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Masalah Pemahaman Mendengarkan Yang Dihadapi Oleh Mahasiswa Semester III Program Studi Pendidikan Bahasa Inggris

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Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki masalah pemahaman mendengarkan siswa. Para peneliti menggunakan Mixed Method. Partisipan penelitian ini adalah mahasiswa semester tiga Program studi Pendidikan Bahasa Inggris, Universitas Katolik Indonesia Santu Paulus Ruteng. Dalam pengumpulan data, peneliti menggunakan dua instrumen yaitu kuesioner survei, dan wawancara semi terstruktur. Data kuantitatif dianalisis untuk mengetahui persentase masalah pemahaman mendengarkan siswa, dan data kualitatif dianalisis secara kualitatif. Temuan dari penelitian ini mengungkapkan bahwa mahasiswa semester ketiga dari Program Studi Pendidikan Bahasa Inggris merasakan beberapa tingkat masalah pemahaman mendengarkan. Mahasiswa yang mengalami masalah Parsing sebesar 50%, Utilization sebesar 30%, dan persepsi sebesar 20%. Selain itu, hasil wawancara mengungkapkan bahwa sebagian besar siswa mengalami pemahaman mendengarkan karena kecepatan bicara pembicara dalam rekaman. Penyebab lainnya adalah kurangnya kosa kata dan topik asing yang membuat mereka tidak dapat memahami teks lisan. Kesimpulannya, masalah mendengarkan yang dihadapi oleh mahasiswa semester ketiga disebabkan karena makna semantik dan leksikal dari teks lisan.

Kata kunci: Keterampilan Mendengarkan; Masalah Mendengarkan; Pemahaman Mendengarkan.

Listening Comprehension Problems Faced By The Third Semester Students Of The English Language Education Study Program

Abstract

The purpose of this research was to investigate students' listening comprehension problems. The researchers used a mixed-method design. The participants were third-semester students of the English Language Education Program at Universitas Katolik Indonesia Santu Paulus Ruteng. In collecting the data, the researchers used two instruments namely survey questionnaires, and semi-structured interviews. The findings of this study revealed that the third-semester students of the English Language Education Study Program perceived some degree of listening comprehension problems. Parsing problems took 50%, utilization problems took 30%, and perception problems took 20% of listening comprehension problems faced by the third-semester students. In addition, the results of the interview revealed that mostly the students experienced listening comprehension problems due to the fast speech rate of the speakers in the recording. Another cause of their listening comprehension was the lack of vocabulary and unfamiliar topics which made them unable to comprehend the spoken texts. In conclusion, the listening difficulties encountered by the third-semester students were due to the semantics and lexical meaning of the spoken text.

Keywords: *Listening Skills; Listening Comprehension; Listening Problems*

INTRODUCTION

As an essential skill in learning English, listening entails more than just hearing words directed at us. Its importance has been highlighted as a medium to gather information, shape one's knowledge about the world and values (Wills & Guo, 2006). In addition, Nation & Newton, 2009 stated that listening is a natural precursor to speaking and is crucial for obtaining understandable input (Krashen, 1985 ; Hamouda, 2013). People should listen at all times and comprehend what is said immediately. Therefore, there is no necessary to revisit because listening is an interactive process involving a variety of cognitive, psychomotor, and effective mechanisms.

Listening comprehension as a vehicle for acquiring grammatical structure and new vocabulary is organized in communicative discourse. Listening comprehension is a major aspect of language learning that necessitates a significant amount of mental activity on the part of the listener (Vandergrift, 1999). Listening comprehension is a "highly complex problem-solving activity" (Byrnes, 1984). Furthermore, Marleni, (2016) stated that listening comprehension is the ability to recognize the meaning of the spoken text and is related to top-down interpretation as a useful characteristic for acquiring language skills. Listening comprehension can provide an optimal outcome for language development and the improvement of language skills, (Hasan, 2000). Gilakjani & Ahmadi, (2011) defined comprehension as understanding what native speakers say. According to Mendelsohn (1994) as stated in (Gilakjani & Ahmadi, 2011), listening comprehension is the process of understanding what native speakers say. He emphasizes that a competent listener must be able to decipher the speaker's intention while listening to spoken language, in addition to other abilities such as

processing linguistic forms such as speech speed and fillers, coping with listening in an interaction, understanding the entire message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres. Jinhong (2011) said listening comprehension is not only "a process-oriented activity in which listeners must actively deal with the input step by step" but also "a creative activity in which listeners construct or assign meanings based on the given information or their experience and background knowledge". Based on the explanation, listening comprehension is significant for language development to understand what the speakers say.

Studying listening comprehension is hard because students must understand native speakers' spoken language. Students must master the entirety of their English learning to master listening comprehension. Listening issues are defined as internal and external characteristics that may interfere with text comprehension as well as real-life processing issues that are related to cognitive processes that occur at different phases of listening comprehension (Goh, 2000). Hamouda (2013) asserted that factors that caused learners' listening comprehension problems are divided into three parts: problems related to listening texts, problems related to assignments, and factors related to the methodology of students and lecturers. In addition, (Underwood, 1989; quoting from the article by Van .H& Van. R, 2014)), listening comprehension problems such due to lack of control over speaker speed, poor language vocabulary, failure to recognize "signals," interpretation problems, and an inability to focus (concept, energy, problem, and technical). Walker, (2014) also shared the view that one of the serious problems of listening comprehension is related to the pronunciation of words

that is different from the way they appear in print. The result of this study is listening comprehension problems related to internal and external, such as from students and the speakers, and recording what they are listening to. According to Underwood (1989), there were several barriers to listening comprehension, including the following: (1) listeners cannot control the speed of spoken information; (2) listeners cannot always have words repeated in listening tasks; (3) listeners typically have a limited vocabulary; (4) listeners may not be able to discern the signals that the speaker is changing topics, and (5) listeners may not have the necessary background knowledge.

Devi & Mulyadi, (2021) discovered some challenges faced by the students in listening such as (1) difficulty in identifying details and ideas; (2) lacked of vocabulary; (3) less willingness to read; (4) difficulty in understanding the speaker's pronunciation; (5) less concentration; and (6) lack of motivation.

In addition, Sari & Fithriyana, (2019) explored EFL students' listening comprehension problems and have found that the most difficult indicator of listening comprehension was making inferences. Besides, the students also did not have confidence in their listening skills and could not concentrate when listening to spoken texts. In other words, the listening comprehension problems were related to internal and external factors. Another study conducted by Jemadi & Su, et. al (2022) found that EFL students listening problems were related to phonological and lexical problems.

The ability to comprehend spoken language is a critical skill for success in learning English, especially for EFL students. Unfortunately, there are numerous issues that can interfere with listening comprehension and impede communication. Research into these problems has been conducted for decades, but there remain gaps in our understanding of the underlying

causes of EFL students listening comprehension problems. Thus more rigorous studies should be undertaken to determine listening comprehension problems faced by EFL students. Performing an additional investigation would greatly benefit our understanding surrounding issues associated with poor listener comprehension abilities and conducting further research into these topics could ultimately lead us towards developing improved solutions for addressing this problem effectively for teaching EFL students. Therefore, the question underpinned this study was to what extent do the EFL students experience listening comprehension problems in learning English. In other words, the researchers sought to identify some of the listening comprehension problems faced by the third-semester students of English education, focusing on the three phases of listening comprehension problems: problems of perception, parsing, and utilization.

METHOD

In this study, mixed methods was used to answer the research question and analyze the data. A mixed-methods designed blends and integrates qualitative and quantitative research approaches into a single study. Zhou & Creswell, (2012) stated that a mixed-method research approach blends or combines qualitative and quantitative forms at various stages of the research process and technique.

In this study, participants were the third semester students of the English Language Education Program at UNIKA St. Paul Ruteng. Participants were selected purposively by considering several criteria, such as whether they had taken the listening course and had passed the listening course. There were 77 students as sample of questionnaires and 10 students as the sample for the interview.

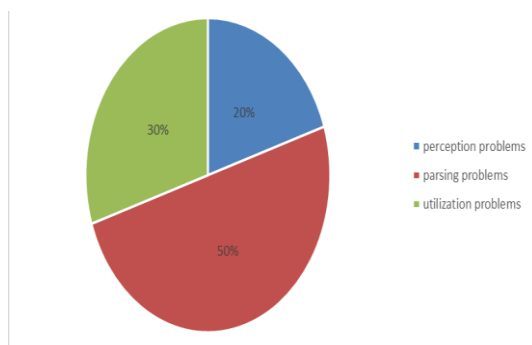
To gather the data for this study, the researchers applied a survey questionnaire and interview questions. The survey questionnaire in this study was adopted from the Listening Comprehension Problem Questionnaire (Sadatmir et al., 2018). In addition, there are 31 items for the LCPQ using a five-point Likert scale (1 = never, 2 = rarely, 3 = sometimes, 4 = usually, and 5 = always). Besides, in this study, the researchers used a semi-structured interview to aid the researchers gain more in-depth data, especially regarding participants' listening comprehension problems.

In this study, researchers applied two methods for data analysis: quantitative and qualitative. The quantitative data used Statistical Package for Social Sciences (SPSS) version 24 and the qualitative data were analyzed through three ongoing activity flows: data reduction, display, and data verification.

RESULTS AND DISCUSSION

The present study focused on investigating students' listening comprehension problems. In order to achieve the objective of this study, the researchers used survey questionnaire on listening comprehension problems and deepen the results of questionnaire through interview. The results of the survey on students' listening comprehension problems are displayed on chart 1.

Chart 1: Students' listening comprehension problems



Among the three aspects of listening comprehension problems shown on chart 1, the largest

percentage of students' agreement was shown in the parsing problems aspect which covers 50%. By this data, most students confirmed that they experienced listening comprehension problems due to their limited understanding of syntactic and semantic difficulties when they listened to the spoken texts. This result was confirmed by the result of the interview with the participants. Problems related to parsing were stated as follows.

"I may not be able to discern the signals that the speaker is changing topics. As a result, I missed the next part of the audio while listening." (Extracted from student 2).

"lack of vocabulary or unfamiliar words, noisy environments around me, and my friends disturb me while listening make it difficult for to get the meaning and main ideas of spoken text. I do not know the meaning of 'long sentence in the recording" (Extracted from student 4).

In addition, the data shown on chart 1 also revealed that listening comprehension problems faced by the third-semester of the English language education program at UNIKA Santu Paulus Ruteng were related to perception problems, which covered 20%. In other words, the students agreed that they encountered listening comprehension problems in terms of phonological and lexical meaning. This results was deepened through the interview and the students responses were as follows.

"I have limited vocabulary. The speakers used unfamiliar words and used British accent that make me difficult to get the meaning" (Extracted from student 6).

"I cannot understand what the speaker says in audio because they use different pronunciations such as British and American accent" (extracted from student 1).

Finally, the utilization problems covered 30% which confirmed that they had listening comprehension problems due to their limited understanding of

the pragmatic expressions used by the speakers. The following are some problems encountered by the students concerning this aspect.

"When the recording or speaker say something, they speak fast and very quickly, which makes me miss the next part of the meaning from the speaker or recording." (Extracted from student 1)

"I do not know the context of what the speaker is talking about; sometimes I know, but sometimes I do not, and that causes me difficult to understand the topic." (Extracted from student 9).

Based on the data above, it can be said that the students listening comprehension difficulties related to utilization were related to the speakers speak too fast, lack of context of the topic being talked about and lack of vocabulary. As a result, they miss the idea being discussed by the speaker.

DISCUSSION

Based on the results of the three aspects of listening comprehension problems shown in the table, the largest percentage of student problems is shown in the parsing problem aspect which covers 50%. With this data, most students confirmed that they experienced listening comprehension problems because of their limited understanding of syntactic and semantic difficulties when they listened to spoken texts. According to Sari & Fithriyana (2019), limited vocabulary and long spoken texts make it difficult for listeners to understand the spoken text. Furthermore, Assaf (2015) reported that unfamiliar words were one of the most difficult words to understand when listening. The data also revealed that the listening comprehension problems faced by the third semester of the English language education program at UNIKA Santu Paulus Ruteng were related to perception problems, which accounted for 21%. In other words, the students agreed that they experienced listening

comprehension problems in terms of phonological and lexical meanings. This finding coincided with that of many other researchers who conducted similar research on students' difficulties in listening comprehension. The data also supported by Hamouda, (2013) said that faster speech rates, whether computer-manipulated or naturally produced, harm L2 listener comprehension. The next high-ranking problem relates to "there are so many words I can't understand." It has a large number of 3.45%. Finally, agreement was shown in the aspect of the utilization problem, which confirmed that they had listening comprehension problems due to their limited understanding of the pragmatic expressions used by the speaker. Pragmatic competence is defined as "the ability to express meaning in a way that is socially acceptable and to interpret meaning based on context, both explicitly and tacitly" Thomas (1995) as quoted in (Nowrouzi et al. 2015). Pragmatic difficulties arise when students understand the meaning of words but fail to recognize the intended meaning. When listeners cannot follow the development of ideas in connected speech, discourse difficulties arise. In conclusion, this research similarly shows that students have three phases of listening comprehension problems such as problems of perception, decoding, and utilization.

The results of the interviews that have been conducted, revealed that the third semester students of the English language education study program at Universitas Katolik Indonesia Santu Paulus Ruteng experienced three stages of listening comprehension: a problem of perception, parsing, and a problem of utilization. This finding is consistent with the findings of Tran & Duong (2020), who found that teachers and students identify listening comprehension problems related to perception, parsing, and utilization. Students experience phonological and

lexical difficulties (high speech rate and difficult vocabulary), semantic and syntactic difficulties (long utterances), and discourse difficulties (implied meaning, foreign topics, and idea organization). Furthermore, Hamad Al-khresheh (2020) found similar results: first, listening was the most difficult language skill to master, and second, Saudi EFL students struggled significantly in the perceptual, decoding, and utilization phases of their listening comprehension for a variety of reasons.

Therefore, the result of the present study revealed that the most problem faced by third-semester students of English language education program was the parsing problem. This case was similar to the finding of a study conducted by Adi et al. (2022) which found that the students' exposure to unfamiliar words, which caused them to pause and consider their meanings before moving on to the next part of the speech, was the main cause for concern.

Furthermore, some problems encountered by the students when listening to spoken text were related to unfamiliar words and topics, low concentration, a lack of vocabulary, difficulty getting the meaning of what the speaker said, noisy environments, difficulty getting the meaning and main ideas because of unfamiliar topics, vocabulary and long sentences in recordings. This problems seemed to be in line with the study of Nurdiawati (2018) that discovered the fourth-graders' biggest issues were a lack of vocabulary, unfamiliar words, the speakers' rapid-fire speech, and a failure to make an effort to comprehend each word. Besides, another findings of the study (Devi et al., 2021) discovered that students have difficulty determining the main idea and details of information, lack of vocabulary, difficulty with the speaker's accent, lack of focus and motivation to express themselves.

CONCLUSION

Listening comprehension issues can be divided into three phases: perception problems, parsing issues, and utilization problems. Based on the results of the questionnaire, the researchers concluded that parsing problems are the most common challenge faced by third-semester students enrolled in the English language education study program. The chart of listening comprehension issues demonstrates that parsing issues account for a sizable portion of listening comprehension issues, covering 50% of the total. Meanwhile, utilization problem took 30% of listening comprehension problem faced by the third semester students. The perception problems took 20% of listening comprehension problem faced by the third semester students.

In addition, the result of the interview revealed that, students' listening comprehension problems were related to the lack of vocabulary that leads them to difficulty in getting the meaning of the unfamiliar vocabulary accurately, and they are unfocused when listening to the recording due to the long sentences used by the speakers. Meanwhile, the utilization problems, were related to the unfamiliar topics or concepts discussed by the speakers. Lastly, the student's listening comprehension problem was about the fast speech rate of the speakers in the recording.

The present study focused on investigating listening comprehension problems encountered by the third-semester students at university level. Future researches are suggested to investigate listening problems experienced by the secondary students and design a study to improve their listening skills.

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