

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING “ANALYTICAL EXPOSITION TEXT” AT SMK NEGERI 6 DUMAI

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Abstract: *This study was purposively intended to analyze the difficulties of senior high students' challenges in listening analytical exposition text. Comprehending factual information by listening to the audio was considered difficult for secondary students of SMKN 6 Dumai. This study used descriptive quantitative. The data was analyzed using a Likert-scale of listening difficulties questionnaire and listening test. 60 students of second year level were used as samples in this research. The findings showed that the level of listening skills of second-year learner own mostly is poor and caused by several causes such as minimum time to practice, word capacity, and native speaker accent.*

Keywords: *Analysis, Listening Difficulties, Analytical Exposition Text.*

ANALISIS KESULITAN PESERTA DIDIK DALAM MENDENGARKAN “TEKS ANALISIS EKSPOSISI” DI SMK 6 NEGERI DUMAI

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Abstrak: Penelitian ini dilakukan untuk mengetahui kesulitan peserta didik menengah keatas dalam mendengarkan teks analisis eksposisi. Memahami informasi yang bersifat factual dengan cara mendengarkan dianggap tidak mudah bagi murid SMKN 6 Dumai. Studi ini menggunakan metode kuantitatif deskriptif. Data diolah dengan menggunakan kuesioner berskala dan test mendengarkan. 60 murid tahun kedua terlibat sebagai sampel dalam penelitian ini. Hasil analisis menunjukkan bahwa tingkat kesulitan dalam mendengarkan adalah rendah dan hal tersebut disebabkan oleh beberapa faktor diantaranya; rendahnya intensitas berlatih mendengarkan, kapasitas kosa kata, dan akses pembicara asing.

Kata Kunci: Analisis, Kesulitan Mendengarkan, Teks Analisis eksposisi

INTRODUCTION

The ability to comprehend knowledge through hearing procedures is considered as significant process which will determine final outcome of students' achievement. Alzamil (2021) mentioned that learners' perspectives explain listening is considered as high consideration to have while studying English language. Listening is determined as ability listeners use to transform information from which to build up the knowledge necessary for using English language. Having managed listening skill impacts to the learners' successful in gaining good score at academic level. According to Ahmad & Abidin (2020), listening skill roles as important ability students require to have good ability in communication or educational purposes. It explains the objectives of gaining adequate proficiency of listening impact to other English language skill such as reading, writing or speaking. Thus, listening plays significant impacts to master overall English language competencies.

Even though, listening skill is principally can assist to enhance skill in transferring information or communication, it also considered as difficult to certain of students. It occurs due to several challenges which learners experience during the listening activities. Problems of listening itself have been discussed in previous studies which provide information. Nguyen *et al* (2022) explain several of listening issues faced by students in order to acquire this skill, one of these factors are caused mostly by background knowledge. It states that most of students are hardly to match information for what they have heard due to the unfamiliar topics. Moreover, Yahmun *et al* (2020) mentioned that low listening proficiency of students is caused to the some of factors such as the speed and length of the spoken text, vocabulary, pronunciation, and accents. These difficulties effect to the students' comprehension in learning English language.

Listening skill plays important roles which effect directly to learners' outcomes of language skill. It is due to the fact that learning materials mostly explained by teachers or tutor in classroom section. Students need to demand overall explanation through oral communication. All problems as mentioned are caused by certain factors which students do during the classroom activities. Diora & Rosa (2020) states that some aspects will create learning difficulties students feel in mastering materials such as depend on others, shame to ask the lecturer about the material, having emotional disturbances, the lecturer explains the material too quickly, lack of reward and reinforcement, and unfocused. The study was intended to continue further proceeding research which focus on identifying students' awareness related to online classroom implementation. Though it was primarily discussed on negative and positive attention about online platform to learn English during pandemic situation.

METHODOLOGY

The study was categorized as quantitative descriptive research, Martyn (2010) states that quantitative research identifies a research problem based on trend in the field or on the need explain why something occurs. This research was designed to analyze the listening difficulties at SMK Negeri 6 Dumai in comprehending analytical exposition text. The data for this study was gathered by listening test and questionnaire.

RESULT AND DISCUSSION

This research was intensively focused in explaining obstacles which realized by students. In order to analyze the data of this study, two instruments were applied to cover up the findings of research objectives. Listening is one language skill students have to master academically at school. Therefore, to know the level of students' power in paying to attention to English audio whether in monolog or dialogue, the researcher used listening test to gain the mark. Moreover, the purpose of the report was to acknowledge the complexity students felt while hearing English sound. Thus, the detail analysis can be explained in following terms.

1. Listening Test Score

The second-year students were given chance to be tested the level of listening score by given several questions. The scores of second year students are prescribed in the following table.

Table. 1 Students' Listening Test Score Classification

Test Score	Level of Students' Ability	Frequencies	Percentage
81 – 100	Very good	0	0 %
66 – 80	Good	0	0 %
56 – 65	Mediocre	24	40 %
40 – 55	Poor	35	58 %
0 – 39	Very poor	1	2 %
Total		60	100 %

Through the data, the result of listening test which performed by second-year students proved that most of students or 58% percentage of 35 learners have poor ability in listening test. Also, none of students got level of very good or good score in examination. Moreover, 40% of 24 learners are classified as medium level in audio test. Additionally, one student achieves very poor ability in listening test.

2. Questionnaire Score

This study is objectively used to answer the research question which focus on finding the difficulties or obstacles students felt during listening section. Learners were asked to fill several statements given by choosing the scale number 1-5 related to the complexity they found out while finishing the listening test. The following table shows students score of questionnaires connecting to the idea of difficulties in listening aspect.

Table. 2 Students' Listening Questionnaire Score Classification

Test Score	Level of Students' Ability	Frequencies	Percentage
72 – 80	Very agree	0	0 %
52 – 70	Agree	48	80 %
32 – 50	Average	12	20 %
18 – 30	Disagree	0	0 %
≤ 16	Very Disagree	0	0 %
Total		60	100 %

Based on the data, the percentage shows that most of students in fact feel there are a number of troubles in listening test. 48 students of 80% percentage agree that several challenges they experienced while trying to finish listening task. Also, only 20% students with 12 total frequencies stated that they approved several statements related as problem in listening test while some points are not considered as challenges. Surprisingly, none of students stated that they didn't get any misfortunes in learning listening skill.

From the result of these two data of listening test and questionnaire. The analysis proved that students have very poor of ability in completing listening test due to the fact that they realized several problems in comprehending audio they heard previously.

Understanding further analysis about listening obstacles second-year students faced during the lesson is one research objective this study has to be answered. In this part, the description of data shows what items tend to be the most problematic terms in knowing well listening skills and practices or what items that is considered as the lowest challenging point.

Table. 3 Students' Responses of Listening Questionnaire

Aspect	Scale	Frequency	Percentage
Item 1	2	39	65 %
Item 2	4	43	71.7 %
Item 3	3	41	68.3 %
Item 4	2	25	41.7 %
Item 5	4	32	53.3 %
Item 6	4	24	40 %
Item 7	3	23	38.3 %
Item 8	5	38	63.3 %
Item 9	3	33	55 %
Item 10	5	29	48.3 %
Item 11	4	39	65 %
Item 12	4	32	53.3 %
Item 13	4	31	51.7 %
Item 14	2	18	30 %
Item 15	3	44	73.3 %
Item 16	2	30	50 %

Through this explanation, there are five important problems students feel while they try to put effort in understanding listening audio. The results were decided by following the total percentage of each item. From the data, the highest problem students faced is in item 15 where students agree to improve listening ability by adding some extra time to listen English audio outside of the school. Moreover, Item 2 is considered as the second challenges students have while understanding listening term where students agree that comprehending English is not easy. Also, surprisingly students quite agree with item 3 which explain they have to own ability to understand English easily equal to native speaker. Unexpectedly, students argue that listening is not activity they like in Item 1. Also, in item 11 students agree that they find it is not easy when they have to understand listening audio with unfamiliar topics.

3. Listening Questionnaire Statistical Data

In order to know further about listening challenges students experienced while learning listening section, the statistical data findings use to measure how each item level deciding what aspect label as the most significant problems students feel when hearing English audio. This below table explain statistically data of listening questionnaire:

Table. 4 The Statistical data of Listening Questionnaire

Statistical Data of Listening Questionnaire								
Aspect	Mean	Median	Mode	Range	Min	Max	Sum	N
Item 1	2.43	2	2	2	2	4	146	60
Item 2	3.75	4	4	3	2	5	225	60
Item 3	3.23	3	3	3	2	5	194	60
Item 4	3.08	3	2	4	1	5	185	60
Item 5	3.97	4	4	2	3	5	238	60
Item 6	4.08	4	4	3	2	5	245	60
Item 7	2.78	3	3	4	1	5	167	60
Item 8	4.50	5	5	2	3	5	270	60
Item 9	3.25	3	3	4	1	5	195	60
Item 10	3.87	4	5	4	1	5	232	60
Item 11	3.65	4	4	3	2	5	219	60
Item 12	3.47	4	4	3	2	5	208	60
Item 13	3.07	4	4	3	1	4	184	60
Item 14	2.40	2	2	4	1	5	144	60
Item 15	3.13	3	3	4	1	5	188	60
Item 16	2.88	2.5	2	3	2	5	173	60

These data help to see further how a set of listening questionnaire students fill. The mean, median, mode, range, min and max. According to Rosana (2012), mean can be defined as Mean is defined as an interval or ratio level that is widely used because it is the most commonly known, easily understood and, in statistics, the most useful

measure of central tendency. From the data, the lowest mean of listening data questionnaire is item 14, where the total score shows 2.43. The highest mean of data is in item 8 where the total score is 4.50.

Moreover, median is defined as Mean is defined as an interval or ratio level that is widely used because it is the most commonly known, easily understood and, in statistics, the most useful measure of central tendency. From the data, the median explains in each item in listening questionnaire, the lowest median is in item 1 with total number of 2 and the highest median is in item 8 with total value of 5. Also, mode in this set of data can be defined as the most frequently occurring value in a set of data; it may be viewed as a single value that is most representative of all the values or observation in the distribution of the variable under study. The score shows scale 4 is frequently represented in listening questionnaire score with 6 times from total items of questionnaire.

CONCLUSION AND DISCUSSION

Discussion

The finding of this study is mainly intended to know the listening challenges faced by second-year students. The results explain what kinds of factors effected to the listening score of interest in understanding spoken English. Due to the data analysis, the data score of second-year students' score is mostly poor level. A number of findings related to the previous study related to the same topic of listening difficulties analyzation. In this research, there are several main problems which categorized as the most complicated challenges students have while understanding the listening comprehension.

The first problematic issues in understanding listening comprehension experience by second-year students is limited knowledge and they believe extra activity outside the school is indeed a need. Due the data, 73.3% of 44 students quite believe they need to practice listening outside of classroom activities. The outcome is equal to previous research conducted by Lengkoan *et al* (2022), where five factors tend to be the most challenges problem affected to listener comprehension such as: language knowledge, speaker, text, listener, and environmental/equipment. Thus, second-year students need to improve their personal ability not only in classroom section but also outside of time table lesson at school.

Furthermore, to understand listening spoken is not easy as many learners thought. Through data analysis, most of students agree that understanding listening spoken is difficult to do. Learners approve that they feel hard to know the topic they hear in recording audio. It happens because most students have low ability of English vocabularies. As mentioned previously conducted by Fenyi *et al* (2021) that limited vocabulary of learners and speed of delivery of speakers/teachers which students cannot control and thus poses great challenge to them in listening comprehension. Thus, the second problem most of second-year students faced is problematic to comprehend listening auditory due to low ability in English words.

Also, learners of second-year grade believe that understanding English listening is quite important. As they stated that by having equal understanding like native speaker will make learning process easier. This finding is also explained by Nasrullah (2021) in

previous study which findings show that the selection of the natives' spoken language delivery becomes a major problem encountered by students. The oral language English native speaker use in listening audio is one of problem they acknowledge listening English is difficult to do. Therefore, learners believe to have same skills like native is pretty significant to act.

Lastly, most of students explain great issues they feel while listening English is they don't mentally prefer it in particular and second year students don't tend to put interest in listening to the topic they are not familiar with. The result describes that many second-year learners are not comparable to listening skills in case the instructors apply unfamiliar terms to audio students hear. This idea is linked to the previous research conducted by In'nami & Koizumi (2021) that person knowledge, mental translation, and directed attention were related to listening comprehension in both listening tests. Thus, having low desire due to difficulties in comprehending listening spoken faced by second-year student is occurred when they study unaccustomed discussion.

In brief, the second-year students are fundamentally experience sequences issues to understand listening spoken. The greatest problem students feel when trying to comprehend listening is low ability in English language. Thus, they believe to have a lot of extra time to study outside of classroom, learners will find listening spoken is not difficult. Also, students

CONCLUSION AND RECOMMENDATION

Conclusion

The research was conducted to know the problems of second-year students in high school grade in acquiring listening skills. To find the causes of students' difficulties in understanding spoken language, the study applied two different instruments. The level of listening ability was measured using a number of questions of listening test and listening challenges was analyzed by using listening questionnaire. Through the data analysis, the results divide statistically and descriptively to explain research question. The data shows that the level of listening skills of second-year learner own mostly is poor or as much as 58% of 35 students gain score 40-55 or categorized as low comprehension.

The listening questionnaire analysis prove that there are several main problems that cause low ability of second-year students. Learners who obtain deprived score in listening test admit that they agree to have extra time outside classroom to practice listening skills. Also, students find out listening is hard to be comprehended because they don't have upright English word capacity. Moreover, they also quite approved to the idea which states that it is important to own listening ability equal to native speaker. Thus, these reasons cause their obstacles come up when they try to understand English spoken.

Recommendation

The students are recommended to know what difficulties they have purposively to study about listening skill. The further information provides the wider insight to evaluate themselves in understanding listening spoken. Thus, the knowledge will assist them to build desire to study English in listening task and increase personal competence. For the teacher, the writer recommends Listening skill is required full complete attention for students to understand what speakers say about. Therefore, through this analysis instructor realize to improve the material and methodology in teaching in case students will feel listening is not hard to be learned in classroom activities. For the next researcher, This research can be used as one of sources for well-developed content of listening obstacles faced by students for future researchers. Further research can be conducted by evaluate certain aspects which need to be improved in the next research.

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