the researcher. In this study, the researcher took a role as an instrument and the data collector. As an instrument, the

their material or instruction to them and asked to their friends about what lecturer's says. Taking into consideration that the condition of the English Department students' listening ability, the researcher believes that there must be some problems faced by them. Knowing those facts, the researcher intends to investigate the problems which potentially happened by conducting a research of the students who take listening subject entitled "The Study on Listening Problem Faced by Second Semester Students of English Department at Nusantara PGRI Kediri in Academic Year 2014-2015."

researcher conducted every single step of the study. First, the researcher had done pre-observation in preliminary research to the students of second semester of English Department at Nusantara PGRI University Kediri. When the problem was found, the researcher prepared some particular kind of instruments such as questionnaire, interview guide, and paper sheet for daily journal to investigate the problems. Second, the researcher implemented the interview and questionnaire or classroom daily journal.

The procedure of data collection is used in this research are interview, questionnaire and diary journal which are given to the second semester students of English Department at Nusantara PGRI University Kediri. They are the students who take listening II course. The researcher uses purposive sampling which included in Non-probability sampling. Purposive

### III. **RESULT AND CONCLUSION**

This research is aiming for finding out both the listening problems faced by second semester students and the factors which determined. Based on the questionnaire result, almost of the problems purposed by the researcher reached the minimum score (75 points). It shown that those problems which

sampling is a technique of taking data sample by using some consideration (Sugiono, 2009). The researcher decides the students from I-D class as the subject of the research based on the lecturer's recommendation that says it is potentially has some problems. Besides, this class has mostly passive students and lower average score among the other three classes.

reached the minimum points was identified as the problems faced by the students. It implied to the three factors affect which were said so. The detail result of listening problems and the factors affect shown in this following table:

<b>Factors affect</b>	<b>Listening Problems</b>	<b>Result</b>
<b>Listeners' Factors</b>	Phychological	Unidentified
	Listeners' habit	Identified
	Intellectual	Identified
	Physical and educational background	Identified
	Listeners' experience/practice	Identified
<b>speaker factors</b>	Speed of the sounds	Identified
	Speaker production	Identified
	Language ability of the speaker	Unidentified
	Prestige and personality of the speaker	Identified
	Unrepeatable sounds	Identified
	Signals of speech (intonation, pitch, pauses, etc)	Unidentified
<b>factor in the material and</b>	Content and concept	Identified
	type of refering expression	Identified



medium	Environment	Identified
	supports provided	Identified

From the result it can be concluded that the second semester students of English Department at Nusantara PGRI University Kediri faced almost of the listening problems which were identified based on the factors affect it. Those thre factors were identified as the factors which determined the listening problems faced by them. In spite of revealing those two research questions, the researcher was surprisingly found another finding related to the cause of the listening problem. It is the unclear instruction from both their lecturer and work sheet. Those unclear instructions become obstacles for the students before, while, and after the process of listening to the spoken text.

Finally since this study like other studies which might have many inherent limitations, the researcher suggests to complete this study with the result that it can give an accurate finding. Since this study only uses one classroom which consists of thirty students, the researcher thinks that it is necessary to add the number of subject to get the better result. The more subject should give the deeper result of this study, the duration should be added to get the complete data, and the other study is suggested to collect the data from lecturer.

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