

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

On this finding the researcher described the result of the research on the field-collected by techniques of data collecting, that using an interview. This data will be presented in the interview analysis. And the second part will explain the difficulties faced by students in learning listening. And the researcher found the same difficulty of students, they are students still cannot be understood about listening, students felt the audio from the English song by the speaker was so fast, and students were most difficult to understand every word or vocabulary in learning listening through English song.

1. The Analysis of Interview

In collecting the data, the researcher interviewed eleven respondents in one classroom consisted of ten female students, and one English female teacher at.

Table 4.1**Respondents Initials and interview date**

No	Initials	Sex	Status	Interview Date
1	DM	Female	Student	June 30 th , 2020
2	F	Female	Student	June 30 th , 2020
3	JH	Female	Student	June 30 th , 2020
4	MH	Female	Student	June 30 th , 2020
5	NAE	Female	Student	June 30 th , 2020
6	NH	Female	Student	June 30 th , 2020
7	RA	Female	Student	June 30 th , 2020
8	SEP	Female	Student	June 30 th , 2020
9	SR	Female	Student	June 30 th , 2020
10	US	Female	Student	June 30 th , 2020

The researcher drew key topics after interviewing all respondents.

Based on their replies, the following was the description of the issues analyzed:

a. Difficulties in Learning Listening Through English Song

There are 8 questions that were asked to the students and 5 questions that asked for the teacher by using interview guidelines. It consists of one part a conclusion researcher made. This is statements answer about what the difficult reason in learning listening. Eight out of ten students interviewed said that learning listening is hard because there are quite a lot of English words with similar pronunciation and the words used are unfamiliar. Most of the students said that the difficult pronunciation to be reason listening is difficult, the students said that they are not clear to listen of audio listening, and some students also said they have minus of vocabularies, they are thought that the audio is so fast in saying to the tempo of the lyrics song, and they finally cannot understand the meaning of the song lyrics. As stated by students (US):

“Menurut pendapat saya, belajar listening itu sulit. Kemampuan mendengarkan saya masih tergantung pada seberapa baik penyanyi tersebut menghasilkan kecepatan bernyanyi dalam lagu, pengucapan, dan intonasi dari audio yang dihasilkan, saya akan merasa sulit saat

seseorang yang berbicara dengan gaya yang cepat atau dengan suara yang tidak jelas."

As stated by students (DM): *"Faktor kesulitan yang sering saya hadapi adalah terkadang saya merasa sulit berkonsentrasi dengan satu hal, jadi saya benar-benar harus fokus pada saat pembelajaran listening, hal itulah yang menyebabkan terkadang saya tidak mengetahui di mana audio itu berhenti, dan saya juga memiliki kosakata yang terbatas sehingga sulit bagi saya untuk menangkap pengucapan kosakata dari audio yang didengarkan pada saat lagu tersebut diputar. "*

Also for MH said as an English teacher, *"Alasan paling mendasar yang menyebabkan listening sangat sulit bagi siswa adalah karena mereka tidak terlalu memiliki minat dalam bahasa Inggris, sehingga mereka tidak terbiasa mendengarkan pengucapannya."*

On the opposite side, JH stated that learning listening was quite easy. She claimed that listening was easy to understand because she regularly listened to songs in English and watched YouTube videos on a daily basis. She always remembers most of the words in the song she often hears and looks at the contents of the English language event on YouTube, while occasionally she looks at the comments contained in the youtube video and remembers them. That's how she enriched his vocabulary.

"Listening tidak terlalu sulit bagi saya. Keterampilan mendengarkan saya terlatih dengan sendiri melalui seringnya

mendengarkan lagu-lagu dalam bahasa Inggris dan juga menonton acara seperti English podcast di Youtube dalam keseharian sehari-hari, jadi tidak selalu melalui proses pembelajaran yang benar-benar terlaksanakan didalam kelas. Sejauh ini mudah bagi saya."

There are four main reasons why learning listening is difficult which made the students' have a problem in learning listening in MA Al-Istiqamah Banjarmasin, they are;

1) Affective Factors

From the data interview in the class Xb. The researcher finds that the factors that cause students difficulty in learning listening are affective factors. Affective factors are one of the important parts that influence learning success or failure. Affective factors include motivation or interest of the students, Researcher found that there were students who have a lack of interest.

The students who lack of motivation or interest in learning listening will be difficult to catch material from the teacher. Motivation can influence and be influenced by the components of language learning. If learners have an unfriendly attitude towards the language, they do not have any significant progress in learning the different features of the language.

Based on their acknowledgment, one in ten students gave a different statement she answered that she didn't really enjoy learning listening. The Only one of the students, DM stated:

“Tidak terlalu suka, karena saya terlalu terbiasa dalam kebiasaan sehari-hari selalu menggunakan bahasa daerah sehingga sulit untuk memulai belajar listening karena kurang terbiasa sejak awal, sebab itu saya kurang meminati pelajaran listening.”

DM stated the reason for not enjoying learning listening was that she was really too accustomed to using the local language every day so that she did not bring up the motivation to learn in English and her social environment affect her study in listening. Here, the researcher concluded that a lack of motivation can make it someone difficult to learning listening because there is no interest in learning.

Finally, they teacher Mrs, MH also said *“alasan yg paling mendasar yg menyebabkan listening itu begitu sulit bagi siswa dikarenakan mereka memang kurang memiliki minat, sehingga tidak terbiasa untuk mendengarkan percakapan bahkan lagu yang dalam berbahasa Inggris, sehingga menyebabkan minim nya kosakata yang mereka miliki dan itu membuat mereka sulit memahami.”*

2) Limited time for learning

Out of ten students, they gave different responses when they were questioned about the time spent in learning listening.

Majorities, eight of them said that they were not taught listening often. Based on their acknowledgment, listening skill in MA Al-Istiqamah Banjarmasin was taught twice or three times for the first semester and the Minister of Education and Culture (MENDIKBUD) also directs teachers in the tenth class syllabus to only give learning listening through English song just three times at the end of the semester while in class, that why making some teachers need to be more creative in giving learning listening through English song when teaching in one semester. One of the students, JH as student said:

“kita tidak terlalu sering belajar listening mungkin dua atau tiga kali kita belajar listening di kelas karena sepertinya guru mengikuti petunjuk arahan silabus yang diberikan untuk mengajar.”

Initial SR students also added, *“Pembelajaran listening hanya dilakukan 1 kali saja dalam sebulan bahkan bisa tidak ada. Karena di sekolah kami pertemuan tatap muka untuk mata pelajaran bahasa Inggris hanya 4 kali dalam sebulan, sedangkan banyak metode yang digunakan saat belajar bahasa Inggris selain listening.”*

While two other students, NH and US explained that the more often we learning listening in daily life or in the classroom will be better and more effective to improve our listening skills. While NH explained: *“Mungkin dalam sebulan sebaiknya cukup 3 kali pertemuan yang dihabiskan untuk belajar listening, karena di kelas*

saya ketika pelajaran bahasa inggris dalam semester sepertinya hanya ada 3 kali pertemuan untuk listening, jadi karna saya menyukai pelajaran listening sepertinya lebih banyak pertemuan akan jauh lebih baik.

Also US explained as a student: *“Saya belajar bahasa inggris secara otodidak, jadi secara spesifik tidak terlalu tahu seberapa sering harusnya pertemuan untuk belajar listening dilakukan. Pendapat saya seharusnya setiap hari, tapi enam sampai delapan pertemuan didalam kelas juga mungkin bisa meningkatkan skill listening lebih efektif karena langsung diajarkan oleh seorang guru.*

3) Lack of Vocabularies Mastery

Most of all the interviewed students said that they are lack of vocabulary mastery. There is so much vocabulary that they do not understand. As admitted to them, this is because they rarely practice. Almost all of the time learning listening taught in schools tended to be limited to time. When they saw the written words of the lyrics song, They do not know how the words are pronounced and the meaning of the word, so they got confused when listening to the audio speakers.

As stated by students (F) *“Faktor masalah yang sering saya temui adalah bagaimana cara pengucapannya dan kosa kata yang*

tidak saya ketahui artinya dalam bahasa Indonesia. While MH said “hal yang membuat sulit adalah ketika tidak mengetahui dan tidak terbiasa dengan kosakatanya, serta kecepatan pengucapan kata dalam lagu tersebut membuatnya menjadi lebih sulit, sehingga saya terkadang tidak bisa menangkap kosakata yang diucapkan.”

In addition, Mrs, MH as a teacher Explained *“ketika mereka tidak memiliki minat untuk belajar bahasa Inggris dan tidak bermotivasi menyebabkan minim nya kosakata yang dimiliki dan itu akan membuat mereka kesulitan.”*

4) School Supporting Facilities

Although MA Al-Istiqamah Banjarmasin has a multimedia room for learning listening, facilities such as speakers, computers, and headphones, but they rarely use it and then they have low quality loudspeakers, many headphones do not function properly and are not enough for all students because the numbers are limited. Finally, when one semester lasts they only once entered the multimedia room to learn listening and the rest, at the moment learning listening is done only in the classroom by using low-quality audio speakers, small, and the sound is not fully heard in the whole classroom.

As stated by students (SR): *”Saya duduk di paling belakang saat berada didalam ruangan kelas, jadi terkadang kurang jelas*

mendengarkan suara audio. Jika bisa, belajar listening jangan hanya menggunakan 1 speaker tetapi minimal menggunakan 2.”

RA and US as students stated: (RA) *”walaupun saya duduk di barisan tengah saat didalam kelas ketika pembelajaran listening berlangsung terkadang saya kurang jelas mendengarkan suara audio saat diperdengarkan.”* (US) added, *“ jika fasilitas yang dimaksud disini seperti laboratorium bahasa, jawabannya tidak memadai. Tetapi guru bahasa Inggris kami bisa menutupi kekurangan seperti itu, misalnya lewat belajar mendengarkan lagu dan kalimat.”*

b. The Solutions Which Given By the Teacher to Solve Students' Difficulties

Here the teacher plays an important role in helping students and providing the best solution in order to improve the quality of students' ability in learning listening as it is known that the teacher must have good abilities to make learning more interesting and creative. MH said as an English teacher *“sebagai guru dituntut untuk memiliki tanggung jawab lebih untuk membuat dan menjadikan bahasa Inggris menjadi lebih mudah dan menyenangkan, solusinya yaitu dengan terus membiasakan siswa mendengarkan lagu dalam berbahasa Inggris, agar membuat mereka semakin terbiasa mendengarkan sesuatu dalam bahasa Inggris.”*

Finally, the teacher is required to make the learning listening process more interesting so that the students feel comfortable while studying. This is where the solution that the teacher should think about how to make students interested in carrying out learning in an enjoyable atmosphere. Mrs. MH clarified that as English teacher she tried to introduce English use something interesting, such as using songs. Usually, she plays the song with the audio speaker when the beginning of the lesson starts as a warming up. And the song is always played every time he enters the class when the listening lesson is held and repeated at the beginning and end of the lesson.

Mrs. MH as a teacher said *"biasanya sebagai guru, kita berusaha memperkenalkan bahasa Inggris dengan sesuatu yang menarik, misalnya seperti menggunakan sebuah lagu. Biasanya saya memperdengarkan lagu dengan speaker aktif ketika awal pembelajaran dimulai (sebagai warming up). Dan lagu itu selalu saya putarkan setiap saya memasuki kelas saat pelajaran listening dan akan diulangi pada setiap awal dan akhir pelajaran."*

B. Discussion

The main purpose of this study was to find out the difficulties faced by students' in learning listening through English song. In the findings of the

research after analyzing the data interview, learning listening through English song is one of the technical materials that could be used by the teacher in teaching listening. The research that had been done by the researcher indicated that learning listening through English song was effective in teaching listening. It could be seen from the interview responses that showed the 9 from 10 students enjoy learning listening through English song.

However, the first difficulty in learning listening through English song at MA Al-Istiqamah Banjarmasin found by the researcher is the affective factors. Affective factors include motivation or interest of the students', one of the students' said that she had no interest in learning listening this will make students' have difficulties in learning listening. As mentioned in Brown (2006) another difficulty will be motivation because listening is so challenging,

While students who do not have motivation or interest in learning listening through English song will also have an effect, according to Underwood (1990) in the theory before learning listening through English song also will affect the students' cannot control the speed of the speaker speaks. Thus make the students' also said it would be difficult when someone speaking quickly or with an unclear voice and it was difficult for students' to capture the pronunciation of the vocabulary from the audio listening. In the theory explained, the pronunciation of some English words maybe is changing when it is combined with other words. It means people who mastered in English sometimes tend to reduced English sounds

when speaking (make a lazy speech), this case makes English a foreign language (EFL) students get difficulty in listening to English pronunciation (Wilson, 2008).

Affective factors also play important role in learning listening because it requires good concentration when listening. Students' who have a lack of motivation will have little listening chance in hearing because they are usually difficult to follow the material, while students' who have good motivation in learning listening in the class will dominate and concentrate even though they feel that their English has not good enough in listening, every students' has different motivation in learning listening in the class, this affected some students in the classroom teaching process.

And then, the second is the unavailability of adequate facilities within the school this is also the reason for difficulties in learning listening, the students' said lack of facilities at MA Al-Istiqamah Banjarmasin is the causes of the difficulty in learning listening through English song, and the students' also said learning listening almost doing in the classroom using one audio speaker and when learning listening to the multimedia room only use once in a semester. In the finding before one of the students' also said if the facility referred to here is such as language multimedia, the answer is inadequate. The same expert say the teacher and the students commonly find some difficulties in using the song at the students learning activities, such as the limited availability of multimedia (Hadian, 2015).

However, some students' also said in the finding they are not really clear to the listening of the voice audio because of the speaker it is making sometimes difficult, the same expert said by Nadig (1999) making the voice too low to be heard or many issues make the task of the listener more difficult. Furthermore, the difficulties in learning listening through English song is the lack of a large portion of learning listening, at MA Al-Istiqamah Banjarmasin learning listening in the classroom had the smallest time portions compare to other skills of learning. Students' said they only spent three or four times learning listening in a semester and then one of the students' also said learning listening is only done once in a month and may not even exist, because in their school the fact is English subjects only four times a month, at the same time many methods also used in learning English besides listening.

Therefore, almost all students' at MA Al-Istiqamah Banjarmasin in the class XB said they want to learning listening through English song more often because they consider three or four time meetings in a semester is not enough to improve their listening ability.

After that, limited vocabulary is the one causes of difficulties experienced by the students' some of the students' also said is the thing that makes it difficult is not knowing the meaning and being unfamiliar with the vocabulary and then their teachers also confirmed and give statements her students have a lack of English vocabulary. According to Wilson (2008) in the theory before the lack of vocabulary also become a problem. The students' who have a lack of vocabulary

need to understand every word as much as they can if students miss something students can feel they are struggling, get frustrated, or stressed thus making them lazy to concentrate again. This happened because they do not have much vocabulary.

The researcher also concluded that when students' have a lack of vocabulary in learning listening they sometimes met unfamiliar words which caused them to stop and think about the meaning of those words and thus cause make them maybe will miss the next part of the audio listening activity. This pause interrupted the flow of speech and thus the students will miss some mainstream information, the students who are familiar with the vocabulary used in a learning listening will have better action of motivation and as a result in the activity than one whose knowledge has a lack of vocabulary.

Finally, this is the conclusion of the findings and the theory from Orlova before. Orlova (2003) stated that it is recommended that using songs to be taught in the classroom, so it is possible that teaching songs can teach the rhythm, stress, and intonation patterns of the English language, or teaching vocabulary, and grammar. English song also can develop listening comprehension, writing, and speaking skills. For the last purpose, the use of songs and especially the lyrics when learning listening is a stimulus for class discussions. Orlova also said using songs in the classroom is not an easy way to do. But the researchers disprove this statement because from the findings above that the use of song in the classroom is

a comfortable and easy way to do in listening because students' do not really face significant difficulties and the teacher is able to adjust the song selection material according to the learning reference book used.

Although, when students' have difficulty in learning listening through English song they say that they enjoy learning listening through English song and they also said that their English teacher can cover up these difficulties so that learning listening through English song can be carried out easily, this can be seen from the qualitative data interview and proved by the students' findings above.

