LAPORAN KEGIATAN PENELITIAN

THE PROBLEM FACED BY PBG STUDENTS IN THE THIRD SEMESTER IN LISTENING SKILL AT UNIVERSITAS MA'ARIF NAHDLATUL ULAMA

Peneliti:

Atik Muhimatun Asroriyah, M.Pd.
Rori Wijayanti
Hastri Firhawaman
Dwi Heriyanto

UNIVERSITAS MA'ARIF NAHDLATUL ULAMA KEBUMEN

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3	Identitas Peneliti	:	Atik Muhimatun Asroriyah, M.Pd. Rori Wijayanti Hastri Firhawaman Dwi Heriyanto
4	NIDN/NIM	:	00625099301 BI220018 BI220009 BI220005
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Mengesahkan
Rektor UMNU Kebumen

Dr. Imam Satibi, M.Pd.I
NIDN. 2123027201

Ketua LPPM UMNU Kebumen

Ahmad Aftah Syukron. M.Si.
NIDN. 0612128801

The problem faced by PBG Students in the Third Semester in Listening Skill at Universitas Ma'arif Nahdlatul Ulama

Atik Muhimatun Asroriyah[1*], Rori Wijayanto[1], Hastri Firharmawan[1], Dwi Heriyanto[1] [1]*Universitas Ma'arif Nahdlatul Ulama Kebumen, Kebumen, Indonesia* atikmaa09@gmail.com*

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Abstract

English is a very important language nowadays, therefore many people learn english just to get a job and so on. learning english is very complex because english consists of four skills, namely speaking, writing, reading, and listening. listening skill is the most difficult skill compared to other skills because we need to understand what other people are saying. understanding sentences spoken by native speakers is a fairly complicated problem experienced by people learning a second language, especially for third semester students at universitas ma'arif nahdlatul ulama. the purpose of this study, to formulate the problems faced by PBG third semester students at universitas ma'arif nahdlatul ulama in learning listening comprehension. second, formulate the factors that affect difficulties in learning listening comprehension. third, formulate ways to overcome these problems. The study's findings show that the students had difficulties with the following: (1) they had trouble understanding the main idea and supporting details; (2) they lacked vocabulary; (3) they showed less initiative when reading; (4) they had trouble understanding the speaker's accent; (5) they lost focus; and (6) they had less desire to communicate.

Keywords: Education, Listening, Problem, Student

1. Introduction

The background of learning challenges will help us learn English more effectively. The learning objectives, approaches, and tactics that are pertinent to the needs of graduates can be determined using this information as a guide. The most challenging of the four English language skills is hearing, although studying listening takes less time than studying reading and writing. Maulida (2016: 1) supports this claim, saying that "learning listening is just as important as learning any other English skill." However, research shows that, in comparison to other skills like grammar, listening comprehension frequently receives less instruction.

English language learners face several challenges when it comes to this listening skill, including: (1) the inability to regulate the speaker's speech rate, which causes them to believe the message has been lost before they can fully comprehend the content of the message. (2) When watching TV or listening to the radio, for example, students do not have the option to ask the speaker to repeat or explain the content; therefore, they must be able to understand it exactly as it is presented. (3) Students' inadequate vocabulary prevents them from comprehending the text's contents. (4) The message was misinterpreted by the pupils because they were unable to interpret the speaker's "signal." (5) Inaccuracies in how the students understood the message they were given, with diverse interpretations of its contents. (6) Unable to focus due to a variety of factors, including uninteresting subjects, physical exhaustion, loud surroundings, and so forth. (7) Issues with discrepancies between the instructor's methods and resources and those heard on audio devices or from English-language native speakers Underwood (1990: 15).

Listening is one of the skills that must be comprehend in learning English. Therefore, learning listening is very important because it can help students build a foundation for learning speaking and writing. Even though many students practice listening by listening to music and watching movies, there are still many students who have difficulties understanding listening. These difficulties that faced by students such as: (1) difficulty of understanding conversations and questions, (2) Students cannot catch the conversation because it played too fast, (3) Less listening time, (4) The same pronunciation but different meanings. (5) Environmental conditions around students when learning listening is not conducive and so on.

Learning English is essential as it's a universal language that's frequently used to speak with foreigners. Although some still mix English with their native tongue, even young children are already using English in their daily activities.

According to Crystal (2000, 1), English is a universal language. This claim suggests that people have interacted with people in different nations using English. English is therefore one of the global and international languages. English becomes an unavoidable requirement. One can expand their knowledge and horizons globally by learning English.

Learning English today is very important because nowadays almost all jobs require English, especially the requirement to apply for a job at a company is to be able to speak English fluently. In Indonesia, learning English begins to be applied from an early age, starting from basic education to higher education. Learning English is very complex because according to Tarigan (2015: 2) language consists of empathic skills, namely reading, writing, speaking, and listening.

Learning the language's component parts—vocabulary, grammar, tenses, pronunciation, and spelling—as well as the language skills of speaking, reading, writing, and listening is necessary to become fluent in English. As well-known, listening is a linguistic skill. Receiving language through the ears is called listening. Recognizing speech sounds and turning them into words and sentences are both parts of listening. Any language takes focus and attention when listening. It's a talent that requires more effort from some than from others. Concentration is significantly more needed when listening in a foreign language.

Despite the fact that English is taught to children in Indonesia from a young age, many pupils there still struggle with speaking the language effectively. Many Indonesian students find it difficult to understand or have trouble understanding what their opponents are talking about

when they ask them to speak in English. As a result, many of them are unable to respond to what their opponents say. It is clear that PBG third semester students at Universitas Ma'arif Nahdlatul Ulama still have very poor listening skills. The act of listening involves paying great attention to what other people are saying. In general, people cannot listen before they can speak; this is seen in child development. When infants engage with those around them, they typically pick up vocabulary from what they see and hear.

According to Wallace et al. (2004: 13), listening is a critical talent that people need in order to succeed in talking with others and to obtain insight, understanding, knowledge, and information. As a result, listening comprehension is a crucial language skill. It takes a long time and a long process for someone to become proficient in listening, though it is not an easy procedure that can be completed quickly. When listening, a person must be able to differentiate between sounds, recognize and comprehend language and grammatical structures, interpret meaning and stress, and simultaneously remember and interpret everything.

Learning Listening comprehension is not easy but in general most students do ignore it. Difficulty in learning listening comprehension of course influenced by many factors. Factors that can hamper students in learning listening comprehension such as audio that is too fast so that students find it difficult to capture and understand what they hear, lack of vocabularies, lack of concentration from the students themselves, methods and techniques for teaching listening comprehension are not appropriate, lack of motivation from related lecturers learning listening comprehension so that students are lazy to learn, and many more. It is these factors that make it difficult for students to learn listening comprehension. They are afraid and lazy to learn these subjects.

In certain language learning environments, listening was seen as the most challenging language ability for stduents since it requires greater focus and attention to fully understand the content, which included interpreting conversation and monologue texts. One could argue that hearing is a multifaceted mental process in which numerous things occur at once. However, professors play a critical role in the educational process. The professor was able to manage the class dynamics and the pupils. It makes sense that pupils would struggle with listening when they were studying. The onus shifted to the instructors to resolve the issues that the students were having.

This is an issue that continues to occur in the field of education, particularly with regard to pupils. This is why it is quite concerning that pupils are having difficulty mastering listening comprehension. The researcher attempts to investigate the issues with acquiring listening comprehension in as much depth as possible, taking into account the phenomena mentioned above. The following issues will be examined from this research: (1) the challenges students had when acquiring listening comprehension; (2) the factors that affected those challenges; and (3) the steps used to resolve the issue. While the purpose of this research is to find out the problems faced by PBG third semester students at Universitas Ma'arif Nahdlatul Ulamain learning Listening comprehension, to find the factors that influence the difficulties in learning Listening comprehension, and to find solutions to these problems.

2. Method

This type of research uses qualitative research. define qualitative methods as procedures research that generates data descriptive in the form of spoken written words of people and behavior observed (Bogdan and Taylor in Molong, 2006).

This research uses the method qualitative because researchers consider the problems that must be studied, enough complex and dynamic. This qualitative research was conducted to find out and describe clearly and in detail about ”Problematics in Learning Listening Comprehension Faced by PBG third semester students at Universitas Ma'arif Nahdlatul Ulama. Data collection techniques used in research, namely the method of observation and questionnaires.

Observation is a method or ways how to analyze and conduct systematic recording of behavior by looking or observing individuals or groups live. According to M. Ngalin Purwanto (2009: 194). On the other hand, the questionnaire method involves asking respondents to react to a series of questions or written statements in order to gather data sugiyono (2017: 142).

3. Findings and Discussion

Acquiring proficiency in listening comprehension is challenging as it necessitates that students comprehend the language used by native speakers. One of the four English language skills required of people learning the language as a second language is listening comprehension. Nevertheless, the majority of students disregard it and show little interest in taking this course.

Even though the lecturer has delivered the listening comprehension material in a fairly good method, in reality there are still many students who still have problems learning listening comprehension. The following are excerpts from the answers of several respondents when answering the questionnaire regarding the appropriateness of the listening comprehension method used by the Umnu Kebumen lecturer to convey listening comprehension material as show below.

1. *In my opinion it is correct, because the lecturer also corrects student answers together*
2. *Yes, it is correct because it is in accordance with the context of learning listening comprehension*
3. *In my opinion, discussing the problem together after listening to the audio text.*

From some of the respondents' answers above, it can be concluded that the lecturer has used the right method in conveying listening comprehension material. However, there are still many PBG students in the third semester of Universitas Ma'arif Nahdlatul Ulama who have difficulty mastering listening comprehension material.

Problems in learning listening comprehension are still central the main concern for educators in various educational institutions, ranging from elementary education to higher education. Every educator definitely wants their students to learn thoroughly. However, in reality, there are still many students who have problems in their studies, as happened to third semester PBG students at Ma'arif Nahdlatul Ulama University.

Problems in learning Listening Comprehension is a problem which has not been realized until now. Following are some of the problems that cause students difficulties in learning listening, among others:

First, the Native Speaker talks are considered too fast. The first problem that usually becomes an obstacle for students in learning Listening comprehension is the Native Speaker's speech which is considered too fast for them. They find it very difficult and even confused to understand sentences that have been spoken by Native Speakers. This is a big problem for them in learning Listening comprehension. However, if students have a high level of understanding in listening then they will be easy to understand the expressions spoken by native speakers. The following is an example of excerpts from the answers to the questionnaire from several respondents regarding the main problems faced by students when learning listening comprehension below:

1. *unable to catch words when the speaker speaks quickly.*
2. *the speaker speaks too fast.*
3. *Haven't been able to adjust/keep up with people's speed when speaking English.*

Second, limited vocabulary. The second problem faced by most of the students is limited vocabulary in learning Listening comprehension. With limited vocabulary, students will find it difficult to understand what native speakers have said.

Third, the lack of student learning concentration. Many students who do not concentrate when listening to words or sentences that spoken by native speakers. Of all the respondents in this study, on average they stated that concentration in learning Listening comprehension is very important because in this Listening Comprehension course the material is all related to the human hearing aid. If from the beginning students are not concentrating on the material to be listened to, then the student will have difficulty understanding the material he discussed.

Fourth, lack of stamina/fatigue while listening. When the body's stamina is lacking, tired, or because it is covered by boredom, the brain's comprehension becomes weak. So that what is played in the listening recording is not captured optimally. Therefore, make sure you have enough energy. Pay close attention to the need for rest. And eat and drink to support physical needs.

Students who have difficulty learning listening comprehension are certainly influenced by several factors. Factors that influence listening comprehension learning are divided into 2, namely internal and external factors.

Internal factors are factors that come from within the students themselves in learning listening comprehension. Among others are:

a. There is interference from the student's listening device, so that students are unclear and have difficulty understanding the material when learning listening comprehension.
b. Limited memory of students in understanding the material discussed.
c. Lack of motivation and passion when study Listening Comprehension course.
d. Not concentrating (Learning Disorder) when listening to subject matter.
e. Negative habitual attitudes that are often carried out by students in
f. study the subject matter. For example: cheating or waiting for an answer
g. from friend.

h. Embarrassed to ask if there is material that is not clear.

In addition to the internal factors described above, the causes of difficulties in learning listening comprehension are also influenced by several external factors, including:

a. The media or tools used when listening sometimes have problems such as the sound of speakers that are not clear. So that the sound access it receives is not clear.
b. Lack of tools and resources for learning activities such as headphones.
c. Laboratory situations that are not conducive to learning, for example: the AC is off, the seats are very close between one student and another.
d. Noisy environmental factors.

Based on the research results that have been obtained, the steps that can be taken to solve problems in learning Listening Comprehension are:

a. Don't be afraid to ask the Listening lecturer to play back listening material that is not clear.
b. Must have strong concentration on what is heard.
c. Write things that are important while listening to material spoken natively speaker.
d. Do more vocabularies.
e. Learn more about English Pronunciation and style in English (English Styles).
f. Guessing or estimating words or sentences that are not clearly heard contextually.
g. Sharing with friends who are near us about the word or sentence that missed or unclear.
h. Checking words that are not clearly heard in the English dictionary Oxford.

Lots of practice listening to english conversations from native speakers, for example listening to foreign songs, bbc radio broadcasts london, english tv broadcasts, english movies, etc.

4. Conclusion

From the results of research and discussion that has been obtained by researchers it can be concluded that in learning Listening Comprehension for students, lecturers have used good and correct teaching techniques at each meeting. While the problems that become obstacles for students in learning listening comprehension, between other problems with audio that are not clear, problems with limited "Vocabulary", problems with "Native Speaker" talking that is too fast, problems with student learning concentration, and problems with fatigue, laziness, and not interest in learning. These problems are influenced by two factors, namely internal and external factors.

And solutions that can be done by students to improve listening skills; first, Practice listening a lot like getting used to listening to information who use English. Second, Don't be shy about asking questions during the Listening Comprehension learning process. Third, Learning Listening Comprehension requires special concentration to be able to understand the expressions spoken by native speakers. Fourth, Dependence on other people is very detrimental to students. Fifth, Students do not need to interpret word for word in a conversation.

A few recommendations are given to the lecturer and the students in the Nahdlatul Ulama University of Kebumen's English Education Study Program. Firstly, while lecturers are taught well, there is still potential for improvement if learning objectives are to be met. Secondly, lecturers need to show their gratitude to students more in order to increase their enthusiasm for learning—especially in listening classes. Thirdly, lecturers should continue to provide more positive reinforcement to encourage students' enthusiasm for learning in all subjects, not just listening lessons.

Students need to work on expanding their vocabulary initially. There's no shortage of methods for expanding your vocabulary. Reading is one of them, as is using a dictionary to look up words you're unsure of or writing quick notes to review the words in case you forget them. Secondly, kids ought to practice listening more outside of the classroom. You can practice hearing by viewing English-language movies without subtitles, listening to music, attending English-language lectures and debates, etc. Ultimately, kids ought to be capable of inspiring themselves to learn. As a result, learning does not get monotonous, and students are able to concentrate better and achieve meaningful learning objectives. With any luck, this study will help to enhance English instruction and learning in English Education Study Program at Nahdlatul Ulama University of Kebumen.

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	Tinta Printer	Rp. @50.000	**Rp. 250.000**
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	Askes jurnal	Rp. 250.000	**Rp. 250.000**
	Media Penyimpanan	Rp. 150.000	**Rp. 150.000**
0	Jilid	Rp. @50..000	**Rp. 800.000**
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