

Second-Year University Students' Problem Encountered During
Listening Process

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Abstract

The ultimate goal of language teaching is to enable learners to communicate in the target language they learn. For those who can meet this goal are regarded as high achievers or successful language learners. However, not every language learner can reach this goal. Listening is one the most important skill to have but unfortunately Listening is clearly considered as the weakest skill of EFL students who encounter different kinds of listening problems. It is the most underestimated skill in EFL context, though. This research is aimed at identifying the second-year university students' problems encountered during listening process.

Keywords: *Listening, Listening Problems, Listening Comprehension*

INTRODUCTION

The ultimate goal of language teaching is to enable learners to communicate in the target language they learn. For those who can meet this goal are regarded as high achievers or successful language learners. However, not every language learner can reach this goal. Listening is one of the most important skills to have but unfortunately Listening is still clearly considered as the weakest skill of EFL students who encounter different kinds of listening problems. It is the most underestimated skill in EFL context, though. This research is aimed at identifying the second-year university students' problems encountered during listening process.

METHODOLOGY

The design employed in this research report belongs to descriptive research, which is designed to address the research questions involving the second-year university students' problems encountered during listening process.

In this research, 85 participants of second-year male and female university students between the ages of 18 and 20 are selected voluntarily from two regular morning class of the departments mentioned above. The study took place during the 2018-2019 Academic Semester.

The source of the data is taken from questionnaires. The students are given questionnaires to get the data concerning with the second-year university students' problems encountered dealing with listening process.

In this research, questionnaire is used as the technique of collecting the data. Thus, the data instrument used in this research is questionnaire containing 12 items.

The questionnaire was administered on the thirteenth meeting. The questions deals with the problems encountered in EFL listening courses concerning with listening process.

The questionnaire, as the instrument, consists of one type of scale and consists of 12 statements. The questionnaire was administered directly to the second-year university students by the researcher. The data obtained from the questionnaire were computed and analyzed by using the (SPSS) program. The results from the computer were tabulated, discussed and added to this research report. Having described the methodology used in the study, it is time to shift to the data analysis.

The questionnaire is distributed to 85 second-year university students to specify their listening problems. SPSS 20.0, a Statistical Program for Social Sciences (SPSS) was capitalized to report the perceptions of elementary level EFL students at Islamic University of Kalimantan. In order to analyze the data obtained from the questionnaire, *mean* (\bar{x}) was used as a statistical technique to find out the rate of agreement related to the items about listening problems of the students in EFL classrooms. The scorings below are used to compare the *means* (\bar{x}) of the perspectives specified.

- | | | | |
|--------------------|-------------|---------------------------|-------------|
| 5. Strongly agree: | 4.50 – 5.00 | 2. Do not agree: | 1.50 – 2.49 |
| 4. Agree: | 3.50 – 4.49 | 1. Strongly do not agree: | 1.00 – 1.49 |
| 3. Not sure: | 2.50 – 3.49 | | |

FINDINGS

Data analysis and result

Table 1: Results concerning with the problems during the listening process

No	ITEMS	Mean (\bar{x})	SD
1	I find it challenging to focus on the text when I have trouble understanding.	3.78	1.189
2	After listening, I find it difficult to evaluate the overall accuracy of my comprehension.	3.76	1.182
3	While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.	3.74	1.245
4	During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text.	3.72	1.240
5	When I listen to texts in English, I experience difficulty with listening for the main idea of the text.	3.68	1.347
6	I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly.	2.88	1.322
7	While listening, I have problems making meaningful personal associations with the new information.	2.85	1.358
8	Before listening, it is difficult for me to predict it from the visuals what I will hear.	2.80	1.361
9	While listening, I have difficulty to check my understanding of the text based on what I already know about the topic.	2.74	1.465
10	I find it difficult to make a mental summary of information gained through listening.	2.69	1.504
11	It is difficult for me to relate what I hear with something from an earlier part of the listening text.	2.66	1.368
12	I have difficulty with finding out what the main purpose of the listening task I am going to do is.	2.65	1.334
	TOTAL	3,16	

Note. SD=Standard Deviation

DISCUSSION

As observed in the single table above, for the 1st item, regarding *I find it challenging to focus on the text when I have trouble understanding*, the mean (x) score for this part is 3, 78. This score indicates that Item 1 is the most agreed item by the EFL students. The participants are not sure about the item, though.

For Item 2, regarding *after listening, I find it difficult to evaluate the overall accuracy of My Comprehension*, the mean (x) score for this part is 3,76. This score indicates that the participants are not sure about the item. For Item 3, regarding *While listening, I find it difficult to guess the meaning of unknown words by linking them to known words*, the mean (x) score for this part is 3,74. This score indicates that the participants are not sure about the item.

For Item 4, regarding *During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text*, the mean (x) score for this part is 3,72. This score indicates that the participants are not sure about the item.

For Item 5, regarding *When I listen to texts in English, I experience difficulty with listening for the main idea of the text*, the mean (x) score for this part is 3, 68. This score indicates that the participants are not sure about the item.

For Item 6, regarding *I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly*, the mean (x) score for this part is 2,88. This score indicates that the participants are not sure about the item.

For Item 7, regarding *while listening, I have problems making meaningful personal associations with the new information*, the mean (x) score for this part is 2.85. This score indicates that the participants are not sure about the item.

For Item 8, regarding *before listening, it is difficult for me to predict it from the visuals what I will hear*, the mean (x) score for this part is 2.80. This score indicates that the participants are not sure about the item. For Item 9, regarding *while listening, I have difficulty to check my understanding of the text based on what I already know about the topic*, the mean (x) score for this part is 2.74. This score indicates that the participants are not sure about the item.

For Item 10, regarding *I find it difficult to make a mental summary of information gained through listening*, the mean (x) score for this part is 2.69. This score indicates that the participants are not sure about the item.

For Item 11, regarding *it is difficult for me to relate what I hear with something from an earlier part of the listening text*, the mean (x) score for this part is 2.66. This score indicates that the participants are not sure about the item. Meanwhile For Item 12, regarding *I have difficulty with finding out what the main purpose of the listening task I am going to do is*, the mean (x) score for this part is 2.65. This score indicates that the participants are not sure about the item. In general, related to the problems during the listening process, the total mean (x) was found 3.16. This score indicates that the participants are not sure about the problems they face during the listening process, in total.

CONCLUSION

If we don't bother to learn how to listen then we never learn how to speak as well. Listening is important in EFL classroom as it supplies the learner with input. If we don't develop strategies to aid the learners to comprehend the needed input, then learning doesn't occur. Listening skill has been ignored in EFL context, as well as being underestimated in research literature when compared to other skills of English. Nunan explains listening skill as "Cinderella skill" in EFL context. As it is known, the story of Cinderella is about a young girl being obliged to work for her dominant step sisters who are cruel as well. She is behaved as a meritless person without any rights. Namely, she had no right to speak and was a passive listener. Her dominant sisters did all the speech. Hence, listening skill is called Cinderella skill. However, listening is vital in language learning in that it provides input for the learner. Without understanding inputs, students can't learn anything. Listening comprehension is clearly the weakest skill of EFL students who encounter different kinds of listening problems. This study is conducted with the aim of discovering the elements causing the students' listening problems. The research results have routed us to reach at the following conclusions:

1. Students find it difficult to comprehend the listening text when speakers speak with varied and unfamiliar accents.
2. Students find it difficult to comprehend the meanings of words which are not pronounced clearly.
3. Students find it difficult to quickly remember words or phrases they have just heard.

Furthermore, either in high school or university education process, listening skill was a pain in the necks of the students taking part in the study. It was their worst skill among the other language skills. They encountered various problems in listening comprehension activities as they didn't have the needed opportunities to practice listening skill. Most of the students were not exposed to a native speaker of English, for instance.

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