

## Chapter Four

### Findings and Discussion

This chapter presents the interview results about the problems faced by students in English listening at One State Senior High School in Karangdowo. All interviews were divided into five findings. That category was discussed on the following discussion together with the quotes of the interview and the interpretation of the quotes. Those findings were presented to answer the research questions.

The researcher gathered the data from the participants of this research. There were five findings explained to answer the first research question. Those findings were served to know the problems faced by students' in learning listening.

#### **Finding 1: Students' lack of vocabulary mastery**

All of participants of this research said that the new vocabulary unclear made students difficult when they learned listening. This statement was support by the statement of the participants. The first statement was conveyed by the participants. "It was hard for me to understand vocabulary" (P1.2). Similarly with participant 1, "The difficulty that I faced in listening was like vocabulary" (P2.1). the other participants also said "Many vocabularies were not clear" (P3.3). Similarly with other participants, " I faced the difficulty when I heard new vocabularies" (P4.4). Based on all of participants' statements, in learning listening if the students are not familiar with vocabularies; automatically students cannot focus and can get difficulty during the listening process.

Based on these all participants' statements, the researcher concluded that the new vocabulary, unclear language, and unfamiliar words will make students difficult when they learn listening. It was mentioned by the participants that the new vocabulary, complicated

language, and long listening section will make students get difficulty and feel bored when they learn listening. It is supported by Hansan (2000) shows that unfamiliar word, difficult grammatical structures and the length of the spoken text are the revealed that clarity was the main cause of EFL listening difficulties. It makes vocabulary becomes the basic element to master four language skills. Without having adequate vocabulary, a language learner will not be able to master the language skills.

### **Finding 2: Problems in Understanding Speakers' Accent**

The participants of this research said that they felt difficult when they listen unfamiliar pronunciation, different accent, and different tone of speakers so they did not know the meaning from the listening. The first respondent conveyed "Sometimes I could not focus when some words were pronounced similarly as bad and bed, police and please" (P1.4).

The first participants also state that "difference accent" (P1.6) could cause difficulty. Meanwhile, the second and third participant that different ways of speaking made they get difficulty. Speakers' accent becomes a part of difficulties in listening. All of the participants' response showed that they felt difficult when they heard the pronunciation from native speakers but they would feel easy to do the listening activity when the speakers were their teacher with the accent that they usually heard. There are many English accents in the world such as British, American, India, and Singaporean. Therefore, Ur (1984) stated that language learners who are mainly exposed to the certain English accent, such as their teachers' accent, will find it difficult to understand unfamiliar accent for the first time. The participants also mentioned that almost similar pronunciation such as 'bad' and 'bed', 'police' and 'please', 'three' and tree will make students confused to find the meaning. "The way of speaking is not as we listen to every day" (P4.3). It was supported by participant's explanation that "When the teacher spoke the finger, "R" is clear while I heard that the

foreign people pronounced it vaguely” (P1). She added, “Using the foreign language is not easy to understand. I can’t master English vocabulary and I must open the dictionary so that I cannot follow the listening (P1.2). From all those statements, the students felt difficult when they learned listening because they were not familiar with the ways of speaking or different accent of the speakers.

The second participant said, “Foreign people usually speak fast so that I get difficulty to understand because I usually listen the teachers who possess the same speaking pace as me” (P2.3) The third participant also stated, “When I listened foreign people recorders or laptops, I got difficulty to understand because the way of speaking is different” (P3.2). From both statements, the researcher concluded that students faced difficulty when listening English-speaking people because the people speak in fast pace and in different accent from the students’ accent.

Based on these all participants’ statements, the researcher concluded that the ways of speaking, different accent, and unfamiliar language spoken by foreign people would make students more difficult rather than listen to their teachers. This statement was supported by Ur (1984) explaining four reasons why listeners mishear the English sounds. First, some English sounds do not exist in listeners’ native language. Second, sounds exist in listeners’ first language but it has variation in English. Third, listeners do not perceive English sounds accurately because of the sequences and collocations of English word such as consonant cluster. Fourth, listeners mishear English sounds because they do not notice the stress and intonation patterns, in which stress and intonation patterns play a significant role in determining the meaning of words as well as the meaning of utterances. Hence, when they do not notice the stress and intonation patterns, they may perceive the spoken language wrongly.

### **Finding 3: Quality of the Sound System Recorder**

The third finding of difficulty in listening was caused by sound. This factor was related to the speaker's unclear sound. It was mentioned by the participants in interviews. "The speaker's sound is not clear" (P1.5). "The sound speakers are not clear" (P2.4). "The speakers' sound is not clear, sometimes less loud" (P4.2). Based on all these statements, the researcher concluded that the sound which was not loud could make students get difficulty. In addition, the speakers which were not clear also became one of the difficulties in listening. The sound medium which did not support could make student get difficulty when they learned listening. In addition, many media did not work well. It is support by first participant's respond saying "Yes, sometimes the sound speaker in the classroom is not good and clear, and sometimes it is not loud enough. The teacher sometimes uses a small sound speaker or a tape recorder" (P1). Thus, if the listening was played using a small speaker, the students sitting in the back row cannot listen clearly. That it supported by Teng (2002) identified four listening factors, which were similar to Boyle (1984) classification; they were listener factors, speaker factors, stimulus factors and context factors.

#### **Finding 4: Students Short Span of Concetration**

Boredom is one of the toughest factors for students when they follow the listening process. When the listening process runs but the students already feel bored, the students will not be able to focus on the listening. This idea was supported by the participants' opinions. The first participant stated, "The learning duration was so long so that it was boring" (P1.3). The other difficulty faced by the students was that the language was too complicated and long. The first participant said that "Sometimes I feel bored because the language is too complicated and too long (P1.1). In the classroom, the learning process feels so long because I cannot do the assignment so that I get bored (P1.3). From those statements the researcher concluded that, if students are not familiar with the language, they automatically will get

difficulties to understand it. On the other hand, if the language is often heard, the students will be easy to learn.”

From the above statement, it can be stated that long listening is one of the difficulties in learning listening because the students could not concentrate on the listening when the listening was too long so they will get tired and bored. Mood has an important role in the process of listening. It means that, when the listening simple students feel happy, they can easily follow the listening activity in the class. On the other hand, when the students feel bored, they will feel that the learning is very long because they do not concentration on the listening anymore. It is supported by Robinson (1975) that said if a lack of meaning or valuing of material could lead to boredom.

#### **Finding 5. Students are Exhausted/Fatigue**

The students' condition affects learning listening. If the students felt exhausted, they cannot concentrate in listening. In short, fatigue can reduce their ability in comprehending spoken language. The fourth participants told, “I often get bored when the listening is given in the last school hour. I usually cannot focus because I am tired” (P4.1).

From that statement, the researcher concluded that, if the students are exhausted, they can not focus and follow the listening process. Students need more energy to focus on the listening process.

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