



Difficulty Student Understand English Speech in the Second Semester of the English Study Program

Astri Juraini¹, Muhammad Abrar Muda², Yunie Amalia Rakhmyta³, Aida Agustina⁴

^{1,2,3,4}IAIN Takengon, Aceh, Indonesia

Email: astrijuraini@gmail.com

Article Info

Submitted: 08-12-2023

Accepted: 01-01-2024

Published: 31-01-2024

Keywords:

Listening; Difficulty;
English learner.

Kata Kunci:

Mendengar; Kesulitan;
Pelajar Bahasa Inggris.

Abstract

Listening is a crucial skill that needs to be mastered in English language acquisition. However, several obstacles hinder the mastery of listening, such as difficulties in comprehending spoken language. In this scenario, there are a significant number of students who cannot comprehend the English language. The objective of this study is to identify the factors that contribute to students' difficulty in comprehending spoken English. The participants of this study consisted of English major students enrolled in the second semester at STAIN Gajah Putih Takengon. The focus of this research was to investigate the challenges that these students encounter when comprehending spoken language in the listening domain. The research methodology employed is qualitative. Regarding the internal instruments, this study employs observation, tests, and interviews. Research findings indicate that there are multiple factors that contribute to students' inability to comprehend English speech. The primary factors that influence students' listening skills are lack of concentration, speaking speed, and originality. The conclusion that can be inferred from this study is that the speed of speech delivery and a lack of concentration in listening are contributing factors to difficulty in understanding speech.

Abstrak

Mendengarkan adalah keterampilan penting yang perlu dikuasai dalam penguasaan bahasa Inggris. Namun ada beberapa kendala yang menghambat penguasaan mendengarkan, seperti kesulitan dalam memahami bahasa lisan. Dalam hal ini, terdapat sejumlah besar mahasiswa yang tidak dapat memahami bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengidentifikasi faktor-faktor yang berkontribusi terhadap kesulitan mahasiswa dalam memahami bahasa Inggris lisan. Partisipan penelitian ini terdiri dari mahasiswa jurusan Bahasa Inggris yang terdaftar pada semester kedua di STAIN Gajah Putih Takengon. Fokus penelitian ini adalah untuk menyelidiki tantangan yang dihadapi siswa ketika memahami bahasa lisan dalam domain mendengarkan. Metodologi penelitian yang digunakan adalah kualitatif. Dalam hal instrumen, penelitian ini menggunakan observasi,



This work is licensed under the
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

tes dan wawancara. Temuan penelitian menunjukkan bahwa ada beberapa faktor yang berkontribusi terhadap ketidakmampuan mahasiswa untuk memahami pidato bahasa Inggris. Faktor utama yang mempengaruhi keterampilan mendengarkan mahasiswa adalah kurangnya konsentrasi, kecepatan berbicara, dan orisinalitas. Kesimpulan yang dapat diambil dari penelitian ini adalah kecepatan penyampaian tuturan dan kurangnya konsentrasi dalam mendengarkan merupakan faktor penyebab kesulitan dalam memahami tuturan.

Introduction

Language is a communication tool used to convey something and English is an international language used to build communication. In Indonesia itself, English is not used as the main language but as a foreign language, so many people are found to be less able to master English. There is four skills that must be mastered in Indonesian, namely speaking, writing, reading and listening. Listening is one of them from four skills that must be mastered for support good English skills.

The types of communication can be divided into two, namely nonverbal communication and verbal communication. Presentation speech language English is a type of verbal communication. The purpose of listening to English speeches is to increase English language skills. Apart from that, listening to English speech also increase your skills. Listening to English speech is also very beneficial for the listener. Because when we listen to English speech we will get various useful information and we will also get various important information. When we are listeners, we have to prepare both mentally and physicly. And in order to listen well, in order to get optimal results, listeners must be able to focus on listening and be able to receive the information conveyed. Sometimes foreign language speakers become obstacles in listening and understanding what is being said.

Listening is also something that is mandatory in everyday life. A good listener must be able to receive the message and intent of the speaker we are listening to, listening is also important in communicate. To be a good listener, the listener must be able to listen carefully. So that the stored data can be analyzed properly so that it can then be understood and then able to convey it to other people. Listening as the first step in speaking means that listening is an important thing, especially in linguistics. Thus, listening is not just about being able to receive information but also knowing how to practice speaking. Listening is also the essence of life in the classroom. In acquiring knowledge, of course, students will first listen to the lecturer first, then be able to understand what is being said and then be able to receive the learning well. Not only relying on writing and speaking, but communication will be effective if you listen well.

Listening is a basic skill in English that must be mastered to build communication with someone. If someone is unable to master English when speaking and listening, it means that person is not able to communicate well. Speaking is used to convey information, while listening is used when receiving the information provided. (Dewi Kurniawati, 2015) Listening is an important factor in language learning. In the process of listening to gain learning, you must be able to understand what is being said. After the listener obtains the data and then stores it in their memory, the listener will apply it in their daily life based on what they hear. (Farchan, 2013) Listening is not just paying attention to what is being said, but also being able to understand what the speaker is saying is very important. How to listen depends on the listener himself. When listening, listeners must focus on the sentences being conveyed. Effective listening skills involve thinking as well as language. The demand in listening is that the listener must be able to convey what the speaker is saying. The main elements in listening include: (1) understanding (2) remembering (3) and (4) responding. Responses will not only provide feedback to the speaker but also to people who did not understand what was said. To be able to focus on listening, listeners must be able to eliminate anything that can take away their focus in listening.

During the lecture process, students spend a lot of time listening and paying attention to what the lecturer says. While listening, students gain a lot of knowledge through listening. So the ability to hear is the basis of verbal communication. Listening is the ability to identify and understand what the speaker is saying. (Dewi Kurniawati, 2015) A speaker's ability to listen depends on what is being said. The speaker must be able to know these components to make it easier for listeners to understand what is being conveyed. During the lecture process in class, 45% of the time will be spent listening. So the amount of listening will be greater than other skills.

Listening is the first step in language development. Listening is one of the big skills in applying a foreign language in lectures. Because listening will provide input for the acquisition of a foreign language. As a result of the acquisition of a foreign language which is quite difficult for students to accept, especially in Indonesia, it is not uncommon for students to experience difficulties and face many obstacles in listening. Therefore, researchers will choose to study further regarding the factors that cause students' lack of listening skills, especially second semester students majoring in English at STAIN Gajah Putih Takengon.

Method

The method in this research is to use qualitative research methods. Researchers try to interpret phenomena based on meaning. This research involves an interpretive and naturalistic approach. Qualitative research is also described as research into lived

experience and tends to be more activist research in nature. Researchers want to know where the difficulties experienced by students are in the listening process using descriptive methods. The instruments used in obtaining research data are in the form of observation sheets, test and interview guides.

Subject in study This is second semester student majoring in English at Stain Gajah Putih Takengon. Researchers' reasons choose study more continued with second semester students majoring in English at Stain Gajah Putih Takengon is because there is problem as well as constraint in understanding listening for students in class.

Results and Discussion

Through results of observation and interview that have been carried out, then researcher do various steps; data reduction, data display and verification. It accordances with Miles and Huberman theory. The researcher will more focus on analysis of observational data and interview, that can describe constraint and difficulties experienced students. Data collection is carried out before enter to in data reduction stage, namely the data. Observation data was collected by using sheet observation, researcher will observe at listening class. And then to obtain interview data, researcher use interview structured.

After the researcher conducted a review, observation and direct interviews with the students, the researcher also asked a number of questions regarding what difficulties actually occurred in learning English. Mostly in between they say that listening skills are one of the skills that are quite difficult to master. The data collection techniques that researchers used were through observation, interviews to determine the difficulties experienced by students in listening courses. The researcher made observations during the listening course. This was carried out in the English Language Study Program class unit B STAIN Gajah Putih Takengon, the number of students in the class was 19 people. This observation was carried out to see student activities in the listening course.

In this study, the researcher found that students had difficulty understanding the speaker, so based on this, the researcher believes that this is important to pay further attention to. There are several factors that cause students to have difficulty understanding English speech, including: lack of concentration. When listening, when the lecturer gave lesson material in the form of a speech, the students seemed confused in responding to it, then the students also admitted that listening to music was much easier than listening to a speech in English. English and other factors, namely the speed of a speaker in speaking, become obstacles for students. The results of the research showed that there were some students who focused on listening and others did not seem serious in listening to the lecture. So the conclusion that can be drawn is that students of the 2nd semester English study program unit B STAIN Gajah Putih have limitations in understanding speech. Based

on the results of observations, it shows that English study program students still lack mastery in the field of listening.

The data in this research was obtained through the results of tests that have been carried out. This test aims to determine students' understanding in listening. This test consists of four stages, namely (1) speed, (2) grammar (3) vocabulary (4) pronunciation. Speed tests have been carried out using audio or video files using the application. The second is the sentence tense test. The third is a vocabulary test and the fourth is a pronunciation test. Through analysis results based on the results of student answer sheets through speed test results to find out whether student speed can influence when listening. Then the researcher also analyzed the answer sheet based on the tense test results contained in the speech. Researchers also analyzed students' ability to understand the vocabulary contained in the speech so that students were able to understand the speech. And researchers also used English pronunciation tests.

Then the researchers also used structured interviews. The aim of this technique is to complete the required data. Researchers conducted test interviews with students and the results of the research increasingly convinced researchers regarding the difficulties experienced by students.

So based on the results of interviews and observations, it shows that the results of the analysis show students' difficulties in listening to English speech. Some conclusions based on the results of observations are:

- (a) Students are less interested in listening courses.
- (b) There are some students who do not understand what they hear.
- (c) The speaker's speed in speaking becomes an obstacle in listening.

Many students lack concentration in listening. Researchers found several difficulties experienced by students in listening, namely the students' lack of concentration in listening. There are a number of students who are confused when listening. When students were given speeches, many students looked confused. Because students find it easy to listen to music but have difficulty listening speech. There are also various inhibiting factors in listening, such as many students who do not master vocabulary. Apart from that, the speaking speed of native speakers is also a factor causing students to have difficulty listening.

The results of interviews with second semester students of the English study program unit B STAIN Gajah Putih Tekongon stated that listening is a skill that is difficult to master. Some of the difficulties experienced by students of the English study program based on the results of observations that have been made are: (1) students lack concentration in listening, (2) students looked confused when given learning material in

the form of listening to speeches (3) students felt increasingly confused. listening to music is easier than listening to speeches, (4) many students do not master English vocabulary, (5) the speed of speaking in speeches makes it difficult for students to understand speeches in speeches. Based on explanation the so can make conclusion that factor lack of concentration in listen become the most basic factor to difficulty student in listen speech language English.

From the results this study, the researchers are very hopeful can give benefit to reader and capable give information related difficulty what just what students experience in especially listening learning in matter listen linguistic speech English.

Conclusion

Based on the findings obtained by the researchers, the conclusion that can be drawn from this problem is that there are several factors that cause students' lack of listening ability, including lack of concentration in listening to English speeches, the speaker's speed in speaking, lack of mastery of vocabulary. So that factor the make lots students who feel difficulty listening lectures especially in listen speech presentation language English.

Reference

- Arikunto, Suharsimi. (2002). *Research Procedures: A Practical Approach*. Jakarta: PT. Rineka Cipta.
- Arikunto, Suharsimi. (2010). *Research Management*. Jakarta: PT. Rineka Cipta.
- Dewi Kurniawati. (2015). Study of the Factors Causing Difficulty Learning to Listen to English in Semester III Students of PBI IAIN Raden Intan Lampung Academic Year. *PBI IAIN Raden Intan* , 8 (1), 22.
- Farchan, AS (2013). *Analysis of the Listening Difficulties of Second Semester Students of the Japanese Language Education Study Program* . 1–52.
- Fields, John. (2008). *Listening in the Language Classroom*. UKCambridge University Press.
- Ghazali, Thank God. (2010). *Learning Language Skills with a Communicative-Interactive Approach*. Bandung: PT. Refika Aditama
- Hermawan, Herry. (2012). *Paying Attention to Neglected Communication Skills*. Yogyakarta: Graha Ilmu
- Kurniawati, D. (2015). Study of the factors that cause difficulties in learning to listen to English among third semester PBI Iain Raden Intan Lampung students in the 2015/2016 academic year. *English Education: English Tadris Journal*, 8 (1), 157-178.
- Tarigan, Henry Guntur. (2015). *Listening as a Language Skill*. Bandung: Space.
- Ummah, SS, Ariwidodo, E., & Rabiyyanti, EN (2012). Problems in learning listening comprehension faced by students in the third semester of English at STAIN Pamekasan. *NUANSA: Journal of Islamic Social and Religious Science Research*, 9 (1).