

AN ANALYSIS OF STUDENTS' PROBLEMS IN LISTENING COMPREHENSION AT THE TENTH GRADE OF SMK N 4 BANDAR LAMPUNG

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Abstract. The objective of this study was to find out students' problems in Listening Comprehension at the Tenth Grade of SMK N 4 Bandar Lampung. This study used qualitative research methods by describing and analyzing the results of the research. The writer used interview as the primary data source and documentation as secondary data source. The results of this study problems that affect students' listening comprehension in English, namely the teaching Method, Surrounding Environment, use of daily language, Lack of mastery of English vocabulary, understanding of English word, and Low learning motivation. Found several problems that affect students' interest in listening comprehension in English, namely, Listening for Teaching methods, Listening for Surrounding environment, Listening for Use of daily language, Listening for Lack of mastery of English vocabulary, Listening for Understanding of English word, and Low motivation to learn.

Keywords: *English, Listening Comprehension*

A. INTRODUCTION English, which is the main capital for communicating in international associations, is now a common need that must be met. One way to master English to prepare a generation of people who are ready to be competent in the global market is to learn English through education.¹ In addition, other survey results show that Singapore ranks at the top in terms of English proficiency in Asia, followed by Malaysia and the Philippines which are included in the top 15. Even Indonesia achieved a lower score than Vietnam which was in the 31st position.² But in fact, until now many teachers and students

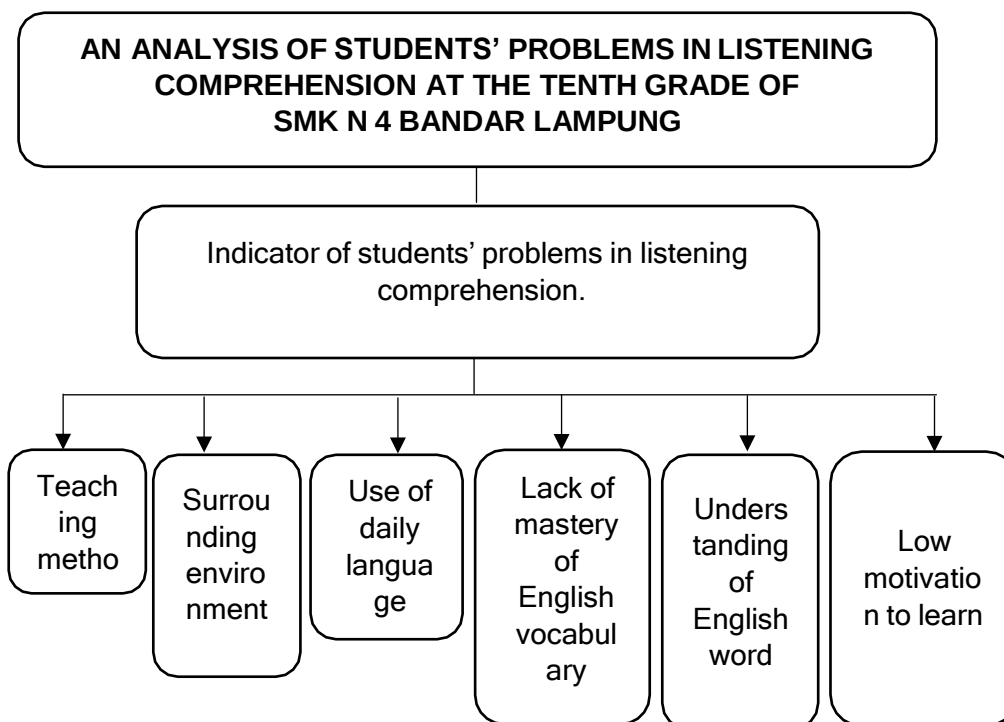
have faced problems during the English learning process. These problems are not only found at the basic education level, but also secondary education and even

continuo to universities.³ Preliminary observation the writer found several problems faced by students in listening comprehension they have difficulty in pronunciation and lack of vocabulary. Not all the students can do well the listening task and some of them find it difficult while doing the listening, not only that but also most students ignore it and lack interest in learning this subject and the teacher told the writer that students in class X ULP 2 lacked sufficient understanding of English and had difficulty concentrating on listening. Because of that the writer wants to find out the students' problem in listening comprehension. Based on the explanation above is significant to do research on students' problem in listening comprehension the writer is partially interested to choose this topic entitled "An Analysis of Student's Problems in Listening Comprehension at the Tenth Grade of SMK N 4 Bandar Lampung." The objective of the study is as follows: To find out students' problems in Listening Comprehension at the Tenth Grade of SMK N 4 Bandar Lampung

A. METHODS

In reality, what happens in class does not match what is in theory. Therefore, teachers must be flexible in using listening strategies. This is because the language knowledge mastered differs between teachers and students. So, the language used by teachers in learning activities must be adjusted to the level of proficiency of students. Because strategy is innate to each individual, strategies do not need to be taught. Based on the above problems, it can be concluded that all of these problems are very important for improving English listening comprehension. According to S. Sumihatul Ummah MS (2012), there are six types of Listening Comprehension question, namely: (1) Teaching methods, (2) Surrounding environment, (3) Use of daily language, (4) Lack of mastery of English vocabulary, (5) Understanding of English word, and (6) Low motivation to learn.

Conceptual framework is a theoretical framework or a structure that outlines the key concepts, variables, relationships, and assumptions of a research study. It provides a roadmap for understanding and analyzing the research topic by organizing and connecting the main ideas and theories that underpin the study. The following is the conceptual framework of this study:²⁰



Picture 1. Conceptual Framework

From the indicators above, the writer finds problems in listening comprehension from S. Sumihatul Ummah MS (2012), the main framework of this study is students' problems in listening comprehension, there are some indicators of the students' problems in listening comprehension namely, teaching methods, surrounding environment, Use of daily language, Lack of mastery of English vocabulary, Understanding of English word, and Low motivation to learn.

There are several collection techniques carried out during the study, which are as follows:

Test

In this study, the writer conducted 8 test questions to 36 X ULP 2 students at SMK N 4 Bandar Lampung related to lessons conducted by English teachers on students to get information about this study. The questions include:

NAMA :

KELAS :

Good morning everybody. In this occasion, would like to introduce myself. My name is Agus Hariyanto. I am the first. (1) of three siblings. I

was born in Bandung 14 July 2006. I am (2) years old. Now, I

live at Jalan Kebon Waru number 33, Tangerang, South Jakarta. My hobby is reading. I like to.

..... (3) novels. I have many novels. I have a dream to be a writer. I like

eating (4) and my favorite drink is. (5) I have 2 siblings who are still in Junior high

school, Nini

and Nina, they're twins. My father is a (6). He teaches at

SMAN 1 Jakarta. My mother is a (7). I think, that's all I can

say about myself. Thank you very much for your (8).

Interview

The method of data collection through interviews is also the primary data in this study. In this study, the writer conducted interviews with sixteen of the student in the classroom to find out the phenomena associated with this study.

No.	Indicators	Question
1.	Teaching methods	What methods do you use to practice your listening skills?
2.	Surrounding environment	Does your environment encourage you to practice English, and do you interact frequently with English?
3.	Use of daily language	What are your difficulties when your interlocutor speaks English?
4.	Lack of mastery of English vocabulary	Do you practice speaking English often, and do you take additional English classes?
5.	Understanding of English word	Do you have vocabulary difficulties in learning to listen?
6.	Low motivation to learn	Is there a desire to do the English questions (listening) that the teacher gives?

Table 2. Indicators of Students' Problem in Listening Comprehension

. Documentation

Documentation is the supporting data used by the writer. The documentation serves as a reference for the writer to understand how data were collected and to verify the integrity of the data. In this study, the writer used various forms of documentations, including interview transcript, audio recordings, photographs, and research reports.

C. RESULTS AND DISCUSSION

The writer conducts a test that aims to measure students' abilities. The test results are as follows:

No	Interval Score	Level
1	80 – 100	Very Good
2	61 – 80	Good
3	41 – 60	Average
4	21 – 40	Fair
5	0 – 20	Poor

Table 1. Scoring Index

NO	NAMA SISWA	KELAS	NILA I
1	Nur Hasanah	X ULP 2	40
2	No Name	X ULP 2	0
3	Refi Hardita	X ULP 2	40
4	Zaneta Olivia	X ULP 2	40
5	Ratri Atzani Rahman	X ULP 2	60
6	Nur Asyifa	X ULP 2	50
7	Nayla Dayuh	X ULP 2	60
8	Sayu Wira Anggraini	X ULP 2	50
9	Amelia Pricelia	X ULP 2	60
10	Putra Raditya Alif	X ULP 2	40
11	Rizky Ramadhan	X ULP 2	60
12	Rifdah Aulia	X ULP 2	50
13	Elza Maulana	X ULP 2	50
14	M. Rafi Akbar	X ULP 2	40
15	Muhammad Farrel	X ULP 2	50
16	Alya Aryani	X ULP 2	40
17	Bunga Afra	X ULP 2	50

18	Khoirunnisa Aulia	X ULP 2	50
19	Yuanika Feceisar	X ULP 2	60
20	Galuh Pramuswari	X ULP 2	50
21	M. Galih Algiafari	X ULP 2	50
22	M. Farrel	X ULP 2	40
23	Daffa Satriana	X ULP 2	50
24	Herliana Putri	X ULP 2	40
25	Julia Amanda	X ULP 2	50
26	Rudi Saputra	X ULP 2	40
27	Galang Fabio Rivaldo	X ULP 2	50
28	M. Rizky Soleh	X ULP 2	50
29	M. Egi sastrawan	X ULP 2	50
30	Bagas Wijaya	X ULP 2	50
31	Farrel Dwi Putra	X ULP 2	50
32	Miftah Afidurrohman	X ULP 2	40
33	M. Rizky Rahman	X ULP 2	40
34	No Name	X ULP 2	0
35	Bimo Aji Prasetyo	X ULP 2	40
36	M. Rasya AdiPratama	X ULP 2	60

Table 2. Test Result

From the results of the test, the writer can conclude that the writing of words in English and the mastery of vocabulary of students is still very lacking. All students get scores less than 60 which means their abilities are still very weak considering they are students majoring in hospitality who really need good English skills.

1. Interview Results

After interviews the students, the writer had analyzed the students' statements because this interview is useful to provide primary data and response to questions and interviews that are suitable and solid for backing. Sixteen (16) students have been interviewed by the writer.

No.	Indicators	Question	Answer
1.	Teaching methods	What methods do you use to practice your listening skills?	Resource Person: Vera Ayu Wandira Learning using power points is displayed using a projector so that it is more interesting and easy to understand. Resource Person Galuh Prameswari I prefer to learn through online games in English Resource Person Bimo AjiPrasetyo I prefer a learning method with a relaxed learning style Speaker Julia Amanda I tend to prefer a learning style with puzzles.
2.	Surrounding environment	Does your environment	Speaker Galang Fabio Rivaldo Often speak in

		encourage you to practice English, and do you interact frequently with English?	Indonesian. Resource person: M. Egy Astrawan Does not support, more frequent use of Indonesian Resource Person M. RiskiSholeh Not yet, because I often communicate using Indonesian, so I am less trained. Resource Person M. Rasya Adi Less supportive, often communicate using Indonesian, never use English.
3.	Use of daily language	What are your difficulties when your interlocutor speaks English?	Speaker Rara I haven't mastered the vocabulary yet, there are many subjects studied so I'm confused, I'm confused by what I'm learning. Speaker of Radhitia's Son It is difficult to listen, afraid to say the wrong thing, and rarely rehearsed.

			Resource Person Farel Dwi Putra I don't know a few words of English. Resource Person HerlianaPutri I don't understand what's being talked about.
4.	Lack of mastery of English vocabulary	Do you practice speaking English often, and do you take additional English classes?	Speaker Daffa Satriana Sometimes I did not attend English classes at SMK or outside SMK. Speaker Zaneta Olivia I'm not interested in English classes. Resource Person Rizki Rahman I practice speaking English while listening to songs, and also I don't want to take English classes because of economic limitations. Resource Person Nurhasanah I took English classes but I rarely went to class because I

			felt tired after school.
5.	Understanding of English word	Do you have vocabulary difficulties in learning to listen?	Speaker Zaneta Olivia Very difficult Resource Person M. Rasya Adi Biasa saja
6.	Low motivation to learn	Is there a desire to do the English questions (listening) that the teacher gives?	Speaker Julia Amanda Sometimes Resource Person M. RiskiSholeh Sedikit

Table 3. Interview Result

From the results of the interview above, the writer concluded that there are several problems that influence students in learning English listening, among others:

- a. Selection of teaching methods, teaching methods using games and song as learning media are considered quite effective in increasing students' interest in practicing listening.
- b. The surrounding environment such as family, friends and neighbors also influence them to motivate them to practice listening English.
- c. The use of daily language is also one of the problems that hinder students in practicing listening English because they are used to using daily language Indonesian when communicating.
- d. The lack of mastery of English vocabulary makes them confused when invited to interact or communicate using English.

- e. Understanding of English word order, the use of formulas in English that are considered difficult, reduces their motivation in learning English, so their listening skill is rarely trained.
- f. Low motivation to learn, due to lack of motivation to learn, they rarely learn English which causes their listening skill to be lacking.

From the data obtained, the writer found several problems that affect students' interest in learning comprehension to listening English, these problems include:

1. Listening for Teaching methods.

In general, students of grade X ULP 2 SMK N 4 Bandar Lampung have problems understanding expressions or conversations spoken by researchers during wawancafra. This happens because they often confuse pronunciation in the first language with the second language.

2. Listening for Surrounding environment.

Many students feel unconcentrated when listening to words or sentences spoken by researchers. Of all the speakers in this study, on average they mentioned that concentration in learning Listening Comprehension is very important because the subject of Listening is all related to human listening devices. If from the beginning the student is not concentrated on the material he will listen to, then the student will have difficulty in understanding the material he will discuss.

3. Listening for Use of daily language

Inference happens in the middle of listening task design for some other purpose, which is the listener does not know the indirect speech from to speakers, so the listener needs to infer the meaning.

4. Listening for Lack of mastery of English vocabulary.

Most students of grade X ULP 2 SMK N 4 Bandar Lampung also face problems with

the limited meaning of "new English vocabulary" in learning Listening Comprehension. In this case, it seems that students must understand every meaning of the word spoken by the native speaker. Students assume that everything the native speaker says contains important information. Though attempts to understand everything often result in ineffective understanding and confusion.

5. Listening for Understanding of English word

Students of grade X ULP 2 SMK N 4 Bandar Lampung have problems understanding what vocabulary they listen to or conversations spoken by researchers during interviews. This happens because their vocabulary understanding is lacking.

6. Low motivation to learn

Fatigue, laziness, and no interest in learning Listening Comprehension are also obstacles for a small number of grade X ULP 2 students of SMK N 4 Bandar Lampung. Learning is said to be successful if it departs from ourselves. Therefore, if someone is no longer excited about the material he will learn, then the learning results will not be optimal. The same happened to grade X ULP 2 students of SMK N 4 Bandar Lampung in learning Listening Comprehension. They consider this Listening Comprehension material less interesting in the learning process.

D. CONCLUSION

The conclusion of this study is that students still experienced refer to the evaluation through a problem when their students have to answer wh- questions in listening task their students have a difficulty to concentration to the task when their think of another question to answer and the students are unable to concentrate when they do the tasks because they search for the answer, while their students listen to the text dialogue at the same time.

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