



PERSEPSI MAHASISWA SEMESTER IV TERHADAP KESULITAN MENDENGARKAN MINI TALK PADA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS BENGKULU

THE FOURTH SEMESTER STUDENTS' PERCEPTION ON DIFFICULTIES IN LISTENING FOR MINI TALK AT ENGLISH EDUCATION STUDY PROGRAM OF BENGKULU UNIVERSITY

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KEYWORDS

The fourth semester, perception, difficulties.

ABSTRACT

This research aimed to find out the perception on difficulties faced by the fourth semester students of English Education in listening for mini talk and the strategies used by the students of English Education to succeed in listening for mini talk. The respondents of this research were 70 students of fourth semester of English education study program Bengkulu University in academic year 2021/2022. This research used descriptive quantitative method. The gathering of the data by using questionnaire and interview. The questionnaire adopted from Hamouda (2013). The result of this study showed that the difficulties in listening for mini talk such as: physical setting, listening material, lack of concentration, speaker, listener, psychological characteristics and linguistic aspects. While the way to overcome the difficulties in listening for mini talk were practice listening to familiar topics, knowing the topic of listening, watching speech frequently, practicing English with friends.

KATA KUNCI

Semester empat, persepsi, kesulitan.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi kesulitan yang dihadapi mahasiswa semester IV Pendidikan Bahasa Inggris dalam mendengarkan mini talk dan strategi yang digunakan oleh mahasiswa Pendidikan Bahasa Inggris untuk berhasil dalam mendengarkan mini talk. Responden penelitian ini adalah 70 mahasiswa semester IV program studi pendidikan bahasa Inggris Universitas Bengkulu tahun ajaran 2021/2022. Penelitian ini menggunakan metode deskriptif kuantitatif. Pengumpulan data dengan menggunakan kuesioner dan wawancara. Kuesioner diadopsi dari Hamouda (2013). Hasil penelitian menunjukkan bahwa kesulitan dalam menyimak mini talk antara lain: setting fisik, materi menyimak, kurang konsentrasi, pembicara, pendengar, karakteristik psikologis dan aspek kebahasaan. Sedangkan cara untuk mengatasi kesulitan dalam menyimak mini talk adalah berlatih mendengarkan topik familiar, mengetahui topik menyimak, rutin mendengarkan pidato berbahasa Inggris, berlatih bahasa Inggris dengan teman.

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INTRODUCTION

Listening is the first skill and basic ability in learning a new language that beginners have to learn. Hamouda (2013) indicated that listening is important in language classes since it gives learners with input. It is one of the most important skills to have, because it's used all the time when we communicate. Listening serves an important role for students as an input skill. However, because there are fewer practices and less time to perform, listening is the most difficult talent to acquire. In classrooms teachers appear to test rather than to teach listening. Listener, speaker, stimulus, and context are the four listening factors described by Teng (2002). She stated that the most crucial listener element for English for a Foreign Language (EFL) listening problems was "EFL proficiency." Next Other listening difficulties issues, according to Seferoglu and Uzakgoren (2004), are related to the materials of listening materials used.

Moreover, when learning English as a foreign language, some difficulties can lead students to make mistakes. When listening to an English conversation, the speaker's accent, pronunciation, and speech rate may be difficult for the listener, and there are external factors such as volume, the listener's condition, and inappropriate listening materials. Wilson (2009) states that there are four basic categories of listening impairments that vary according to who the audience is, what they want to say, how they convey information, and the environment, so considering these aspects can affect listening comprehension.

In addition, there are many aspects of hearing difficulties. The main aspect comes from the listener. A lack of vocabulary can be a hindrance for the listener to understand the overall meaning or point of the spoken language. Listening in the listening process, listeners often guess the meaning of each word instead of focus on keywords. Hien (2015) pointed out in his research that making predictions Recommend to listeners in listening. In order to fully understand in the process of listening, the listener must be able to predict what the speaker is saying, find the main ideas, and be able to guess the meaning of unfamiliar words correctly. Consequently, students confront numerous challenges when it comes to listening. Students still have difficulties with listening comprehension such as forming predictions, recognizing unfamiliar words, understanding key points and many other problems (Hamouda, 2013).

The learner's listening practice is also one of the important factors to improve the listening comprehension ability. They need a lot of practice to improve listening skills, especially understanding the speaker's monologue or dialogue. They claimed that even after the teacher played the sound two or three times, the way the speaker communicated left them confused by a billion. This is one of the reasons why students have difficulty in listening, this is not a big problem. According to Bulut and Uguten (2011) lectures should accept the fact that there can be no effective and enjoyable lessons without learners participating in English lessons. By knowing students' perception hopefully, the lecture will be able to create an enjoyable learning process. Knowing the important of students' perceptions in conducting good learning activities, the researcher decided to compose a study about students' perceptions on learning listening comprehension.

Students of English Education study program at Universitas of Bengkulu were taught about this course since the first year in the process of teaching and learning.

The different background of knowledge and ability in English also become the common problems while in the teaching and learning process. Listening for mini talk is a course that was sending to the first-year students' University of Bengkulu. This research will analyze the students' perception on difficulties in listening for mini talk. The researcher does this research to investigate the problems faced by the fourth semester students of English Education University of Bengkulu. It is because listening for mini talk is the first listening that was taught for the new students of English Education in University of Bengkulu. They actually face several problems in this teaching and learning process because in senior high school they are not learn the listening skill specifically, they usually just teach about grammar, structure of the text and another component of English that have not involved with listening skill.

In this research, the researcher conducted research about fourth semester students of English Education perception on difficulties in listening for mini talk course at University of Bengkulu. Fourth semester students of English Education will be a subject that will be analyze in this research. Thus, the researcher will conduct research entitled "The Fourth Semester Students' Perception on Difficulties in Listening for Mini Talk at English Education Study Program of Bengkulu University".

METHODS

Participants / Subject / Population and Sample (Level 2)

The population of this research had the students of fourth semester at English Education Study Program at Bengkulu University in Academic year 2021/2022 who has studied listening for mini talk. The fourth semester students of English Education Study Program consist of 113 students who are divided into three classes. The researcher has chosen this group to become the population because they studied about listening for mini talk subject. It is relevant with the title of this research is "The Fourth Semester Students' Perception on Difficulties in Listening for Mini Talk at English Education Study Program of Bengkulu University".

The sample of this research had all of the students of fourth semester at English Education Study Program at University of Bengkulu in Academic year 2021/2022. It was selected by using total sampling technique. Sugiyono (2008) explained total Sampling is a sampling technique in which the number of samples is balanced to the number of populations.

Instruments (Level 2)

In collecting the data, the researchers used questionnaire and interview. The questionnaire used to answer the students' perception on difficulties in listening for mini talk. The researcher adopted the questionnaire from Hamouda (2013). The questionnaire consists of 45 statements. The statements consist of listening material, linguistic aspects, lack of concentration, speaker, listener, psychological category and physical setting. The questionnaire distributed by using google form. Then, the interview is used to answer research question number two that how do the students of English Education to overcome the difficulties in listening for mini talk. The interview has been conducted with 14 students and used the close-ended interview in order to gain the information about how do the students of English Education to overcome the difficulties in listening for mini talk.

Data Analysis Procedures (Level 2)

After researcher collects the data, the next steps are to analyze the data as follows:

1. The researcher checked the result of questionnaire.
2. The researcher checked the score on item of the questionnaire.
3. Used *google form* the data analyzed by *google form* itself.
4. the researcher used computer software (Microsoft Excel) to got the percentage.
5. The researcher analyzed the data qualitatively.

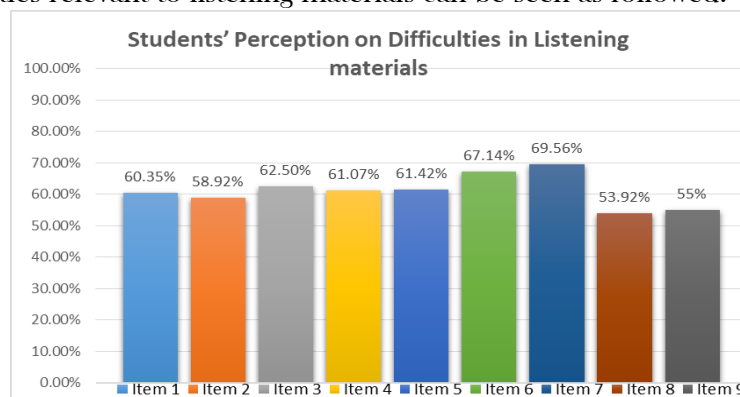
FINDINGS

The Result from Questionnaire

Students Perception in Listening Difficulties Based on Listening Materials

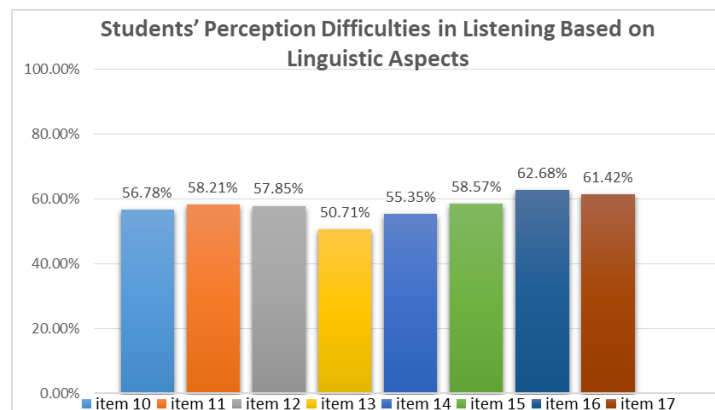
Listening material is one of the seven aspects that cause difficulties for students when learning listening. According to Kadagidze (2006) Generally English listening materials prepared in dialogue and monologue in term of different situation such as listening conversation, listening announcement, entertainment, news, songs, lessons, lectures, and instruction. However, in listening for mini talk the students might heard the listening from that situation but only in short dialogue or in short monologue.

In the listening material itself unfamiliar words, difficulty in understanding the sentence structure, and the duration of audio listening are several things that cause difficulties for students in listening for mini talk relevant to listening material. The result difficulties relevant to listening materials can be seen as followed:



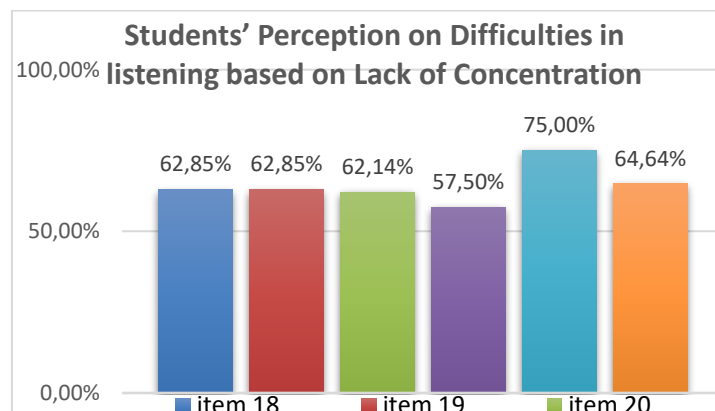
Students Perception on Listening Difficulties Related to Linguistics Aspect

Based on the student's perception on the linguistic aspects there are several difficulties encountered during the listening for mini talk learning process such as the students' difficulties to recognized the words, intonation, recognized the signal. The students also difficult to infer the meaning and sometimes they are also found the new words. The result of the students' perception on difficulties in listening for mini talk related to linguistics aspects can be seen as followed:



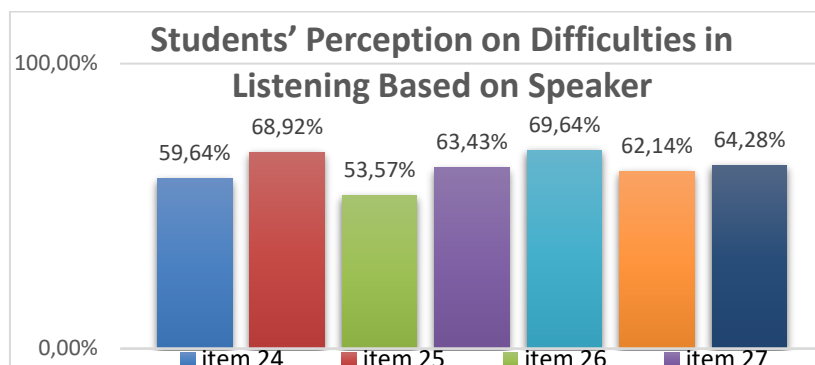
Students Perception in Listening Difficulties Based on Lack of Concentration

Concentration is one of the crucial things to support the students during the process of learning listening. Loss of concentration during the process of learning listening will make the students difficult to understand the materials of learning. In this case, based on the result of the questionnaire most of the students' perception on difficulties in listening for mini talk especially in lack of concentration showed that (lose focus, lose concentration and the meaning of new word). There are three common difficulties that faced during the process of learning listening for mini talk. It also described on the diagram below:



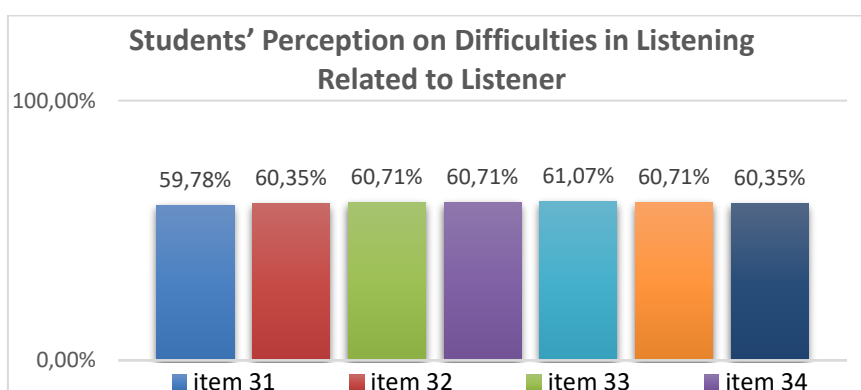
Students Perception in Listening Difficulties Related to Speaker

Speaker, is one caused difficulty that students faced during the process of learning listening. In this case, students' perception on difficulties in listening for mini talk can be seen on the relation to natural speech, pronunciation, varied accents, and a voice heard only on an audio-tape cassette recorder without seeing the speaker. It described on the diagram below:



Students Perception in Listening Difficulties Related to Listener

In this aspect, the students' perception of difficulties on listening is about the inability of the students to recognized the main words in listening for mini talk and about how to understand the spoken text from the first listening. In this case the difficulties that students faced can be seen on the diagram 4.6 as followed:

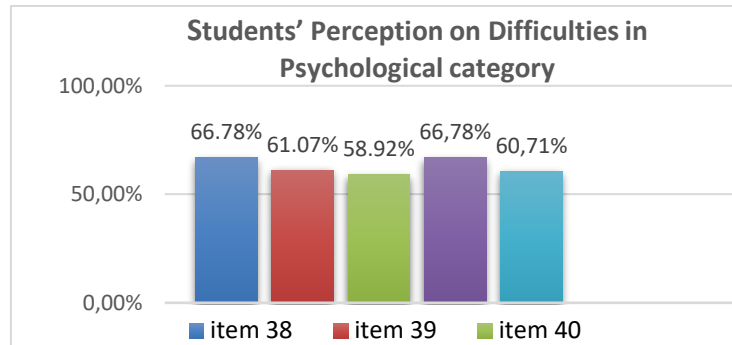


The highest percentage is item 35 "I found it difficult to tell where one word finishes and another begins" (61.07%). There are also the percentage of item in the statement almost the same. The first is item 31 "I find it difficult to get a general understanding of the spoken text from the first listening" the percentage is (59.78%). Then the second one is item 32 "At the time of listening I found it difficult to predict what would come next" (60.35%). The third is item 33 "I find it difficult to quickly remember words or phrases I have just heard" (60.71%). The fourth is item 34 "I found it difficult to recognize the words I know because of the way they are pronounced" (60.71%). fifth is item 36 "I find it difficult when listening to English without transcripts" (60.71%). Then the last one is item 37 "I find it difficult to answer questions which require other than a short answer" the percentage is (60.35%).

Student Perception in Listening Difficulties Related to Psychological Category

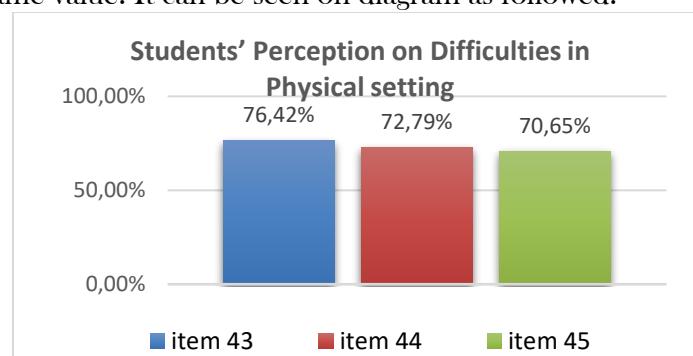
Generally, psychology has the effect to the process of learning. It is because the students who feels anxious and nervous would not be concentrated during the process of learning listening actually in listening for mini talk. In fact, uncomfortable

feeling would be reduced the students' ability in learning process itself. The result of the students' perception of difficulties in listening for mini talk can be seen on the diagram below:



Student Perception in Listening Difficulties Related to Physical Setting

The difficulties that affect to the students listening process not only come from the students' or the audio but it is also come from the environment. Physical setting is one of aspect that has the highest percentage of students' perception of difficulties in listening for mini talk. This aspect consists of third item and most of percentage of item has the same value. It can be seen on diagram as followed:



The Result from Interview

How the Students of English Education Overcome the Difficulties in Listening for Mini Talk

The researcher used 3 aspect of listening strategies and developed it into the question to know the strategies that the students used to overcome the difficulties during the process of learning listening for mini talk.

1. Cognitive strategies

The first question is "Does listening practice by listening to a familiar topic help you on the test?" in this question most of the students' answer yes it does. Respondent 1 from A class said that *from practice listening to a familiar topic it's can help students on the test because students already has background knowledge about it, so students can think more critical about the topic and can improve more in the test*, another opinion from respondent 6 that comes from B class that *the answer is yes*

because when students remember the topic, students know the answer. There is also the opinion from respondent 14 from C class said that *that's right because with repetition students are getting used to and trained to answer the questions given.* Based on the three opinions above it is found that listening to a familiar topic can help the students overcome their difficulties in learning listening especially in listening for mini talk. This is because the more often students listen and practice listening to familiar topics, it will train students' abilities to answer the questions on the test.

The second question is “Does knowing the topic of listening make it easier for you to do the test?”. In this question respondent 2 from A class argued that *because it can help students in the test, at the time of the test, the topic that usually discussed automatically what the speaker said during the test will be easy for students to catch.* In line with the opinion above, respondent 7 answered that *of course it will make it easier for students to do the test where by knowing the topic of the question, it will be easier for students to estimate and imagine the correlation between the questions and the answers related to the questions in the listening.* Then also respondent 12 answered that *knowing the topic of listening it will help students to find out how the test is.* According to the three opinions above and another opinion from 14 respondents on the interview all of them argue that knowing the topic of listening will help them to do the test.

2. Metacognitive strategies

The question number three is “Does listening to English speech often affect your skills during the listening test?”. In this question, there are the different answer from the respondent from A class, respondent 1,2,4, and 5 answered if listening to English speech has the effect to their listening skill. however, respondent 3 said it doesn't, if he only hears that speech. Then on the respondent class B, all of respondents argued that, listening to the speech could help them in developing their listening skill. In addition, respondent number 11,12,13,14 from class C agree if watching speech can help them to develop their listening skill. In this section, it can conclude that most of the students argued that watching speech could help them in developing their listening skill.

The question number four is “How often do you listen to English speeches?”. In this question most of the respondent answered if they are watching for speech at least one until four times a week. It is in line with their opinion on question number three if watching speech could help them to develop their listening skill. According to respondent 1 said that *Usually in a week listen about 4 speech videos.* It can conclude that the students try to develop their ability in listening skill through watching speech. one of respondent said if the lecturer of English Education also recommended them to watching speech to improve their ability in listening. *since respondent 10 was at EDSA the lecturer advised him to listen speeches so that it could improve him to speak English (respondent 10).* It means that the lecturer also believed if watching speech could help the students in improving their listening ability.

3. Socio-affective strategies.

In the question number five the respondents also almost have the same opinion. The question number five is “Do you often practice English with your friends?”. On this question all of the respondents said that, they are usually practice

English with their friends. However, respondent 2 said that *it only takes place in the classroom when studying, because on a daily basis it's a bit difficult. Not all of these friends have the same background. But often also use English outside when meeting with friends who could speak English*. Also, respondent 4 answer that *his friends and him practice English quite often in and out of class during activities*.

From respondent opinion above, it can be concluded that most of the students practicing English with their friends in the classroom or during the learning activities. In this interview section, the researcher also asks about "Where do you often have a dialogue using English?" as the question number six. In this question most of the students answers if they are frequently used English on classroom, social media, and at home. However, at this point it have to remember if English is foreign language in Indonesia. It means that the students of English Education only used English in the current place and current situation. Respondent 1 answered that *often dialogue using English when in the class or when he does group task together also sometimes with his father's and it can be every day*. It means that, English education students only used English to the current person, situation and place.

The question number seven is "Does frequently use English affect your listening skills?". In this question all of the respondents said yes, if used English has the effect to their listening skill. Respondent 1 from A class said that *it can affect in listening skill because when students do it for a long period of time, it can improve students listening skills cause can do it anywhere anytime and with anyone, listening about English, also speak about English*. Then in line with respondent 1, the respondent 6 from B class said that *it is quite have the effect to listening and speaking skill*. On other hand, respondent 13 from C class also said *yes if used English has the effect to his listening skill*. From several opinion above, it can be said that using English frequently will affect to the students' listening ability.

The last interview question is "Do you think that the habit of using English affects your understanding of listening?". In this last question, most of the students answered if using English affects their understanding in listening. Respondent 1 from A class said *if using English become habit, it will enjoy and want to do it every time and increase our understanding of English and this will have an effect on one of the English skills, namely listening*. Then respondent 9 from B class answered that *speaking and listening cannot be separated, we can talk because we often hear, we can hear from the person who is speaking, so the more often we speak English with other people, it will greatly affect our ability to listen to English*." and the last opinion from respondent 14 class C he said *That's also something that I personally think is quite helpful like that...* In this last question, all of respondents answered if the habit of using English has the effect to their understanding in listening. It means that practicing English not only help them to improve speaking ability but it also helps them for develop their understanding on listening skill.

DISCUSSION

The researcher found that, the perception of fourth semester students of English Education Study Program University of Bengkulu Academic year 2021/2022 faced the difficulties on listening for mini talk. Based on the result of questionnaire the students' faced difficulties on all of seven categories of listening; listening materials;

linguistic aspects; lack of concentration; speaker; listener; psychological category and physical setting. However, there are still have the differences among each percentage of difficulties that the students faced. The result showed the first highest percentage of students' perception of difficulties in listening for mini talk is physical setting (72.26%). Then the second highest percentage is lack of concentration (64.20%). On the third highest percentage is psychological category (62.90%). In the fourth difficulty aspect is speaker (62.70%). The fifth difficulty aspect is listening materials (60.99%). Then the sixth difficulty aspect is listener (60.40%) and the last common difficulty that faced in listening for mini talk is linguistics aspect (57.59%). They are the result of each perception of difficulties that faced by fourth semester English education study program in listening for mini. In listening materials, the highest percentage in difficulties is "I use my experience and background knowledge of the topic to understand the spoken text" (69.56%).

Listening materials is may be the main source of listening comprehension difficulties. In particular, unfamiliar words, difficult grammatical structures and the length of the spoken text may present the students difficulties on listening. Underwood (1989) said that lack of vocabulary is a big obstacle to most students in listening comprehension. In linguistic aspect the highest percentage is "I find difficult to infer the meaning of an unknown word while listening" (62.68%). Linguistic aspect is another aspect that represent the difficulties to the students during the process of learning listening. In line with the result above Brown (1994) mention that the use of colloquial language, the use of reduced forms, the prosodic features and strange accents and pronunciation are the linguistic source which make listening difficult.

In Lack of concentration the highest percentage is "I lose my concentration if the recording is in a poor quality" (75.00%). In this difficulty the highest percentage on the quality of the audio. The students' perception showed that the poor quality of audio makes the student lose their concentration. However, Underwood (1989) pointed that sometimes the students feel listening is very tiring because it requires them to have amount of effort to understand and find the meaning. it means that the students could lose their concentration because of their feeling during the process of learning listening.

In Speaker aspect the highest percentage is "I find it difficult to understand well when speakers speak too fast" (69.64%). Brooke (2013) discovered that different speaker accents that are difficult for students to understand. Also, Trismasari (2016) pointed students sometimes get difficult in listening which related to the characteristic of delivery because sometimes the speaker speaks too fast. Then in listener the highest percentage is "I found it difficult to tell where one word finishes and another begins" (61.07%). The highest percentage on psychological aspect. These "I feel nervous and worried when I don't understand the spoken text" (66.78%) and "If I don't arrive at a total comprehension of an oral text" (66.78%). Then the last highest percentage in physical setting "It is difficult for me to concentrate with noises around" (76.42%). In line with this research Miller (1996:26) stated that sound connection and physical environment are the problem result in physical setting. It means that, the noise condition that was appear in the class being the problems that make the students difficult to understand about the purpose and the topic on the listening. Also, Wilson (2009) mentions that it is difficult to understand what we are

listening to. The noisy condition would disturb the concentration of the students to listen to the audio. In conclusion, the researcher used indicator categories to find out the level of students' perception in the difficulties of listening for mini talk. Listening materials (69.56%); linguistic aspect (62.68%); lack of concentration (75%) a; speaker (69.64%); listener (61.07%); psychological aspect (66.78%) and physical setting (76.42%). Based on the result above all of seven percentage on strong categories.

Furthermore the result from interview showed the students overcome their difficulties in listening for mini talk. In interview section there are 8 questions that the researcher asks to the respondent. Based on the results of interview on the first question *"Does listening practice by listening to a familiar topic help you on the test?"* in this question most of the students' answer yes it does. It means that listening to a familiar topic can help the students overcome their difficulties in learning listening especially in listening for mini talk. The second question is *"Does knowing the topic of listening make it easier for you to do the test?"*. In this question most of the students also answer it does and argue that knowing the topic of listening will help them to do the test. The question number three is *"Does listening to English speech often affect your skills during the listening test?"*. In this question, most of the students argue that watching speech could help them in developing their listening skill. The question number four is *"How often do you listen to English speeches?"*. In this question most of the respondent answer if they are watching for speech at least one until four times a week. It is in line with their opinion on question number three if watching speech could help them to develop their listening skill.

In the question number five is *"Do you often practice English with your friends?"*. On this question all of the respondent said that, they are usually practice English with their friends. The question number six *"Where do you often have a dialogue using English?"* In this question most of the students answers if they are frequently used English on classroom, social media, and at home. However, at this point it have to remember if English is foreign language in Indonesia. It means that the students of English Education only used English in the current place and current situation. The question number seven is *"Does frequently use English affect your listening skills?"*. In this question all of the respondent said yes, if used English has the effect to their listening skill. It can be said that using English frequently will affect to the students' listening ability. The last interview question is *"Do you think that the habit of using English affects your understanding of listening?"*. In this last question, most of the students answer if using English affects their understanding in listening. In this last question, all of respondent answer if the habit of using English has the effect to their understanding in listening. It means that practicing English not only help them to improve speaking ability but it also helps them for develop their understanding on listening skill. In line with the result of interview section above, those strategies were the adapted from the three strategies from O'Malley, M. J. & Charmot, A.U. (1990). Cognitive, metacognitive, and social-affective strategies. Cognitive strategies are the strategies that use it to complete tasks immediately.

CONCLUSIONS

In this research, the first conclusion obtained from questionnaire showed that the perception of fourth semester students of English Education Study Program University of Bengkulu Academic year 2021/2022 faced the difficulties on listening for mini talk are, the first highest percentage of students' perception of difficulties in listening for mini talk is physical setting (72.26%). Then the second high percentage is lack of concentration (64.20%). On the third-place percentage is psychological category (62.90%). In the fourth difficulty aspect is speaker (62.70%). The fifth difficulty aspect is listening materials (60.99%). Then the sixth difficulty aspect is listener (60.40%) and the last common difficulty that faced in listening for mini talk is linguistics aspect (57.59%).

The second conclusion obtained from interview showed that the way to overcome the difficulties faced by the fourth semester students of English Education Study Program University of Bengkulu Academic year 2020/2021 are; 1. Listening to a familiar topic can help the students overcome their difficulties in learning listening especially in listening for mini talk; 2. Knowing the topic of listening will help them to do the test; 4. Watching speech could help them in developing their listening skill; 5. Using English frequently will affect to the students listening ability; Using English affects their understanding in listening; 6. Practicing English not only help them to improve speaking ability but it also helps them for develop their understanding on listening skill.

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