

LISTENING PROBLEMS IN PRIVATE COURSE

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ABSTRACT

This article describes the English listening problems faced by private course students in Pematangsiantar. Specifically revealing (1) students' English listening skills, (2) problems faced in listening to English and (3) how teachers solve these problems. Data were obtained through a series of English listening tests using recordings with native and non-native speakers, observations and interviews. The findings show (1) the problems they often face in listening to English which are related to speaking speed, limited vocabulary, concentration levels and language habits, and (3) To overcome them, teachers must apply the correct technique of practice. by providing students with several ways to practice listening to English. Thus, it can be concluded that the teacher's efforts can solve problems by listening to the problems faced by students.

Keywords: *Problems, Students, English Listening Techniques Correctly.*

INTRODUCTION

Listening is an understanding of listening to foreign languages including English. Either directly or through media such as music or movies (Silviyanti, 2014). In English Listening is important and listening is a skill that must be understood and understood because by listening we must be able to know what people are saying to us (Silviyanti, 2014).

Listening skills are needed by students to face the English exam which is tested in written form, therefore listening must be learned at every level of education. Listening is the activity of paying attention to the speaker and trying to get the meaning of something heard (Silviyanti, 2014). Students who learn to listen to language will be successful if they have mastered the language they are learning with the aim of using it in communication to others. This idea is supported by (Savignon, 2018) which states that students not only need the ability to understand linguistic forms but also the ability to use language in actual use.

There are several meanings of listening according to experts. Cole & Flexer, (2019) defined listening as the ability to understand native speech at normal speed. Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. According to Eidsheim, (2019), listening differs in meaning from sound discrimination to aural comprehension. Goss (1982) defined listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated. Bowen, Madsen, and Hilferty (1985) demonstrated that listening is understanding the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. According to Eidsheim, (2019), listening is the process of receiving, making meaning from, and answering

to spoken and/or nonverbal messages. Rost (2002) defined listening as a complex process of interpretation in which listeners match what they hear with what they already know. According to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication. Jafari and Hashim (2015) emphasized that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening.

From several understandings of listening according to the experts above, we can conclude that listening is an understanding verbally and is able to answer messages verbally/nonverbally.

THEORETICAL FRAMEWORK

Definition of Listening Comprehension

The meaning of "listening comprehension" has been defined by several different authors. According to (Chion, 2019), listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it. Dirven and Oakeshott-Taylor (1984) defined listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception. Babayiğit & Shapiro, (2020) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to (Masrai, 2020), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Types Of Listening

Discriminative Listening

Discriminative Listening is the most basic type of listening, in which differences in sound are identified. We learn to distinguish between sounds in our own language early on, and then are unable to distinguish between the phonemes of other languages. This is one of the reasons why a person from one country finds it difficult to speak another language perfectly, as they cannot distinguish the subtle sounds required in that language.

Critical Listening

Critical listening is that we are asked to judge, evaluate and listen well to form an opinion about what is said by the speaker. The assessment in question is, the assessment of strengths and weaknesses, approval and approval. This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, while simultaneously listening to the speaker's ongoing words.

Biased Listening

Biased listening occurs when the person only hears what they want to hear, usually misinterpreting what the other person is saying based on their stereotypes and other biases. Such biased listening is often highly evaluative.

Appreciative listening

In appreciative listening, we look for certain information that would be appreciated, for example, that helps meet our needs and goals. We listen appreciatively when we hear good music, poetry or even the uplifting words of a great leader.

Sympathetic Listening

In sympathetic listening, we care for the other person and show this concern by the way we notice and express our sadness over their illness and happiness over their joy.

Dialogic Listening

The word 'dialogue' comes from the Greek words 'dia', which means 'through' and 'logos' which means 'words'. So dialogic listening means we learn through conversation and an engaged exchange of ideas and information where we actively seek to learn more about the person and how they think.

The Importance Of Listening

1. Listening builds trust
Listening builds trust is when we fully listen and make eye contact when someone is talking and not holding the phone. This can make someone we listen to the story more comfortable, feel valued, and happy to share stories openly with us. If only half-listen, don't make eye contact, or glance at phone, the other person will not want to talk and open up because this is considered rude and disrespectful of the person's thoughts and feelings.
2. Listening reduces misunderstandings
Misunderstanding is one of the most common effects of poor communication. When people aren't listening to each other, it's very easy to mishear something or misinterpret someone's intentions. Oftentimes, misunderstandings are not a big deal, but some can have big consequences. For example, if someone doesn't listen when their friend explains that they have a certain food allergy, serving a dish with a dangerous ingredient can be life-threatening.
3. Listening helps eliminate conflict
Poor listening skills are at the root of many conflicts. Everyone wants to feel respected, and appreciated when he or she is speaking. We don't need to agree with what says but try to hear other people's opinions or thoughts so as to make the situation calmer. When everyone feels calm and safe, it's much easier to deal with tense and awkward situations that can lead to conflict.

The purpose of listening

To train students' hearing, so they can pronounce well and know more and more vocabulary and improve English language skills. Listening is also usually done to understand the problems of others who may want to share and ease the burden of their grief. A person may also be listening because he or she wants some advice on the action that needs to be taken with respect to a particular issue.

Listening Problems

Listening is a skill that cannot be separated from learning a second language. Although significantly problems about listening have just begun to be examined. In order for students to succeed in listening, the problem of listening in a second language must first be identified. listening problems in private courses are the same as problems in junior high, high school and high school. Many Problems in listening which already covers all problems from the junior high school and vocational high school level are (1) The vocabulary limitation that students have (2) Trouble of sounds . Sometimes the audio heard isn't clear and too fast, (3) The material is too quick to listen so they forget what they have heard, (4) Doesn't concentrate on the material listen to and (5) Less comprehension in getting the meaning of the conversation .

METHOD

This research is a qualitative descriptive Sugiyono, (2016);Sugiyono, (2018) study that observes students who take private lessons in one of the private tutoring areas in Pematang Siantar. Data was collected through three methods, namely observation, interviews and the researchers themselves. we researched with an English teacher who taught the material using a constructivist method. This constructivist method usually emphasizes complex or difficult tasks. The point is that students must actively think to build something that has been learned. Now as the teacher's role, the teacher will convey something to students, they do brain work on the information so that the information he can enter into his understanding. This constructivism method usually starts from problems that often arise from the students themselves and then the teacher helps students to solve these problems.

DISCUSSION

Difficulties Experienced By Students When Learning Listening :

The difficulty experienced by students when learning in private courses is that students find it difficult to understand the pronunciation of native speakers from both junior high, high school and vocational school levels according to school learning standards, namely in junior high, high school and vocational high school, native speaker pronunciation usually includes American and English styles so that students find it 7difficult listen well.

Difficulties faced by teachers when learning listening:

The teacher's difficulties in understanding and solving problems in listening learning are: the teacher is on the students, for example: the students listen to native audio speakers (american and british style) students have difficulty teachers must be able to emphasize the pronunciation or pronunciation that is said by native speakers and repeated continuously to be more familiar and more stable again.

FILLING GAP_:

This technique is done by emptying a few words in a paragraph or dialogue. Here the teacher asks the students to listen to the spoken text through the teacher or recording and fill in the blanks or dots.

MATCHING PICTURE

This technique is usually done by guessing the image according to the spoken text that is read or listened to.

FINDING MISTAKES

Finding Errors This technique is usually done by asking students to listen to the spoken text and underlining words that do not match the spoken text.

CHOOSING MENU

This technique is usually done by asking students to choose a menu that matches the spoken text.

FINDING MISTAKES

Repeating Sentences/Paragraphs This technique is done by giving sentences or paragraphs gaps to students. Students are asked to listen to the spoken text and arrange the sentences/paragraphs to be correct.

CHOOSING MENU

Matching This technique is done by breaking the conversation into two parts. The first part contains half sentences and the second half sentences. Then students are asked to ask for a conversation text and then match the first and second parts according to the conversation text.
Problem Of Listening Private Course

SMP :

1. The vocabulary limitation that students have .
2. Trouble of sounds . Sometimes the audio heard isn't clear and too fast .
3. The material is too quick to listen so they forget what they have heard.
4. Doesn't concentrate on the material listen to .
5. Less comprehension in getting the meaning of the conversation

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3. The material is too quick to listen so they forget what they have heard.
4. Doesn't concentrate on the material listen to .
5. Less comprehension in getting the meaning of the conversation

CONCLUSION

This study aims to describe the challenges and solutions in teaching English listening to students from the junior high school and vocational high school levels who study in private courses. Based on the findings, there are challenges for teachers and students and to overcome these challenges when the teacher listens to students a video/song students will usually find difficulties and the teacher must be able to emphasize the pronunciation or

pronunciation spoken by native speakers and repeated over and over again to make it more familiar and more familiar. steady again. Therefore, in order to overcome the challenges of teaching listening to students in special private courses, it is recommended to improve the performance of teachers in teaching listening, such that teachers are able to identify, prepare improvements and evaluations for the teaching and learning process of listening to English. However, solutions to overcome these challenges can make the learning process in the classroom more effective. Limitations This research was conducted with a single data collection technique (semi-structured interviews).

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