

## An Analysis of EFL Students' Difficulties in Listening Comprehension at STKIP Muhammadiyah Bogor

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### Abstract

*The purpose of this study is to find out the difficulties or problems and the factor encounter by students in listening comprehension aimed to prepare teacher to help Student difficulties and solve the problems during teaching. This research used qualitative descriptive method. The procedure data employ the questionnaire in collecting data. 61 EFL Students of STKIP Muhammadiyah Bogor as participants. The result revealed that there were some factors affected to EFL learner in listening comprehension such as listening material, listener attitude and background knowledge, speaker and physical setting, but the most difficulties faced students in this case were length speech its about 60%, and unfamiliar words its about 80% in listening material variable. Meanwhile, for the listener attitude and background knowledge at the least there were two items the most difficulties faced such as catching linking word its about 54% and catching proper word its about 44%. The last and the most significant difficulties faced was the speaker and physical setting such as unclear recorder resulting from poor CD or cassette its is about 93%, and poor of recording quality and poor of equipment both of them approximate 90%.*

**Keywords:** Listening Comprehension; students difficulties

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui masalah dan faktor yang dihadapi siswa dalam mendengarkan pemahaman yang bertujuan untuk mempersiapkan guru untuk membantu kesulitan siswa dan memecahkan masalah selama mengajar. Penelitian ini menggunakan metode deskriptif kualitatif. Prosedur data menggunakan kuesioner dalam pengumpulan data. 61 Mahasiswa EFL STKIP Muhammadiyah Bogor sebagai peserta. Hasilnya terungkap bahwa ada beberapa faktor yang mempengaruhi pembelajar EFL dalam pemahaman mendengarkan seperti materi mendengarkan, sikap pendengar dan latar belakang pengetahuan, pembicara dan pengaturan fisik, tetapi kesulitan yang paling sering dihadapi siswa dalam variabel materi menyimak adalah terlalu panjangnya materi percakapan itu sekitar 60%, dan kosakata yang asing 80%. Sedangkan untuk sikap dan latar belakang pengetahuan siswa setidaknya ada dua kesulitan yang dihadapi antara lain menangkap satu kata yang digabung pengucapannya dengan kata yang lain sebanyak 54% dan untuk kesulitan menangkap bunyi kata yang sesuai sebanyak 44%. Dan untuk yang terakhir dan kesulitan yang paling berpengaruh yang dihadapi adalah kategori penutur, tempat dan perlengkapan antaralain buruknya hasil rekaman suara yang disebabkan oleh kaset atau CD dengan jumlah 93% dan untuk buruknya kualitas rekaman dan buruknya kualitas perlengkapan pendukung keduanya memiliki persentase yang sama yaitu 90%.

**Kata Kunci:** pemahaman menyimak; kesulitan siswa

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## INTRODUCTION

There are some foreign languages are taught in Indonesian schools, one of them is English language. It's because English language is one of the subject matter that taught in Indonesian national curriculums which include any level of education there are elementary schools, junior high schools, senior high schools

or even for college (Faridatuunnisa, 2020). So, an English language might one of the most popular foreign languages that taught in Indonesian country.

Listening skills is a component which is can't be sparated in learning a language, especialy in learning English language. Those things are prominent for every one who wants to acquiring other languages instead of speaking skills, reading skills, and writing skills. Listening skills can be gained by some training, drilling, or exercising throught out listening to a native speaker or video recorder, thus kinds of training can be provided by schools, college or any instantions of language learning center (Hadijah, 2018).

Hence, an English language as subject, and a listening skills as one skill, that have been taught by teachers in their schools, college and classroom. Therefore, it no wonder during learning and teaching emerged some difficulties or problems that students face in listening comprehension, especially English language as foreign language. So, the problems might be accoured and encountered by students in the class during learning. As the research conducted by Assaf (2015) in "The difficulties encountered by EFL learners in listening comprehension as perceived by ELC student at Arab American University – Jenin" which was engaged 189 participat consist of 95 males and 94 females and questionnaire and interview used as the instruments. The results was reveled that there are still some significant difiluties encountered in listening comprehension such as unable to recognize word, unfamiliar topic, noise around, poor of listening equipment.

In additons, in prior research conducted by N. Putri (2018) in an Indonesian university on "listening challenges faced by EFL students in academic listening class" which was fifty participants envolved as a sample and questionnaire and interview used to gaining data. The results showed that unfamiliar words, speed of speech, and lack of equipment still the most distinguitied problems encounter by students. Those, two researches explained above tend, that external factore was dominated the causes.

In other hands, N. Sari (2019) in other approaches through in "Exploring EFL students' problems in listening comprehension" the observation, interview, and documentation employed to digging some data, and results merged, that the internal factore such as lack of confident in listening skill, and less of focusing in listening comprehension the most valuable problems that students faced.

Based on prior researchs explained above there are two major problems, that students EFL laerners faced in listening comprehension internal factor and external factor. Its corious to know the significant variable problems revealed in EFL students' listening comprehension. So the research should be focusing on an analysis of EFL students' difficulties in listening comprehension at STKIP Muhammadiyah Bogor.

The problems of listening comprehension sometimes happened in students. Zulfikar (2020) argued there some variable actually affected on students listening comprehension problems such as speaker variables, stimulus variable, background variables, and listener variables. The speaker variable is often caused by speaker speedy of speech, unclear pronunciation, lengt of speech. For the students who seldom exposure to the language sources, the fast utteren it would be trouble for them to catch what utterent said even for the messege that convied. In addition, stimulus as the variable that has considerable for shake of learning process, a good stimulant in listening learning process can give much more advantages. A background as the prominent in listening comprehension whether student had much more exposure to the model of topic or familiar topic, or familiar vocabularies it would help them to get better understanding during listening. The last is listener itselfes, the ability of listenener affected to listening comprehensions probably it's caused by internal and external factors.

In the other hands, Saraswaty (2018) highlight some difficulites that students maight encounter in listening comprehension such as quality of recorder materials, cultural differences, accent, unfamiliar vocabularies, lengt and speed listening. Somehow, in listening learning process the material that teacher gave in classroom not always appropriate for the level of student knowledge or the recorder might have some damages during playing. In fact, language that student learning and listen have different region even culture from their language so it might be found so many differences in linguistic area such as grammar, pronunciation, and syntax, and so on. Due to the differences of regional, area and location so the sound that produced by utterent when they speak it is no easy for the students to catch sometimes they miss some

words, phrases or even sentences. Unfamiliar vocabularies might be found during listening process such as student problems. Length and speed speech it might become a problem to the student comprehension sometimes it is affected to the lack of students focusing.

Furthermore, according to Diora (2020) in his research there are three factors difficulties students faced in listening comprehension such as listening material, listener, and physical setting. The listening material such a stereotype in students EFL listening comprehension the various material that given to students it might not appropriate with their level of listening which is inhibited to students' listening comprehending that such as external factors. The students or listeners themselves might have various background of knowledge, and has any level in listening comprehension that such as internal factor or they haven't good attitude in listening subject. A laboratory and class as the place in delivering listening subject have a big effect to the success of students' listening comprehension.

In addition Yilmaz (2015) assumed that there are four variables related to listening comprehension; the message, the speaker, listener and physical setting. Yilmaz has different view related to listening comprehension the message including the listening material as the variable that considerable in listening comprehension, but the two last variables have the same categories with the researchers explained above. It can be concluded in general way of views that the major of listening comprehension difficulties divided into two major external factor and internal factor.

Somehow, regarding to Bakhtiarvan (2011) the variable that was affected to listening comprehension is EFL students' background knowledge, in his research "is listening comprehension influenced by the background knowledge of the learner?" the result revealed that it has significant effect to listening comprehension, so the problems might occurred in listening comprehension by their lack of knowledge or prior information. Furthermore, Taysi (2019) argued that students' attitude and anxiety affected throughout listening comprehension thus variable has positive and negative result toward students' listening comprehension.

Based on the explanation above, there are some **variable** which is related to students difficulties in listening comprehension they are **listening material, listener, physical setting, attitude, and background knowledge**. The writer assumed that there are three major factor as the variable; listening material, listener attitude and background knowledge, and physical setting. Therefore, the purpose of this study to figure out the problem occurred in listening comprehension encountered by student STKIP Muhammadiyah college, due to provide best preparation and appropriate strategies in teaching listening comprehension.

## RESEARCH METHODS

In finding the answer of the difficulties, factors caused to students in listening skill, so the researcher determined to employ qualitative descriptive for this research, according to Selinger and Shohamy (Diora & Rosa, 2020) descriptive qualitative is the investigating research and it can be employed by some instrument. As well known that qualitative research instrument employ some instrument such as questionnaire, interview and observation for qualitative method most of them, but, actually in this case the researcher only use questionnaire for gaining and collecting the data. The questionnaire used to collect some data. The questionnaire distributed to 61 EFL students of STKIP Muhammadiyah Bogor using google form randomly. The questionnaire divided into three major variables; the listening material, listener attitude and background knowledge, speaker and physical setting. After gaining data was examining by simple percentages due to present in discussion and finding chapter (Hague, 2006; Punch, 2009).

## RESULT AND DISCUSSION

### 1. Students difficulties related to listening material

As the table 1 showed in students difficulties related to listening material, there are some frequent answers in unfamiliar word, the most of students answer the unfamiliar word become the most difficulties that students faced during listening comprehension, it can be shown in table about unfamiliar word has 80.3% in percentages.

Table 1. students difficulties related to listening material

No	Questionnaire	A(%)	N(%)	DA (%)
1	Do you find listening material is not appropriate with your level of English?	27.9	55.7	16.4
2	Do you find listening material is too hard for you in any condition?	10	58.3	31.7
3	Do you find difficult listen to sentences or long speech?	60.7	24.6	14.8
4	Do you find difficult for comprehending listening for whole if you find unfamiliar vocabulary	80.3	14.6	4.9
5	Do you find listening comprehension have a complex grammatical	36.1	13.1	50.8

The lengt of speech material or conversation become the second obstacle that students found during listening comprehension it is about 60.7% students answered, instead both of the most difficulties students encounter in listening comprehension inappropriate and a hard material as the lowest percentage and it is 10% for hard material and 27.9% for unapropriate material.

## 2. Students difficulties related to listener attitude and background knowledge

Table 2. Students difficulties related to listener attitude and background knowledge

No	Questionnaire	A(%)	N(%)	DA(%)
1	Do you don't like to listening comprehension subject	13.1	45.9	41
2	Do you seldom to listen to English recorder throughout music, video ect?	21.3	39.3	39.3
3	Do you seldom or never to listen to English recorder before enter the class?	18	52.5	29.5
4	Do you feel anxiety during listening comprehension classes?	16.4	39.3	44.3
5	Do you feel unhappy during listening comprehension classes?	3.3	50	46.7
6	Do you find difficult to catch sound appropriately?	44.3	42.6	13.1
7	Do you find difficult in catching sentence meaning when native utter a word linked with another word?	54.1	34.4	11.5

Some problems might encounter by student in listening comprehension are lack of attitude and lack of background knowledge or prior information. The result found that the most signifikan problems that student faced in listening comprehension was sthudents still find difficult to catching a meaning when native speaker spoke a linking word it might caused by their lack of knowledge or less prior information and the pecentages about 54.1% agreed this is the most one.

Comes after, catching a proper word that produced by speaker has the second problem faced by student in listening comprehension it also causes by their lack of background knowledge about how to differentiate pair word who have similar sound, and its about 44.3% students agreed. Meanwhile, students dislike to the listening comprehension subject and feeling anxiety in listening comprehension were the less, and it's 13% students dislike and 16.4% students were felt anxiety.

## 3. Students difficulties related to the speaker and physical setting

It's surprisingly in this variable almost of students had more then fifty percent in each items of difficulties face in this variable and non of them had lower than fifty percent, that meant the speaker and physical setting the most variable caused to their listening comprehension. The three difficulties items it might be highlight as the most frequent such as unclear resulting from a poor quality of CD player approximately 93% students agreed, and students lost their consertation if the recording has a poor quality and unclear sound resulting from poor equipment both of them has same result its about 90%.

Table 3. Students difficulties related to the speaker and physical setting

No	Questionnaire	A(%)	N(%)	DA(%)
1	Do you lose concentration if the recording has a poor quality?	90.2	8.2	1.6
2	Do you find difficult to understand when speaker has variety of accent?	61.7	31.7	6.7
3	Do you find difficult to understand when the speaker spoke to fast?	86.9	9.8	3.3
4	Do you find difficult to concentration if noised around?	85.2	11.5	3.3
5	If unclear sounds resulting from poor equipment. Does interference your listening comprehension?	90.2	6.6	3.3
6	When unclear resulting from a poor quality of CD player. Does interference your listening comprehension?	93.4	0	6.6

The listener attitude and background knowledge in this research was the lowest variables that revealed among two others variabels as in Saraswati (2018) research coundacted in teacher strategies to enhance student attitude toward listening problem throughtout students. Meanwhile, the listening material as the second problems often occurred in this research and its in line with Erzad (2020) research, there were some problems related to listening in Students IAIN Kudus such as speedy of speech and lengt of listening in coherence with listening material. In addition, the speaker and the setting was the most variables problems occurred in the research and its mutually supported with Diora (2020) in his previous research related to students FBS UNP listening problems were reveled speaker and physical setting as the most variable encountered by students.

## CONCLUSION

Since listening comprehension is the prominat part instead speaking, reading and writing skill in acquiring another language, and its is had been taught in most of indonesia university. The result finding that the listening material, student attitude, and setting were influnced students listening comprehension and caused the problems in listening comprehension. Meanwhile, this research as the earlier diagnostic to the students problems or diffiulties and factor especially in listening comprehension to help more for the teacher and the students EFL to minimize the problems or difficulties that might encounterd during teaching and learning. Hopfully, this early clinical dioagnostic in students listening problems can hlep teacher and student to prepare their best strategies and preparation in learning and teaching regadling to English listening comprehension.

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