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**A Study on Listening Difficulties at Second Semester  
Students of University Nusantara PGRI Kediri in Academic  
Year 2016/2017**



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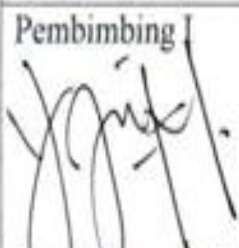

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# A STUDY ON LISTENING DIFFICULTIES AT SECOND SEMESTER STUDENTS OF UNIVERSITY OF NUSANTARA PGRI KEDIRI ACADEMIC YEAR 2016/2017

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## ABSTRACT

As a receptive skill, listening often underestimate by the students so many students find difficulties during learning listening subject. The aim of this research are to identify the students' listening difficulties, to identify the sources of listening difficulties, and to identify the roles of the lecturer to solve students' difficulties. This research approach was qualitative research and the research method was case study design. The subject of the research was a lecturer and second semester students in University of Nusantara PGRI Kediri. The result of the research showed students fail to concentrate in listening process if they feel tired and the lecturer chose unfamiliar topics. They also felt difficult if the recording used by the lecturer is a poor quality. In addition, in teaching listening subject the lecturer used 'edmodo' and top-down and bottom-up strategy. From the findings above, the researcher concluded that students' listening difficulties come from internal and external side and most of these difficulties are because of listeners factors and physical settings. The researcher suggests that students should practice to listening in out of the class and the lecturer should check the quality of recordings before the lesson, and always modify the activities and selecting appropriate materials in teaching listening.

**Keywords:** Listening, Listening Difficulties

## I. INTRODUCTION

Listening is a receptive skill. It requires a person to receive and understand incoming information (input). For this reason, people sometime think of listening as a passive skill. According to Purdy (1997) in Gilakjani (2011), listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed in verbal or nonverbal.

As a receptive skill, listening plays an important role in communication. Listening skills were more important than

reading skills as a factor contributing to academic success because listening is frequently used language skill (Morley, 1999) in Gilakjani (2011).

During listening process, students faced listening difficulties. Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stage of listening comprehension. It means that

students listening difficulties can be from internal and external side.

There are many listening difficulties that faced by the students. The students have problems with the sounds. The students also have to understand word by word but sometimes they find unfamiliar words. The students cannot predict what words will be said by the speakers (Ur, 1991: 111-112). Students' listening difficulties have impact in their speaking, so it should be paid attention to the lecturer.

In previous study which is conducted by Assaf (2015) found that there many difficulties faced the students such as not recognizing words, unfamiliarity of topics, noises and quality of quality of equipment.

Students' listening difficulties it can be caused by some sources. There are a lot of sources that can affect students' listening feel difficult. According to Yagang (1993), there are four sources of listening difficulties, such as the message to be listened, the listener, the speaker, and physical setting. On the other hand, Chao (2013) found that there three sources that affect in students' listening difficulties. They are included speaker factor, context factor, and listener factor.

To reach the goals of teaching listening the roles of the lecturer are very important. Based on Miguel (2006) in his research

entitled "Improving how listening skills are taught in the EFL Classroom found that listening is not an easy task to teach. Lecturers will not give successful listening classes if they do not have appropriate equipment, classroom environment and students' motivation and interest.

The lecturer also has to explore the strategies that can be applied in teaching listening to solve students' listening difficulties. Lecturer was no longer the only sources of information, but acted as mentors who helped students to actively interpret and organize the information.

And based on the previous study which have stated, this research has similarities and differences with those above. The similarity is this research also seeks for the students' listening difficulties and the sources of those difficulties. The difference is this research also to seek the lecturer's roles to solve the students' difficulties which is still not done in previous research.

The researcher conducted this research in University of Nusantara PGRI Kediri. The researcher chose University of Nusantara PGRI Kediri because this university is one of the best universities in Kediri.

Then, the researcher chose second semester students because most of students confused and difficult to understand about the message what they have heard.

Sometimes they do not know the meaning of words in spoken text.

This research conducted to identify students' listening difficulties, the sources of listening difficulties, and the roles of the lecturer to solve students' difficulties.

## II. METHOD

This research is categorized as a qualitative approach. Then for the design the researcher uses case study. It is because the researcher wants to identify the students' listening difficulties, the sources of listening difficulties, and the roles of the lecturer to solve students' difficulties in listening which are only could be presented through description.

In this research, the researcher became a key instrument in collecting the data. According to Ary (2010: 424), "in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data." It means that the researcher acts as a human instrument and data collector. Then, the researcher also designs the instrument or tool for the research.

For collecting the data, the researcher used observation, questionnaire, and interview. On the observation, the researcher also made a field note as supporting data to make it detail. From the observation, questionnaire, and interview,

the researcher made transcriptions to look for the main data based on the purpose of this research.

In order to check the validity of the data, the researcher used triangulation based on the types of data which consisted of observational, field notes, and interview.

## III. FINDINGS AND CONCLUSION

Based on the research questions, the finding were finding out about the students' listening difficulties, the sources of listening difficulties, and the roles of the lecturer to solve students' listening difficulties.

To identify the students' listening difficulties, the data collected by students' interview and observation. From the interview, the researcher found that students find difficulties to catch the message from the recording if they felt tired or in bad condition. In addition, less motivation and uninterested also contribute the students' difficulties in listening. The students felt lazy to join the listening subject and fail to concentrate so they cannot catch the message from the speaker.

The students also find difficulties to catch the message if condition outside of the class too crowded. The students confused to catch what is the speaker said. Then, the students enjoy to study listening topic which is related to their daily live,

but they will be felt difficult if they listen the listening text with unfamiliar topic. In listening text, some vocabularies or dictions which are used also quite unfamiliar for the students so they felt difficult to catch the meaning.

The students also felt difficult to understand the speech which is full of hesitation and pauses because sometimes the words are not pronounced clearly. Students will be easier to understand the lecturer's explanation if the lecturer used technology in his class.

The researcher also found other students' listening difficulties from observation. The students cannot catch the message from the recording from the first listening. Some students felt bored during listening process, they will be operating their mobile phone. Then, the students cannot catch the message from the recording if the students next them are fall his or her pencil, hearing friends' cough, and sound of open and closing the door.

Then the second finding was to identify the sources of students' listening difficulties. To collect the data, the researcher used questionnaires. In this questionnaire, the researcher divided the sources of listening difficulties into four domains, such as the content, listener factor, speaker factor, and physical setting.

From these questionnaires, the researcher found that most of students agreed if unfamiliar words, too long spoken text, and unfamiliar topic are the students' listening difficulties because of the content of listening text.

Then, the researcher also found that almost all of students agreed that listening difficulties are because of listener factors. These difficulties are the students felt difficult when they are not interested and they felt tired during listening process.

For the speaker factor, the researcher found that a few students felt difficult when speakers speak too fast and the students difficult to understand the meaning of words which are not pronounced clearly.

In addition, the researcher found that all of students felt difficult to concentrate with noise around, a poor quality of recording, and felt difficult to concentrate when the room is unconditioned. These problems are because of physical setting.

The third finding was to identify the roles of the lecturer to solve students' difficulties in listening. To collect the data, the researcher used interview and observation.

From the lecturer's interview, the researcher found that in teaching listening process, the lecturer used 'edmodo' to share the next topic for the students. The

students can open their 'edmodo' at home and learn it. Then the students can ask the lecturer about the material which is understand yet.

In teaching listening, the lecturer used bottom-up and top-down strategy. The activities of these strategies are for example asked the students to give stress in words, providing the students with predicting activity like to complete the text, and choosing the listening text which appropriate to the students, etc.

During teaching listening subject, the lecturer conducted the lesson in the laboratory because in laboratory is provided cassette or CD, earphones, and speakers so teaching listening process are running well and the tools which are used by the lecturer still in good condition. The lecturer also gave the chance to the students before starting to play the recording.

In addition, to identify the lecturer's roles to solve students' listening difficulties, the researcher also made field note. From this observation, the researcher found that in the beginning of the lesson the lecturer played music and gave explanation about the learning goals to motivate the students.

When the students finished completing the task, the lecturer gave the time for the students to discuss their answers with their

friends because the lecturer believed that each student has different answer. Then, to make student easier to catch the message, the lecturer provided a good quality of recording.

In the end of the class, the lecturer gave feedback for the students about material they have learnt and gave the students chances to ask if they understand yet. Then, he drew a conclusion with the students.

Based all of data findings above, the result on first research question is many students felt difficult in listening same as mentioned by Ur (1991), Underwood (1990) and Hermawan in Kurniawati (2015). This finding was in line with the previous research which is conducted by Assaf (2015) about the difficulties encountered by EFL learners in listening.

The result on second research question was the highest sources which are contributing to students' listening difficulties are listener factor and physical setting. It means that in this research the crucial sources that affected second semester students felt difficult in listening are because of listener factor and physical setting. Not all of the students agreed that four sources which are mentioned by Yagang (1993) are affected in their listening difficulties.



The result on third research question is in research, the roles of the lecturer are only as facilitator, motivator, and director. In these cases, the lecturer providing the listening texts, providing creative strategies, providing a good quality of recording, providing textbook, motivate the students to join the listening subject, and explained the learning goals in each meeting. This finding is in line with Underwood (1989) but contrast with Sardiman (2011). According to Sardiman (2011) there are nine roles of the lecturer. And in this research the lecturer only used three roles.

It can be concluded that as a receptive, listening is easiest to teach but most students felt difficult to improve. Also, the researcher concluded that the roles of the lecturer to solve students' listening difficulties still less. The lecturer needed to maximize his roles in teaching process like his roles as initiator, transmitter, and evaluator, etc.

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