

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section the researcher presents the results of data on students' difficulties in the listening class and the strategies students use to overcome their difficulties that the researcher has discovered during observations and offline interviews as face to face and online via WhatsApp chat. The interviews have done with students from A, B and C class with a total of 24 people. Due to the situation when the interviews were held at the same time as the middle test schedule, and the fasting or Ramadhan month, the researcher conducted face-to-face interviews and partly online via Whatsapp chat. There were 15 people interviewed face-to-face and 9 others online.

While observing the researcher refers to the observation guide about the difficulties faced by students in listening classes such as quality of recorded material, unfamiliar vocabulary, physical condition, noise issues and lack of concentration. Not only that, the five theories were also used by researchers to be used in the interview with students. And three theories to ask the strategies students use are metacognitive strategies, cognitive strategies, and socio-affective. There are 24 questions with 13 questions to answer the first research question, namely the difficulties faced by students in the listening class and 11 questions to answer the second research

question, namely the strategies students use to overcome the difficulties they face. The results of the research data are as follows;

1. The difficulties students encounter in their listening class

Findings of the observation and interview showed that there were some of difficulties during listening class as follow:

a. The difficulties related to unfamiliar vocabulary

The researcher carried out observations twice in each class A, B and C. At first the researcher had difficulty getting the results from the observations to find out whether students had problems listening to unfamiliar vocabulary. So that the researcher also observed text material and listened to audio. However, the results found by the researcher were only limited to the knowledge and experience of the researcher who found some unfamiliar vocabulary. So researcher also have to conduct interviews with students to get more detailed research results in this section.

In the interview section to find out whether students face unfamiliar vocabulary problems, the researcher asks questions in the form of do students encounter unknown vocabulary difficulties during listening class. The students have various answers as following below;

Participant 1 : *“Yes, I do. I always find unfamiliar vocabulary every time new material or topic.”*

Participant 2 : *“Yes, I find unfamiliar vocabulary in audio*

material and also in listening text”

Participant 3 : *“Yes. There were many unfamiliar vocabulary I had never heard before”*

Participant 4 : *“Yes. Almost in every meeting I always find one or two word that I unfamiliar”*

Participant 5: *“I think I often find unfamiliar vocabulary on new topic”*

Based on the answer above, the researcher got some answer from do the students find it difficulties in unfamiliar vocabulary during listening class. Almost all students answered they found difficulties in unfamiliar vocabulary during listening class.

b. The difficulties related to noise issues

In this section the researcher found differences in data each class. Even though they study in the same classroom, for the condition of noise problems, each class has a different experience. This noise problem can be caused from outside the classroom or from inside the classroom where the students themselves are the source of noise.

When researcher have done observations in each class, they found no noise disturbance from outside the class. Indeed, it still sounds loud from outside the classroom but the sound that appears does not disturb the situation in the classroom. However, the

problem of noise coming from inside the classroom can cause hearing difficulties.

As asked by the researcher in the interview session with several students in each class. The researcher asked whether students found it difficult to listen if there was noise from outside or from inside the classroom. Following are some of the answers from students;

Participant 1 : *“There is no noise from outside, sometimes the source of noise comes from inside the classroom but only at some times like when there is a discussion or debate”*

Participant 2 : *“I never encountered any noise from outside because our listening class schedule the class next door was empty and even if it was filled the sound from next door didn't bother me”*

Participant 3 : *“I have difficulty listening and have difficulty concentrating when the classroom conditions are noisy”*

Participant 4 : *“I think the listening classroom is not soundproof so it can still noise from the outside. But I do not always feel distrubed”*

Participant 5 : *“I have been distrubed several times by soundsnoutside the listening classroom”*

Based on the students' answers above, they found it difficult to listen and it was also difficult to concentrate if they were in a noisy

classroom, and often this noise problem did not occur in every listening learning meeting.

c. The difficulties related to lack of concentration

The results of the researcher's observations during the two listening sessions in each listening class showed that some students lacked concentration during the listening class. The cause that the researcher saw during the observation was that they were sleepy and doing other activities. For Class C and Class A their listening class schedule is 8 am. Even so, they are still in their second semester so they have to take part in the language class program which starts at 6.45 am. So naturally they fall asleep when listening to class. Meanwhile, students who lack concentration because they are doing other things such as playing on their cell phones or doing something that is not related to class activities are listening.

Apart from that, students' lack of concentration during listening class is also caused by nervousness and anxiety. As the researcher asked in the interview session with several students from each class. The researcher asked what the students felt when they could not understand the text and listened to the audio, did they feel nervous or worried. The following are the answers from several students in the interview session with the researcher;

Participant 1 : *"I felt normal, If I couldn't understand when I would study again"*

Participant 2 : *“Sometimes I get nervous if I don’t understand what I’m hearing especially when doing listening test ”*

Participant 3 : *“I get nervous and anxiety when I can’t understand any test of audio I hear. I felt Affraid of being left behind by other students”*

Participant 4 : *“I didn’t geel nervous or worry during listening class. Because I thought the listening class wa so fun and there was always someting new”*

Participant 5 : *“I feel a nervouse feeling and worrying just happen to me when I take listening test, and that happens if I can not find the correct answer or understand what I hear. Then I can not concentrate to answee the next test”*

From the students' answers above, it shows that they find it difficult to listen when they lack concentration. Whether it's because they are nervous, worried, sleepy, bored and feel uncomfortable.

2. The strategies that students use in overcoming the difficulties in their listening class

The researcher used interviews to find answers to the second research question with the aim that the research data obtained by the researcher were more detailed and correct.

Findings of the interview showed that there were some of students strategies to overcoming listening difficulties as follow:

a. Metacognitive strategies

In the interview session the researcher asked the students' ways or strategies when overcoming the listening difficulties they faced. They answered questions with various answers and student answers included in the metacognitive strategies are as follows,

Participant 1 : *“The way I overcome difficulties in listening class is to make a list of what my difficulties are, then make a study plan by repeating the lessons in the previous meeting and sometimes I read the listening text for the next meeting, if there are words I don't know I will look for and write down the meaning. This really helped me to overcome difficulties in the previous listening lesson”*

Participant 2 : *“No, I did not make a list before strting the listening class. I don't usually do that, just go with the flow of what the day's lessons are like.”*

Other student answers are included in metacognitive strategies such as making a list of lesson plans, doing independent listening tests with questions on the internet and then evaluating them.

b. Top-down Strategies

In the interview session the researcher asked the students' ways or strategies when overcoming the listening difficulties they

faced. They answered questions with various answers and student answers included in the top-down strategies are as follows,

Participant 1 : *“I used my knowledge and experience to find answers during listening test”*

Participant 2 : *“Using my previous knowledge is very helpful to understand listening audio or text”*

Based on the students' answers above, it shows that many of them use top-down strategies to overcome their listening difficulties. The top-down strategy used by students is the knowledge and experience.

c. Bottom-up Strategies

In the interview session the researcher asked the students' ways or strategies when overcoming the listening difficulties they faced. They answered questions with various answers and student answers included in the bottom-up strategies are as follows,

Participant 1 : *“Yes I did. By translating keywords I can understand text or audio listening”*

Participant 2 : *“Yes I did. I felt comfortable when I translate listening text word by word but for the audio listening i can't do the same”*

Participant 3 : *“Just sometimes. I feel more understand if I translate word by word.”*

Based on the students' answers above, it shows that many of them use bottom-up strategies to overcome their listening difficulties. The bottom-up strategy used by students is identify the keyword and understanding with word by word.

d. Socio-affective

In addition to cognitive strategies, researchert also found that many students used social-affective strategies to overcome the difficulties they faced during listening class. The researcher asked students whether they involved a third party to overcome their listening difficulties. The answers from several students are as follows,

Participant 1 : *“ Yes I do. Whenefer I found it difficult or could not understand I would immediatly ask my teacher”*

Participant 2 : *“I think it’s more comfortable for me to ask questions or help with my friends and I can understand more”*

Participant 3 : *“No, I do not. first I will try to find a solution in my own way”*

The students' answers above indicate that they use social-affective strategies to overcome the difficulties they face in listening class. By involving third persons such as teachers and friends.

e. Cognitive strategies

From the results of interviews with students, many of them used cognitive strategies. In this interview session, the researcher asked how they understood the text and audio listening material. The students answered as follows,

Participant 1 : *“I wrote notes in a listening text book, to make it easier for me to remember and understand when studying at home again”*

Participant 2 : *“Yes I repeat the lesson when I am in home. This is one way for me to improve my listening skills and also overcome the difficulties I face in listening class”*

Participant 3 : *“No, I do not. For other subjects I make a summary”*

Based on the students' answers above, it shows that many of them use cognitive strategies to overcome their listening difficulties. The cognitive strategy used by students is to write notes and repeat the day's lesson at home.

f. Compensation Strategies

In the interview session the researcher asked the students' ways or strategies when overcoming the listening difficulties they faced. They answered questions with various answers and student answers included in the compensation strategies are as follows,

Participant 1 : *“I often guess the meaning of sentences from audio listening by looking at the listening text for similar words.”*

Participant 2 : *“Yes I guess to understand the meaning, but sometimes I just rely on my gut feeling.”*

Participant 3 : *“I have very little knowledge of words and phrases, I think”*

Based on the students' answers above, it shows that of them use compensation strategies to overcome their listening difficulties. The compensation strategy used by students is guess the meaning and conclude the meaning of the sentence with similar words.

B. Discussion

After all obtained data are presented, they are also needed to be analyzed. To analyze the data, the writer divides the description based on the problem statements which are stated on the chapter I. Here are the following explanation:

1. The students difficulties encounter in their listening class

There are some difficulties students face that may arise during or before listening to such things as recorded material quality, unknown vocabulary, physical condition, noise issues, and lack of concentration. The researcher will explain them one by one, starting from the quality of the audio material. In some classes, teachers use some recorded materials that

do not have high quality. The quality of sound system can impact the comprehending of learners' listening Saraswaty (2018). However, from the observations and interviews of researchers with students from the three classes, it was shown that students had no difficulties with the quality of the audio material while in class listening. The quality of the audio material and the tools to support the audio material are still good and there are no problems.

The second is unfamiliar vocabulary. Saraswaty (2018) said when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused. Based on the results of observations supplemented by the results of interviews by researchers with students, it was shown that some students encountered unfamiliar vocabulary difficulties during the listening class.

The third is physical condition. Gilakjani (2016) The physical condition here is in the neighborhood when students are listening. A range of uncomfortable conditions or classrooms affect their hearing. An inconvenience the classroom offers is like an interior temperature, whether it's too hot or too cold. Based on the results of observations and interviews

with students, researchers showed that they found no difficulty in this matter.

The fourth is about noise issue. It is also common in the ward or classroom when listening. Noise sources from both the classroom and the outside classroom affect students when listening. It can distract their minds and may not be able to hear clearly. However, the results of observations and interviews with students indicate that they find it difficult to listen in class only if the noise problem comes from inside the classroom because noise from outside the classroom does not disturb them.

The last is talk about the lack of concentration. Psychologically, when a person feels anxious or nervous they may not be able to concentrate. Or when someone is uncomfortable, their ability to listen is diminished. Bored and frustrated conditions also affect the extent to which students can give their attention to listening. The results of the researcher's observations and interviews with students showed that there were some students who experienced difficulty with lack of concentration during listening class. The reason is they are worried, nervous, bored and uncomfortable.

Apart from that, the researcher also found that the difficulties faced by the students in the listening class were that they found it difficult to understand the audio material because the speakers in the audio spoke quickly. So that another difficulty found is the speed of the speaker's speech in audio material.

2. The strategies that students use in overcoming the difficulties in their listening class

Several category of listening strategies theory used in this research are metacognitive strategies, top-down strategies, bottom-up strategies, socio-avective strategies, cognitive strategies, and compensation strategies. Vandergrift (1999). Based on the results of observations and interviews of researchers with students, it was shown that students used several strategies to overcome difficulties in listening class.

The most frequently asked questions were using top-down strategies, namely by using their previous knowledge or experience, making a summary of the lesson material, finding the meaning of words by translating key words or word for word, and repeating the lesson in listening class that day.

The second most position is social-affctive strategy. From the results of observations and interviews with students, researchers found that they overcame difficulties in listening classes by involving third parties such as teachers and friends. By doing question and answer and discussion they can better understand what they hear. Although there are also students who do not do this strategy and choose to solve their difficulties by themselves.

And the last is compensation strategi. based on the results of the research through observation and interviews, the researcher found that the strategy used by students to overcome their difficulties in listening class was a compensation strategy. What they do is answer a listening test by guessing

from seeing similar words or phrases in the text listening to the audio material.