

ANALYSIS OF STUDENTS' LISTENING DIFFICULTIES IN LEARNING ENGLISH

AT JUNIOR HIGH SCHOOL SWASTA KATOLIK BUDI MURNI 2

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Abstract

This study analyzes the listening difficulties faced by students at Budi Murni 2 Junior High School and identifies the factors influencing their listening skills in English. Many students struggle to understand oral information, resulting in lower academic performance and reduced self-confidence. Key factors include lack of concentration, limited vocabulary, fast speech, accent variations, classroom noise, and low motivation. Using a descriptive approach, the study highlights the impact of these difficulties on students' comprehension and grades. The research suggests innovative teaching methods, such as storytelling, to improve listening skills and create a more effective learning environment.

Keywords

Listening difficulties, Learning English, Junior High School

Introduction

Listening ability is one of the basic skills that is very important in the learning process, especially at the junior high school level. In today's information age, where verbal communication is one of the main ways of conveying information, good listening skills are indispensable for understanding subject matter, interacting with peers and participating in class discussions. However, many students in junior high school experience difficulties in listening, which can hinder their learning process.

Listening ability is one of the basic skills in the learning process that plays an important role in understanding the material. However, based on initial observations, many students at Budi Murni 2 Junior High School have difficulty in understanding information conveyed orally.

This difficulty can be caused by various factors, such as lack of concentration, low vocabulary, ineffective teaching methods, or distractions from the learning environment. If this difficulty is not overcome, it can have an impact on students' low understanding of lessons, decreased academic achievement, and reduced communication skills. Therefore, this research is important to identify the factors that cause listening difficulties and find solutions that can help improve students' listening skills, so that the learning process becomes more effective and meaningful.

Therefore, it is important to conduct an in-depth analysis of the listening difficulties experienced by students at Budi Murni 2 Catholic Private Junior High School, so that appropriate solutions can be found to improve this skill.

This study aims to identify the listening difficulties faced by students in junior high school and analyze the factors that affect their listening ability. By understanding these difficulties, it is expected to provide recommendations for teachers and school authorities to improve teaching methods and create a more conducive learning environment. Hasyim, M. (2018). "Analysis of Students' Listening Difficulties in English Learning at Junior High School." This study identifies various difficulties faced by students in listening to English subject matter and provides recommendations for improving teaching methods.

Sari, D. (2020). "Factors Affecting Students' Listening Skills in Junior High School." This study explores the factors that influence students' listening skills, including the learning environment, teaching methods, and student motivation. Pratiwi, A. (2019). "The Effect of Environmental Noise on Students' Listening Ability in the Classroom." This study analyzes how noise in the school environment affects students' listening ability and provides suggestions for creating a quieter learning environment. According to Communication Expert Ronald Adler, listening is the interactive process of receiving and responding to other people's messages. Mirunti (2016:105) states that listening is a skill that English language learners acquire and master for the first time, and other skills follow afterwards. Therefore, listening becomes the most important thing because it is the initial stage in learning and teaching English. Tompskin and Hoskkisson (2000) suggest that the listening process consists of three stages: receiving, attending, and assigning meaning. The first stage involves receiving sound and image stimuli, followed by concentration on important information, and finally processing the message to understand its meaning. Smaldino states that listening is also a process of communication and learning as well as visual communication and learning, a message is

conveyed by the sender and its meaning is explained by the receiver. According to H.G. Tarigan (2008), listening is an active receptive activity. The listening process includes three stages: understanding, assessing, and reacting. Tarigan emphasizes that listening involves full attention and interpretation of the information conveyed, so that the listener can capture the content and meaning of communication effectively. Listening skills are the ability to capture and understand information orally when communicating.

According to the ministry of education and culture (2017) <https://repositori.kemdikbud.go.id/18053/> the number of high school, vocational, MA students who did not pass the National Exam (UN) increased by 7.6% to 52.57% in 2017 compared to 44.97% in 2016. English is one of the subjects that experienced a decline in achievement in the National Exam (UN), especially in the listening section. The data shows that students' ability in English is still very lacking. Many factors affect the low achievement or learning outcomes of students. The first factor is that schools rarely hold listening classes, at least teachers hold listening classes two or three times a month so that there is an increase in students' listening skills. This makes students not accustomed to listening to themselves or listening to native English speakers. Students also experience problems with slow listening speed, besides that students cannot write down what they hear correctly. Overall, the teacher's listening input is still not perfect. Based on the description above, to overcome these problems, teachers need to know English learning media in listening classes and teachers must think about what can improve students' listening skills. Based on the various problems that have been found above, the researcher decided to conduct descriptive research with the title "Analysis Students' Listening Difficulties in Junior High School Swasta Budi Murni 2"

Methods

This research takes a descriptive research design. Descriptive research is a research method that aims to describe or explain phenomena systematically, factually, and accurately. This method focuses on collecting data to provide a complete description of a particular situation or phenomenon without testing cause-and-effect relationships. According to Sukardi (2003), descriptive research describes objects or phenomena without affecting the variables studied. According to Sugiyono (2005), descriptive method is a method used to describe or analyze a research result but cannot be used to draw broad conclusions. According to Sukmadinata (20017), descriptive research is a characteristic of research that can reveal or dissect various natural and social phenomena in society specifically. This research

method is different from other methods which tend to focus more on discussing why an event or phenomenon occurs. Where the events and phenomena referred to here are the objects of research. The results of the research will describe the object of research in detail. Descriptive research aims to describe the characteristics of the object or phenomenon being studied in detail. This includes collecting data on variables such as age, gender, education, and social status

The descriptive research method was used in this study as it allowed the researcher to describe the characteristics of the students before and after the application of the method, as well as observe the learning process directly. This method also supports the collection of qualitative data, such as interviews, which provide deeper insights into students' experiences. In addition, descriptive research does not require complicated hypotheses, so researchers can focus on analyzing the results and describing changes in students' listening skills. The results of this study can provide practical recommendations for teachers and educators on effective ways to improve listening skills through the storytelling method. In addition, descriptive research methods are also able to describe the characteristics of a population or phenomenon systematically and accurately. This method is also very suitable for research that cannot be measured by numbers, thus providing a deeper understanding of the conditions being studied.

Results

The research data was obtained from an open questionnaire and interview techniques. Questionnaires are a number of written questions used to obtain information from respondents, in this case, reports on personal or other matters. "Questionnaire is a data collection technique that is done by giving a set of questions or statements that will be given to respondents to answer." The questionnaire in this study results serve to provide information to the reader related to the answers of the respondents, and the use of this questionnaire to obtain data on the use of learning media. The data collected in this study are those related to the effect of media use in learning. The questionnaire was distributed to 30 students.

Please mark (✓) the answer that best represents your opinion.

Use the following scale to respond to each statement:

1 = **Strongly Disagree**

2 = **Disagree**

3 = **Neutral**

4 = Agree

5 = Strongly Agree

No.	Statement 1	1	2	3	4	5
1	I feel that my English listening skills are still weak.(Saya merasa keterampilan mendengarkan saya dalam bahasa Inggris masih lemah.)					
2	I have difficulty understanding conversations in English because of the fast speech. (Saya kesulitan memahami percakapan dalam bahasa Inggris karena kecepatan berbicara yang terlalu cepat.)					
3	I find it difficult to understand native English speakers' accents. (Saya sulit memahami aksen penutur asli dalam bahasa Inggris.)					
4	I struggle to understand English when there are unfamiliar words. (Saya kesulitan memahami bahasa Inggris jika ada kosakata yang tidak saya kenal.)					
5	I find it difficult to understand conversations because of complex grammar. (Saya sulit memahami isi percakapan karena tata bahasa yang rumit)					
6	I often lose focus when listening to English. (Saya sering kehilangan fokus saat mendengarkan bahasa Inggris)					
7	I can understand English better when there is a written text or subtitles. (Saya lebih mudah memahami bahasa Inggris jika ada teks tertulis atau subtitle.)					
8	I have difficulty understanding English in noisy environments. (Saya kesulitan memahami bahasa Inggris dalam situasi yang bising atau berisik)					
9	I understand English better in casual conversations than in academic or formal settings. (Saya lebih mudah memahami bahasa Inggris dalam percakapan santai dibanding dalam situasi akademik atau formal.)					
10	I find listening to English songs more difficult than listening to daily conversations. (Saya merasa mendengarkan lagu dalam					

	bahasa Inggris lebih sulit daripada mendengarkan percakapan sehari-hari.)					
11	I struggle to differentiate similar-sounding words in English. (Saya kesulitan membedakan kata-kata dalam bahasa Inggris yang terdengar mirip.)					
12	Lack of vocabulary knowledge makes it hard for me to understand spoken English. (<i>Kurangnya kosakata membuat saya sulit memahami bahasa Inggris lisan.</i>)					
13	Long listening passages make it difficult for me to concentrate. (<i>Teks atau percakapan mendengarkan yang panjang membuat saya sulit berkonsentrasi.</i>)					
14	I have difficulty distinguishing words when English is spoken too fast. (<i>Saya kesulitan membedakan kata-kata ketika bahasa Inggris diucapkan dengan sangat cepat.</i>)					
15	My lack of grammatical knowledge affects my understanding of spoken English. (<i>Kurangnya pemahaman tata bahasa saya mempengaruhi pemahaman saya terhadap bahasa Inggris lisan.</i>)					
16	Lack of exposure to spoken English outside the classroom makes it harder for me to improve my listening skills. (<i>Kurangnya paparan bahasa Inggris lisan di luar kelas membuat saya sulit meningkatkan keterampilan mendengarkan saya.</i>)					
17	The speed of native English speakers makes it difficult for me to understand what they are saying. (<i>Kecepatan berbicara penutur asli bahasa Inggris membuat saya sulit memahami apa yang mereka katakan.</i>)					
18	Unfamiliar accents make it difficult for me to understand English speakers. (<i>Aksen yang tidak familiar membuat saya sulit memahami penutur bahasa Inggris.</i>)					
19	My anxiety or nervousness affects my ability to understand spoken English. (<i>Kecemasan atau rasa gugup saya mempengaruhi kemampuan saya dalam memahami bahasa Inggris lisan.</i>)					
20	I feel that I need more listening exercises in class to improve my understanding. (Saya merasa bahwa saya membutuhkan lebih					

banyak latihan mendengarkan di kelas untuk meningkatkan pemahaman saya)						
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a. Questionnaire Results

No.	statement	Strongly Disagree	Agree	Neutral	Disagree	Strogly disagree
1	Statement 1	24	3	-	2	1
2	Statement 2	18	4	1	4	3
3	Statement 3	14	2	4	6	2
4	Statement 4	20	5	2	1	1
5	Statement 5	15	9	5	-	1
6	Statement 6	12	9	-	4	5
7	Statement 7	27	2	1	-	-
8	Statement 8	22	4	3	1	-
9	Statement 9	18	4	7	-	3
10	Statement 10	24	4	2	-	-
11	Statement 11	20	5	-	4	1
12	Statement 12	22	7	-	-	1
13	Statement 13	14	9	4	2	1
14	Statement 14	19	6	5	-	-
15	Statement 15	23	5	1	-	1
16	Statement 16	16	9	2	2	1
17	Statement 17	24	4	2	-	-

18	Statement 18	18	8	1	2	1
19	Statement 19	9	19	1	1	-
20	Statement 20	25	4	1	-	-

The researcher listed the results of the research through questionnaires and interviews with a number of students, based on the results of the field research. To find out how difficult it is for students when listening to vocabulary in English learning, the researcher limited attention to 4 people only because the number of students in the research location is quite large. The following are the results of the interviews conducted by the researcher.

1. what challenges do you face when listening to English materials during class?

According to the four students I interviewed, one of them said “I often have difficulty

understanding the accent of native speakers because it sounds different from what I am used to hearing. Also, the speaking speed in the recording is often too fast, so I can't catch all the words clearly.” “I could barely even make out what she was saying” said one student. “It's so hard to miss hearing their accents, it's so fast” was the student's response.

2. How do you feel about your listening skills in English? Do you feel confident or do you often struggle?

The student said “sometimes it makes me nervous because I am not used to understanding the lesson”, “I am happy but sometimes I feel scared if there is vocabulary that I don't know”. Said the student. “I feel nervous too, miss, because the vocabulary is sometimes new to me when I heard it before.” Students said answers like this proving that they also lacked confidence in what they answered.

3. What do you think makes listening activities in English difficult?

The four students gave answers to my questions when I interviewed them. “My main mistake is my lack of vocabulary”, the student said. “My vocabulary is so lacking that if there is vocabulary that I don't know, then I lose the meaning of the context” said one of the other students ‘my vocabulary is a little miss’, said the student then ‘I often don't understand the

context because I don't know what he said, the noise of classmates also sometimes interferes with my hearing' answers from these students are proof that they also still lack vocabulary.

4. Are there any strategies or techniques you use to help you understand the material while listening? If so, what are they?

The students answered "I listen to music in English to improve my listening", "I ask for repetition of the recording or explanation to my teacher", said one of the students, "I ask my teacher to repeat it", "ask to repeat the recording miss or I ask for a re-explanation from my teacher" the students' answers provide evidence for each question given to them.

Conclusion

Based on the results of the observations that have been made, it can be concluded that listening difficulties in learning English at Budi Murni 2 Catholic Junior High School are caused by several factors. First, the speed of native speakers' speech that is too fast makes it difficult for students to catch words and understand the context. Second, the different accents that students hear also make it difficult for them to understand the actual speech. In addition, the lack of vocabulary that students master also affects their listening skills. Another factor affecting students' listening skills is the presence of noise from classmates, which causes students' concentration to be disrupted during the learning process. Students' lack of motivation, effective learning strategies, and self-confidence causes them to feel nervous and doubtful about the answers they hear, so that the material learned cannot be understood properly. Listening difficulties can have a negative impact on students' academic performance, resulting in low comprehension of material and lower grades. Students' listening skills at SMP Budi Murni 2 need to be improved by applying the right learning strategies and paying attention to factors that interfere with students' listening skills during the learning process, this is evident from the results of research conducted by researchers at Budi Murni 2 Private Catholic Junior High School.

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