

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research were based on the results of the data analysis of interviews and observation. The interview was done on May 6th, 2021 after the students filled in the questionnaire as the initial data to help the researcher get the identity of the students. The collection data procedure was helped by the English teacher. She helped the researcher to inform the class about the interview in the WhatsApp Group of each class. The classes were XI MIPA 1, XI MIPA 2, and XI MIPA 3. The amount of the students who had interviewed were 15 students from 3 classes. The students answered 5 questions from the researcher. The interviews were done online by WhatsApp voice calls and personal chats.

The interview was conducted after the researcher got initial data from the questionnaire. The initial data was used to help the students figure out their difficulties in word, while the interview was used to go deeper into students' difficulties based on their initial data from the questionnaire. The interview questions were attached. Next, the researcher joined the WhatsApp Group of those three classes to see student-teacher interaction, to observe difficulties students may share in the group while the teaching and learning process, and to pay attention more to how the students dealt with virtual learning of the listening lesson. Moreover, all data were categorized and identified based on three kinds of students' difficulties which were listening to materials, listener factors, and physical factors.

All of the difficulties that the researcher had obtained from the interview were presented in Table 4.1.

TABLE 4.1

No.	Difficulties	Category
1	Unfamiliar words	Listening Material
2	Poor grammar	Listening Material
3	Length of the spoken text	Listening Material
4	Unfamiliar topic	Listening Material
5	The inability Unfamiliar topic to guess the words	Listener Factor
6	Losing the concentration to identify the meaning of new words	Listener Factor
7	Inability to understand the unclear pronunciation	Listener Factor
8	Poor quality of the recording	Physical Factor
9	Speed of recording	Physical Factor
10	Noise around	Physical Factor

1. Listening difficulties related to the listening materials

The materials became the main source of the problems of learning listening problems virtually. In virtual learning, they usually got the listening materials in WhatsApp Group in the form of videos and recordings. There were three kinds of material they usually had in learning listening virtually. They were short conversation, long conversation, and monolog.

The students stated in their interview that they usually got difficulties getting the meaning of unfamiliar words from the recordings such as *chew gum*, *allow*, *being mean*, *distraction*, *popping*, and *messes*. Some of the students also mentioned that they were not familiar with the topic of the listening lesson they

had experienced. They found it difficult to understand listening text when the topic was unfamiliar. It means that vocabulary is one of the biggest obstacles they face in listening comprehension.

The next question was asked about students' lack of ability in complex grammatical structures interfered with the students' listening comprehension lesson. They responded that they thought that difficult grammatical structure interfered with their listening comprehension. The student's answer points out difficult grammatical structures caused much trouble to students. It means that know about the structural component of the text is most important in listening comprehension. Some students found difficulties because they had a lack of ability on grammar so their ability to listen to complex sentences also followed.

The difficulty from material factors was also about how they understood the listening. The students could not answer the question from the speaker because they tried to understand every single word. It is unnecessary and impossible because when they are trying hard to get every individual word, it can waste their time to answer and make them lose focus. Moreover, students also stated that they had difficulty in understanding listening to long conversations. This result clearly shows that the length of the spoken text can be one major factor that interferes with the learners' listening comprehension because it distracted their concentration. Long-spoken text usually makes the student also.

2. Listening difficulties related to the listener factor

Students' difficulties in listening not only from the material of the listening but also lack of English language skill from the listeners. Understanding listening also needs concentration, when the students feel nervous or anxious, they cannot concentrate. The problems included in the listener factor were fear before doing listening, feel worried, their attention, difficulty to recognize the signal, lose focus, encountering the unknown word, lose concentration, listening without a transcript.

When the students were asked about their feeling when they had a listening lesson virtually, the students stated that they had a fear that they could not understand what they would listen on their listening lesson. Lack of confidence also happened before the students listen to the listening session. This happened because they have lack knowledge and practice in listening. They also felt panic when they failed to understand the spoken text. This figures out that their difficulties can also be caused by the psychological problems of the learners. They also mentioned that they felt less comfortable having a listening lesson virtually because they did not have friends to discuss with while they were listening to the audio and after they were listening to the audio.

The difference in accents could also cause students difficulties in understanding listening lessons. The students felt confused with British English and American English because the pronunciation and intonation are quite different. It shows that the students had to learn not only the English language but also variations of it. The speed of the speaker also interfered with students' comprehension in listening. Many students point out that when the speaker

speaks too fast, it is difficult for them to understand what is being said, even if the words are familiar to them.

3. Listening difficulties related to the physical factors

Not only do the difficulties come from the message, listener, but also come from the environment of the students which is called a physical setting. Noise and poor-quality CD players disturb students' listening comprehension. In virtual learning, the students get listening to lessons on audio which the teacher shared on WhatsApp Group. The audio could also be in the form of a voice note of the teacher's voice that explained the lesson in English. The audio could also contain the conversation or monologue from the native speaker.

When the students were asked about their surroundings on listening to the virtual lesson, they stated that they usually studied in their bedroom in the morning while some of their family members were home. They usually felt disturbed for a moment by the noise around them. Also, many students answered that poor quality of recording interfere with their listening comprehension because they could lose their concentration. They could not focus on what the speaker said.

These facts the researcher observed from the WhatsApp Group as the medium of their virtual class showed that the students responded slowly in WhatsApp group of their English Class because mostly they had some troubles with their internet. The teacher usually permitted them to collect more than the deadline as long as they informed the teacher about their condition. The signal and internet package of their internet provider became the biggest reason why it

took them longer to open and respond to the teachers' explanations and assignments.

Moreover, the researcher found the way how teacher start the lesson trough WhatsApp when researcher observed the classroom in the WhatsApp Group of the students and the. There were some results that the researcher got from the observation:

1) Opening

The teacher opened the classroom by sending a text in the group telling the students to be ready to pay attention. At this moment, only some students responded to the text, others kept silent but read the text. Next, the teacher greeted the students and asked their condition. The teacher did not wait for students' responses, then she directly shared the material of today's listening lesson.

2) Lesson

At this moment, the teacher shared the explanation first. The explanation was in the form of a voice note, so all students should play the audio. Until 20 minutes, only some of them listened to the explanation. After 30 minutes, the teacher shared the audio for the listening and also the questions they should answer from the listening. The response of the students could be considered slow since the teacher said that some of them had trouble on the internet in their area. Some also stated that they could not listen carefully because they were noise in

3) Closing

To close the lesson, the teacher asked the students to collect the practice before 11 pm that day. The teacher also stated that if the students had some trouble playing the recordings or any troubles they had regarding the lesson, the students could contact her personally by chat.

their house. Some students asked for permission from the teacher to listen to the recordings in the evening. The teacher gave the permission.

B. Discussion

From the findings above, it can be concluded that learning listening virtually is not that easy task for the students. The researcher found some problems encountered by the students from three different kinds of difficulties of listening stated by Hamouda (2013) in Darti (2017). The problems were grouped into three aspects which were listening to materials, listener factors, and physical setting.

On listening material category, their difficulties are unfamiliar of words, poor grammar, understanding every single word in the text, length of the spoken text, and unfamiliar topic. On listener factors, their difficulties are their anxiety towards the listening activity, the intonation of the speaker, the inability to concentrate, and their inability to apply some listening strategy such as guess the meaning of the words, and identify the meaning of the new words. Moreover, on physical factors, their difficulties are poor quality of the recording, variety of accents which make them confused, speed of recording, and noise around the students.

These findings were supported by the problems stated by Usti Desliana, Marzuki, Hadriana (2016). They stated that students' difficulty in concentrating due to noise around, and poor recording quality. Also, difficulties in understanding the meaning of words that are not pronounced clearly and understanding the sentences since the speakers speak too fast. The psychological characteristics also became a problem for the students since they felt nervous and worried when they did not understand the spoken text. The psychological characteristics were nervous feeling, anxiety, and fear. Students have already had a mindset that they could not understand the listening audio. It made them hard to catch it. The unfamiliarity of words used in the listening texts was also a problem for the students. The topic which they never got on their previous meetings also affected their mindset.

The findings were also supported by the result from Ignasia Yuyun (2013) mentioned that the revealed data of her research on students' difficulties in e-learning showed that the students' preference between e-language learning and the traditional one is balanced. Students mentioned less difficulty in learning English listening skills virtually because they were fine with the way the teacher taught the listening lesson. Although they prefer to have e-language learning to traditional one, in terms of the effectiveness in particular. However, the traditional class still gives them a deeper understanding of language. It deals with the students' readiness to do e-language learning. In this regard, the role of the teacher is helpful to monitor student's progress regularly. By having regular monitoring, the teacher can detect whether the student is less motivated or not. The use of the easiest tool in learning listening virtually is needed. The students

stated that they did not have big problems in the way the teaching and learning ran, but they found the difficulties more on the materials of the lesson.

Based on the observation result from the researcher, it showed that students also got some physical factors which came from external such as the facilities they had in their house. This was supported by the research of Mia Aldina, Angga Taufan, and Raudatul Haura in 2020 which mentioned that in this pandemic situation, students not only dealt with the internal problems they usually got from themselves but also external problems which came from outside of the students. They mentioned some external problems also experienced by the students in this research. The media or tools such as handphones, laptops, earphones, or audio sometimes were broken. The home study facilities also did not support their learning activities well. They also needed to deal with signal problems. When it was morning or afternoon, it was still hard for them to open the explanation audio from the teacher because those times the traffic of the use of internet was quite high. Although they had free internet data from the school as the program of Education Minister of Indonesia, they still got difficulty in learning listening virtually due to the internet data.

The problem related to the internet data also stated by on journal entitled “Students’ Perception on Online English Learning During Covid-19 Pandemic Era” written by Lisa, Feny, Friang, et.al in 2020. The journal mentioned that listening skills are the most difficult skills to learn in online learning. The delivery of materials in online learning was relatively good. However, some students said that they needed much time in downloading the listening material because of the internet quality that they had. Others also

revealed that they needed to find a quiet place to listen up and concentrate on answering the listening task while their circumstance was so noisy around (Le & Pham, 2020). They also found it difficult to get the material because their gadget didn't support the technology. Moreover, the issues of internet problems among learners are such as limited internet credit, slow internet network, or incompatible gadgets or devices. In this situation, the affordable and accessible connectivity of the internet is very helpful for learners. The Internet connection was the main issue of this condition. Network interaction can also present significant challenges for both teachers and students.

The results of this research are also supported by results of a journal entitled *EFL Learning Challenger in the Mids of COVID-19 Pandemic: A Case of Senior High School Students*, in that research, it was stated that online EFL learning for some high school students is something new, especially for the first grade at that level. The students felt that online EFL learning was considered ineffective because learning English requires frequent practice, not only that, online learning also requires supporting signals, adequate internet quota, and other supporting media that function properly such as handphone or laptop/computer.

The first challenge that they face in online EFL learning is for some of the students, it was their first experience of having online learning. They are still confused about how to face this situation without knowing each other, moreover for the first-grade students, they do not know the teacher at all. Then many of them also talked about the unstable internet in the area where they live. Among

all the students that the researcher asked, almost half of them explained that they could understand what their teacher explained, while the rest did not understand.

Moreover, the researcher also got through observation the way how teacher start the lesson until she closed the lesson and it is not appropriate with theory that researcher used.