

**An Analysis of Listening Comprehension Problems in Listening Subject
Among Students in English Language Education Study Program
of San Pedro University**

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ABSTRACT

This study examined the listening comprehension issues that first-semester English language education program students encountered. A descriptive and qualitative methodology was used to conduct this study. Six students participated in this research during the first semester. Two sections of the questionnaire were filled out on paper. The result of the questionnaire showed that in the section listening material, 83% of them occasionally find it challenging to understand the complex grammatical structures related to English vocabulary when solving listening problems. Nonetheless, the majority of them selected "sometimes" in the questionnaire's listener problems section. According to the fifth statement in the section on listeners' problems, 50% of them find it difficult to respond to questions that require more detail than a brief answer because they lack the necessary vocabulary, there are a few recommendations that can be made. First, students should practice listening to English more frequently in order to improve their listening skills. Additionally, because grammar and vocabulary are crucial, students need to dedicate more time to developing them.

Key words: Listening Comprehension; Listener Problem; Listening subject

INTRODUCTION

One of the foreign languages taught to students in school these days is English. The four basic language skills that students must acquire in English are speaking, listening, reading, and writing, as these skills are essential to the teaching of English. Those are skills that are unbreakable and cannot be separated. For all aspects of language learning, students must be able to comprehend what they are hearing. One of the English abilities that people have always used to communicate, obtain information, and other purposes is listening. This ability is crucial for EFL students to acquire knowledge and information about the content their teacher has taught them. Our ability to speak will be much improved by developing our listening skills. People need to hear various forms of English all the time if they are to speak appropriately, meaningfully, and organically. The fact that listening provides language feedback means that those who do not understand may never be able to learn a language. As Rost in Ningrum (2022) stated that Because listening provides language feedback, it is essential for learning foreign languages. A crucial feedback skill for students learning a language is listening.

Learning four English language skills is challenging because each one has unique challenges. Students in the English Education Study Program at San Pedro University experience it during their first semester. In essence, the lecturer's process and the assignment process are understood by the students. Other than that, neither the handouts nor the lecturer's explanations presented any difficulties; however, when students were required to listen to audio in which native speakers began to speak, difficulties surfaced. They don't even understand, hesitate to respond, and are perplexed. Based on the problems above, it is necessary to analyze the student problems faced by Semester 1 students in the listening subject. The primary motivation for selecting the topic was the students' difficulties with listening to the audio.

LITERATURE REVIEW

Previous Related Study

Some earlier studies have been conducted that are pertinent to this one. Agustina (2015) conducted a study on "Improving the Students' Listening Skill in Narrative Text through KWL Technique." the study carried out in the academic year 2014–2015 at the eleventh grade level. The outcome indicated that the student's score mean was rising. The mean was 50.08 in the pre-cycle, 67.50 in cycle I, and 76.87 in cycle II. To sum up, students find the process of teaching and learning engaging, and they particularly enjoy the listening component. KWL can boost student motivation to develop listening skills in the classroom and enhance listening comprehension.

The second study, "An Investigation of Listening Problems Encountered by First Semester Students in Foundation of Listening Subject," was conducted by Gusnadi (2019). The objective is to characterize and ascertain the students' challenges in acquiring the fundamentals of the listening subject. Data is gathered qualitatively through list interviews, questionnaires, and observations. The study's findings are that students have trouble understanding what they hear and having trouble coming up with ideas for themselves based on what they hear. Another issue that occasionally impedes the learning process is technical in nature.

“An investigation of the listening comprehension issues Saudi students faced in the EL listening classroom” was carried out by Hamouda (2013) in other studies. Questionnaires and interviews were used to collect data. According to the study's findings, the main issues EFL Saudi learners had with listening comprehension were accent, pronunciation, speech rate, lack of vocabulary, speaker accent variation, inability to focus, anxiety, and poor recording quality. By being aware of their students' learning challenges, EFL teachers can assist students in creating efficient study plans that will ultimately enhance their English listening skills..

METHOD

Design and Samples

The design of this research is descriptive method. The participants in this study are first-semester English language education students at San Pedro University, there are 6 of them in the class.

Instrument and Procedure

An instrument for describing data pertaining to student issues is the descriptive method. Students enrolled in the first semester of the San Pedro University of English language education study program served as the research subjects for this study. Students' questionnaires were made on paper and used by the researcher to collect data. Questionnaires that were modified from Hamouda (2013) were used to collect data for this study. The first of the two questionnaires was used to identify the students' listening issues. Six questions address the listener problem in the second part, and nine questions address the listening content in the first.

Data Analysis

The data was analyzed using both descriptive and qualitative research methods to determine the questionnaire's outcome. Following the administration of the questionnaire, the researcher provided the information needed to compute the percentage of students' scores using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where :

- P: Percentage
- F: Frequency
- N: The number of students
- 100: Constant number

(Anas 2011, p.21)

Table 1. First part about Listening Content

No	Statements	Always	Often	Sometimes	Rarely	Never
1	I have trouble understanding listening texts that contain a lot of unfamiliar words, such as idioms and jargon.					
2.	Complicated grammatical structures hindered my ability to understand what I was hearing.					

3.	Long spoken text made it difficult for me to hear what was being said.					
4.	Interpreting a lengthy spoken text is a challenge for me.					
5.	Listening to a lengthy spoken text makes me feel tired and distracted.					
6.	I have trouble understanding listening texts when the topic is new to me.					
7.	To comprehend the spoken text, I draw on my experience and prior understanding of the subject.					
8.	The meaning of incoming speech is difficult for me to understand in context.					
9.	I have trouble understanding the listening passage.					

Table 2. Second Part about Listener Problem

No	Statement	Always	Often	Sometimes	Rarely	Never
1.	It's challenging for me to comprehend the spoken text in its entirety on the first listening.					
2.	I had a hard time guessing what would happen next while I was listening.					
3.	I have trouble recalling words or phrases I have just heard quickly.					
4.	Owing to the way they are pronounced, I had trouble distinguishing the words I knew.					
5.	Listening to English without transcripts is challenging for me.					

6.	Answering questions that call for more information than a brief response—like "why" or "how" questions—is something I struggle with.					
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RESULT AND DISUSSION

This section contains the writer's presentation and analysis of the findings.

Listening Content

The listening materials are references to the data that were comprehended during the listening test.

Table 3. The Questionnaire's Outcome: Listening Content

No	Statement	Always	Often	Sometimes	Rarely	Never
1.	1	0 Student (0%)	3 Students (50%)	2 Students (33,3%)	1 student (16,67%)	0 student (0%)
2.	2	0 student (0%)	1 Student (16,67%)	5 Students (83,33%)	0 Student (0%)	0 Student (0%)
3.	3	0 Student (0%)	1 Student (16,67%)	3 Students (50%)	2 Students (33,33%)	0 Student (0%)
4.	4	2 Students (33,34%)	0 Student (0%)	2 Students (33,33%)	2 Students (33,33%)	0 Student (0%)
5.	5	0 Student (0%)	2 Students (33,33%)	1 Student (16,67%)	1 Student (16,67%)	2 Students (33,33%)
6.	6	2 Students (33,33%)	1 Student (16,67%)	1 Student (16,67%)	1 Student (16,67%)	1 Student (16,67%)
7.	7	0 Student (0%)	2 Students (33,34%)	2 Students (33,33%)	2 Students (33,33%)	0 Student (0%)
8.	8	0 Student (0%)	2 Students (33,33%)	1 Student (16,67%)	1 Student (16,67%)	2 Students (33,33%)
9.	9	1 Student (16,67%)	0 Student (0%)	3 Students (50%)	1 Student (16,67%)	1 Student (16,67%)

1. I have trouble understanding listening texts that contain a lot of unfamiliar words, such as idioms and jargon.

When the researcher looked at the results of statement 1, she discovered that while none of the students selected "always," three, or 50% of them, did select "often." There were two students, or 33,33% of the total, who selected "sometimes," one student, or 16,67%, selected "rarely," and none, or 0%, selected "never." This indicates that 50% of them can occasionally be challenging to understand if the context involves idioms or jargon.

2. Complicated grammatical structures hindered my ability to understand what I was hearing.

The results indicated that 83% of the students chose "sometimes," which means that 83% of them occasionally find it difficult to understand the complex grammatical structures that relate to English vocabulary on the listening problem. No student selected "always," "rarely," or "never" from this statement, and only 1 student (16,66%) selected "often".

3. Long spoken text made it difficult for me to hear what was being said.

In reference to statement 3, no student selected "always" or "never," one student, or 16,67%, selected "often," and two students, or 33,33%, selected "rarely." However, 3 students, or 50%, selected "sometimes." According to the results, half of them disrupted lengthy spoken texts related to listening comprehension issues.

4. Interpreting a lengthy spoken text is a challenge for me.

The outcome of this assertion. No student selected "often" or "never," the researcher discovered. The option "sometimes" was selected by 2 students (33.34%) and "rarely" by 2 students (33.33%). However, the option "always" was selected by 2 students (33.33%), indicating that they always had trouble understanding long spoken texts because native speakers spoke too quickly.

5. Listening to a lengthy spoken text makes me feel tired and distracted.

According to this assertion. No student selected "always." Two students, or 33,33%, selected "often," indicating that 33,33% of them are frequently troubled by lengthy spoken texts. Additionally, one student, or 16,67%, selected "sometimes," and another student, or 16,67%, chose "rarely".

6. I have trouble understanding listening texts when the topic is new to me.

As a result, 1 student, or 16,67% of the total, selected "often," 1 student, or 16,67%, selected "sometimes," 1 student, or 16,67%, selected "rarely," and 1 student, or 16,67%, selected "never." However, 2 students, or 33,33%, selected "always" as their option. Based on the results, 33,33% of them consistently struggle to comprehend listening texts when the subject matter is unfamiliar to them due to a limited vocabulary.

7. To comprehend the spoken text, I draw on my experience and prior understanding of the subject.

None of the students selected "always" and "never" in response to this statement. Two students, or 33,33% of the total, selected the "rarely" option, and two students, or 33,33% of the total, selected the "sometimes" option. However, 2 students, or 33,33 percent, selected the "frequently" option. In conclusion, 33,33% of them frequently use their personal experiences to set the stage for the discussion.

8. The meaning of incoming speech is difficult for me to understand in context.

As a result of this statement, nobody selected "always." One student, or 16,67% of the total, selected "sometimes." Additionally, one student, or 16,67%, selected "rarely," two students, or 33,33%, selected "never," and two students, or 33,33%, selected "often." That indicates that 33,33% of them frequently struggle to comprehend the context because they find it difficult to listen to native speakers speak too quickly.

9. I have trouble understanding the listening passage.

The last statement's results showed that while no student or 0% chosen "often," one student or 16,67% chosen "always," one student or 16,67% chosen "rarely," and one student or 16,67% chosen "never." However, 3 pupils, or 50%, selected "sometimes." This indicates that 50% of them occasionally have limited vocabulary, making passages difficult to understand.

Listeners Problem

Problems with listening are what make listening assessments challenging for students.

Table 4. The Questionnaire's Outcome: Listener Problem

No	Statement	Always	Often	Sometimes	Rarely	Never
1.	1	2 Students (33,33%)	1 Student (16,67%)	1 Student (16,67%)	2 Students (33,33%)	0 Student (0%)
2.	2	1 Student (16,67%)	1 Student (16,67%)	2 Students (33,33%)	2 Students (33,33%)	0 Student (0%)
3.	3	0 Student (0%)	2 Students (33,34%)	2 Students (33,33%)	2 Students (33,33%)	0 Student (0%)
4.	4	1 Student (16,67%)	2 Students (33,33%)	1 Student (16,67%)	2 Students (33,33%)	0 Student (0%)
5.	5	2 Students	0 Student (0%)	2 Students (33,33%)	1 Student (16,67%)	1 Student (16,67%)

		(33,33%)				
6.	6	0 Student (0%)	1 Student (16,67%)	3 Students (50%)	0 Student (0%)	2 Students (33,33%)

1. It's challenging for me to comprehend the spoken text in its entirety on the first listening.

In response to Statement 1, there was no one student or 0% chose “never”, for “rarely” there were 2 students or 33,33% chose this option and there was 1 student or 16,67% chose “sometimes”, for “often” there was 1 student or 16,67% chose this as an option. But, there were 2 students or 33,33% chose “always”. As a result of their difficulties focusing during the listening portion, 33,33% of them find it difficult to grasp the material on the first listen.

2. I had a hard time guessing what would happen next while I was listening.

The result of this statement, the researcher found that there was no one student chose “never”, and there were 2 students or 33,33% chose “rarely”, for “sometimes” there were 2 students or 33,33% chose this as an option, then there was 1 student or 16,67% chose “often”. Only one student, or 16,67% of the total, selected the last option, "always." Overall, 33,33% of them occasionally found it difficult to predict what would happen next due to native speakers speaking too quickly.

3. I have trouble recalling words or phrases I have just heard quickly.

"Always" and "never," the two options in this statement that students did not select. and 2 students, or 33,33%, selected "rarely," 2 students, or 33,33%, selected "sometimes," and 2 students, or 33,33%, selected "frequently." Conclusion: 33,33% of them reported having trouble remembering words or phrases they heard because they found it difficult to focus during listening class.

4. Owing to the way they are pronounced, I had trouble distinguishing the words I knew.

The result from this statement, there was no one student chose “never”. One student, or 16,67%, selected "always," while two students, or 33,33%, selected "rarely." Then, one pupil, or 16.67%, selected "sometimes." However, 2 students, or 33.33%, selected the option "often." Because they devote more time to expanding their vocabulary, 33,33% of them are able to recognize words by hearing them spoken.

5. Listening to English without transcripts is challenging for me.

The researcher discovered that no student selected "often" in response to this statement. One student (16,67%) selected "never," one student (16,67%) selected "rarely," two students (33,33%) selected "sometimes," and two students (33,33%) selected "always." It can be concluded that 33,33% of students find it difficult to concentrate during the listening portion if there are no transcripts available.

6. Answering questions that call for more information than a brief response—like "why" or "how" questions—is something I struggle with.

There were two options in this statement that the students did not select: "always" and "rarely", 2 students or 33,33% chose "never", 3 students or 50% chose "sometimes" and 1 student or 16,67% chose "often". This indicates that a lack of vocabulary causes the majority of students to find it difficult to respond to questions that require more information than a brief response.

CONCLUSION

Following the data collection process, the results of the questionnaire regarding the students' listening issues were discovered. These issues stemmed from listening materials and listening problems. Most students occasionally look for the issue in the listening materials. According to statement 2 in the section on listening material, 83% of them occasionally find it challenging to understand the complex grammatical structures related to English vocabulary when solving listening problems. Nonetheless, the majority of them selected "sometimes" in the questionnaire's listener problems section. According to the fifth statement in the section on listeners' problems, 50% of them find it difficult to respond to questions that require more detail than a brief answer because they lack the necessary vocabulary. And in order to address the issue, there are a few recommendations that can be made. First, students should practice listening to English more frequently in order to improve their listening skills. Additionally, because grammar and vocabulary are crucial, students need to dedicate more time to developing them. Another method for exposing students to a range of learning listening experiences is through watching or listening to movies, music, videos, etc.

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