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Analysis Students Difficulties In Listening Music

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ABSTRAK

Artikel ini membahas kesulitan yang ditemukan pada siswa kelas XI SMA IT Daar Al Ulum Kisaran pada saat pelajaran bahasa Inggris. Tujuan utama dari penelitian ini adalah untuk mengidentifikasi kesulitan yang dihadapi siswa kelas XI SMA IT Daar Al Ulum Kisaran tahun 2022/2023 yang merupakan sasaran dari penelitian pada keterampilan menyimak (listening). Ada 14 siswa yang menjadi subjek di dalam penelitian ini. Metode yang digunakan untuk menganalisis adalah metode kualitatif deskriptif. Pada metode penelitian ini data dikumpulkan melalui hasil tes, wawancara dan kuesioner yang diberikan kepada siswa. Penelitian ini menggunakan musik sebagai media yang digunakan untuk menganalisis kesulitan siswa. Hasil penelitian yang ditemukan adalah 4 dari 14 siswa yang diwawancarai memiliki kesulitan dalam menyimak (listening) karena kosakata yang mereka dengarkan tidak familier atau belum pernah mereka dengarkan sama sekali. Mereka mengakui bahwa mereka juga memiliki keterbatasan dalam penguasaan kosakata bahasa Inggris sehingga sulit bagi mereka untuk dapat memprediksi apa yang mereka dengarkan dan sangat kesulitan dalam mencocokkan kosakata yang dapat disesuaikan dengan tes yang diberikan. Beberapa faktor lainnya adalah siswa memiliki keterbatasan waktu dalam mendalami pembelajaran bahasa Inggris khususnya pada praktek menyimak. Selain itu penguasaan kosakata (vocabulary) juga merupakan faktor utama yang menghambat siswa dalam mengembangkan kemampuan menyimak (listening). Adapun faktor lainnya adalah disebabkan oleh faktor lingkungan yang tidak membiasakan menggunakan bahasa Inggris pada kehidupan sehari-hari.

Kata Kunci: Faktor, Kesulitan Menyimak, Kosakata

ABSTRACT

This article describes the challenges encountered by SMA IT Daar Al Ulum Kisaran class XI pupils during English courses. The primary goal of this research is to identify the issues encountered by class XI students at SMA IT Daar Al Ulum Kisaran in 2022/2023, which are the objectives of listening skills research. The subjects of this study included 14 pupils. The descriptive qualitative approach was employed to analyze. Data for this study were gathered through exam scores, interviews, and questionnaires distributed to students. This study use music as a tool for analyzing pupils' challenges. This study use music as a tool for analyzing pupils'

challenges. According to the study's findings, four of the fourteen students questioned had difficulties listening since the terminology they were hearing was unusual or they had never heard of it before. They acknowledge to having limits in understanding English vocabulary, making it difficult for them to forecast what they will listen to and matching language that can be tailored to the examinations offered. Another problem is that students have limited time to explore English learning, particularly listening practice. Furthermore, pupils' ability to improve listening skills is hampered by a lack of vocabulary proficiency. The other aspect is due to environmental variables such as not being acclimated to using English in daily life.

Keywords: Difficulties in listening, Factor, Vocabulary

INTRODUCTION

Language is highly significant in our daily lives since it is a means of sharing our ideas to others. Everyone may convey their thoughts, desires, ideas, and requirements through language. Without language, it will be difficult for everyone to grasp what other people are saying. English is currently very important to acquire in Indonesia, especially in the sector of education, as it is the worldwide language used for communication on a global scale.

Four skills listening, writing, speaking, and reading must be mastered in order to acquire English. Listening, writing, speaking, and reading are the four skills that must be mastered when studying English. The first of these four skills that we must learn in English is listening. It is natural for us to listen first and then speak. As a result, before moving on to the next skill, we must first develop listening abilities.

Students in grade 11 at SMA IT Daar Al- Uluum Kisaran have difficulty learning listening skills. This study was conducted because it discovered that students' perceptions of what they heard and how they processed the results differed from what speakers delivered. For example, when students hear "sea," which means "sea," but the media says "see" means "to see," there is a confusion between listening to music and listening to the lyrics.

The five stages of hearing, according to De Vito (De Vito, 2007), are receiving, understanding, remembering, evaluating, and responding: Acquire Receiving messages from the sender, both verbal and nonverbal, which include words, gestures, facial expressions, variations in volume, and pace, is the first step in listening. Understanding that each stage must have variations, for instance, that at the receiving stage, the listener only hears a portion of the message due to interference, and as a result, the message is not properly understood because the listener is unable to exactly share the intent or understand the other person, failing to understand other portions, Recognizing Understanding is the process of hearing what the messenger or speaker is trying to convey while holding on to

your own ideas and emotions, Be mindful Remembering communications, such as capturing the speech of the communicator, speaker, or speakers in a meeting, is crucial for this listening process to be effective. De Vito asserts that memory is crucial because it allows us to reconstruct or recreate past realities, particularly those involving messages we have heard, allowing us to relive those experiences or retrieve previously obtained information, Assess Assessment entails critiquing the messages that have been communicated. By highlighting the speaker or communicator's objective or intention, you might try to assess them in this situation. Due to the communicant's frequent ignorance or disregard of this, this is necessary in the listening process, Answer When it comes to listening, there are two phases of response: the response you give when the communicator or speaker is speaking, and the response you give when they have finished speaking. This response is a feedback on the previous communication. The information is passed back to the communicator, who informs you of your thoughts and feelings regarding the message you have just received.

Based on the problem above, According to Wallace et al (2004:13), listening is a very important talent since it allows people to obtain insight, understanding, knowledge, and information, as well as achieve success in communicating with others. As a result, listening abilities are an extremely crucial talent in language. However, listening is not an easy task. A listener must discern between sounds, capture and comprehend word and grammar structure, conceal riddles and intent, recall and conceal all at the same time.

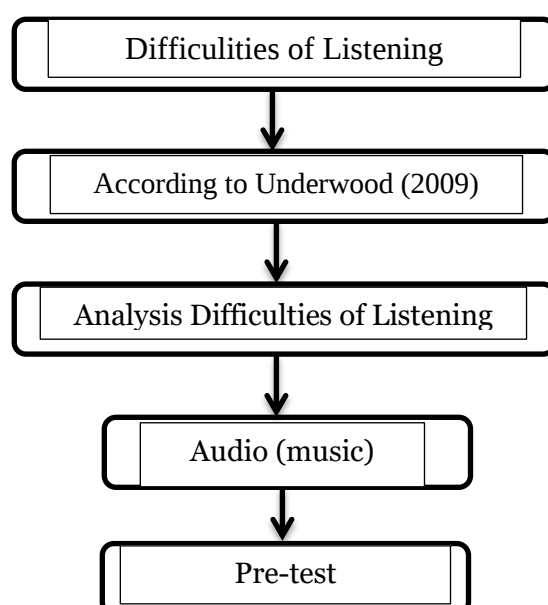
Reserch Method

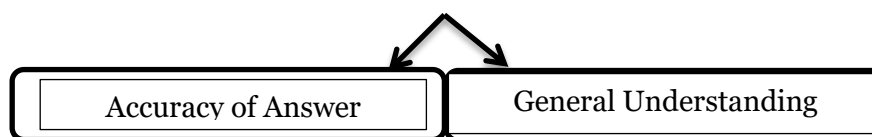
The method used to analyze is descriptive qualitative method. In this research method, data were collected through test results, interviews and questionnaires given to students. According to Poerwandari qualitative research is research that produces and processes descriptive data such as interviews, tests, questionnaires, and others. Qualitative research aims to gain a general understanding of social reality from the perspective of the participants. This understanding is not predetermined, but is obtained after conducting an analysis of the social reality that is the focus of the research. Based on this analysis, conclusions are drawn in the form of a general understanding that is abstract in nature about the facts.

The subjects of this study were students of class XI MIPA SMA IT Daar Al

Uluum Kisaran Academic Year 2022/2023. Number of subjects studied were 14 students. The technique used in this research is by distributing tests, questionnaires, and interviews. The questionnaire used in this study consisted of 3 types, namely questionnaire to identify the types of listening difficulties in listening to songs, namely fill the blank questions, questionnaires to find out the listening strategies carried out by students, and interviews conducted on 14 students to confirm and find out the types of student difficulties. Data from the results of the questionnaire were analyzed through the following steps; (1) Identifying questionnaire answers to sort answers that contain difficulties faced by students or strategies used by students in overcoming his difficulties. (2) Record data into tabulations the data that has been obtained and identified is shown in the table in order make it easier to understand. (3) Interpretation the results of the data records are interpreted using a theory that is in accordance with the study.

Especially for interviews, questions have been prepared in advance, This was done to facilitate the interview process. Important information from recorded interview. After the data was collected and sorted, then a transcription of the interview results was carried out.





This research was carried out by administering a test in order to collect data. First, this study worked with English teachers to provide instructions on how to administer the exam. The test was then administered to pupils from SMA IT Daar Al-Uluum Kisaran's class XI MIPA. The test is in the form of a fill-in-the-blanks exercise, and students are required to complete a questionnaire test that has been provided. The pupils were only allowed 20 minutes to listen to music and 10 minutes to complete a questionnaire. Students are instructed to gather their answers after completing the test.

The study in this chapter reveals students' scores on a listening comprehension exam. The listening test findings were classified into five categories: very good, good, satisfied, not good, and extremely awful. The results are shown in the table below, which indicates each student's listening score.

Table 4.1.1 shows the results of the listening exam at SMA IT Daar Ul-Uluum Kisaran's Grade XI MIPA in the 2022/2023 academic year.

No	Subject	Score	Category
1.	AH	100	VERY GOOD
2.	AS	63	STATISFYING
3.	BP	54	POOR
4.	CF	90	VERY GOOD
5.	D	80	VERY GOOD
6.	DB	100	VERY GOOD
7.	HSY	81	VERY GOOD
8.	KA	72	GOOD
9.	MFRB	45	VERY POOR
10.	MKI	9	VERY POOR
11.	MZ	100	VERY GOOD
12.	NAF	100	VERY GOOD
13	NZS	90	VERY GOOD
14.	RTR	100	VERY GOOD
	Σf_x 1, 084		
	Mean 77, 42		

	Range 0-100
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The research also categorized each category in table 4.1 based on the score system. 80-100 is excellent, 70-79 is adequate, 56-69 is satisfactory, 46-55 is bad, and 0-45 is really poor. According to the statistics above, the student's overall score is 1,084. The student's best score is 100, and his or her lowest score is 9. According to the statistics, there were 5 students who received the highest score and 2 students who had the lowest score. Following that, the student's mean score was 77, 42. As a result, according to the grading system, the student's main score, 77,42, falls into the extremely low group.

Interview Analysis

The research interviewed 14 respondents, including five female students, nine male students, and one English instructor, in order to collect data.

Table 4.1.2 Interviewed Students and Interview Date

No.	Subject	Sex	Status	Interview Date
1.	AH	Male	Student	June 15 th , 2023
2.	AS	Male	Student	June 15 th , 2023
3.	BP	Male	Student	June 15 th , 2023
4.	CF	Male	Student	June 15 th , 2023
5.	D	Male	Student	June 15 th , 2023
6.	DB	Female	Student	June 15 th , 2023
7.	HSY	Male	Student	June 15 th , 2023
8.	KA	Female	Student	June 15 th , 2023
9.	MFRB	Male	Student	June 15 th , 2023
10.	MKI	Male	Student	June 15 th , 2023
11.	MZ	Female	Student	June 15 th , 2023
12.	NAF	Female	Student	June 15 th , 2023
13.	NZR	Female	Student	June 15 th , 2023
14.	RTR	Male	Student	June 15 th , 2023

Following interviews with all respondents, the research identified significant themes based on their responses. The following are the specifics of the themes examined:

FINDING AND DISCUSSION

FINDING

4 out of 14 students interviewed said they had difficulty learning to listen because the words used were unfamiliar or they had never known before. The words used in listening are also difficult to remember. They admit that they have a limited vocabulary so it is difficult for them to predict and match the vocabulary that must be adjusted. Changes in verb forms also contribute to students' lack of ability to complete listening tasks. Student with the initials MKI says:

"In my opinion learning English is very difficult because I find it difficult to understand English sentences. But when I listen to music in English I like it, it's just that I don't understand the meaning of the song."

Another student with the initials MFRB said, "I find it difficult to learn to listen because the music is pronounced too fast so I don't understand every word and the meaning of the song."

For D, the difficulty in learning listening is difficult because English is a second language. "In my opinion, English is very difficult to understand because it is not an everyday language, but I like English and understand its meaning. And I remember most of the songs I hear." On the other hand, NAF stated "I really like listening to English songs, because I am familiar with the words that are spoken and I also often do exercises in English."

2. Problems in learning to listen

Based on the test results in the study, there are three main problems that cause students' difficulties in learning listening at Daar Al-Uluum Kisaran IT Private High School, namely:

A. Limited learning time

Among the fourteen students interviewed, they gave different answers when asked about the time spent in listening learning, the majority of three students said that they had never studied listening before. Based on their answers, listening skills at Daar Al-Uluum Kisaran Private IT High School were taught only two or three times during the first semester. One of the students, with the initials NAF, said "we were only taught listening twice during the first semester",

The student with the initials MKI added, "In fact, I have never even known what learning about listening is." Meanwhile, DB explained, "Rarely do we use audio to practice listening skills, the teacher only focuses on teaching reading and speaking."

While AH also said, "We did learn about listening before, but it was done very

briefly and I was not used to how to listen properly and correctly, while the things most often learned in class were text writing and reading skills."

B. Lack of vocabulary mastery in students

From the results of the research the students also said that they had difficulties in learning listening because of a lack of vocabulary mastery so that this became a very influential obstacle to the listening skills of the students of Private High School I T Daar Al-Uluum Kisaran. Five of the fourteen students said different things when asked about their delays in listening, one student with the initials MFRB said "I don't really understand what was said and that made me confused and had difficulty predicting what vocabulary the speaker was presenting (audio test) which are given)".

The student with the initials HSY said, "My difficulty in understanding listening skills is due to a lack of vocabulary that I have mastered and don't really understand it, so I don't really know how to interpret what I hear and listen to."

Meanwhile, AS added, "It was very difficult for me to understand the words I heard, because I didn't know much about the meaning of the words I heard."

While students with the initials MKI and MZ said, "I had so much difficulty understanding the vocabulary that I heard, that what was said or conveyed by the source of the sound I could not state with precise and clear answers," and MZ added, "The pronunciation that I heard according to I was too fast, so I did not understand and could digest what was said.

C. An environment that does not familiarize the use of English

Several other factors also affect students' skills in mastering English learning, one of which is the environment. The students have difficulties in learning listening skills, because the students from Daar Al-Uluum Kisaran Private High School are not familiar with English spoken in their surroundings, so they are very foreign to every word they hear in English. Four out of fourteen students said that they had difficulty understanding spoken English, due to an environment where they were not accustomed to speaking English, for example a student with the initials CF said, "I am not familiar with English words, because I very rarely listen to and learn English. English around me, so I become foreign and difficult to learn it ".

The student with the initials RTR said, "Actually I like to listen to and learn English, but I am still not used to reading or practicing English well, because from the beginning I was not used to listening to or using English around my environment.

While students with the initials BP and SHM explained that, "I am not familiar with

English because my circle of friends has never used English and always uses the local language, so it becomes foreign to me to speak English", and SHM said, "Actually I little interested in learning English, but in the family environment I have never used to learn or use English.

DISCUSSION

The purpose of this study was to find out the problems faced by students in learning difficulties listening to songs. After analyzing the results of the interviews, this study found that students did not get much time to learn listening skills. Medelsonsohn (1994) explains that listening plays an important role in communication as it is said that, of the total time spent communicating. listening takes 40-50%; speaking, 25-30%; read. 11-16%; and write. about 9%. This statement is contrary to the results found by the author.

In Daar AL-Uluum IT Private High School, listening lessons have the smallest portion of time compared to other skills. Students only spend about 8 hours learning to listen out of a total of 48 hours of English lessons each semester. Most students still neglect learning listening comprehension even though they have provided effective teaching according to the facilities available at school.

Based on the respondent's statement, facilities that support the listening learning process are available, but there are some students who are not interested in listening learning.

Another problem is the limited vocabulary of students. The speaker in listening to the audio utters words that the student doesn't know. Students sometimes come across foreign words that cause them to stop and think about the meaning of those words and thus cause them to miss the next part of the speech and the next part of the activity. These pauses disrupt the flow of speech and thus students miss some important information. According to Underwood (1990: 15) there are several difficulties in listening skills experienced by English learners, namely: 1. Listeners cannot control the speed of speech of the person conveying the message, so they have lost the message before they understand the contents of the message. 2. The listener does not get the opportunity to repeat what the speaker has said 3. The listener's limited vocabulary makes them unable to understand the contents of the message, which makes them feel frustrated and bored. 4. Failure to understand the signs sent by the speaker so that the listener misunderstands the contents of the message. 5. Misinterpretation of the message so that the listener has a different meaning than the speaker conveys. 6. Disruption of concentration due to surrounding or physical circumstances. 7. Concerns about differences in the way and

materials heard through audio devices or from native English speakers. Therefore, it is important for students to understand the vocabulary in the audio material in order to have a better understanding. A student who is familiar with vocabulary will have better knowledge than a student who has limited vocabulary.

On the same street. Paralinguistic features such as accent, noise, speed of delivery (speed), pronunciation, and intonation cause students difficulties when doing listening exercises. Various accents cause students difficulties in listening comprehension because they do not have much exposure to different accents. Students experience this kind of problem because they are used to their own teacher's accent. Hayati (2010) reported in a study she conducted that her subjects unanimously rated speed of delivery as one of the biggest obstacles to listening comprehension. Faster speech rates, whether computer-manipulated or naturally produced, tend to negatively impact listener comprehension. When speakers speak at a fast pace, it is difficult for them to understand what is being said, even if the words spoken are words they are familiar with. In addition, the unclear pronunciation of some speakers is also considered as a source of listening problems. . Many students think that unclear pronunciation causes a lot of difficulties for them in understanding their English listening lessons.

CONCLUSION

After doing study at SMA Swasta IT Daar Al-Ullum Kisaran, several conclusions might be drawn. Students in grade 11 at SMA IT Daar Al- Uluum Kisaran have difficulty learning listening skills. This study was conducted because it discovered that students' perceptions of what they heard and how they processed the results differed from what speakers delivered. For example, when students hear "sea," which means "sea," but the media says "see" means "to see," there is a confusion between listening to music and listening to the lyrics.

According to Underwood (1990:15), there are a number of listening skills issues that English language learners have, including.

1. Because listeners cannot regulate the speaker's speaking rate, they miss the message before they comprehend it.
2. The speaker does not give the audience the chance to repeat what they just heard.
3. The listener is frustrated and bored since they are unable to understand the message due to their restricted vocabulary.

4. A failure to interpret the speaker's signals causes the listener to misinterpret the message's contents.
5. Misinterpretation of the message, leading to a different understanding from what the speaker intended.
6. Concentration disruption brought on by the environment or physical conditions.
7. Anxiety about variations in the information and style heard on audio equipment or from native English speakers.

Some recommendations are made to the study participants who are closely related to the findings and discussions in the preceding chapter. Here is how they are presented:

1. Students

Students can learn about English as authentic material by listening to English music. By listening to English music, students' listening skills are also improved.

2. Teachers

Before creating listening resources, English teachers must take their students' needs and interests into account. Because it might lessen student boredom and monotony during the teaching and learning process, it is critical for teachers to use a variety of activities according to their students' needs. They can benefit from using English songs as one of the suitable exercises to teach listening. Additionally, playing English-language music in class makes it more pleasurable for the students and encourages them to listen in English.

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