

Students Obstacles in Listening Comprehension in English Learning

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ABSTRACT

In developing a person's life, understanding various aspects of life comes from language learning. One aspect of language learning that plays a vital role is listening to conversations spoken by readers. This research has a qualitative descriptive pattern using selected literature reports for systematic reviews and meta-analysis methods. The source of the literature search was articles indexed on the DOAJ portal from 2016-2022, while the data collected was in the form of articles related to students' difficulties in learning to listen in EL. Document analysis techniques are used to solve data analysis problems. The results show that the factors that cause obstacles in learning listening are students' low attitudes and willingness to learn listening subjects, and the teacher's strategy in teaching the material also creates significant obstacles in students' abilities. Moreover, it is not overlooked that the recording media used also severely influences students' ability to capture verbal messages in listening activities.

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1. INTRODUCTION

Language is a connecting tool that unites all nations and a means of self-expression in speech and writing. Learning a language is learning to communicate. Thus, language learning aims to strengthen students' skills to communicate correctly and accurately. Learning a language does not only increase language skills but also the ability to think and reason, as well as the competence to broaden one's horizons. Language learning also aims to expand students' emotional sensitivity so that they understand well, not only information conveyed directly or indirectly.

One of the learning objectives is to focus on acquiring language competence. Language competence includes listening, reading, speaking, and writing. These four areas of expertise often receive special concern in foreign language teaching and learning. These four skills depend on each other to achieve complete language proficiency. Listening is one aspect used to gain language knowledge. Research by Cheung (2010); Solak and Altay (2014), in Yavuz & Celik (2017) mention the importance and emphasis on listening comprehension as a critical aspect of learning English as a foreign language.

Tarigan (2008: 29) mentions that listening is the method of hearing with maximum attention, understanding, perception, and interpretation to catch information and retrieve the message. Listening includes auditory abilities, processes between sounds and forms of meaning, auditory grammatical abilities, reception of necessary information, and memory

capacity (Morley, 1972 in Gilakjani & Saburi, 2016). Meanwhile, Rost (2009) suggests that listening is a positive mental skill that assists us in gripping the world and is essential to successful communication.

From the explanation above and seeing the importance of listening learning in ELT learning, this research discusses the obstacles students face in listening learning in ELT.

2. LITERATURE REVIEW

2.1 Listening

Listening is the process and first step in language learning in English and other languages. When learning English, listening is essential. Listening is our understanding when listening directly or through other media. Listening is an essential subject in English. Zeng and Goh (2018) stated that listening is essential in language learning and vital in second language pedagogy. Furthermore, Feyten (1991); Wolvin (2010); Wolvin & Coakley (2000), in Zeng & Goh (2018) have documented and summarized the unique and substantial of listening in communication.

However, quite a few experts argue that it is still neglected in second language learning because the advancement of skills such as another skill, which are seen as important gateways to knowledge, is therefore more emphasized in academic contexts (Nunan, 1997; Vandergrift 1997; Nation & Newton, 2008; in Zeng, & Goh, 2018).

2.2 Learner strategies in L2 listening

Chamot (1995) and Cohen (1998) in Zeng and Goh (2018) said that learning strategies point to deliberate procedures utilized to improve knowledge of the target language. Furthermore, Gu, Hu, & Zhang (2009) and Vandergrift (2008) in Zeng & Goh, 2018 said that in second language listening, the use of appropriate strategies is very necessary to achieve listening learning goals, especially for students who have limited abilities in understanding spoken text. Strategies help students improve comprehension and assist in designing their overall listening progress as part of a language learning venture (Vandergrift & Goh, 2012 in Zeng & Goh, 2018).

Recent studies show that successful listening in a second language entangles careful organization or grouping of cognitive and metacognitive strategies (Graham & Macaro, 2008; Vandergrift, 2003 in Zeng & Goh, 2018). Listening strategies, in general, can also be examined in relation to the individual tactics or techniques used to operationalize each strategy (Goh, 2002), and it can provide superior clarity about the hierarchical connection between strategies (Oxford & Cohen, 1992 in Zeng & Goh, 2018).

3. RESEARCH METHODOLOGY

This research has a qualitative descriptive pattern using selected literature reports for systematic reviews and meta-analysis methods. The source is the DOAJ portal, while the data collected was from articles related to learners' obstacles in learning listening in EL. The articles used are according to search results indexed on the DOAJ portal in 2016-2022. Document analysis techniques are used to solve data analysis problems.

4. FINDINGS

4.1. Results

In language, listening is a crucial activity that needs to be perfected. It is why we are faced with a listening test in language proficiency tests. Usually, the listening test is the first session, and it is a receptive skill that has been developed in humans for a long time. Listening skills like reading, writing, and speaking must also be trained. Maybe listening is a lifelong challenge. Remember that to understand other people's feelings coexist as humans, we also need listening skills.

Table 4. Difficulty in learning listening skills, based on previous research

| No | Author | Year | Article Title | Findings In Articles |
|----|------------------------------|------|---|---|
| 1 | Sa'diyah, S. S. | 2016 | EFL Learners – Faced Problems in Listening Comprehension | This research found that students' difficulties in listening were motivating themselves and their courage to try to answer listening questions. These students' learning obstacles encourage EFL tutors to search for learning strategies to repair students' listening skills. |
| 2 | Gilakjani, A., & Sabouri, N. | 2016 | Learners Listening Comprehension Difficulties in English Language Learning: A Literature Review | The teacher's role in developing effective listening strategies is expected to solve students' difficulties in listening and improve students' listening comprehension skills. |
| 3 | Darti and Asmawati, A. | 2017 | Analyzing Students' Difficulties Toward Listening Comprehension | Three factors influencing students' abilities are 1) listening material, namely accent, pronunciation, speaking speed, inadequate vocabulary, and poor recording quality, which are the main problems. 2) listening factors, namely lack of concentration, and 3) environment. With these student difficulties, it is necessary to develop effective learning strategies. |
| 4 | Samosir, H. | 2019 | A Study of Listening Comprehension Problems Encountered by The Third Semester Students at STMIK | The research revealed that students face various listening problems in learning comprehension, such as unfamiliar words, speed, pronunciation, length |

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| | | | Prabumulih | of spoken text, lack of concentration, and noisy sounds from recorded and environmental sounds, like a voice from outside the classroom. |
| 5 | Sari, N., & Fithriyana, R. | 2019 | Exploring EFL Students' Problems in Listening Comprehension | Only 28% of students could answer questions related to listening comprehension in making conclusions they heard. Students have low self-confidence in their listening skills. It is difficult for students to concentrate. It requires attention by providing innovative strategies in listening learning activities. |
| 6 | Namazandost, E., Nasri, M., & Hosseini, S. | 2020 | Listening Comprehension Problems and Strategies Used by Intermediate EFL Learners | The results show that learners experience input problems from language teachers' teaching strategies, and teachers can use appropriate strategies. |
| 7 | Saputra, A., Darmajaya, L. A., & Riantara, R. A. | 2021 | Students Difficulties in Interpreting Message Of Listening Comprehension | Three factors influence a student's hearing: listening factors, listening materials, and environment. Other problems are speed and different speakers' accents, pronunciation, poor vocabulary, and concentration are other main obstacle faced by students. |
| 8 | Hadist, M. K., Hidjanah, H., Dtakiyatuddaaimah, D., & Dewanti, L. | 2022 | An Analysis of EFL Students' Difficulties in Listening Comprehension at STKIP Muhammadiyah Bogor | Several factors influence EFL learners' listening comprehension, such as the listener's attitude and background knowledge, listening material, speaker, and physical setting. The students most often face listening material such as recording conversations that are too long, the recording quality is poor, and the supporting equipment is poor. |

5. DISCUSSION

Listening is an activity of listening verbally with complete understanding and understanding, to gain knowledge and understand the meaning of communication that someone through spoken language does not convey. Therefore, listening or listening is a language skill that is very important for a student. Communicating will not be able to take place well if this skill is not present. If a person's listening ability is deficient, then it is certain that the person will not be able to express the discussion he or she hears correctly. When we perceive sound, we can know the meaning of what is being said through the tone of voice, facial expressions, body movements, and so on.

The findings above suggest several obstacles in learning to listen, such as motivating themselves and students' courage to try to answer listening questions (Sa'diyah, 2016; Darti and Asmawati, 2017; Samosir, 2019; Sari & Fithriyana, 2019; Saputra, Darmajaya, & Riantara, 2021; Hadist, Hidjanah, Dtakiyatuddaaimah, & Dewanti, 2022). Apart from that, teachers' strategies for developing students' listening skills also need to be considered in order to improve students' listening capability skills (Gilakjani & Sabouri, 2016; Darti and Asmawati, 2017; Sari & Fithriyana, 2019; Namaziandost, Nasri & Hosseini, 2020; Hadist, Hidjanah, Dtakiyatuddaaimah & Dewanti, 2022). Furthermore, things that contribute to the difficulty of students' listening skills are poor recording quality and surrounding noises originating from the background and environmental sounds, such as sounds from outside the classroom are the main problems faced by students (Darti and Asmawati, 2017; Samosir, 2019; Hadist, Hidjanah, Dtakiyatuddaaimah & Dewanti, 2022).

Learning to listen and listen is an active activity for students to understand something. Learning is an activity carried out by the tutors, the students, and the theory that will be taught to the learner. We must find acceptable procedures for the learner and the teacher to achieve learning goals. Listening means hearing and understanding the sounds of language. However, before arriving at the step of understanding, those involved must be serious. Therefore, listening proves actual activity.

6. CONCLUSION

Hearing means being able to perceive sounds with the sense of hearing. Therefore, listening or listening is a language skill that is very important for students. Communicating will not be able to take place well if this skill is not present. The factors that cause obstacles in learning listening are students' attitudes and willingness to learn to listen, and the teacher's strategy in teaching the material also provides significant obstacles to students' abilities. Furthermore, it is not overlooked that the recording medium used also seriously influences students' ability to capture verbal messages in listening activities.

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