

## **BAB IV**

### **FINDING AND DISCUSSION**

This chapter presents and discusses the result of the research based on the data gathered from questionnaire via Google Form and and interview via WhatsApp messenger, which the interview is useful to support the results of the data from the questionnaire. In this chapter, the writer presents findings and discussion from the study in order to answer the research questions about the students' difficulties in listening comprehension. There are two statements of the problem that have to answer in research. The first is the difficulties of listening comprehension that faced by the students and the most difficulties that faced by the students in listening comprehension.

#### **A. Findings**

In this section the researcher would present the data results of students' difficulties in listening comprehension that had already obtained through questionnaire via Google Form and interview via WhatsApp messenger. There were 41 students who filled the questionnaire from Google Form. The questionnaire contains about 35 questions. From 41 students who filled the questionnaire, there were 10 students as volunteer for the interview. Through the questionnaire and interview, the researcher wanted to find out about the students' difficulties in listening comprehension as well as find out the most difficulties that they encountered. On the Google Form questionnaire, there were five alternative answers available in each question namely; always, often, sometimes, seldom, and never. The result of questionnaire can be seen on the following table below. To provide a more succinct and comprehensible pattern of the participants' answers to the questionnaire, the first

two alternatives ('always' and 'often') were combined to show that the difficulty in listening comprehension is high.

**a. The difficulties related to listening material**

No	Statements	Frequency and Percentage (%)					Total
		Always	Often	Sometimes	Seldom	Never	
1	I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms.	4 (9.8%)	15 (36.6%)	17 (41.5%)	5 (12.2%)	-	41
2	I find it difficult to understand listening texts which have difficult grammatical structures.	4 (9.8%)	15 (36.6%)	13 (31.7%)	9 (22%)	-	41
3	Long spoken text interfered with my listening comprehension.	6 (14.64%)	17 (41.5%)	14 (34.1%)	4 (9.8%)	-	41
4	I find it difficult to interpret the meaning	4 (9.8%)	19 (46.3%)	9 (22%)	9 (22%)	-	41

	of a long spoken text.						
5	I feel fatigue and distracted when I listen to a long spoken text.	7 (17.1%)	18 (43.9%)	11 (26.8%)	4 (9.8%)	1 (2.4%)	41
6	I find it difficult to understand listening texts when the topic is unfamiliar.	11 (26.8%)	17 (41.5%)	10 (24.4%)	3 (7.3%)	-	41
7	I use my experience and background knowledge of the topic to understand the spoken text.	11 (26.8%)	20 (48.8%)	7 (17.1%)	3 (7.3%)	-	41
8	I find it difficult to understand every single word of incoming speech.	3 (7.3%)	7 (17.1%)	17 (41.5%)	12 (29.3%)	2 (4.9%)	41
9	I find it surprising and difficult to deal with colloquial language and slang.	4 (9.8%)	14 (34.1%)	16 (39%)	6 (14.6%)	1 (2.4%)	41
10	I find it difficult to understand reduced forms (for example the sentence: <i>he is going to</i>	1 (2.4%)	12 (29.3%)	8 (19.5%)	12 (29.3%)	8 (19.5%)	41

	<i>live here is reduced to he's gonna live here).</i>						
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Based on table 4.1 above it could be seen that almost all of the students had difficulties related to the listening material. Table 4.1 indicates that many students found out difficult in listening when the topic is unfamiliar, it was the highest scores among others, the total number students who chose always and often in unfamiliar topic was 68.3%. Sometimes there were dialog and talks about different topic, so many students do not know any of the words related to topic. It may affect them because they lack of read about that. They had to increase their lexical knowledge by reading and listening.

**b. The difficulties related to the listener**

Table 4.2							
The students' difficulties related to the listener							
No	Statements	Frequency					Total
		Always	Often	Sometimes	Seldom	Never	
11	Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.	10 (24.4%)	10 (24.4%)	11 (26.8%)	6 (14.6%)	4 (9.8%)	41
12	I feel nervous and worried when I don't understand the spoken	14 (34.1%)	10 (24.4%)	8 (19.5%)	9 (22%)	-	41

	text.						
13	I find it difficult to understand the spoken text which is not of interest to me.	8 (19.5%)	8 (19.5%)	13 (31.7%)	11 (26.8%)	1 (2.4%)	41
14	I stop listening when I have problems in understanding a listening text.	4 (9.8%)	4 (9.8%)	5 (12.2%)	20 (48.8%)	8 (19.5%)	41
15	I lose focus of the talk when I have got an expected answer in my mind.	6 (14.6%)	11 (26.8%)	18 (43.9%)	4 (9.8%)	2 (4.9%)	41
16	I lose my concentration when I think about the meaning of new words.	10 (24.4%)	15 (36.6%)	10 (24.4%)	5 (12.2%)	1 (2.4%)	41
17	I am unable to concentrate because I search for the answers, and I listen to the dialogue at the same time.	6 (14.6%)	12 (29.3%)	18 (43.9%)	2 (4.9%)	3 (7.3%)	41
18	I lose my	22	12	4	2	1	41

	concentration if the recording is in a poor quality.	(53.7%)	(29.3%)	(9.8%)	(4.9%)	(2.4%)	
19	I find it difficult to get a general understanding of the spoken text from the first listening.	4 (9.8%)	12 (29.3%)	13 (31.7%)	10 (24.4%)	2 (4.9%)	41
20	At the time of listening I found it difficult to predict what would come next.	5 (12.2%)	12 (29.3%)	14 (34.1%)	10 (24.4%)	-	41
21	I find it difficult to quickly remember words or phrases I have just heard.	7 (17.1%)	13 (31.7%)	13 (31.7%)	8 (19.5%)	-	41
22	During listening, although some words sound familiar, it is difficult for me to recall their meaning immediately.	7 (17.1%)	11 (26.8%)	15 (36.6%)	7 (17.1%)	1 (2.4%)	41
23	I find it difficult to recognize the words I	9 (22%)	8 (19.5%)	15 (36.6%)	8 (19.5%)	1 (2.4%)	41

	know because of the way they are pronounced.						
24	I find it difficult when listening to English without transcripts.	9 (22%)	10 (24.4%)	13 (31.7%)	9 (22%)	-	41
25	I find it difficult to answer questions which require other than a short answer (e.g. why or how questions).	2 (4.9%)	17 (41.5%)	14 (34.1%)	7 (17.1%)	1 (2.4%)	41

The students' difficulties in listening not only from the materials but also lack of English language skill from the listeners. Table 4.2 above showed that related to the listeners can also make them difficulties in listening. Most of the students got difficulties related to the listeners. They lose concentration if the recording is in a poor quality and when thinking meaning new words has the total number 83% and 61% are the highest scores related to the listeners. It shows that the students need good strategy so that they will be able keep concentration. They often tried to catch everything they heard, they felt panic when they failed to recognize a meaning new word.

**c. The difficulties related to speaker and physical setting.**

No	Statements	Frequency					Total
		Always	Often	Sometimes	Seldom	Never	
26	I find it difficult to understand the meaning of words which are not pronounced clearly.	13 (31.7%)	24 (58.8%)	3 (7.3%)	1 (2.4%)	-	41
27	I find it difficult to understand the natural speech which is full of hesitation and pauses.	3 (7.3%)	12 (29.3%)	16 (39%)	9 (22%)	1 (2.4%)	41
28	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.	3 (7.3%)	3 (7.3%)	12 (29.3%)	17 (41.51%)	6 (14.6%)	41
29	I find it difficult to understand well when speakers speak with a variety of accents.	12 (29.3%)	17 (41.5%)	9 (22%)	2 (4.9%)	1 (2.4%)	41
30	I find it difficult to understand well when speakers speak too fast.	22 (53.7%)	11 (26.8%)	7 (17.1%)	1 (2.4%)	-	41



31	I find it difficult to understand the listening text when the speaker does not pause long enough.	11 (26.8%)	10 (24.4%)	17 (41.5%)	3 (7.3%)	-	41
32	I find it difficult to understand the recorded material if I am unable to get things repeated.	13 (31.7%)	13 (31.7%)	14 (34.1%)	1 (2.4%)	-	41
33	It is difficult for me to concentrate with noises around	28 (68.3%)	9 (22%)	3 (7.3%)	1 (2.43%)	-	41
34	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.	13 (31.7%)	16 (39%)	10 (24.4%)	2 (4.9%)	-	41
35	Unclear sounds resulting from poor equipment (such as headset) interfere with my listening comprehension.	12 (29.3%)	17 (41.5%)	10 (24.4%)	2 (4.9%)	-	41

Table 4.3 showed that the students found out difficult to concentrate with noises around had the highest percentage related to the speakers and physical setting, which had the number percentage 90.3%. Noise around while listening test is an obstacle to comprehension. When noise around, it will make the students cannot concentration on listening to the recording material which it will not have good result in listening.

Furthermore, the researcher identified 10 highest percentages of difficulties faced by the students. As stated before, the two alternatives 'always' and 'often' are combined to show the highest frequency and percentage of problems. The result is shown in table 4.4 below.

**Table 4.4 Ten most difficulties encountered by the students**

No	Statements	Frequency	Percentage
26	I find it difficult to understand the meaning of words which are not pronounced clearly.	37	90.5%
33	It is difficult for me to concentrate with noises around	37	90.3%
18	I lose my concentration if the recording is in a poor quality.	34	83%
30	I find it difficult to understand well when speakers speak too fast.	33	80.5%
7	I use my experience and background knowledge of the topic to understand the spoken text.	31	75.6%
29	I find it difficult to understand well when speakers speak with a variety of accents.	29	70.8
34	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.	29	70.7
6	I find it difficult to understand listening texts when the topic is	28	68.3%

	unfamiliar.		
32	Unable to get things repeated.	26	63.4%
16	I lose my concentration when I think about the meaning of new words.	25	61%

#### d. The questions of Interview

##### 1) “How is you rate your listening skills?”

In the first question of the interview, the students were asked to evaluate their proficiency levels in listening skills. The result showed all of the interviewee had various answer;

*“Personally, of course I think my listening skill is way better than those who do not learn and understand English, but compared to those who learn English, I confidently would say it is on Middle to Top class”*

*“In my opinion, my listening skills are still lacking ...”*

*“Still too low because there are some difficulties to be faced”*

The statements above showed that for the listening skills, the students think their proficiency levels in listening skills are average. Only two of the students think that their listening skills are still low.

##### 2) What kind of listening activities did you practice to improve your listening comprehension?

The second questions were asked to know what kind of activities to improve listening comprehension. The students’ respond about the listening activities as indicated by the following:

*“I often watching movies or youtube videos, listening to music, and anything that requires listening, ....”*

*“Usually, I watch some videos on Youtube or any other social media platform such as Twitter. I rarely watch film, but those could help me improve my listening skill too”*

Based on the answers above, the researcher got some activities that the students do to improve their listening comprehension. Most of them answer listening and watching western music or movies. This can be one factor which makes the students usual with English.

3) What are the difficulties that you face in listening material?

The third question was asked to know what make them difficult in content material of listening comprehension. The result showed, all of participants responded that the difficulties in content material are unfamiliar topic. There were only one students said the difficulties in listening material is about synonym.

*“When asked to look for synonyms or answers that use sentences that are for different from the audio heard”*

4) When the topic is unfamiliar, how do you answer listening comprehension tests?

The fourth questions were asked to know how the students answer when the topic is unfamiliar. The students have various answers as following below:

*“Sometimes I just choose the answer that I think a little bit relate with the question”*

*“I will try to listen carefully and try to understand it. If I can't find the answer I will choose it according my feeling”*

Based on the answers above, the researcher got some answer how the students answer the test if the topic is unfamiliar. Almost of them answer with searching keyword or material which related to the topic, some of them also answer with following their feeling. It means that prior knowledge is a powerful and very frequently used to catch the meaning of a listening comprehension test.

5) As listener, what difficulties that affect your listening comprehension?

Some learners stated the importance of grammar and vocabulary in relation to listening comprehension. For instance,

*“I think grammar because sometimes in the listening section we must heed grammar”.... “New words usually made it difficult in my listening comprehension”*

Besides, many students realized that attention was fundamental to listening and identified their loose in concentration as another difficulty in listening:

*“I often got nervous when before doing listening, then usually my mind is blank and I can't concentrate”*

It can be drawn from results above that there were some problems the students faced as listener. Among these; difficult to catch new meaning words, lack of vocabulary, poor grammar knowledge, and failure to concentrate.

6) What make you lose concentration during listening comprehension tests?

The sixth question was asked to know what problems that make students lose concentration during listening comprehension. The students have various answers as following below:

*“...Noisy environment around me and my jumbled thought alone are already distracting enough for me”..... “The time. Usually I spend too much time to answer the questions”.*

The students' answer showed that average of them said the problems make them lose concentration is noise in their environment. The other problems if the topic is unfamiliar or spend much time in answering questions, this interrupts their heard. It means that failure concentrate will make them missing what the speakers said.

7) What are the difficulties that you face related to the speaker?

The seventh question was asked to know what difficulties related to speaker. The students' respond indicated that that all of the students have difficult related to the speakers, almost of them answer because they speakers use variety of accents such as British, Malaysian, etc. The other problems are speaker speak too fast and unclear pronunciation.

*“My difficulty maybe when the speaker speaks too fast so it is difficult to grasp the words that are uttered or when my vocabulary is still lacking so there are words that I do not understand”..... “Accent and they are too fast when speaking or having conversations” .*

8) How do you answer listening comprehension tests when speakers speak too fast?

The last question was asked to know how answer test when speakers speak too fast.

*“First, I will read the choice of the answer. Then, I will try to find signal words or clue that relate with the choice and the questions”*

Based on the result interview, the researcher got some answer how the students answer the test if the speakers speak too fast. There are keep in concentrating to the audio, searching keyword or signal word which related to the topic, get

repeating audio, the others also answer just answer randomly or following their feeling.

## **B. Discussion**

This part presents the discussion of the research findings. This research proposed one research question, which is about the students' difficulties in listening comprehension as well as to find out the most difficulties. Based on the description above, there are three aspects of students' difficulties in listening comprehension which are discussed in the research finding.

The first part of the questionnaire was asked to the students about their difficulties related to the listening material. In this part, the most common problem was related to the difficulty to understand listening material in which there are too many unfamiliar words. It means that the students have the problem of limited vocabulary. This finding coincides with many other researchers who conducted similar research about the students' difficulties in listening comprehension. (Nurhidayah Sari, 2019, p. 51) reported that the limited vocabulary and long spoken text becomes problem for the listeners in understanding the spoken text. It is the most significant problems for the students in listening class. Furthermore, (Assaf, 2015, p. 81) also reported that unfamiliar words be one of the most problem in listening comprehension.

The second part of the questionnaire was asked to the students about their problems related to the listener. The problems included in listener factor were fear before doing listening, feel worried, their attention, difficult to recognize signal, lose focus, encountering unknown word, lose concentration, listening without transcript. The most common problem with the highest percentage 83% and 61% were related to losing concentration if the recoding is in a poor quality and lose concentration

when thinking about the meaning of new words. (Hamouda, 2013, p. 129) mentioned that failure to concentrate will result in the students missing some of the lecture content, which will eventually affect their understanding of the whole lecture.

The last part of the questionnaire was asked to the students about their listening problems related to the speaker and physical setting. A great number of students 92.68% reported that they have difficult to concentrate with noises around. This problem related to statement of (Hamouda, 2013, p. 138) who explained if the listening task is carried out with noises around, it is for sure they will not have a good result in listening. They are distracted by the by the noise no matter how hard they try to focus on the task. Moreover, a great number of students (65.84%) also revealed that their problem comes from unclear sounds resulting from a poor-quality CD-player. A poor equipment will make the students lose concentration when listening spoken text.

The next problem related to the speaker. Many students have problems in relation to the speakers. The most problem related to the speakers is they have difficult to understand the meaning of words which are not pronounced clearly (90.2%). The second high problem related to the speakers has number (82.91%) is the students have difficult to understand well when speakers speak too fast. Underwood (1989) organizes the problem in listening comprehension are in the following: firstly, the lack of control the speed of the speaker in the recording, and practically the listener get problem to control the speed of the speaker. The data also proves the theory realized by (Hamouda, 2013, p. 137) stated that faster speech rates, whether computer-manipulated or naturally produced, tend to have a negative impact on the comprehension of L2 listeners. The next high problem related to the



speaker is they have difficult to understand well when speakers speak with a variety of accents, this has a great number 73.16%. Having a variety accents make the students felt confused such as British English and American English because the pronunciation and intonation are quite different. This means that the students had to also learn about variety of accents in English.

Moreover, the researcher also identified 10 highest percentages of difficulties faced by the students as stated on the table 4.4. Table of the top ten difficulties shows that speaker & physical setting was the highest percentage (90.5%), which is the unclear pronunciation caused the difficulty to understand the meaning of words which in accordance with the findings of the previous study (Higgins 1995) in (Saraswaty, 2018, p. 141) which shows that speech rate and unclear pronunciation are the factors which hinder listening comprehension, then followed “It is difficult for me to concentrate with noise around” (90.2%). This problem related to statement of (Hamouda, 2013, p. 138) who explained if the listening test is carried out with noises around including both background noises on the recording and environmental noises, it is for sure they will not have a good result in listening. They are distracted by the by the noise no matter how hard they try to focus on the task. The finding also proves the theory realized by Underwood (1989) as cited in (Usti Deslina, 2016, p. 10) that inability to concentrate is a big obstacle to most students in listening comprehension.

The third position was “I lose my concentration if the recording is in a poor quality” (83%). This finding in line with Flowerdew & Miller (1992) in (Yang & Chen, 2007, p. 107) who studied that difficulty in concentrating and problems related to physical environment were in the top five listening difficulties. Then, in the fourth was “I find it difficult to understand well when speakers speak too fast”

(80.5%) was in accordance with the findings of the previous study (Maulidiyah, 2015, p. 16) who stated that the students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak.

The fifth position is using experience and background knowledge of the topic to understand the spoken text (75.6%) which in line with the findings conducted by (Nurhidayah Sari, 2019, p. 51) who stated that 28 students understand the spoken text experience and background knowledge of the topic. The next in the sixth position is speakers speak with a variety of accents is difficult to be understood (70.8%). This finding in line with (Assaf, 2015, p. 50) who stated that one of examples notable problems they face in listening comprehension is unfamiliar accents. In the seventh position which “I find that un-clear sounds resulting from a poor-quality CD-player interfered with my listening comprehension” (70.7%) is in line with (Yagang, 1993, p. 1) who stated one of four sources in listening difficulties is caused by physical setting.

The next is in the eighth position which “I find it difficult to understand listening texts when the topic is unfamiliar to me” (68.3%) is in accordance with the theory realized by Buck (2001) in (Hamouda, 2013, p. 117) who identifies that unfamiliar topic is one of the numerous difficulties which can be confronted in listening skill. This is also evidenced by (Maulidiyah, 2015, p. 15) stated that the students have difficulty to understand listening texts with unfamiliar topics. In the ninth position is unable to get things repeated (63.4%), this was evidenced by previous studies namely (Maulidiyah, 2015, p. 17) who stated difficulties which have high percentage of frequency were related to inability to understand the recording material if it is not repeated several times. This is also followed by (Darti, 2017, p.

36)said nearly 30 of 37 students find difficult to understand the spoken text if they are unable to get repeated. Last, the tenth position “I lose my concentration when I think about the meaning of new words” (61%) in accordance with Yan (2007) as cited in (Assaf, 2015, p. 23) who stated that having too many new words including in ten common problems in listening comprehension.

Furthermore, based on the result of interview, it can be drawn conclusion that the difficulties which faced by students can be seen from the result of questionnaire and interview. There some difficulties from three factors encountering students, Among these, failure to concentrate, lack of vocabulary and grammar knowledge, variety accents, speakers speak too fast, unfamiliar topic, pronunciation, bad quality recording, and inability to apply listening strategy.