

CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, research question, purpose of the study, the limitation of the study, and the significance of the study. The explanations of these parts are presented below;

1.1. Background of the study

Listening is the first skill we acquired. Then other language skills, such as speaking, reading and writing, are followed. Listening, as Howatt and Dakin (1974) define, is the ability to identify and understand what others are saying. This involves understanding a speaker's accent and pronunciation, his grammar and his vocabulary and grasping his meaning.

In second language (L2), listening also play important skill for students of a second language (L2) to master as part of learning in that language. According to Rost (1991) listening is vital in language classrooms because it provides input for learners and without understanding input at the right level, any learning process cannot go well. In our daily lives, the more frequent activity that we use is listening rather than speaking, reading or writing (Morley, 1991). As Gilakjani and Ahmadi (2011) claim that more than 40-50% of communicating time is spent by listening which clearly shows how important this skill is in overall language ability. It proves that listening plays an important role in our social life including in education system.

Taking listening courses are compulsory as students of English Department of Universitas Negeri Jakarta. There are 3 levels of listening course for batch 2012 and below in English Department of Universitas Negeri Jakarta; Basic Listening, Critical Listening I, and Critical Listening II. However, students of English Department of Universitas Negeri Jakarta found difficulties in listening course while taking listening course. Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension (Goh, 2000).

Having difficulties in listening course and cannot overcome the difficulties can cause the failure of the course. Many students of English Department Universitas Negeri Jakarta batch 2012 had to repeat listening course as they failed the course. According to the administrator of English Department Universitas Negeri Jakarta in the last two years, there are 45 repeaters of basic listening skill, 44 repeaters of critical listening I, and 43 repeaters of critical listening II as each semester there are minimal 10 repeaters in listening course. As the data shown that students of English Department Universitas Negeri Jakarta found difficulties in listening course.

The focus of this study is the difficulties encountered by students of English Department of Universitas Negeri Jakarta in basic listening class as the representative of all 3 listening levels. The researcher also investigates the causes of the difficulties and the strategies used by students to overcome the difficulties in listening. The researcher found some similar topics in researching about

listening difficulties. They are Setiawati (2000) who has investigated in the case of problem in listening comprehension, Hien (2008) who has investigated about difficulties and strategies in listening comprehension, Putri (2015) who has analyzed student difficulties in listening., and Bloomfield (2010) who has investigated causes which make listening difficult.

This research is intended to fill the gap from the previous study who has yet investigated about difficulties in listening. Besides, the researcher wants to investigate the causes of the difficulties and the strategies used by English Department Universitas Negeri Jakarta students to overcome the difficulties in listening.

1.2. Research question

Based on the background above the research question is:

1. What are the ED students` difficulties in listening class?
2. What are the causes of the difficulties encountered by the ED students in listening class?
3. What are the strategies employed by the ED students to cope with the difficulties in listening?

1.3. Purpose of the study

Based on the research questions above, the purposes of the study are:

1. To find out the ED students` difficulties in listening class.

2. To find out the causes of the difficulties encountered by the ED students in listening class.
3. To find out the strategies employed by the ED students to cope with the difficulties in listening.

1.4. The Scope of the study

The researcher limited his study only on students of English Department of Universitas Negeri Jakarta who were taking basic listening class.

1.5. The significance of the study

The significance of this study is for students who are taking and who will take listening class, because this study will help them to identify the difficulties that they encounter in listening class. This study will also be useful for lectures who teach listening because they are able to know the problem that most students are having in listening class, and then employ suitable action that can overcome their students' problems. Moreover, both students and lectures are able to identify the causes of the difficulties in listening and eliminate those causes in order to minimize the difficulties faced in listening class.

CHAPTER II

LITERATURE REVIEW

This chapter reveals about listening, listening difficulties, cause of listening difficulties and strategies to cope with listening difficulties and theoretical framework.

2.1. Listening

Listening refers to a complex process that allow us to understand spoken language, in which this skill frequently used together with the other skills of language such as speaking, reading, and writing (Rost, 2001). According to Rost (2001), listening is not merely a skill area in language performance, but it is a mean to acquiring a second language. Listening is also a receptive skill, it means that people learn about what they get or receive. Listening skill is ways to help you listen to something more effective. Listening skills also are vital key of communication because in natural communication or conversation, everybody needs listen first before speaking, reading and writing.

Listening is the most frequently used language skill in education (Morley, 1999; Scarcella & Oxford, 1992). A study conducted by Barker, Edwards, Gaines, Gladney, and Holley (1980) confirmed Bird's view of the primacy of listening and showed that the portion of verbal communication time spent by college students was 52.5 percent in listening, 17.3 percent in reading, 16.3 percent in speaking, and 13.9 percent in writing. Listening is 5 al to the lives of students throughout

all levels of educational development (Coakley & Wolvin, 1997; Feyten, 1991; Wing, 1986). Listening is the most frequently used language skill in the classroom (Ferris, 1998; Murphy, 1991; Vogely, 1998). Both instructors (Ferris & Tagg, 1996) and students (Ferris, 1998) acknowledge the importance of listening comprehension for success in academic settings. Nevertheless, it is evident that listening plays a significant role in the lives of people. Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

Focusing on basic listening class, according to SAP of basic listening class curriculum 2012, this subject discuss about basic concept of listening. Two listening skill were taught in the classroom. Top down processing skills required students to use background knowledge, the situation, context, and topic to arrive at comprehension though using keyword and predicting; Bottom up processing skill requires students to decode individual words in the message to derive meaning. Using cooperative and contextual model, both of those skills were used in listening for gist, listening for detail, at inferring meaning from context. The topic of this course will deal with contemporary and adult topics that were of interest and relevance to students of different cultural background. Information was presented that can serve as basis for cross cultural comparison. For instance, students are required to be active and creative to get information needed in the listening. Discussing and assessing also are used to help the student comprehend the listening material in the classroom

Classrooms itself are auditory-verbal environment with listening serving as the cornerstone of the educational system (Flexer, 1993). When we take a minute about it, the majority of learning take place through listening and speaking in the classroom. Regardless of the absolute noise or speech level in the classroom, it is the signal-to-noise ratio (SNR) that is most relevant to effective comprehension. The SNR is the relationship between the signal (in this case, the tape recorder) and noise. Favorable SNRs mean that the signal is louder than the noise. A positive SNR makes it easier to hear the signal and therefore listeners expend less energy. Reports of SNRs for maximum performance, adult listeners require SNRs that exceed +6 dB (Crum, 1974). It is easy to conclude that to do well in listening, the classroom environment should be considered so it do not interfere the listening process.

Tyagi (2013) said the process of listening involve receiving, understanding, remembering, evaluating, and responding skills. Hearing skill is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening. Understanding helps to understand symbol we have heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to

these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender. Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard. While evaluating, the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases. Responding requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

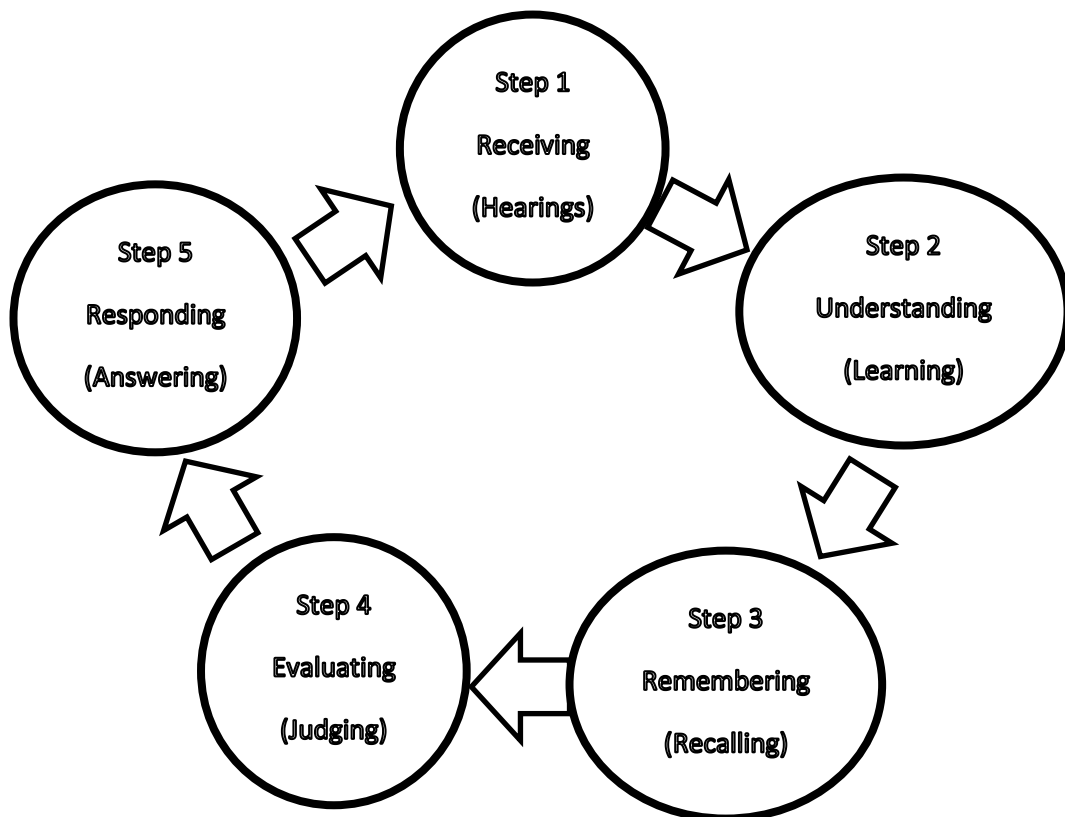


Figure 2.1 Process of Listening

2.2. Listening Difficulties

A lot of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player. But on the other hand, students who learn from what they hear, usually achieve better results at listening. According to Azmi (2014) there are seven problems which may appear during or before listening. First, lack of control over the speed at which speaker speaks. Students would usually describe this difficulty as “the speaker speaks too fast”. This happens because while students are trying to grasp the meaning of one part of utterance that speaker speaks, at the same time they are to

keep listening to catch up the next part of utterance. If students do not concentrate enough, they might grasp the meaning of one part of utterance and miss other parts of utterance while doing listening, resulting in failing to grasp the whole meaning of the utterance. Second, not being able to get things repeated. When doing listening, students are, most of the time, not in the position of being able to ask the speaker to repeat what has been said such as listening directly to the speaker who are speaking at the classroom. However, when the source of the listening is from tape, radio, or other forms of recorded materials, students are not able to ask the speaker to repeat an utterance that they miss to understand. As the result, in a class situation, teacher usually affirms what is difficult for the students and proceeds to let them listen again (Underwood, 1996).

Third, students limited vocabulary. Hung (1998) informed that listening passages with known words are easier for learners to understand, even if the theme is unknown to them. His research represented that knowing the meaning of the words might arouse students learning interest and lead to a positive effect in listening ability. Underwood (1996) also stated in mother tongue listening, students could guess the meaning of a word when it is not understood or heard clearly. However, if the students do not understand some vocabularies in the listening, they might stop listening and figure out the meaning of the vocabularies which the result is student missing the next part of the speech. For instance, not knowing the meaning of vocabulary the speaker used would lead to the loss of meaning that students perceive through the listening

Fourth, failure to recognize the signal. The ability to recognize and signal when he has not understood enough of the input to make a prediction or a response is important. These explicit signals are crucial, as they usually elicit a repetition or reformulation by the native speaker, and so give the listener another chance to make a relevant response (Anderson & Lynch, 2003, p.42). Underwood (1996) stated that there are many ways speaker can signal that he is moving from one point to another. These signals are easily missed by the students of foreign language. For instance, in formal speech, the speaker would usually indicate they are beginning a new point by certain expression such as “Second...” or “Then...”. However, in natural conversation, these expressions might not occur and instead, the speaker would use different intonation to signal to start a new point or introduce a new idea which would be missed by the students Fifth, problem of interpretation. Students might have difficulty interpreting the word they heard if they are not familiar with the context of the speech. For instance, if the speaker says “The snow is very bad so there is nobody in the office,” students who have never experienced snow tend to get trouble interpreting the sentence correctly.

Sixth, lack of concentration. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning. Seventh, lack of background knowledge. When

students do not have the background knowledge needed for the listening, the whole process of the listening would be difficult for the students. For instance, it would be hard for those who study medicine to understand a dialogue about economic.

In his study on the problems facing L2 students lecture comprehension, Azmi (2014) indicated difficulty in concentration and maintaining concentration for a long time. This claim is supported by Underwood (1989) who stated that inability to concentrate "is a major problem because even the shortest break in attention can seriously impair comprehension." Goh (2000) reported learners' difficulty in perception: students faced problems on recognition of familiar words. They stated that although they were familiar with some words, they were unable to remember their meaning immediately. They also expressed difficulty in understanding the intended message though they were familiar with literal meaning of words. Also noted were problems with processing the content of the message conveyed by the speaker because of lack of prior knowledge.

A few researches that had conducted also have similar result with the recent researches. Higgins (1995) studied Omani students' problems in listening comprehension and found that the factors which facilitate or hinder listening are speech rate, vocabulary, and pronunciation. After examining 81 Arabic speakers learning English as a foreign language for academic purposes and their perceived LC problems, a study conducted by Hasan (2000) shows that 'unfamiliar words', 'difficult grammatical structures', and 'the length of the spoken text' are the most important message factors for listening problems. In terms of speaker factor, it

was revealed that 'clarity' was the main cause of EFL listening difficulties. As to listener factor, 'lack of interest' 'the demand for full and complete answers to listening comprehension questions' were the two main difficulties encountered by EFL students.

2.3. Causes of Listening Difficulties

Listening plays an important role in second language instruction for several reasons (Rost, 1994). (ngapain di restate lagi? Wordiness banget sih tamu). If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination for instance. Thus, in order to help students get improved with their listening skill, it is needed finding out the causes of their listening problems. According Bloomfield (2010) there are eight causes of difficulties encountered by learners. First, students' working memory capacity. Working memory refers to a cognitive system that is crucial to the processing, storage, and retrieval of information in memory (e.g., Baddeley & Hitch, 1974). Working memory is thought to comprise a storage component and an attentional control component known as the central executive. According to Baddeley's original model of working memory (Baddeley & Hitch, 1974), the short-term storage component is subdivided into the phonological loop (for auditory information) and the visuospatial sketchpad (for visual and spatial information), which serve as buffers where modality-specific information is maintained in a highly active and readily accessible state. Any mental manipulation or processing of information stored in these buffers is overseen by the central executive. Thus,

the central executive is believed to play an important role in guiding processing within working memory. Second, students' metacognitive strategies. Metacognition is both self-reflection and self-direction. Reflecting on one's thinking while listening, for example, can help listeners to adopt more appropriate ways to listen effectively.

Third, students' proficiency and experience in listening. A number of factors pertaining to experience with the L2 will influence listening skill. According to Bloomfield (2010), one of these factors are amount of prior exposure to the language, familiarity with the non-native language's phonology, vocabulary size, and background knowledge about the text. Expert listeners, for example, are able to accurately make sense of the speech signal and integrate this information with background knowledge. However, non-expert listeners often use background knowledge to compensate for failure in understanding speech sounds, which is usually unsuccessful. Hence, listeners experience with L2 impacts greatly on their comprehension of the speech. Fourth, anxiety. Listener anxiety can have a profound effect on comprehension abilities. When listeners are concerned that the message is too complex or that they will not be able to understand it, their ability to concentrate falters, and comprehension declines; this is true even in the native language. Listeners are more anxious when in a new situation, listening to new information, trying to sort conflicting information, listening to seemingly illogical passages (Clark; 1989; Priess & Wheelless, 1989; Wheelless, 1975), or when they think their performance reflects their abilities or intelligence (Hussey, Teubner-Rhodes, Dougherty, & Novick, 2010). Indeed Hussey et al. (2010) found that

anxiety had a direct impact on listeners' abilities to resolve ambiguities in their native language in real time.

Fifth, the length of the passage. Few studies present evidence that passage length itself increases L2 listening comprehension difficulty. Before discounting the role of passage length in listening difficulty, however, it is important to note that work in this area is limited in some ways. For instance, the range of passage lengths examined is often narrow, and some studies have uncovered differences in the effects of passage length on listening comprehension for lower- and higher-proficiency listeners. Some studies that do find evidence of a relationship between listening difficulty and passage length find that the amount of information surrounding the item-relevant information (in a testing context) has an effect, whereas overall passage length does not. Sixth, passage organization. Passages with higher oral – those similar to spoken language and which are not scripted beforehand, have simpler syntax and more redundancies which make comprehension easier. Hence, scripted passages with more complex syntax and fewer redundancies improve difficult in their comprehension. The location of the relevant information also determines whether the passage is more comprehensible or less comprehensible. Information when located at the beginning or in the end of the passage will easily be recalled, while located elsewhere might make it more difficult for the listeners to retain it, which will affect comprehension.

Seventh, auditory feature. Unfamiliar speaker accents contribute to the difficulty of the listening comprehension. If there is any noise or distortion in the listening material, it will interfere with the listeners' comprehension. Thus, a

clean listening material is important. Furthermore, the speech rate which the speech is delivered by the speaker also affect listening difficulty. Faster speech rates, whether computer-manipulated or naturally produced, tend to have a negative impact on the listeners, even advance listeners. Eight, limited time and hearings. According to Bloomfield, research shows that the cognitive task, which include listening comprehension task, are made more difficult with time limits, It is very likely that imposing time limits on any test would affect response behavior and test-taking strategies. Furthermore, time limit causes limited of hearings. In general, listening to passage multiple times improves comprehension. The improvements may be greater for lower-proficiency listeners than higher-proficiency listener. When listeners are asked on how many times they would like the passage to be played, they would normally choose multiple times, Hence, if the number of hearing is controlled to limited amount of times, it would likely be not enough for the listeners to fully comprehend the passage.

2.4. Strategies in Listening

Since 1980, there have been a number of studies investigating listening comprehension strategies used by **EFL and L2 learners(yang diteliti itu foreign learner atau second language learnrr? Mending fokus ke situ aja)** to work out effective ways of facilitating listening tasks and help the learners overcome the difficulties they encounter. Hien (2008) conducted a study about strategies in listening that be employed by the student to overcome difficulties in listening. First, reading through question before the listening. In the study, Hien stated that

what students do prior to the listening activity has impact on their comprehension of the listening text (Hien, 2008). By reading through the questions, students can guess what the topic is about (mungkin lbh scientific kl bahasanya expect the topic mok). Second, looking for key words. Students can pick up key words to understand the whole information instead of listening to it word by word. According to Brown (1992) as cited in Hien (2008), a good listener does not listen to all the words in a listening task but instead focusing on the information they need by discovering the key words. A study investigating the use of listening strategies by students in five Mexican universities conducted by Chulim (2008) showed that the most frequent use of strategies was focusing on specific information, while taking notes and using prior knowledge were used the least. Significant differences were not found across universities in listening strategies used, but were found across levels of English.

Third, looking for non-verbal cues to meaning. Underwood (1996) stated that non-verbal cues such as facial expression, gestures, or speaker`s voice might lead students to misinterpret the meaning of the utterance. Fourth, predicting a speaker`s purpose by the context of the spoken discourse. By predicting, students can predict the purpose of the speaker`s utterance which will aid them understanding the meaning of the spoken discourse. Fifth, activating background information. Hedge (2000) as cited in Hien (2008) pointed out that many language students tend to integrate their linguistic competence, experience, and background knowledge in order to comprehend the text, instead of listening to every word, even when the listening is done in their first language. By doing so, students can

associate the information they listen with their existing cognitive structure or background knowledge (Brown, 2001). Hildyard and Olson (1982) found that efficient listeners utilize background knowledge as an interactive base for text processing, while beginning-level listeners relate mostly to linguistic details. They found that efficient listeners are so successful at using their background knowledge to interpret the listening text that they do not successfully distinguish between the original text and implications they draw.

Sixth, guessing at meaning. Lacking of vocabulary becomes a great difficulty for students in doing listening, it is suggested that students do not stop listening and feel distressed. Instead, they should employ this strategies of guessing the meanings of the new words they encounter during a listening session (Hien,2008). Seventh, seeking clarification. When encountering unclear messages in the listening, students can ask the teacher to repeat playing the listening audio for the needed amount of times in order to clarify the meaning to what they heard. Eight, listening for the gist. Students can employ this top-down strategies in listening which aims at global understanding of the spoken language (Brown, 2001). For bottom up strategies, Henner-Stanchina (1987) engaged in a similar study and pointed out that effective listeners were good at using their previous knowledge and experience to raise hypotheses about a text, integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their hypotheses. However, Chiu (2006) claimed that listening comprehension was neither only top-down nor bottom-up processing. Simultaneously, Lu (2008) summed up that the scholars

believed the listeners not only utilized bottom-up but also top-down processing models.

‘Listening strategies’ or tools or actions learners employ to make their **L2 learning** easier, enjoyable and transferable to new input (Oxford, 1990), were proposed to help relieve the difficulties in listening. They are believed to be able to enhance learners’ proficiency in learning other languages, and also develop their communicative competence and self-confidence. Strategies not only make the listeners better understand what they hear, but also help them deal with difficulties occurring in their listening tasks. In O’Malley, Chamot, Stewner-Manzanares, Kupper, and Russo’s (1985) study, high school ESL students were randomly assigned to receive learning strategy training on vocabulary, listening, and speaking tasks and the result indicated strategy training can be effective for integrative language tasks. Nakata (1999) studied the influence of listening strategy training on Japanese EFL learners’ listening competence, and it showed that the effect of listening strategy training was more discernible on perception than on comprehension, especially for those students who received low scores on the G-TELP.

2.5. Theoretical Framework

This study is proposed to discover the difficulties faced by students of English Department Universitas Negeri Jakarta in listening **courses(cari lagi deh yang pake course atau class atau subject ganti pilih salah satu dari 3 kata itu yg lu pake, ngaruh ke judul sama RQ soalnya)**. The study is also purposed to find out

the causes of the difficulties and strategies used in listening courses as a solution for students to face difficulties in listening. The survey study are doing in order to get the answer the research question.

The instrument and analysis will develop based on theory from Azmi (2014) for the listening difficulties, Bloomfield (2010) for the causes of listening difficulties, and Hien (2008) and Brown (2001) for the strategies used to overcome the difficulties.

CHAPTER III

METHODOLOGY

This chapter provides the organization of research methodology which is focused on answering the research questions. It is divided into five sub-chapters which consist of the research methods used in the study, the time and place of the study, data and sources, data collection procedure, and data analysis procedure. The explanation of each part is presented as below.

3.1. Research Design

This study took in survey research form, the method or approach that was administered in this research is using quantitative approach for discovering the listening difficulties, causes of listening difficulties, and listening strategies of the ED students. According to Cresswell (2012) the survey was arranged to the behaviors, attitudes, believes, or the perceptions to a group of people by using sample or the entire member of the group as the respondent.

3.2. Population of the Study

The population of this study were students of English Department Universitas Negeri Jakarta batch 2012. In this study, 20 students who were taking listening class were chosen as the samples of the population. They were selected by using non-probability sampling or convenience sampling method, in which respondents were chosen based on their convenience and availability. According

to Creswell (2003:146) convenience sample is possible because the investigator must use naturally formed groups such as a classroom, an organization, a family unit or volunteers.

3.3. Time and Place of the Study

This study was conducted by the time of January to July where only focused in English Department of Universitas Negeri Jakarta.

3.4. Data and Data Source

The data were students' difficulties in listening class, the causes of the difficulties in listening, and the strategies that students use to overcome the difficulties in English Department of Universitas Negeri Jakarta.

The source of the data which particularly based on the questionnaire that the researcher developed to find out students' difficulties in listening class, the causes of the difficulties in listening, and the strategies that students are used to overcome the difficulties in English Department of Universitas Negeri Jakarta.

3.5. The Instrument

3.5.1. Questionnaire

The questionnaire is composed in well-structured questions adopted from Setiawati (2012). The questionnaire was composed onto three categories students listening difficulties, causes of listening difficulties, and strategies in listening. Each questionnaire consists of 8 statements based on the theories from Azmi (2014) for discovering listening difficulties,

Bloomfield (2010) for discovering causes of listening difficulties, and Brown (2001) and Hien (2008) for discovering listening strategies.

3.6. Validity and Reliability

Validity of the instrument is a method in a positivist tradition whose measures the truthfulness of the research results (Golafshani, 2003). In this research the validity of the questions used experts' judgment to determine whether the questions are objective enough to be answered by the respondents.

Reliability is used to measure the stability of a research instrument in a period of time. This pilot study conducted two respondents then analyzed. This research uses Interrater Reliability application named The Kappa Statistics by Mary L. McHugh (2012). The reason for using Interrater Reliability is because the data is nominal data and only use two respondents as the pilot study, the data observe same phenomenon (implementation in the subjects), the response have the same variable (yes and no and integrated and discrete), the data from the respondents are independent, and the respondents are specifically selected in the study (Laerd Statistics, 2016). The formula to calculate the data which described by McHugh (2012) as:

$$k = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)}$$

Equation 3.5.1 Interrater Reliability: The Kappa Statistics

k = Expected (chance) Agreement

$\text{Pr}(a)$ = Actual Observed Agreement

$\text{Pr}(e)$ = Change Agreement

The result is in range -1 to 1 and divided into 5 categories. If $(k) < 0$ indicating no agreement or poor. If the result 0.00 – 0.20 is categorized as slight. When the result is in 0.21-0.40, the results indicates the fair agreement. The moderate level is when the result of the calculation in range between 0.41 and 0.60. The substantial level is when the result reaches 0.61-0.80. The highest level which is labeled as almost perfect is in range between 0.81-1.00 (Landis & Koch, 1977).

Kappa Statistics	Strength of Agreement
<0.00	Poor
0.00-0.20	Slight
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Substantial
0.81-1.00	Almost perfect

Table 3.1

In this research, the calculation result is $k = 0.712$. The result is in substantial level. As Laerd Statistics (2016) argues the acceptable reliability is when the results reach moderate level. For that reason, the questionnaire is stable and valid enough to distribute to the respondents.

3.7. Data Collection Procedure

The data were collected only through questionnaires. In collecting the data needed in this study, the researcher will conduct some steps:

1. Constructing and Creating the questionnaire
2. Validating and reliability the Questionnaire
3. Revising the questionnaire
4. Giving the questionnaire to the respondents

3.8. Data Analysis Procedure

The data were gained from questionnaires. To analyze the data, the researcher will conduct several steps:

1. Calculating the answer
2. Put it into diagram
3. Analyze the answer based on the expert theories (Azmi, Bloomfield, Hien, and Brown)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the result of students' perception towards difficulties, causes, and strategies in listening course English Department of Universitas Negeri Jakarta. In the first part of this chapter, the summary is shown then those findings are discussed briefly.

4.1. Data Description

The data were taken from English Department of Universitas Negeri Jakarta students in the form of questionnaire. The data is students' perception of towards the difficulties, causes, and strategies in listening course. The writer performs analysis on the data by focusing on the purposes of the study those are to find out the difficulties in listening class, to find out the causes of each listening difficulty, and to find out the strategies employed to cope each listening difficulty in listening course.

4.2. Findings

4.2.1. The Difficulties Encountered by ED Students in Listening Class

Figure 4.1 below showed that all the listening difficulties presented were chosen by the students of English Department Universitas Negeri Jakarta. "Inability to concentrate" was encountered by 14 students (25%). "Lack of control over the speed at which speakers speak" was encountered by 10 students (19%). "The listeners limited vocabulary" was encountered by 10

students (19%). “Not being able to get things repeated” was encountered by 7

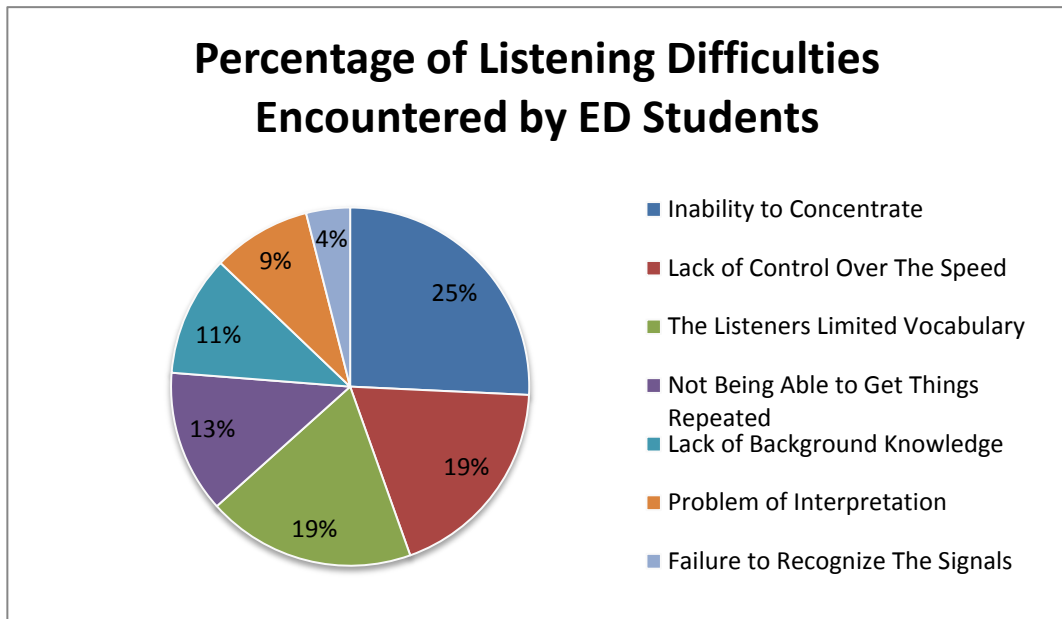


Figure 4.1

students (13%). “Lack of background knowledge” was encountered by 6 students (11%). “Problem of interpretation was encountered by 5 students (9%). “Failure to recognize the signals” was encountered by 2 students (4%)

4.2.2. The Causes of Each Difficulties Encountered by ED Students in Listening Class

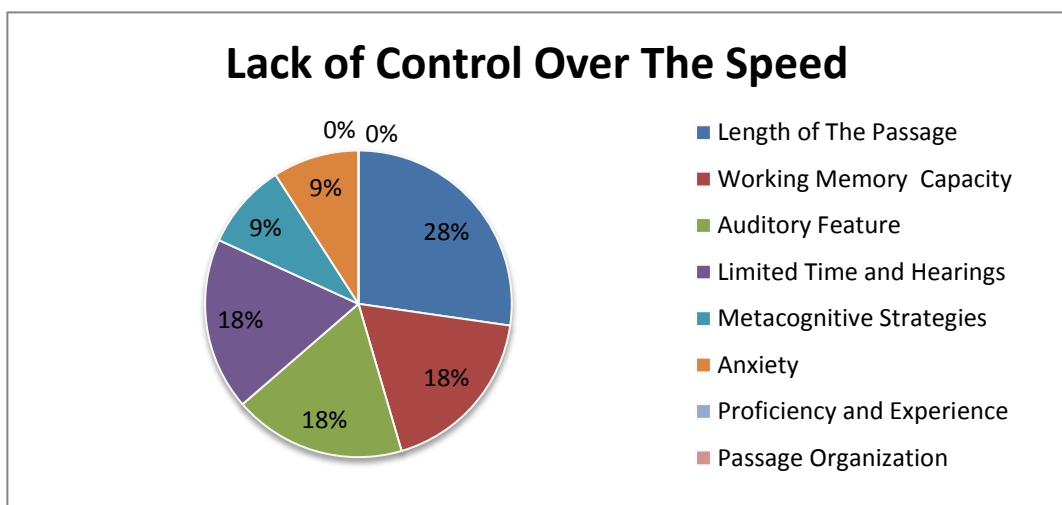


Figure 4.2

Figure 4.2 showed the percentage for the causes of “lack of control over the speed” encountered ED students in listening class. The causes of “lack of control over the speed” were length of the passage (28%), students` working memory capacity (18%), auditory feature (18%), limited time and hearings (18%), students` metacognitive strategies (9%), and anxiety (9%).

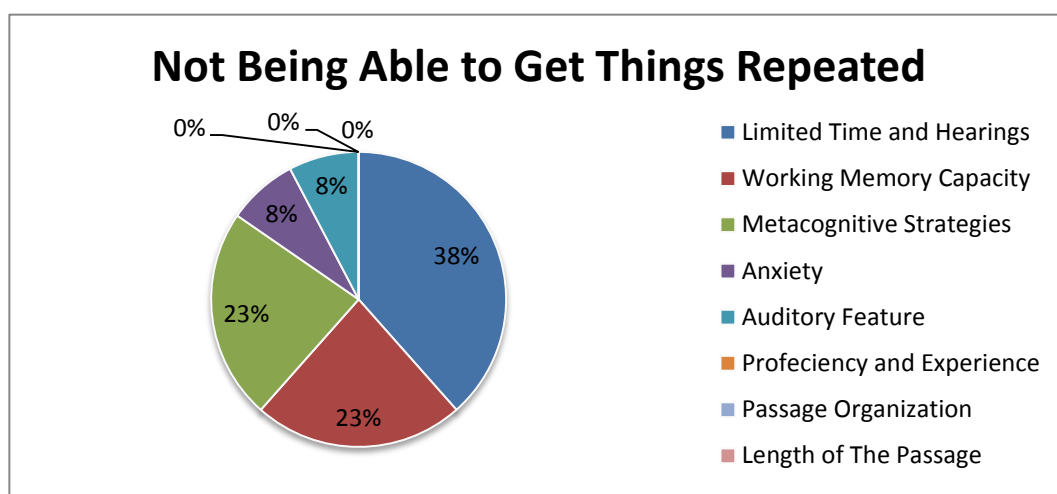


Figure 4.3

Figure 4.3 showed the percentage for the causes of “not being able to get things repeated” encountered by ED students. The causes of “not being able to get things repeated” are limited time and hearings (38%), students` working memory capacity (23%), students` metacognitive strategies (23%), anxiety (8%), and auditory feature (8%).



Figure 4.4

Figure 4.4 showed the percentage for the causes of “the students limited vocabulary” encountered by ED students. The causes of “the students limited vocabulary” are length of the passage (40%), students` metacognitive strategies (30%), students` working memory capacity (10%), students` proficiency and experience in Listening (10%), and passage organization (10%).

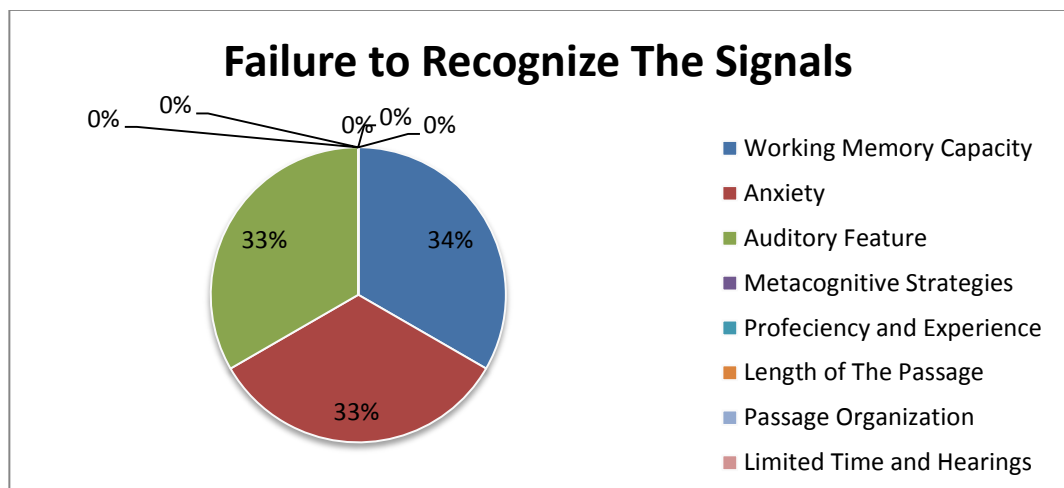


Figure 4.5

Figure 4.5 showed the percentage for the causes of “failure to recognize the signals” encountered by ED students. The causes of “failure to recognize the signals” are students` working memory capacity (34%), anxiety (33%) and auditory feature (33%).

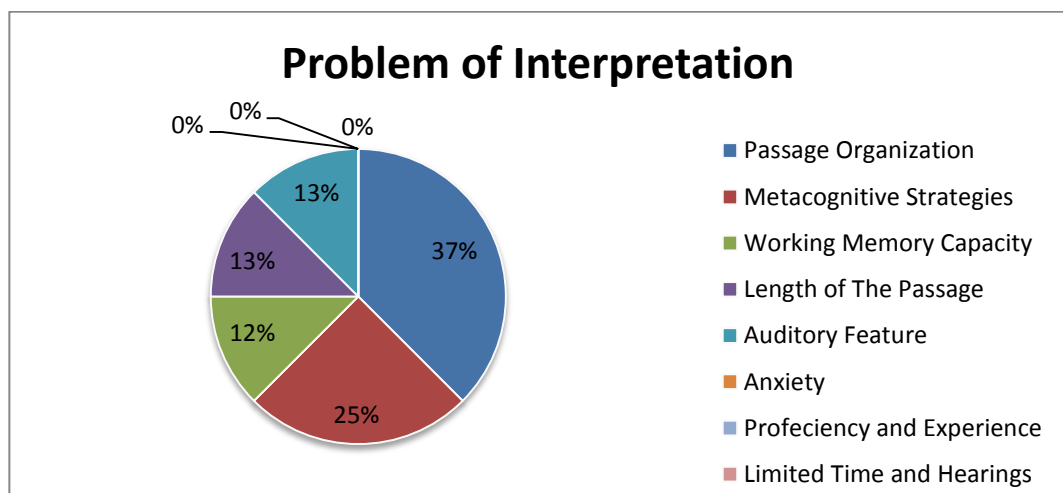


Figure 4.6

Figure 4.6 showed the percentage for the causes of “problem of interpretation” encountered by ED students. The causes of “problem of interpretation” are passage organization (37%), students` metacognitive strategies (25%), students` working memory capacity (12%), length of the passage (13%), and auditory feature (13%).

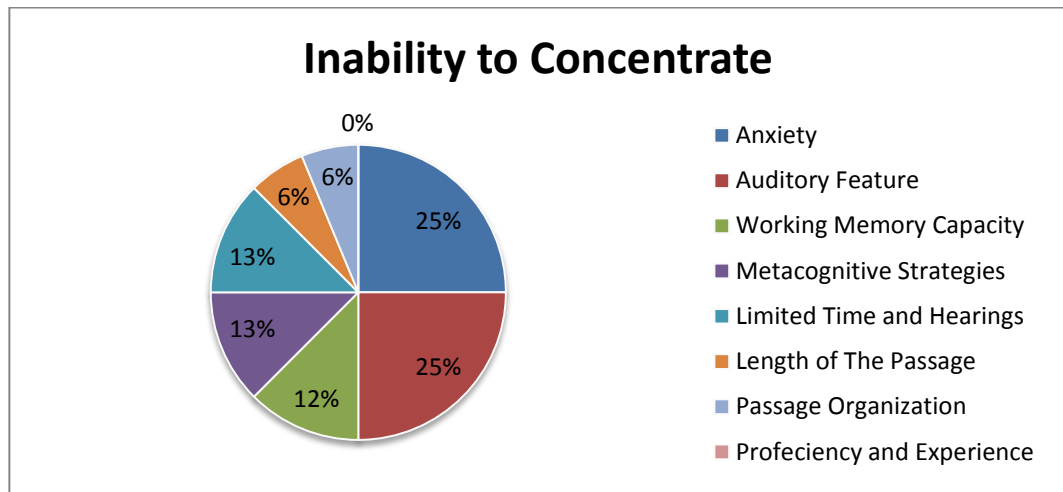


Figure 4.7

Figure 4.7 showed the percentage for the causes of “inability to concentrate” encountered by ED students. The causes of “inability to concentrate” are anxiety (25%), auditory feature (25%), students` working memory capacity (12%), students` metacognitive strategies (13%), limited time and hearings (13%), length of the passage (6%), passage organization (6%).

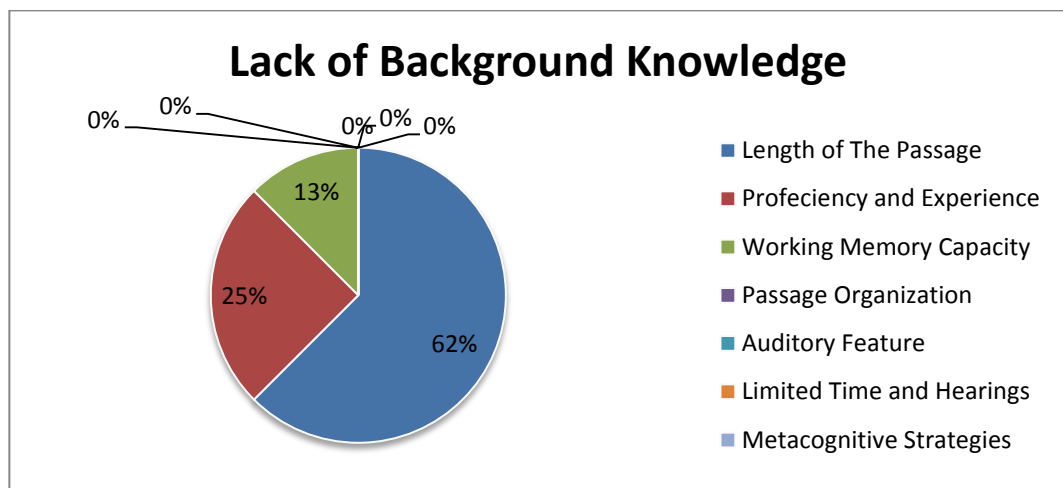


Figure 4.8

Figure 4.8 showed the percentage for the causes of “lack of background knowledge” encountered by ED students. The causes of “lack of background knowledge” are length of the passage (62%), students` proficiency and experience in Listening (25%), and students` working memory capacity (13%)

4.2.3. The Strategies Employed by The Students to Cope with Each Difficulty in Listening Class

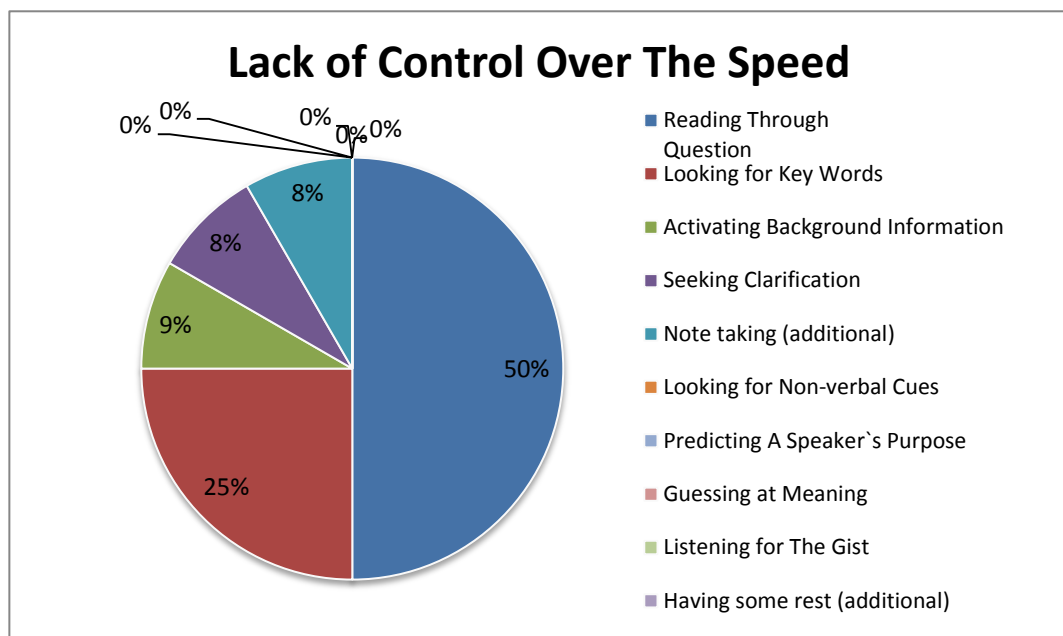


Figure 4.9

Figure 4.9 showed the percentage for the strategies employed by ED students to cope “lack of control over the speed”. The strategies employed to cope “lack of control over the speed” are reading through question before the listening (50%), looking for key words (25%), activating background information (9%), seeking clarification (8%), and note taking (8%).

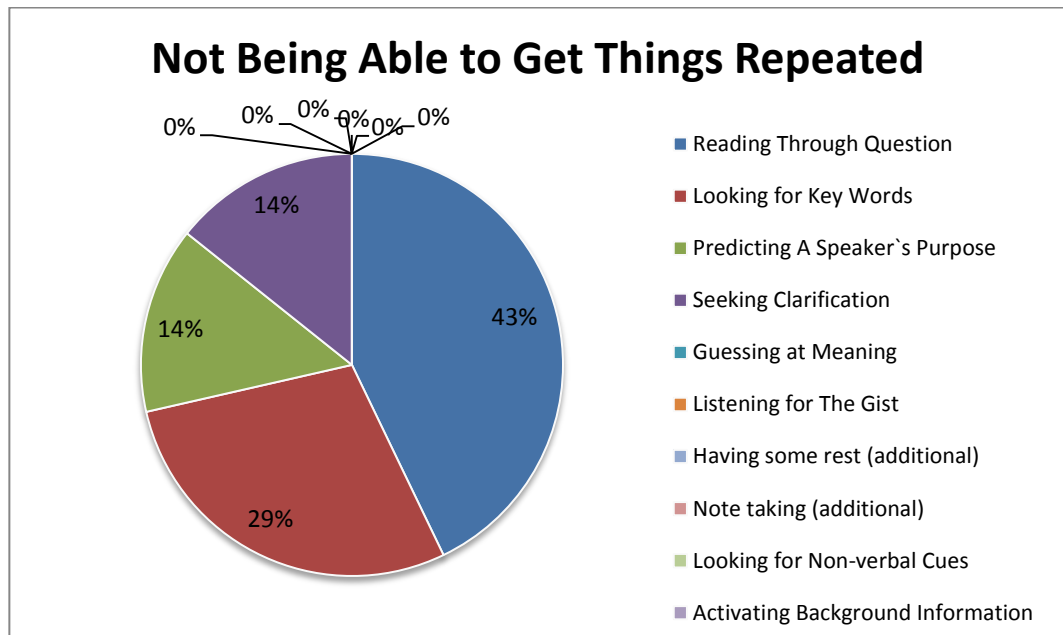


Figure 4.10

Figure 4.10 showed the percentage for the strategies employed by ED students to cope “not being able to get things repeated”. The strategies employed to cope “not being able to get things repeated” are reading through question before the listening (43%), looking for key words (29%), predicting a speaker's purpose (14%), and seeking clarification (14%).

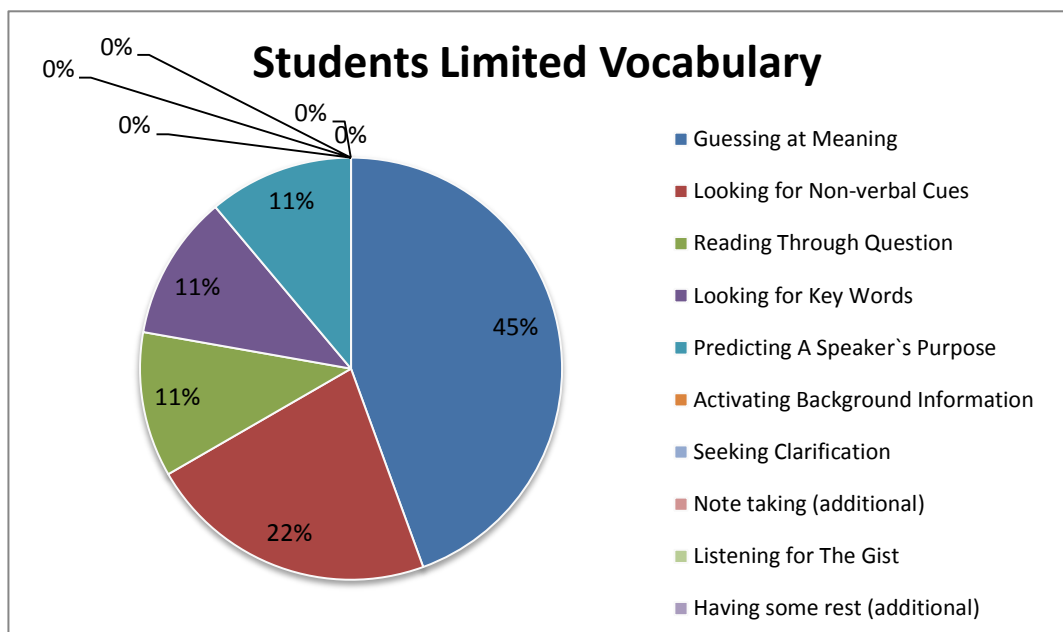


Figure 4.11

Figure 4.11 showed the percentage for the strategies employed by ED students to cope “students limited vocabulary”. The strategies employed to cope “students limited vocabulary” are guessing at meaning (45%), looking for non-verbal cues to meaning (22%), reading through question before the listening (11%), looking for key words (11%), and predicting a speaker’s purpose (11%)

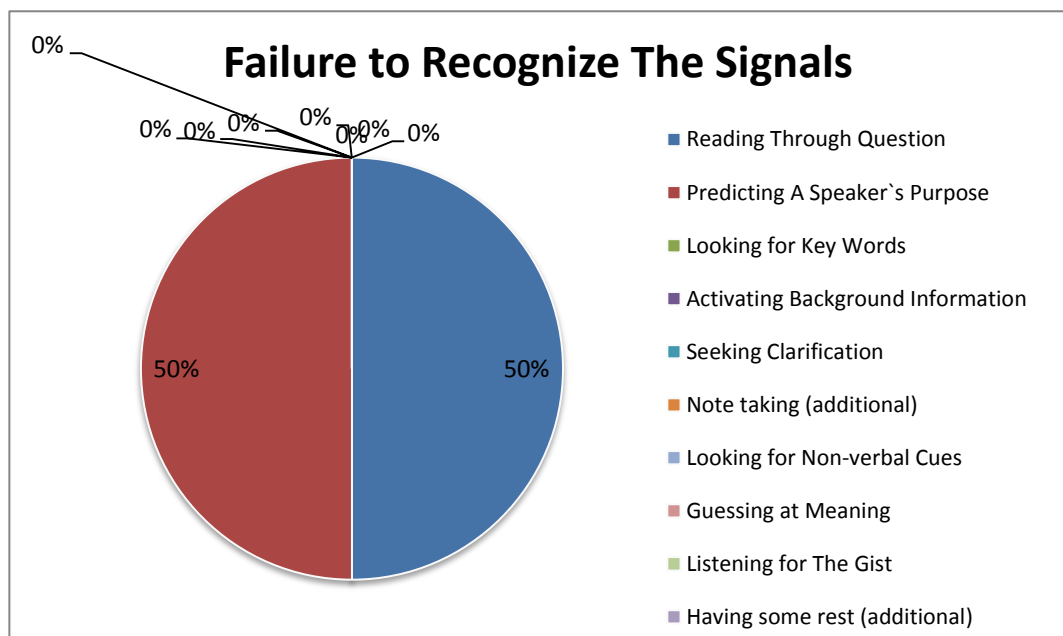


Figure 4.12

Figure 4.12 showed the percentage for the strategies employed by ED students to cope “failure to recognize the signals”. The strategies employed to cope “failure to recognize the signals” are reading through question before the listening (50%) and predicting a speaker’s purpose (50%).

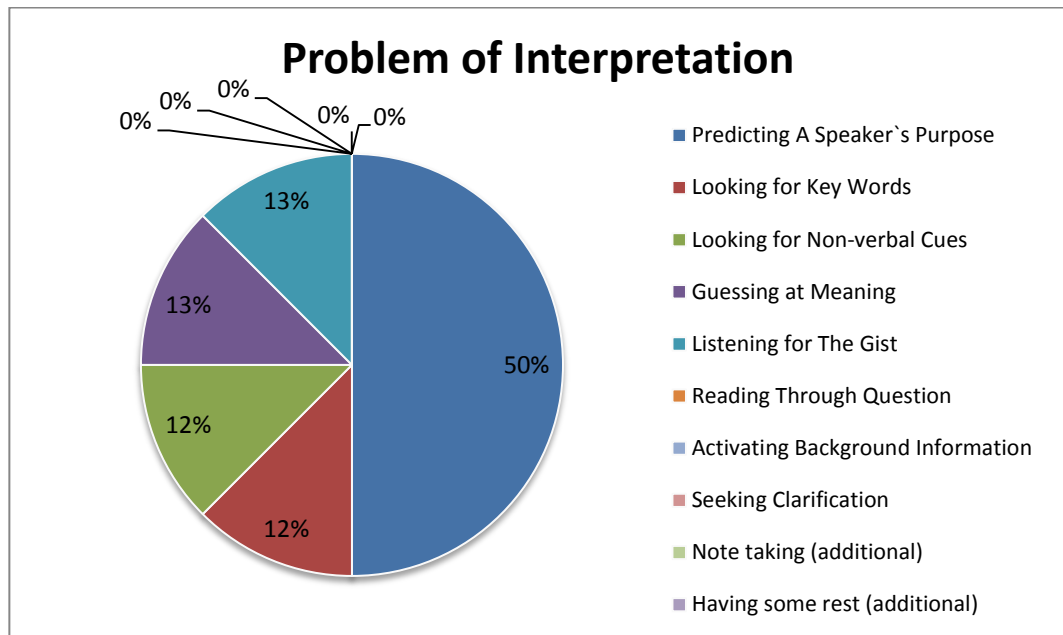


Figure 4.13

Figure 4.13 showed the percentage for the strategies employed by ED students to cope “problem of interpretation”. The strategies employed to cope “problem of interpretation” were predicting a speaker’s purpose (50%), looking for key words (12%), looking for non-verbal cues to meaning (12%), guessing at meaning (13%), and listening for the gist (13%).

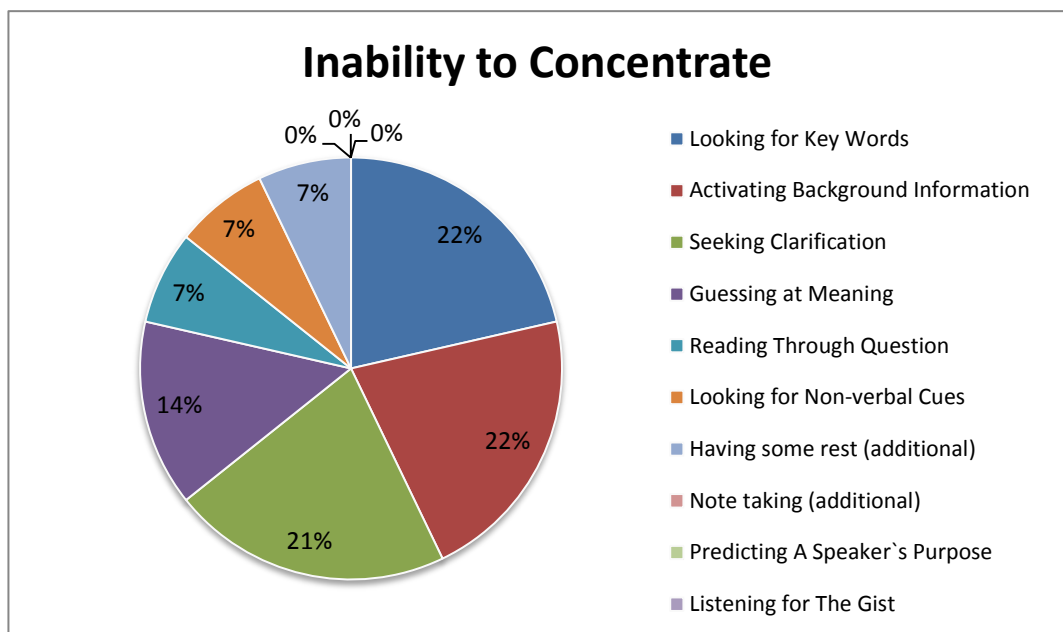


Figure 4.14

Figure 4.14 showed the percentage for the strategies employed by ED students to cope “inability to concentrate”. The strategies employed to cope “inability to concentrate” were looking for key words (22%), activating background information (22%), seeking clarification (21%), guessing at meaning (14%), reading through question before the listening (7%), looking for non-verbal cues to meaning (7%), and having some rest before listening (7%).

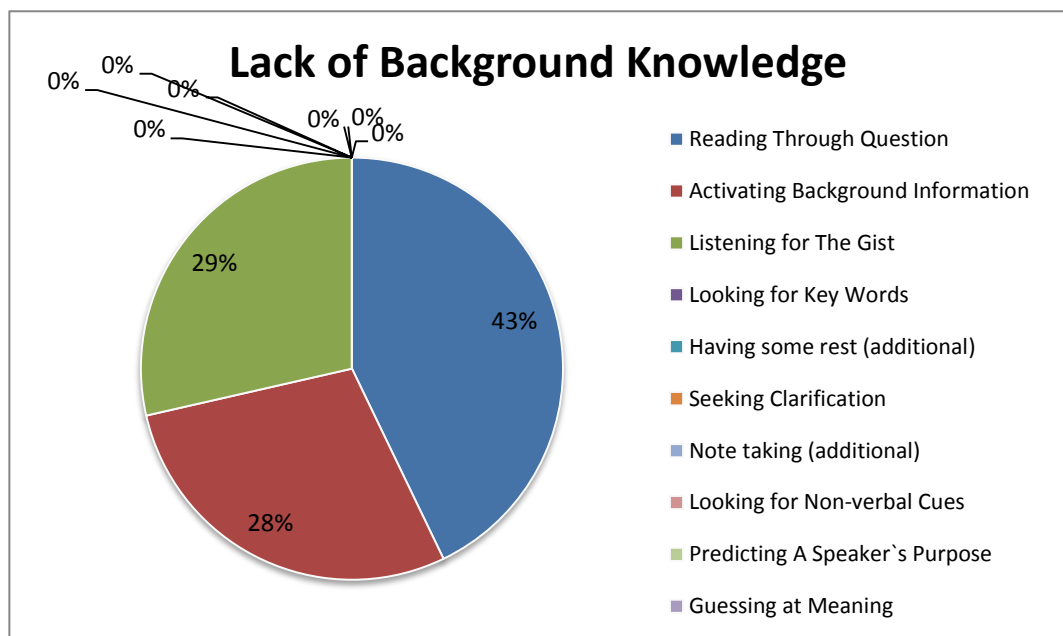


Figure showed the percentage for the strategies employed by ED students to cope “lack of background knowledge”. The strategies employed to cope “lack of background knowledge” were reading through question before the listening (46%), activating background information (28%), and listening for the gist (29%).

4.3. Discussion

4.3.1. The Difficulties Encountered by ED Students in Listening Class

The result shows that the most dominant problem encountered by the students of English Department Universitas Negeri Jakarta is inability to concentrate which can be affected by various things such as boredom, fatigue, and distraction (Setiawati, 2000), speaker`s speed in delivering the message or simply the speakers speak too fast, and students` limited vocabulary which leads to the loss of meaning perceived through the listening (Underwood,1996 as cited in Setiawati, 2000).

4.3.2. The Causes of Each Difficulty Encountered by ED Students in Listening Class

The result showed that the most contributing cause of lack of control over the speed at which speakers speak was length of the passage. Students felt that the longer passage makes harder for them to keep up with the speaker since the speaker speaks too fast instead. For instance, if the text contains a lot of information, it is not easy to store everything in mind, exceptional listening ability and strategy required to understand (Carroll, 1977). Also, if the speakers speak faster than normal listener may have difficulties to catch target words. Underwood states that on the contrary of reading comprehension the listener cannot control speed of the speaker and this cause the greatest difficulty with listening comprehension (Underwood, 1989, p. 16).

The most contributing cause of not being able to get things repeated was limited time and hearings. Students who did not get complete the information that they need could not get chance to repeat the recording in order to complete the lack of the information they have since there was not enough time to have the recorder repeated. Students will get limited of hearings so their comprehensions of the listening will be low. According to Bloomfield (2010), research shows that the cognitive task, which include listening comprehension task, are made more difficult with time limits, It is very likely that imposing time limits on any test would affect response behavior and test-taking strategies. In general, listening to passage multiple times improves comprehension. The improvements may be greater for lower-proficiency listeners than higher-proficiency listener. When listeners are asked on how many times they would like the passage to be played, they would normally choose multiple times, Hence, if the number of hearing is controlled to limited amount of times, it would likely be not enough for the listeners to fully comprehend the passage.

The most contributing cause of the listeners limited vocabulary was the length of the passage. The longer the listening or the richer information in the listening, the more vocabularies or words was in the listening. Some studies that do find evidence of a relationship between listening difficulty and passage length find that the amount of information surrounding the item-relevant information (in a testing context) has an effect. If the students do not understand some vocabularies that speaker uses, they might stop listening and figure out the meaning of the vocabularies which will result in missing the next part.

Furthermore, students who do not understand some vocabularies speaker uses in listening, especially the long listening, and try to figure out the meaning will lose the whole meaning of the listening.

Then, the contributing causes of failure to recognize the signals were students' working memory capacity, anxiety and auditory feature. When students were inefficient in storing and processing upcoming information at the same time, they could easily miss to recognize the signal indicating that the speaker had moved on the other point. There are many ways a speaker can signal that he is moving from one point to another. These signals can be easily missed by the students who are in the good condition, even more the students are in anxiety. Listener anxiety can have a profound effect on comprehension abilities. When listeners are concerned that the message is too complex or that they will not be able to understand it, their ability to concentrate falters, and comprehension declines. Listeners are more anxious when in a new situation, listening to new information, trying to sort conflicting information, listening to seemingly illogical passages (Clark; 1989; Priess & Wheelless, 1989; Wheelless, 1975). Indeed Hussey et al. (2010) found that anxiety had a direct impact on listeners' abilities to resolve ambiguities in their native language in real time. Moreover, the bad quality of the listening material would make the students failed to recognize the signal that speaker used. Unfamiliar speaker accents contribute to difficulty of the listening comprehension. If there is any noise or distortion in the listening material, it will interfere with the listeners' comprehension.

After that, the most contributing cause of problem of interpretation was the passage organization. Students found that long passages usually lead to misinterpreting some contextual matters. Passages with higher oral – those similar to spoken language and which are not scripted beforehand, have simpler syntax and more redundancies which make comprehension easier. Hence, scripted passages with more complex syntax and fewer redundancies improve difficult in their comprehension that will lead the students to misinterpret the passage. Moreover, students might misinterpret the words or vocabularies if they are not familiar with the context of the passage. Setiawati (2000) stated students who have never experienced the context of the passage in the real life tend to get in trouble interpreting the sentence correctly.

The contributing causes of inability to concentrate were anxiety and auditory feature. Anxiety had proved to affect students` ability to concentrate while doing the listening. Listener anxiety can have a profound effect on comprehension abilities. When listeners are concerned that the message is too complex or that they will not be able to understand it, their ability to concentrate falters, and comprehension declines. Listeners are more anxious when in a new situation, listening to new information, trying to sort conflicting information, listening to seemingly illogical passages (Clark; 1989; Priess & Wheelless, 1989; Wheelless, 1975), or when they think their performance reflects their abilities or intelligence (Hussey, Teubner-Rhodes, Dougherty, & Novick, 2010). Moreover, noise and distortion in the listening material also easily distract students hence reducing their concentration while doing listening. Unfamiliar speaker accents

contribute to difficulty of the listening comprehension. If there is any noise or distortion in the listening material, it will interface with the listeners' comprehension. Thus, a clean listening material is important.

Then, the most contributing cause of background knowledge was the length of the passage. The long passage may consist information about various contexts which have each background. The students who have less background knowledge will not understand the information in the passage. For instance, when the students do not have the background knowledge needed for the listening, the whole process of the listening would be difficult for the students. Setiawati (2000) stated it would be hard for those who study medicine to understand a dialogue about economic.

In conclusion, the causes of the difficulties encountered by the students in listening class at English Department Universitas Negeri Jakarta are:

1. The cause of "the lack of control over the speed at which speaker speaks" is the length of the passage.
2. The cause of "not being able to get things repeated" is limited time and hearings
3. The cause of "the listeners limited vocabulary" is the length of the passage.
4. The causes of "failing to recognize the signal" are students' working memory capacity, anxiety, and auditory feature.
5. The cause of "having problem of interpretation" is passage organization.
6. The causes of "inability to concentrate" are anxiety and auditory feature

7. The cause of “the background knowledge” is length of the passage

The result confirms that the causes of difficulties in listening mentioned by Bloomfield (2010) are indeed affecting English Department Universitas Negeri Jakarta students` comprehension and performance in listening task. Each difficulty has their cause(s). The result also shows that the length of the passage as the most dominant factor that cause the difficulties encountered by the students in listening class at English Department Universitas Negeri Jakarta.

4.3.3. The Strategies employed by ED Students to Cope with Each Difficulty in Listening Class

The results showed to cope with the lack of control over the speed at which speakers speak, the most strategy employed by students is reading through question before the listening. Some students might find it extremely important and beneficial to read through the questions on the listening exercise sheet before the listening starts. By reading through the questions, students could expect and have an idea of what text they would listen and what information they need to answer the question. It also would help the students to prevent missing the important information despite the lack of control over the speed of speaker`s speed. In the study, Hien stated that what students do prior to the listening activity has impact on their comprehension of the listening text (Hien, 2008).

Reading through question before the listening also is the most strategy employed by students to cope with not being able to get things repeated. Since

students not being able to get the recording repeated, students have to maximize their listening. Hien stated that what students do prior to the listening activity can maximize their comprehension of the listening text (Hien, 2008). By reading through the questions, students can guess what the topic is about, so the student can just listen the important information to answer the question.

To cope with the students limited vocabulary, most of students employed guessing at meanings. If the students do not understand some vocabularies that speaker uses, they might stop listening and figure out the meaning of the vocabularies which will result in missing the next part. Instead of getting stuck and thinking about the meaning of the unfamiliar vocabulary which lead them to feel distress and miss the upcoming information, they should employ the strategy of guessing the meanings of the new words they encounter during a listening session (Hien,2008). Students mentally can guess at the meanings by the context of the text while keeping listening and moving forward to process the upcoming information.

Then, the most strategy employed by the students to cope with failure to recognize the signals is by looking for the key word. There are many ways a speaker can signal that he is moving from one point to another. These signals can be easily missed by the students of foreign language, but the speaker usually would indicate that they beginning a new point by certain expressions (Underwood, 1996). By looking for the keyword that is the certain expressions students might know the signals that the speaker is moving from one point to another. According to Brown (1992) as cited in Hien (2008), a good listener does

not listen to all the words in a listening task but instead focusing on the information they need by discovering the key words.

Next, the most strategy employed by the students to cope with the problem of interpretation is by predicting a speaker's purpose by the context of the spoken discourse. The students might misinterpret the words or vocabularies if they are not familiar with the context of the passage. Setiawati (2000) stated students who have never experienced the context of the passage in the real life tend to get in trouble interpreting the sentence correctly. By predicting speaker's purpose through the context of the speech will help students to prevent the false interpretation of the meaning of the speech.

Then, the strategies employed by the students to cope with inability to concentrate are by looking for keyword, activating background information, and seeking clarification. Instead of focusing on the whole speech, the students could look for keywords which may contain the main points and important information which will help the students while having problem to concentrate. Activating the background knowledge will also help the students when cannot concentrate since they can expect what the speaker would say. Hedge (2000) as cited in Hien (2008) pointed out that many language students tend to integrate their linguistic competence, experience, and background knowledge in order to comprehend the text, instead of listening to every word. If the students really could not concentrate so badly, the strategy that the students usually used was seeking clarification by asking the lecture to repeat the listening material.

Reading through question before the listening is also employed by the students to cope with background knowledge. When the student do not have the background knowledge needed about the listening, they might read the question before the listening. It could ease them to guess what the topic might be talked about.

In conclusion, the strategies employed by the students of English Department Universitas Negeri Jakarta to cope with the difficulties in listening are:

1. The strategy employed to cope with “the lack of control over the speed at which speakers speak” is reading through question before the listening.
2. The strategy employed to cope with “not being able to get things repeated” is reading through question before the listening.
3. The strategy employed to cope with “the listeners limited vocabulary” is guessing at meanings.
4. The strategy employed to cope with “failing to recognize the signals” is looking for the key word.
5. The strategy employed to cope with “problem of interpretation” is predicting a speaker`s purpose by the context of the spoken discourse.
6. The strategies employed to cope with “inability to concentrate” are looking for keyword, activating background information and seeking clarification.
7. The strategy employed to cope with “background knowledge” is reading through question before the listening

The result confirms that strategies that might be used in listening mentioned by Hien (2008) are helping the students cope with the difficulties in listening and also affect the listening English Department Universitas Negeri Jakarta students` comprehension and performance in listening task. The students have their strategy(ies) of each difficulty in the listening class. The result also shows that reading through question before the listening as the best strategy employed by the students of English Department Universitas Negeri Jakarta to cope with the difficulties in listening since it is extremely important and can give many benefits.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the whole study and suggestion from the writer.

5.1. Conclusion

According to the result of the study, firstly, students of English Department Universitas Negeri Jakarta have difficulties in the listening class. It is showed by all the seven difficulties based on Azmi`s (2014) theory are chosen. Among other difficulties, “inability to concentrate” was the most problem faced by students as it was chosen by 14 students.

Secondly, the all eight possible causes based on Bloomfield, et al (2010) were also chosen by the students. Among other causes, “length of the passage” was the most contributing causes for the difficulties they were encountered since it can create many problems in listening. Furthermore, “anxiety” and “auditory feature” were the most contributing causes for the most difficulties (inability to concentrate) encountered by the students of English Department Universitas Negeri Jakarta.

Thirdly, the all eight strategies that may be used in listening based on Hien (2008) and Brown (2001) were also chosen. There were additional strategies written by the students which were “note-taking” and “having some rest before the test”. Among other strategies presented, “reading through the questions before

the listening” was the most used strategy by the students since it gives a lot of benefits. Reading through the questions before the listening has impact on their comprehension of the listening text (Hien, 2008). Moreover, to overcome the most difficulty face by the students of English Department Universitas Negeri Jakarta, the students used some strategies; looking for keywords, activating background knowledge, and seeking clarification.

5.2. Suggestion

It is beneficial for both the students and the lectures to understand the difficulties that come up in listening class. The researcher suggests that listening`s lectures introduce the strategies to overcome the difficulties so that the students will get maximum benefits from the listening class.

However, it would be more efficient for the lectures and the students to eliminate the causes of the difficulties and explore more of the possible causes not mentioned in this study which will result minimizing the related difficulties at the first place.

The research would also suggest that students practice their listening skill more often to maximize their performance in listening class. The last, further studies that would be conducted by the further researchers would be beneficial to confirm this current study.

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