

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter deals with the findings which are related to the formulated question which has been decided by the researcher. It shows the data and it is divided into data findings. The findings and discussion will be discussed further in the following text. It was conducted to answer the research questions about the students' difficulties in online listening, and the factors influenced the difficulties by students of English Education Department 2020 academic year.

Interviews were conducted on September 27th – 30th 2022 with 24 students as discussed in the research methodology. There are 7 questions about the difficulties and factors influence the difficulties. All of the interview questions are in English, but English education students are shy when asked to answer in English, only a few participants speak English, therefore they are allowed to use Indonesian or mixed. Moreover, the data were classified into four general categories such as the characteristics of message, characteristics of delivery, characteristics of the listener, and characteristics of the environmental. The factors grouped into two: internal factor and external factor.

1. Difficulties Faced by Students in Online Listening

As the researcher explained on Chapter II, there are 4 general categories of difficulties in listening. In this finding of categories of difficulties in listening, researcher found 4 categories students' difficulties based on the interview.

a. Characteristics of the Message

Based on the interview result, on September 27th - 30th 2022 are found 8 students stated that unfamiliar topic as a difficulty faced by them during online listening.

Pronunciation, the vocabulary used by speakers, and topics are unfamiliar for me (Interviewee 1). When the topics in the audio are very foreign to me, and the vocabulary used by native speakers sometimes makes me less understanding (Interviewee 2). Sometimes I think the difficulty when the topic was so unfamiliar for me as a listener (Interviewee 3). I don't really understand because I think sometimes the material was unfamiliar (Interviewee 4). Difficulties in online listening material are due to lack of understanding of the material because the unfamiliar words and topic (Interviewee 5). The difficulties in online listening material was unfamiliar topic, and vocabulary sound of audio is not clearly, because of problem in connection that affect the quality of audio (Interviewee 6). There are several material difficulties,

namely the use of vocabulary and topics that are unfamiliar or rarely used in everyday conversation (Interviewee 7). I am not very good at vocabulary therefore a lot of vocabulary is still very unfamiliar to my ears as well as unfamiliar topics (Interviewee 8).

b. Characteristics of The Delivery

Based on the interview result, on September 27th - 30th 2022 are found 14 students stated that speaker accents as a difficulty faced by them during online listening.

I have difficult to deduce the meaning of unfamiliar words from audio and accent used by speaker make me difficult to understand the audio (Interviewee 1). Speakers speaking with different accents so it's confusing to answer because it's difficult to understand (Interviewee 2). The accent the speaker uses sometimes confuses me when responding to audio text (Interviewee 3). The difficulty in listening is when the native speaker uses a British accent, making it difficult to understand (Interviewee 4). Overall the difficulty is in the various accents used by the speaker, I only familiar with American accent (Interviewee 5). Audio cannot be adequately captured, maybe because the internet connection is unstable and the accent and vocabulary used by the speakers make it difficult for me to listen online (Interviewee 6). I don't know the meaning of that word, so they don't understand what native

speakers mean. Besides that, the accent used by native speakers will make me misunderstand words and sentences (Interviewee 7). The difficulties in listening material are when the native speaker used a British accent, because I use American accent, and sometimes I don't get the point of the material because of unfamiliar topic and unfamiliar words (Interviewee 8). The difficulties such as vocabulary and accent used by the speaker (Interviewee 9). One of the problems that affect online listening, in my opinion, is the accent used by the speaker (Interviewee 10). Most of the effects are the accent and the speed at which the speaker speaks (Interviewee 11). Sometimes the material is difficult to understand, different accent used by the speaker. I don't get the point of audio because the speaker speaks speed, for me it is not clearly (Interviewee 12). The accent speakers used are difficult to understand, the network is slow and the speakers are too fast (Interviewee 13). The difficulty in listening is when the speaker uses British Accent, it is difficult to understand (Interviewee 14).

c. Characteristics of The Listener

Based on the interview result, on September 27th - 30th 2022 are found 19 students stated that getting sick as a difficulty faced by them during online listening.

I usually don't attend classes when I'm sick, because I become more unfocused and don't understand the material well (Interviewee 1). I don't participate in online listening class because my ears are ringing when i sick (Interviewee 2). I think when I'm sick because I can't focus and easily fall asleep (Interviewee 3). As a listener, I don't understand the material because I lost of my focus and concentration when I'm sick (Interviewee 4). When I am sick, I will really rest and not learn anything, including listening (Interviewee 5). When I'm sick, I don't concentrate (Interviewee 6). When I'm sick, it seems to me that almost everyone who is sick will not attend classes (Interviewee 7). I don't take the class if I sick (Interviewee 8). Because it's hard for me to focus when I'm sick (Interviewee 9). I don't take the class if I get sick (Interviewee 10). If I sick I decide to take a rest to recovery (Interviewee 11). I will definitely rest when sick and will not take online classes (Interviewee 12). When I'm sick. It will be a little difficult to concentrate because usually, my head hurts, I feel nauseous and I'm lazy to do activities (Interviewee 13). Even though I'm healthy, I often fail to focus, especially when I'm sick. I will choose to rest until my condition improves (Interviewee 14). The problem is when I get sick (fever, headache) so I can't focus on learning, especially listening (Interviewee 15). When I'm sick, I might not attend class even though my condition is online (Interviewee 16).

When I sick, I cannot focus and I feel lazy to do an activity, even study (Interviewee 16). I can't even do activities let alone try to focus on studying when I'm sick (Interviewee 17). I feel lazy to do activities when I'm sick and it's also hard for me to concentrate on anything like studying (Interviewee 18). I really rest and not to do anything even study because when I sick, I cannot focus about the materials (Interviewee 19).

d. Characteristics of The Environment

Based on the interview result, on September 27th - 30th 2022 are found 19 students stated that the background noise as a difficulty faced by them during online listening.

Sometimes there is an annoying noise whether it's from the audio itself or from the surrounding environment (Interviewee 1). Sometimes when there is noise around us (Interviewee 2). When I listen to the audio seriously there is a noise from the swallow building so it's not very conducive for conducting listening classes or there are people who talk to me that's where I lose concentration (Interviewee 3). What disturbs my concentration when online listening is when there is a sound or noise coming from somewhere or sometimes the audio itself (Interviewee 4). I don't like doing online learning activities at home because it's noisy around my house, sometimes noisy vehicles and my family disturbed me

(Interviewee 5). I got the difficulty because my house is right on the main road, so there are lots of vehicles passing by (Interviewee 6). When somebody in real life, talk to me and sounds produce out of nowhere (Interviewee 7). Next to my house, there are lots of activities or construction shops which definitely make a bit of a fuss like workshops, farms, and logging, so it's a little hard to concentrate (Interviewee 8). My home environment contains, especially the neighbors on my right and left (Interviewee 9). I think it's difficult to do online listening because it's noisy, besides that I don't understand the lecturer's explanation and the speaker speaks too fast (Interviewee 10). What disturbs my concentration when listening is the long audio and noisy sound (Interviewee 11). Something is distracting when I'm concentrating on listening to the audio, for example, a noise coming from my home environment (Interviewee 12). What makes me lose concentration is the number of people around me, I felt annoying about it (Interviewee 13). Disturbing noises. The environment where I live is close to the main road, and lots of sounds of passing vehicles distract my focus (Interviewee 14). Very unsupportive because my home environment is noisy, like my noisy neighbors (Interviewee 15). I feel disturbed by the sounds from the neighborhood around my house (Interviewee 16). There are distractions or noises that disturb my focus (Interviewee 17). Because I live in a fairly noisy

environment and it bothers me to focus (Interviewee 18). I'm losing concentration is when people noisy around me (Interviewee 19).

2. Factors Influence The Difficulties

a. Internal Factor

Based on the interview result, on September 27th - 30th 2022 are found 13 students stated that the physical factor as an internal factor faced by them during online listening.

I think when my condition is not fit, I feel disturbed about it, usually so I can't fully concentrate when listening (Interviewee 1). Actually, I have difficulty when my physical condition was declining because I don't focus and hard trying to understand about the audio material. (Interviewee 2). When my health condition declines I will find it difficult to digest many things let alone do a test (listening), it will only burden my brain (Interviewee 3). When my condition was declining I could not receive any stimulation that entered my brain, even worse, I might not understand even more because of my declining condition (Interviewee 4). If I'm not fit enough, I will usually feel it easily, but I will still take listening classes (Interviewee 5). When my physical was declining, it will be unfocused and to be more difficult because it definitely requires extra energy to answer question from the audio (Interviewee 6).

Probably not, because I can't focus on doing something when my health is not good (Interviewee 7). I don't take the listening class when my physical condition was declining or when I'm sick, I really not focus about anything (Interviewee 8). I chose to take the day off, because when I was sick I couldn't focus (Interviewee 9). I'm lazy to do activities other than that I find it difficult to concentrate on something like studying when my condition is not good (Interviewee 10). When I'm not feeling well I can't concentrate on studying when I'm not feeling well (Interviewee 11). It's hard to concentrate when my condition is not supportive, for example I feel weak because I don't feel well (Interviewee 12). I really rest and not to do anything even study because when my physical condition was declining, I felt lazy do anything and I cannot focused (Interviewee 13).

b. External Factor

Based on the interview result, on September 27th - 30th 2022 are found 13 students stated that the family background as an external factor faced by them during online listening.

I don't think I faced any difficulties because I was in a conducive environment (Interviewee 1). I got the difficulty because I have a lot of family members in my house. Sometimes I lose concentration if my environmental was so noisy (Interviewee 2).

When my home environment was noisy because my siblings couldn't be compromised when I was taking online listening classes (Interviewee 3). Yes, my environmental conditions do not support to implementation the online listening because I have a lot of family members in my house it is very noisy (Interviewee 4). What can make me lose concentration is the number of people around me, especially my family (Interviewee 5). My environmental conditions do not support to implementation the online listening because I have a lot of family members in my house (Interviewee 6). I'm having a hard time because I have a lot of family members in my house, it's very noisy for me to do online listening (Interviewee 7). My environmental was so noisy, especially if you have a lot of family members at home. Sometimes there are also families who do not understand our condition so they keep telling us even though we are in class (Interviewee 8). Apart from background noise, my family is also not supportive, they are also sometimes noisy when I am doing online learning activities (Interviewee 9). Actually the difficult is caused by self and external factors. Because learning is online and done at home, sometimes while doing other activities, environmental condition do not support it becomes disrupted because of family members at home (Interviewee 10). The condition of my home environment is not very supportive for online listening because the people around are

quite noisy so that it interferes with concentration in learning online listening (Interviewee 11). My neighbors and my family are noisy (Interviewee 12). The family members who are in my house are not very supportive, they are always noisy, disturbing my concentration (Interviewee 13). Online listening is less supportive in my environment because it's noisy, especially my little siblings (Interviewee 14). Family members are one of the reasons I get distracted when online listening (Interviewee 15). Of course the people who live in the same house as me, namely my own family, are noisy, so it's a little difficult to concentrate (Interviewee 16). My environmental condition do not support to online listening because my family members produce noise sounds, it was so annoying (Interviewee 17).

B. Discussion

Based on the results of the study, there are two sections analyzed by the researcher such as students' difficulties in online listening and the factors influenced the difficulties in online listening. The researcher decided this part into two-point explanations to explain the research question.

1. Difficulties Faced by Students in Online Listening

a. Characteristics of The Message

The researcher interpreted that characteristic of the message, namely unfamiliar topics were the difficulties faced by the students in online listening. Which are included in characteristics of the message categories based on Wilson (2008) refers to the word boundaries such as unknown word, unfamiliar topics in the material, text types, and complex grammatical structures. Knowing the written form does not guarantee that students understand the spoken form because it is possible that students will experience missed hearing.

The unfamiliar topics of difficulties faced by the students in online listening also refers to Hamouda (2013) that the difficulties of listening comprehension are categorized into different sources such as listening problems related to listening activities, listening problems related to listening material, listener problems related to lecturer's methodology. Some of the difficulties faced by students greatly hinder the listening process, especially for students who learn English as a foreign language.

The finding also supported by Darti (2017) this factor relates to a student's ability to understand the spoken text by listening to audio materials such as how the listener understands

intonation, how they think of the meaning of the words they hear, and how familiar they are with the pronunciation they have obtained.

b. Characteristics of The Delivery

The researcher interpreted that characteristic of the delivery, namely speakers' accent were the difficulty faced by the students in online listening. Which are included in characteristic of the delivery categories based on Wilson (2008) This refers to reciprocal and nonreciprocal listening. Reciprocal is the listener involved in direct interaction with the speaker. Meanwhile, non-reciprocal all delivery refers to the speaker's pronunciation, speaker accent, and number of speakers.

The speakers' accent of difficulty faced by students in online listening also refers to Ur (1996) there are various difficulties faced by students during online listening such as students cannot predict sentences, students feel stressed when they do not understand audio material, students have to listen to audio more than once because they cannot catch the meaning of the speakers, students cannot understand correctly when speaking, the speaker speaks unclearly, the accent used by the speaker feels unfamiliar, and if students listen for a long duration, students will

feel tired and bored, this makes it more difficult for students to concentrate.

It is refers to Rajab & Nimehchisalem (2016) that the listening difficulties are the long audio texts, speaker accents, and the speed of the presentation. Students feel difficulty trying to understand the speaker's meaning if the speaker speaks quickly without pausing to give students time to understand the text. It can be concluded that the speaker's accent has an important role in the process of listening. Speaker factors often influence the process of speech recognition and influence it from the bottom up.

Also refers to Pratiwi & Andriyani (2019) process unbalanced and inappropriate speed and accents in speakers cause this. Reduce concentration level for identifying words. The input given is required to obtain words derived from the student's memory and match them to the spoken word. It does not work well if the student cannot match the speaker's speed and understand the accent that the speaker uses. Listeners have trouble understanding the text because the speaker speaks too fast. For example, the listener may be able to grasp the information provided in the first sentence, but the second sentence may be conveyed so quickly that it may not be fully grasped and the listener may get lost.

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c. Characteristics of The Listener

The researcher interpreted that characteristic of the listener namely getting sick were the difficulties faced by the students in online listening. Which are included in four characteristics of general categories based on Wilson (2008) listening was a difficult skill that into four general categories such as the characteristics of message, refers to the word boundaries such as unknown word, unfamiliar topics in the material, text types, and complex grammatical structures. Knowing the written form does not guarantee that students understand the spoken form because it is possible that students will experience missed hearing. Characteristics of delivery refers to reciprocal and nonreciprocal listening. Reciprocal is the listener involved in direct interaction with the speaker. Meanwhile, non-reciprocal all delivery refers to the speaker's pronunciation, speaker accent, and number of speakers. Characteristics of the listener refers to the listener's condition such as tiredness, anxiety, getting sick, boredom,

earache, and having a cold (clogged sinuses that affect the listener's aural system) so that students cannot listen to the speakers properly. Characteristics of the environmental refers to the listener's environment, when the listener listens to the speaker such as background noise, hot or cold room temperature, and damaged stuff which affects the quality of the audio so that the audio sounds unclear.

d. Characteristics of The Environment

The researcher interpreted that characteristic of the environment namely, background noise were the difficulty faced by the students. Which are included in characteristics of the delivery categories based on Wilson (2008) refers to the listener's environment, when the listener listens to the speaker such as background noise, hot or cold room temperature, and damaged stuff which affects the quality of the audio so that the audio sounds unclear.

The background noise of difficulty faced by students in online listening also refers to Hamouda (2013) the noise is an environmental condition where the noise is a barrier to understanding. Noise that occurs inside or outside the classroom will make it difficult for students to understand online listening. There is some noise such as background noise when online

listening, noise that comes from the material content itself. Most students find it difficult to listen online because of the noise from the classroom corridor. Noise from classrooms and laboratories prevents students from listening to the material. Therefore, no matter how hard students try to focus and concentrate, noise is not anticipated.

Some students have difficulty hearing their teachers due to noise from the corridor and other classes. Classroom noise and poorly prepared labs prevent students from concentrating on the listening audio material. If the listening task performed in ambient noise, it will be certainly got the bad results during listening. The first, no matter how much tried to concentrate on the task at hand, noise will be distracting. Otherwise the noise will be complicated. Play the sound instead of playing the solo recording disturbs students from and focusing on the audio task.

Background noise of the difficulty faced by students in online listening also refers to Darti (2017) classified the listening difficulties into three kind. The first, listening material refers to the listening materials that teachers give to their students, such as common expressions, idioms, and topics of audio listening that students are listening to. It also contains the grammatical structure of the dialogue and dialogue in the material.

The second, listener factor relates to a student's ability to understand the spoken text by listening to audio materials such as how the listener understands intonation, how they think of the meaning of the words they hear, and how familiar they are with the pronunciation they have obtained.

The third, physical factor was related to the quality of the audio recording and the noise around the listener. It was also looked at what difficulties the student encounters regarding the media the teacher uses in conducting the E-learning listening.

2. Factors Influence The Difficulties

a. Internal Factor

The researcher interpreted that internal factors, namely physical conditions were the factor that influenced the students' difficulties in online listening. Which are included in the internal factors according to Hermawan (2012) internal factors that influenced the difficulties are physical conditions, cannot control the speed of speech, lack of concentration, hearing problems such as earache, lack of motivation, and sometimes students think of other than the meaning sense.

The physical conditions were the factor that influenced the students' difficulties in online listening also refers to Trismasari, Sudarsono, & Rosnija, (2016) these factors are categorized under

various sources audio-text, speaker, teacher, listener, and physical environment.

Factors associated with listening to texts include: message and text functions. Factors related to speakers include language speed of delivery, different accents, contractions, verbosity, pronunciation, doubts, pauses, and visual support. Factors related to teachers include: basic instructions such as questions, reinforcement, variations, explanations, opening and closing lesson, lesson structure, and focus of group or individual attention. Factor associated with listeners including missing background knowledge, missing topics familiarity, lack of grammar, lack of language skills, lack of listening strategies, mental states, physical problems, challenges. Factor associated with the physical environment includes noise, poor quality equipment, family background and visual cues. These factors affect students who have difficulty listening to English so students can get bad results.

b. External Factor

The researcher interpreted that internal factors, namely family factor were the factor that influenced the students' difficulties in online listening. Which are included in the external factors according to Hermawan (2012) external factors that influenced the difficulties are family factors such as family support

and family background factors, the material factors such as the quality of the material are low, nothing new in the material, the speaker factors such as speaking technique and style of speakers.

In short, motivation is one of the important factors in online listening comprehension. In a foreign language class, students may find it difficult to stay focused. When listening, even a small pause in attention can seriously affect understanding. It will be easier if students find topics that are easy to understand and also topics that are interesting to make students enthusiastic about listening, otherwise, if the topic is not interesting then students will easily feel bored and lose concentration.

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