

LISTENING PROBLEMS FOR JUNIOR HIGH SCHOOL

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ABSTRACT

The purpose of this research is to obtain descriptive information about problems and problems solving in learning listening comprehension. Researchers use qualitative descriptive research and investigate students' problems in listening comprehension in grade VIII and steps to solve their problem. This sample uses a qualitative descriptive method and is carried out in Kalam Kudus Christian Middle School Pematangsiantar, North Sumatra. The researcher found that the most common problem faced by the four students was lack of concentration, native the speaker's speaking speed, foreign words, and lack of effort to understand each word. The solutions offered to overcome these problems are focus and concentration while listening to class, concentrate on what is heard, and write down the things that are important when listening to the material spoken by a native speaker; find the meaning of a foreign word, look at the dictionary to find it out difficult words, check words that are not clearly heard in the dictionary, memorize vocabulary, and read English text and listen to English audio; and familiarize students with rulers pronunciation to help them hear different forms of fast natural speech and ask them questions imitating the pronunciation of native speakers. It concludes that studying information about problems and problem solving in junior high school is because they learn the results are still far from standard. Therefore, problem solving in listening Understanding of learning is expected to minimize the problems faced by junior high school students in the learning process so that they get satisfactory learning outcomes.

Keywords: Listening Problems, Student Problems, Listening Comprehension

INTRODUCTION

For the speakers of other languages, learning English is a challenging process. There are many aspects that influence the success of learning English. One of the essential aspects is the learning material Dewi, (2019);Fitriani, Bandung, & Kadri, (2020). Although the access to international communication is widely open on line through internet, there is no clear rule or regulation on how to use those facilities for language education. In communicating by using foreign language, the EFL learners in Indonesia need some efforts in understanding and responding on the words they have just listen to (Cahyono & Widiati, 2015);(Andi & Arafah, 2017). They need time before they could grasp the meaning of the words, especially if they are not in the level of the language proficiencies. Limitation of vocabulary has become their major difficulties in listening comprehension. (Ahn, 2016) pointed out that the language awareness of teachers in teaching should not only be taught at the level of linguistic rules and definitions, but also to encourage students to spontaneously engage in meaningful communication. To be

able to communicate spontaneously and meaningfully, students should have. Appropriate language skills Sreena & Ilankumaran, (2018) stated that listening as a language skill is essential not only as a receptive ability but also for the development of speaking ability.

There are obviously many differences among the students all over the world. Concerning to the background differences, the students also have different attitudes in the classroom. Thomson (2005) says that some teachers find that their students are often busy talking and chatting among others and do not concentrate on the listening subject. In listening students need full concentration on the audio being played, otherwise they may not catch the messages from the audio (Lestari, Kurniasari, & Riznanda, 2021). Some students have low motivations because they are 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 seem too difficult follow without high level of concentration.

Obviously, there are many differences between students around the world. Due to different backgrounds, students have different attitudes in the classroom. (Querol-juliÁN & Arteaga-Martínez, 2019) stated that some teachers found that their students were often busy talking and chatting, etc., and did not pay attention to the lectures. In listening, students need to pay full attention to the audio being played, otherwise they may not be able to capture the information of the audio. Some students have low motivation because they are forced to attend classes and do not want to study. Some of them had trouble concentrating and found listening more difficult than other subjects. Students are only turned off when listening to spoken English, as it seems difficult to understand without high concentration.

Listening is one of the necessary skills in learning English. People must be able to listen well in order to understand or the purpose of the words. English is international language(Querol-juliÁN & Arteaga-Martínez, 2019). Therefore, we must understand about listening. In addition to listening there were also writing, reading, and speaking. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or rehearsed voices. The most important thing is to listen to a variety of voices as often as you can.

Junior High School English teaching in Indonesia seems to place less emphasis on listening activities, most English textbooks are designed in paper format and are not equipped with audio aids. This study aims to explore the needs of listening materials suitable for lower grade students. As part of the needs analysis, we explored the course of the current teaching process and identified difficulties and challenges faced by English teachers.

Therefore, the focus of this research is (1) What is the teaching process of English (listening) in junior high school in Kalam Kudus Pematangsiantar Christian? (2) What are the difficulties and challenges for teachers in teaching (listening)?

THEORETICAL FRAMEWORK

Definition of Listening

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences (Lipetz, Kluger, & Bodie, 2020). When

we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening Problems

Before we discuss about the Listening Problem's, we should know what the Listening definition is. Listening includes comprehension of fundamental language skill. As mention is Abdin & Kanzharova, (2021) 'Listening is an active, purposeful process of making sense of what we hear'. With that argument we can create the meaning of listening is how we interpret the meaning from what we hear, that is why listening is an active skill.

This is with the explanation we can say that listening problems is the inability of a person to interpret what is heard properly and affectively. Eighth grade at Kalam Kudus Pematangsiantar Christian Middle School have been given the best way to understand the words that are heard during the practice but are still in short supply. Even teachers had taught same words, but different enunciations, or accents. The student had already introduced English with various accents.

METHOD

This paper use qualitative research (Sugiyono, 2016). Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives.

DISCUSSION

Cause Of Trouble In Listening

Based on our research in Kalam Kudus Junior High School Pematangsiantar, we got students listening problems:

- Teachers give a topic or a story to listen to. Because the duration is given fast enough, the students have difficulty hearing the question from the topic.
- While teachers give listening practice, students are told to listen. Unfortunately, many words were just heard by the students at the same time. This problem makes students focus more on new words than on the topic or story line being discussed.
- The teachers tell the question in English. There were new words that the students listened to. This causes students to feel fear and doubt.

How The Teacher Overcome The Students Problem In Listening

After the interviews with several students regarding listening problems, the researchers found some way to resolve the problem:

1. If the teachers want to explain something in English, the teachers should also not forget to translate it into Indonesian.
2. If in the process of listening, students are given more time to reheard the words currently known in order to be translated directly.
3. Students are given the opportunity to ask the teacher to spell the word, so the students can write the new word correctly.

CONCLUSION

Based on our research at the Kalam Kudus Junior High School Pematangsiantar, we found some problems, which are that, the students had difficulty listening because of the teacher's overt pronunciation, the many new words that had just been heard, and the student's shame of asking teachers. This research also reveals the challenges and difficulties in learning and teaching at the Kalam Kudus Junior High School Pematangsiantar. Most of the teachers feel that time management is their main challenge in managing the class. They had set a lesson plan, but sometimes lessons don't work exactly the same. They have to work with mixed-level students, with students with learning difficulties, and with learners who come from challenging backgrounds. The teacher must realize that it is part of the main task of the teacher to address each student. Most students can learn a foreign language to some degree, but there are many reasons why their improvement is not significant.

We found several solutions to the problem, in the way teachers give extra duration so that students can rehear the words they have just heard. The teachers also translated their sentences. Disciples are also given the motivation to ask them how to write a word.

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