

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents (1) research findings, and (2) discussions.

4.1 Findings

There are some findings presented in this chapter. The research findings are related to the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung. The data obtained from one teacher used as the main source were analysed by using thematic analysis as described follows.

4.1.1 Analyzing the the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung

Themes	Codes
Linguistic problems	<ul style="list-style-type: none"> a. The teacher claimed that the students were unfamiliar with pronunciation in English. b. The teacher mentioned that the students did not have previous knowledge of pronunciation in English. c. The teacher admitted that the students had limited vocabulary of English. d. The teacher asserted that the students had not understood the grammars of English. e. The teacher confessed that the students did not understand grammars of English in actual usages.

Nonlinguistic problems

- a. The teacher said that the students did not have sufficient interests in learning English because of their negative perspective.
- b. The teacher claimed that the students did not have full intention to learn English because of their inadequate concentration.
- c. The teacher mentioned that the students were less enthusiastic in listening activities.
- d. The teacher confirmed that the students could only focus on listening activities while having comfortable learning activities
- e. The teacher said that the students' lack of pronunciation, limited vocabulary, and too frequent listening activities which made the students felt bored to follow English class.
- f. The teacher confessed that the school did not provide good facilities for listening activities.

The themes and codes formulated from the qualitative data as listed in the Table 4.1.1 are described in order to know the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung. Based on the data analysis, the researcher found that the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung consisted of two problems namely 1) Linguistic Problems and 2) NonLinguistic Problems

4.1.1.1 Linguistic Problems

Based on the data analysis about difficulty asking the students for comprehending what they heard during teaching process, the researcher found the this problem was caused by two main points namely the students were unfamiliar with pronunciation in English and the students did not have previous knowledge of pronunciation in English. This finding was mentioned by the interviewee that *"pronunciation is one of skill parts in English which contains different meaning. Then, the students' pronunciation at this school is out of expectation because many of them cannot pronounce the words in English correctly. This happens because they infrequently learn English seriously. This condition makes them become unfamiliar with the correct pronunciation of the words. For example, while playing an audio in listening class, I ask my students to listen carefully what is discussed on the audio and enlist what unfamiliar words to them found during listening. The students at this school are unfamiliar with pronunciation in English caused by their knowledge background. They are still confused about how to distinguish the same sounds while listening so that it is difficult for them to catch the different meanings. It goes back to their previous knowledge of English ya, it is because the students mostly at this school had never gone to a cram school for*

additional learning which means that learning in formal school is inadequate to increase the knowledge of English". (Personal communication, March, 4th, 2021). All in all the students still confused about how to distinguish the same sound while listening so that it is difficult for them to catch the different meaning.

Based on the data analysis about difficulty in having the students get information about what was discussed in listening class, the researcher found that the students had limited vocabulary of English. This finding was conveyed by the interviewee that *"regarding students' vocabulary, there are mistakes in the vocabulary mentioned in audio maybe audio problems. As what I just told you that they have very limited practice and learning to increase their vocabulary and also the students at this school are less interested in learning English because they consider that English is a difficult subject to learn. The students cannot recognize the words used in learning materials especially in the audio, I think it is the most difficult job for them to do. Most of them cannot understand the words while listening because it is too fast, pronunciation difference with different meaning as well which confuses them while listening"* (Personal communication, March, 4th, 2021). By and large the student cannot recognize the words used in learning materials especially in the audio and then most of them cannot understand the words while listening because it is too fast.

Based on the data analysis about the students' obstacle in understanding the teacher's explanation in listening activities, the researcher discovered that the students had not understood the grammars of English. This problem was

mentioned by the teacher that *"I teach grammar by using the audio to increase their listening comprehension in which before I teach in listening class, I often prepare materials such as audios or videos. After playing those, I sometimes introduce some grammars used in those materials through guessing the structures used in expressions and the patterns of sentences used in various contexts. The students' problem is related to the tenses because they are completely still confused about the difference of tenses patterns and usages. It is the next problem to the students' listening comprehensions because the students prefer to bring themselves in a habit of not practicing spoken English and very infrequent to have good listening practice. Simply, they prefer doing their usual own activity to increasing their listening skills"*. (Personal communication, March, 4th, 2021). Overall, it may be said the students' problem is related to the tenses because they are completely still confused about the difference of tenses patterns and usages.

Based on the data analysis about the students' difficulty understanding about English usages in various contexts, the researcher found that the students had not understood grammars of English in actual usages. This finding was admitted by the interviewee that *"I teach grammar by using the audio to increase their listening comprehension in which before I teach in listening class, I often prepare materials such as audios or videos. After playing those, I sometimes introduce some grammars used in those materials through guessing the structures used in expressions and the patterns of sentences used in various contexts. I think the students' problem is related to the tenses because they are completely still confused about the difference of tenses patterns and usages"*. (Personal

communication, March, 4th, 2021). Taking everything into account, we can say that the students' problem about the senses. They still confused about the usages from the tenses.

4.1.1.2 Non linguistic Problem

Based on the data analysis about difficulty to focus on teaching, the researcher found that the students did not have sufficient interests in learning English because of their negative perspective. This finding was also conveyed by the interviewee that *"I think my students' interests in learning English is not very much available in them because of their views that learning English is difficult. This view is truly generated by the materials given in learning sources and their knowledge of English. It is because the students' learning interests in English lesson can make them become more enthusiastic in following English classes including listening activities. I think my students' interests in learning English is not very much available in them because of their views that learning English is difficult. This view is truly generated by the materials given in learning sources and their knowledge of English."* (Personal communication, March, 4th, 2021). On the whole, the students did not have sufficient interests in learning English especially in listening, because they do not understand about the pronunciation.

Based on the data analysis about the students' inadequate concentration on the given listening materials, the researcher found that the students did not have full intention to learn English because of their inadequate concentration. This finding was stated by the interviewee that *"I think their intention on learning*

English is not full to have English mastery but it is only seemingly to follow something obligated to them which does not really focus on increasing their skills. Therefore, I usually ask the students to bring the dictionary and as well as the books related to the English lesson in the purpose of establishing their good intention for learning English including in listening class". (Personal communication, March, 4th, 2021). To sum up, the students does not focus on increasing their skill, because their intention on learning English is not full, they think that it is only seemingly to follow something obligated to them.

Based on the data analysis about difficulty in establishing interactive learning process in listening class, the researcher also found that the students were less enthusiastic in listening activities. This was conveyed by the interviewee that *"I think they have known the usage of English globally even though they are still less enthusiastic in following English classes activities. Therefore, I usually give the motivation such as sharing my experience in learning English. I think what reduces motivation or interest in learning English, especially listening that it depends on the material being taught. If the material is easy and interesting, the interest in learning is good". (Personal communication, March, 4th, 2021). To sum up, the teacher can make the students understand base on the material, if the material is easy and interesting, the interest in learning is very good, however if the material is difficult, the interest in learning is so bad.*

Based on the data analysis about difficulty in creating comfortable continual listening activities, the researcher has found that the students could only

focus on listening activities while having comfortable learning activities. This finding was expressed by the interviewee that *"Actually, there is no specified skills as their preference in learning English in which they will follow every material and skills taught to them as long as the teacher can take the learning process in comfortable activities.* (Personal communication, March, 4th, 2021). In conclusion, the teacher can create a conducive learning situation, so as to create a good atmosphere.

Based on the data analysis about the hindrance of increasing the students' listening skills, the researcher found that the students' pronunciation, limited vocabulary, and too frequent listening activities which made the students bored to follow English class. This was also expressed by the interviewee that *"I teach listening once in two weeks because the students are bored if the teachers teach them listening overtime. It is similar to the students in common which means that some of the students can and some of them cannot. I think the most crucial problem which complicates the students is lack of good pronunciation because the students at this school have very limited familiar vocabulary to them".* (Personal communication, March, 4th, 2021). To sum up, the most crucial problem which complicates the students is lack of good pronunciation because listening is not only the most important language skill which is overused by people in real life situation.

Based on the data analysis about disturbance of the effective teaching process in listening class, the researcher found that the school did not provide

good facilities for listening activities. This finding was stated by the interviewee that *"talking about facilities used in teaching listening at this school, I usually use general tools such as computers, audios players, projector, and so on. I can say so, I think the available facilities at this school are still in a serious concern because not all the facilities available at school can be used effectively"*, (Personal communication, March, 4th, 2021). In conclusion, the facilities are so important to increase and improve the listening skill. The researcher agrees with the statement, that the available facilities at school are still in serious concern because not all the facilities available at school can be used effectively. For example, may be the absence of electronic devices that support for the material, like computers, audios players, projector and so on.

4.2 Interpretation

After analyzing the data by using thematic analysis, the researcher has encountered that the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung consisted of ten points namely difficulty asking the students for comprehending what they heard during teaching process, difficulty having the students get information about what was discussed in listening class, the students' obstacle in understanding the teacher's explanation in listening activities, the students' difficulty understanding about English usages in various contexts, difficulty focusing on teaching, the students' inadequate concentration on the given listening materials, difficulty establishing interactive learning process in listening class, difficulty creating comfortable continual listening

activities, hindrance of increasing the students' listening skills, and disturbance of the effective teaching process in listening class as described in the followings.

The first problem of teaching listening in EFL classroom was difficulty asking the students for comprehending what they heard during teaching process caused by two factors namely the students were unfamiliar with pronunciation in English and the students did not have previous knowledge of pronunciation in English. Hwaider (2017) encountered that it is important to have good insights of pronunciation in learning English because it can trouble the process of increasing listening skills without good pronunciation, grammars, and the others. Gilakjani and Sabouri (2016) mentioned that the process of teaching and learning process can be interrupted without the students' knowledge of pronunciation. This means that the lack of students' knowledge and familiarity about pronunciation was a problem in teaching listening.

The second problem of teaching listening in EFL classroom was difficulty having the students get information about what was discussed in listening class. This problem emerged because the students had limited vocabulary of English. According to Alqahtani (2015) vocabulary is another essential factor to be concerned in learning a foreign language because it give a great distribution to increase someone's language skills. Then, Lin et al. (2017) has found that rich vocabulary is very influential to upgrade people's listening skills and listening skills can be in a trouble without great vocabulary. Thus, the students' difficulty to catch information in listening because of limited vocabulary was another problem in teaching listening.

The third problem of teaching listening in EFL classroom was the students' obstacles in understanding the teacher's explanation in listening activities because the students had not understood the grammars of English. Diora and Rosa (2020) encountered that the insufficiency of grammatical comprehension makes learners difficult to have good listening skills because a linguistic structure acts as medium to convey information. Hwaider (2017) encountered that it is important to have good insights of pronunciation in learning English because it can trouble the process of increasing listening skills without good stress, pronunciation, grammars, and the others. In conclusion, the students' difficulty to understand teacher's explanation in listening class because of their grammatical understanding was the next problem in teaching listening.

The fourth problem of teaching listening in EFL classroom was the students' difficulty understanding about English usages in various contexts because the students had not understood grammars of English in actual usages. According to Biber (2005), it is important to understand about the usage of grammars in various circumstances because grammars are related to structural varieties. Hamouda (2013) has found that the problems in listening comprehension are caused by grammatical comprehension, readings, and vocabulary. In summary, the students' difficulty understanding about English usages in various contexts because the students had not understood grammars of English in actual usages was also a problem in teaching listening.

The fifth problem of teaching listening in EFL classroom was difficulty focusing on teaching because the students did not have sufficient interests in learning English caused by their negative perspective. Darti and Armawati (2017) states that it is important for teacher to motivate the students to have good interests in learning English because the interests accelerate the process of increasing four skills of English. Goctu (2016) mentions that it is hard for increasing learners' listening ability without good interests and motivation to improve it. Clearly, difficulty focusing on teaching because of the students' sufficient interest absence was a problem in teaching listening.

The sixth problem of teaching listening in EFL classroom was the students' inadequate concentration on the given listening materials. This problem existed because the students did not have full intention to learn English caused by their inadequate concentration. Amir et al. (2019) has found that the problems faced in learning and teaching listening consists of speaking speed, lack of vocabulary, and split up concentration. Sari and Fithriyana (2019) has also shown that the students' lack of concentration in listening activities can weaken the quality of listening comprehension. Essentially, the students' limited concentration was clearly a problem in teaching listening.

The seventh problem of teaching listening in EFL classroom was difficulty establishing for interactive learning process in listening class because the students were less enthusiastic in listening activities. Hooda (2017) mentions that great enthusiasm in following activities in English class is effective for interactive learning. Borong and Allo (2019) has found that it is more difficult to increase the students' English skills and also to create interaction in class without the students'

learning enthusiasm. To sum up, the difficulty establishing for interactive learning process in listening class without enthusiastic in listening activities was the following problem in teaching listening.

The eighth problem of teaching listening in EFL classroom was difficulty creating comfortable continual listening activities because the students could only focus on listening activities while having comfortable learning activities. Sari and Fithriyana (2019) has also shown that the students' lack of concentration in listening activities can weaken the quality of listening comprehension. Amir et al. (2019) has found that the problems faced in learning and teaching listening consists of speaking speed, lack of vocabulary, and split up concentration. It is obvious that the students could only focus on listening class while having comfortable activity was a problem in teaching listening because it took much energy for it.

The next problem of teaching listening in EFL classroom was hindrance of increasing the students' listening skills because of the students' pronunciation, limited vocabulary, and too frequent listening activities which made the students' bored to follow English class. Amir et al. (2019) has found that the problems faced in learning and teaching listening consists of speaking speed, lack of vocabulary, and split up concentration. A study conducted by Hwaider (2017) indicated that it is important to have good insights of pronunciation in learning English because it can trouble the process of increasing listening skills without good stress, pronunciation, grammars, facilities, and the others. In the sense that the hindrance of increasing the students' listening skills because of the students'

pronunciation, limited vocabulary, and too frequent listening activities which made the students' bored to follow English class was another problem in teaching listening

The last problem of teaching listening in EFL classroom was disturbance of effective teaching process in listening class because the school did not provide good facilities for listening activities. A study conducted by Utomo et al. (2019) showed that less effective facilities available at school can hamper the quality of teaching listening because effective usable facilities can be used to increase students listening skills. A study conducted by Hwaider (2017) indicated that it is important to have good insights of pronunciation in learning English because it can trouble the process of increasing listening skills without good stress, pronunciation, grammars, facilities, and the others. Obviously, the disturbance of effective teaching process in listening class because the school did not provide good facilities for listening activities was the last problem in teaching listening.