

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the following subtopics: (1) Findings and (2) Discussion

4.1 Research Findings

The research findings of this study presented the teacher's difficulties in teaching listening at MAN 1 Palembang. The data of this study were obtained from interview to the teacher of English. Through interviewing process, I found some problems in teaching English that had become difficulties for the teachers of English.

From the results of this study, related to the teacher's difficulties in teaching listening of English, I categorized into some themes, and codes below.

Table 1: Themes and codes for the teacher's difficulties in teaching listening at MAN 1 Palembang

Themes	Codes
1. difficulties related to the students' psychological	a. It was difficult to motivate students and how to make them interested with listening.
2. Students' Background Knowledge	a. The teacher found difficulty with students' who did not have a prior knowledge about the material that she was going to delivered.
3. Students' Attitude	a. Some students were often busy

Themes	Codes
	<p>talking and chatting among others and did not concentrate on the listening subject.</p> <p>b. Some other students were passive during the listening process, which causes them to be bored with and reluctant for listening</p> <p>c. Some students did not know how to do a listening task was.</p>
4. Lack of students' vocabulary	<p>a. The lack of the students' vocabulary becomes the difficulty that the teacher faced.</p> <p>b. The teacher faced the challenge while teaching listening comprehension to the students in the class where the ability of the students was at the first grade of learning English.</p>
5. Teaching Aids or Media	<p>a. the lack of the tool like there was no earphone and the language laboratory was not available.</p> <p>b. The teacher brought her own laptop and speaker to teach listening comprehension because there was no media like headphone or earphone provided by the school</p>
6. The Material	<p>a. The teacher faced problem in preparing the materials to be presented to the students because</p>

Themes	Codes
	the material that was needed to be presented to the students based on syllabus was not available on the source books provided by school
7. Method of Teaching Listening Comprehension	a. The teacher felt difficult in choosing method in teaching listening Comprehension because the teacher knew that the use of appropriate method or technique can make the students understand more about the lesson and they can use it for producing other skills in English such as speaking, reading, and writing.

The themes and codes describe in table 4.1 were fully explained as follow:

4.1.1 Students' Psychological Obstacles

Students' Psychological obstacle is a factor that is mentally or spiritually concerned with the aspects in students' learning; it was non-mental factor, not directly involving cognitive processes such as students' motivation. The English teacher at MAN 1 Palembang Mrs. RL explained that she had difficulties in teaching listening comprehension. The teacher said, *“Well, I’ve never seen students with high anxiety in my listening class. I think it’s still in a normal level. What become my concern is about students’ motivation. I don’t know how to motivate and how to make them interested with listening. Some students have low*

motivations because they feel like being forced to be in the class and because they are not willing to learn. Some of them have problem on concentration and find listening is more difficult than other subjects. Students simply turn off when listening to spoken English as it is seemed too difficult to follow without high level of concentration. When I met student with demotivation, it was hard to get his/her attentions back. So, in teaching English, moreover in teaching listening comprehension, I think what made it difficult was about how to motivate students and how to make them interested with listening,” (personal communication, October 20, 2020). It is a reality that the motivation in EFL classroom is a very important issue. We can change students’ opinion impressively with the help of it.

Furthermore, the English teacher at MAN 1 Palembang also explained that the students seemed uninterested and demotivated. They thought that Listening comprehension is a difficult skill for them. The teacher stated, *“When the first time I told my students that we were going to start a listening comprehension session, I found that they started to looked like uninterested and demotivated. And it made me feel like it was a challenge for me to teach Listening Comprehension. When I asked them, why they acted like that, they said that Listening comprehension is a difficult skill for them, they thought that they had low ability in listening”*, (personal communication, October 20, 2020). Motivation and interest are important in language learning and when student is learning listening comprehension he/she must be stimulated. The teacher must try to avoid boring or over-theoretical subjects, using as far as possible ones the teacher thinks that the

students may be interested in, that seem of practical relevance, that may arouse or stimulate them.

In addition, according to the teacher, *“I faced difficulty in motivating students mostly when I teach students from social science. As we know that some people believe that students from social class (IPS) is harder to manage than students’ from math and science class (MIPA). I had tried to motivate them by using various method or strategy and media in teaching listening such as pictures, video, song or games. But still, some students were not interested and unmotivated joining the activities in the class of listening comprehension”* (personal communication, December 3, 2020). From this statement, it can be concluded that from psychological factors, the teacher faced difficulty in motivating the students, though the teacher had tried to motivate them by using various method or strategy and media in teaching listening comprehension.

4.1.2 Students’ Background of Knowledge

A student’s background knowledge is knowledge that the students have, learned both formally in the classroom as well as informally through life experiences. Background knowledge is an essential component in learning because it helps us make sense of new ideas and experiences. A student’s background knowledge on a subject affected their listening comprehension. According to the teacher, *“I found difficulty with students’ who did not have a prior knowledge about the material that I was going to delivered. For example when it came to the material of Biography. Then, I took the biography of BJ.*

Habibie; students with poor listening comprehension may tune out, having no connection to their vocabulary. Without background knowledge about BJ Habibi, the students with poor listening skills have difficult time accessing difficult information. I had told them about what we were going to learn on the previous meeting, but still they did not get what I meant” (personal communication, October 20, 2020). The student who knew about BJ. Habibie is not smarter or more advanced than someone who doesn't know him; he simply has knowledge that allows him to unlock the meaning. With a little bit of background, the student may be able to answer low-level comprehension questions about BJ Habibie, but the full meaning of the text eludes them without pertinent background knowledge.

Furthermore, the teacher explained, *“Another example was when I had to teach Narrative text about legend to the students. I took example when I delivered Tangkuban Perahu story to the class based on the text book and the curriculum. The result was some students could not answer the questions given on the exercise because they could not relate with the story that they had never heard before in Bahasa. Though I had told them the story in Bahasa before I start to play the audio, the result was still disappointing* (personal communication, December 3, 2020). Thus, background knowledge could affect students' listening comprehension. The student who has a little bit of background knowledge would have comprehension more than who hasn't.

4.1.3 Students' Attitude

Students have different attitudes in the classroom. The students' attitude could be a challenge for a teacher in teaching listening comprehension. The teacher denoted that the students have different attitudes in the classroom. According to the teacher, there were two kinds of attitude; positive and negative attitude. Students with negative attitude absolutely became the difficulty for her in teaching listening. *“Example of negative attitude was when my students were talking and chatting among others and did not focus on the listening subject. They could not focus on the audio being played, and they might not catch the messages from the audio”* (personal communication, October 20, 2020).

Additionally, according to the English teacher at MAN 1 Palembang, *“Another example of negative attitude was some students who were passive during the listening process, which caused them to be bored with and reluctant for listening. These types of students do not respond well. They need extra guidance and support to boost their motivation both in and out of the classroom”* (personal communication, December 3, 2020). To the students who have negative attitude, the English teacher was challenged to give encouragement to the students to be more active and to be engaged in learning listening comprehension.

The English teacher at MAN 1 Palembang also explained about the difficulty that she faced with the students who did not know how to do a listening task was. The teacher stated, *“Some students did not know how to do a listening task was. They did not know what steps to do in doing the listening task. Even*

though I had told them about the steps, they are: hearing, selecting, attending, understanding. I had explain about these steps to them previously” (personal communication, October 20, 2020). Some students have problems with listening comprehension, thus the teacher needs to give some tips or ideas about how to tackle the problems.

4.1.4 Lack of students’ vocabulary

Vocabulary is a set of familiar words within a student’s language of English. The lack of the students’ vocabulary of English was the reason why the students did not understand what a passage was. The English teacher at MAN 1 Palembang stated that, *“The lack of the students’ vocabulary becomes the difficulty that I faced as an English teacher. The lack of the students’ vocabulary made me as a teacher was rarely to teach listening passage to the students because the ability of the students was not capable yet to learn listening passage. I thought that taught listening passage to the students brought the students feel bored”* (personal communication, October 20, 2020).

Furthermore, the English teacher at MAN 1 Palembang also explained that to avoid misunderstanding, she used English language and Bahasa in teaching, especially listening comprehension. She stated, *“In using English in the class, especially in teaching listening, I combined English with the students’ mother tongue due to the students did not comprehend what the teacher said. Moreover, this is the students of the first grade where listening skill was still strange for them. Thus, the challenge faced while teaching listening comprehension to the students in the class was the ability of the students at the first grade in English”*

(personal communication, October 20, 2020). In listening comprehension, it would be easy for students if they know the meaning of words and their interest and motivation can be aroused which can have a positive effect on the listening comprehension capability of the students.

4.1.5 Teaching Aids or Media

Teaching aids are objects (such as a book, picture, or map) or devices (such as a DVD or computer) used by a teacher to enhance or enliven classroom instruction. Teaching aids or media are valuable instructional tools that can help learning more effective and interesting. According to the teacher, *“The challenge or the difficulty that I faced when teaching listening comprehension was the lack of the tool like there was no earphone and the language laboratory was not used well. I taught listening comprehension by explaining the main point about how crucial listening comprehension was. Then, I gave example and test. Furthermore, I brought my own laptop and speaker to teach listening comprehension because there was no media like headphone or earphone which had been provided by the school”* (personal communication, October 20, 2020).

Furthermore, according to the English teacher at MAN 1 Palembang, *“For preparing the speaker, I provided recording to teach listening comprehension. I did not organize the chair of the students based on their quality to hear but the students was organized the chair of the students based on the students’ attention. The students who did not pay attention in the teaching listening comprehension were placed in forward to help the teacher to control the class”* (personal communication, October 20, 2020). The resources a teacher uses while teaching

listening comprehension play a role in how students learn. The teaching aids or media used by the teacher can make the listening more interesting and stimulate the students' interest in learning. The English teacher at MAN 1 Palembang face difficulty in teaching listening comprehension was the lack of teaching aids and media.

4.1.6 The Material

The material for teaching listening comprehension is crucial. The materials selected for a particular course should meet the aims of the course itself. As the teacher claimed that, *“The major problem that I faced when teaching listening was the material that was needed to be presented to the students based on syllabus was not available on the source books provided by school. Moreover, in teaching listening that needs textbook which should completely CD or DVD audio. Consequently, I should find out the material from other books or from the internet”* (personal communication, October 20, 2020). *In addition, it is hard for me to find some particular material for listening comprehension. For example, when I had to teach my students Narrative text about legend as stated on the Syllabus. I had asked my students about the legend that was familiar with them, but it was difficult for me to find the story that was familiar for them. When I used the material from the textbook, I found that the students were difficult to comprehend it* (personal communication, December 3, 2020).

Furthermore, according to the teacher, she had ever faced difficulty to match listening materials from syllabus system in 2013 curriculum with materials on National Examination (UN). In the syllabus, the listening material discussed

about songs but in the National Examination it discussed monologues and dialogue and the format was very different. In the syllabus, the material about songs was emphasized at the end of the meeting, but during the implementation of the National Examination, the dialogue and monologues were very different and quite difficult for students to understand. The teacher stated, *“It is necessary for me as a teacher to be more creative in choosing material so that students do not encounter difficulties in taking the exam in the future”* (personal communication, October 20, 2020). From the statement above, the teacher faced difficulty to find appropriate material in teaching listening comprehension since some sources in the school which was necessary for the teacher are not available. The use of appropriate learning materials and activities by teachers’ are needed to improve learners’ listening comprehension.

4.1.7 Method of Teaching Listening Comprehension

Teaching listening comprehension for EFL students is not an easy job. Using variety when teaching listening can develop students’ motivation in comprehending the material. The implementation of appropriate methods and techniques by the teachers in a classroom will influence the outcome for students. She attempted to use the appropriate method or technique to make the students understand more about their lesson and they can use it for producing other skills in English such as speaking, reading, and writing. The teacher stated that, *“I feel difficult in choosing method, technique and strategy of teaching listening Comprehension. I know that to make the students being interested and motivated in listening comprehension, I should be creative in finding a method of teaching. I*

did not want to teach listening only by presenting the listening material through a tape recorder.

In teaching, a teacher needs to try different methods and techniques because the use of the teaching method can create a successful material for the subject. The teacher claimed that, *“Some techniques of teaching I had ever used were answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio, using dictation, etc. But, sometimes it was frustrating for me, because the method I chose did not always work for some students. But, I realized that successful listening skills takes time and lots of practice. I just need to be more imaginative and creative in developing teaching methods to create good atmosphere and make my class more interesting”* (personal communication, December 3, 2020). It can be concluded that the teacher found difficulty in choosing methods, techniques, and strategies for listening comprehension. In teaching listening comprehension, the teacher should have a set of exercises, tasks or other activities for the students to make her class more exciting.

4.2 Discussion

Interpretation of this study was made based on the result of data analysis which aimed to ensure and strengthen the findings. Based on the findings above, there were some difficulties in teaching English listening comprehension faced by the teachers of English, as follows: (a) the students' psychological factor, (b) Students' Background Knowledge; (c) Students' Attitude; (d) Lack of students'

vocabulary; (e) Teaching Aids or Media; (f) The Material; (g) Method of Teaching Listening Comprehension.

First, the English teacher at MAN 1 Palembang found that from psychological factors, the teacher faced difficulty in motivating the students. The students seemed lack of motivation in listening comprehension though the teacher had tried to motivate them by using various method or strategy and media in teaching listening comprehension. According to Guo and Wills (2006) Psychological factors refer to those non-mental factors not directly involving cognitive processes such as students' interest, attention, learning emotions, attitudes and willpower". The lack of the students' motivation and interest to learn was the big challenge for the teacher to make listening comprehension was taught well.

The teacher concerned about the students' motivation. Some of the students have low motivations and felt like being forced to be in the class and not willing to learn. Students simply turn off when listening to spoken English as it seemed too difficult to follow without high level of concentration. It was hard to get the students' attentions back if they were demotivated. Furthermore, the English teacher at MAN 1 Palembang also explained that the students seemed uninterested and demotivated. They thought that Listening comprehension is a difficult skill for them. At the first time the teacher told the students that the listening comprehension session was going to start, she found that the students started to looked like uninterested and demotivated.

In addition, according to the teacher, she faced difficulty in motivating students mostly when she taught students from social science class. The teacher had tried to motivate them by using various method or strategy and media in teaching listening such as pictures, video, song or games. However, some students were not interested and demotivated joining the activities in the class of listening comprehension. Thus, it can be concluded that from psychological factors, the teacher faced difficulty related to the students' motivation though the teacher had tried to motivate them by using various method or strategy and media in teaching listening comprehension.

Le (2019) denoted that the teachers often encountered a lot of difficulties in teaching listening skills, and one of the prominent problems was students' low motivation. In addition, Hamouda (2013) showed that Saudi students face difficulty in listening comprehension due to anxiety, lack of motivation, and lack of interest. Goctu (2016) state that motivation is a crucial factor in learning and teaching a foreign language, precisely in listening skills. Thus, it is important for an English teacher to know more how to motivate students in teaching listening comprehension.

Second, background knowledge of students on English subject become the difficulty in teaching listening comprehension. The teacher found difficulty with students' who did not have a prior knowledge about the material that she was going to delivered. The result was some students could not answer the questions given on the exercise because they could not relate with the story that they had never heard before in Bahasa. Though the teacher had told them the story before

she started to play the audio. Thus, background knowledge could affect students' listening comprehension. The student with a little background information would have more understanding than the student who did not.

Hwaider (2017) stated that background problem is one of non-linguistic problems which become the main hindrances in teaching listening comprehension. According to Hasan, Gushendra, & Yonantha (2017), background knowledge is when students make connections to what they are reading as well as listening, their comprehension increases. Prior knowledge of the learners is one aspect of language processing which enhances the comprehension in learning a language. Thus, when the content of the material is familiar to the listener, he will employ his background knowledge at the same time to make predictions which will be proved by the new input. Without adequate background knowledge, the students with poor listening skills have difficult time accessing difficult information. The teacher faced difficulty because some students did not have background knowledge about the material given.

Third, the teacher faced difficulty in teaching listening comprehension related to the students' attitude in the classroom. There are obviously many differences among the students all over the world. The English teacher at MAN 1 Palembang found that the students have different attitudes in the classroom. She found that, negative attitude become challenge for her in teaching listening comprehension. She found that some students were chatting with other students; whether it was about the listening material or other topic. While, some other students were passive during the listening process, which causes them to be bored

with and reluctant for listening. Thomson (2005) says that some teachers find that their students are often busy talking and chatting among others and do not focus on the listening subject. In listening, students need to be focus on the audio being played, otherwise they may not catch the messages from the audio. It indicated that students' attitude to listening imparted on listening comprehension. The result of this study was in line with Taysi's study (2019) who found that there is a significant correlation between the students' attitude and their listening comprehension. Thus, the English teacher was challenged to inspire students to be more engaged and to be interested in learning listening comprehension especially for students who have negative attitude.

Fourth, another difficulty was the lack of students' vocabulary. The students limited vocabulary becoming one of the problems in teaching English (Utomo, Kusmaryati, & Sulistyowati 2019). One of the matters why it represents a difficulty is that the vocabulary used in conversations or in a spoken language often varies and differs from that for the written language (Broughton et al, 1978, p.72). Consequently, students sometimes show inability to understand unfamiliar words a thing which may confuse them.

The English teacher at MAN 1 Palembang rarely teaches listening passage to the students because the ability of the students is not capable yet to learn listening passage. Furthermore, according to the English teacher at MAN I Palembang, teaching listening passage to the students makes the students feel bored.

The English teacher at MAN 1 Palembang also explained that to avoid misunderstanding, she used English language and Bahasa in teaching, especially listening comprehension. Moreover, she taught students of the first grade where listening skill was still strange for them. It will be easy for learners in listening comprehension if they know the meaning of the words; their curiosity and enthusiasm can be stimulated, which would have a positive impact on students' listening comprehension abilities. Thus, the challenge faced by the teacher while teaching listening comprehension was the students' lack of vocabulary.

Solak and Firat (2014) also found that "presence of too many unfamiliar words in a text is a reason for the failure in comprehension". Thus, to be able to understand the English passage, the students need to increase their vocabulary mastery. Listening was the basic skill in mastering English. The lack of vocabulary for the students was the explanation why the students didn't understand what the passage was. That was the challenge the teacher was having.

According to Bingol, Celik, Yildiz, & Mart, (2014), 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.

Fifth, the challenge or the difficulty that the teacher faced when teaching listening comprehension was the lack of teaching aids or media. Le (2019) found that lack of teaching aids become another problem encountered by the teachers in

teaching listening comprehension. In the listening teaching process, teachers should use a variety of teaching aids with full of attraction to appeal to students towards the lesson. In teaching listening comprehension, the teacher at MAN 1 Palembang lack of tools like there was no earphone and the language laboratory was not used well. The teacher brought laptop and speaker to teach listening comprehension because there was no media like headphone or earphone which had been provided by the school. The use of media in teaching listening comprehension have positive affection for teachers when teaching listening comprehension. The listening will be meaningful and enjoyable. In teaching listening comprehension, the teacher taught the students listening comprehension by presenting the audio, cassette, or video but sometimes if there was no media which could be used in the class so the teacher taught them by pronouncing the material to the students afterwards the students listened while write what they had heard then gave a commentary.

For preparing the speaker in teaching listening comprehension, the teacher provided recording to teach listening comprehension. The teacher did not organize the chair of the students based on their quality to hear but the students was organized the chair of the students based on the students' attention. The students who did not pay attention in the teaching listening comprehension were placed in forward to help the teacher to control the class.

Sixth, difficulty faced by the teacher in teaching listening comprehension was preparing the materials to be presented to the students. The main problem that the English teacher at MAN 1 Palembang faced when teaching listening

comprehension was the material that was needed to be presented to the students based on syllabus was not available on the source books provided by school. The teacher should find out the material from other books or from the internet. In addition, the teacher faced difficulty to find some particular material for listening comprehension.

Furthermore, according to the teacher, as a teacher she should be more creative in choosing material so that students do not encounter difficulties in taking the exam in the future. From the statement above, the teacher faced difficulty in finding suitable material in teaching listening comprehension because some textbook provided in the school that were relevant for the teacher are not available. This result is in line with Aryana & Apsari's study (2018) who found that one of the teacher difficulties in teaching listening comprehension is in preparing the material. To improve the listening comprehension of learners, the use of appropriate learning materials and activities by teachers is required.

Seventh, the teacher felt difficult in choosing method of teaching listening comprehension. A teacher should have a set of exercises, tasks or other activities for the students in teaching listening comprehension. It is really important and positive experience to try various method and technique of teaching because successful materials of the subject matter would depend on the use of teaching method. The teacher at MAN 1 Palembang knew that to make the students being interested and motivated in listening comprehension, she should be creative in finding a method of teaching. The teacher did not want to teach listening only by presenting the listening material through a tape recorder. She attempted to use the

appropriate method or technique to make the students understand more about their lesson and they can use it for producing other skills in English such as speaking, reading, and writing. Some techniques of teaching she had used were answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio, using dictation, etc. But, sometimes it was frustrating for her, because the method she chose did not always work for some students. However, she realized that successful listening skills are acquired over time and with lots of practice.

This result is in line with Aryana & Apsari's study (2018) who found that the teacher felt difficult in choosing method, technique and strategy in teaching listening comprehension. Thus, the influence of the methods used by the English teacher in teaching learning process is really vital to improve the students' listening comprehension. The teacher is supposed to be more imaginative and creative in developing their teaching methods to create good atmosphere and make the English lesson more exciting.