

**THE SECOND YEAR STUDENTS' BARRIERS IN LISTENING
COMPREHENSION AT SMA NEGERI 2 PRABUMULIH**

A THESIS

by:

Vioni Rizky Syaputri

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English Education Study Program

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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DECLARATION

I, the undersigned,

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State that thesis entitled "*The Second Year Students' Barriers in Listening Comprehension at SMA Negeri 2 Prabumulih*" is my own work and I did not plagiarize or use inappropriate quotation in violation of ethic and standards endorsed by Ministry of Education of Republic Indonesia Number 17, 2010 concerning the plagiarism in higher education. Therefore, if I am found to have plagiarize this work, I deserve to go to court.

Indralaya, January 10th 2023

The Undersigned,



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DEDICATIONS

I dedicated this thesis to my dearest parents, the beloved ones whose happiness I have always longed for, A. Darmadi and Maryulis, who have always stood by my side and supported me through all of my journeys of life despite my ups and downs. I also dedicated this thesis to my precious siblings, Novyela Nisrina Nahda and Afif Shafiyuur Rahman, who have always made my life feel like a delightful roller coaster. Thank you for being the best supportive and loving family.

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The writer,



Vioni Rizky Syaputri

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NEGERI 2 PRABUMULIH

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**THE SECOND YEAR STUDENTS' BARRIERS IN LISTENING
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ABSTRACT

Listening comprehension is a complicated process where listeners are deeply engaged in meaning extraction to comprehend what speakers are saying more accurately. It is the core of the language learning process. This study aims to find out barriers in listening comprehension faced by the second-year students. The subject of this study was 55 second year students at SMA Negeri 2 Prabumulih. This study used descriptive research with survey method by utilized a questionnaire and an interview to collect the data. The data analysis technique in this research was in the form of descriptive analysis. The results of this study showed that students faced external barriers in listening comprehension such as the bad quality and result of the recording/speaker, classroom temperature, variety of accents, speakers' rate of speech, speakers' pause during the talk, unable to hear the word repeated, there are distractions, and too many unfamiliar words. Students also faced internal barriers such as feeling bored if the material is too long, having anxiety, scared, and concerned related to the spoken material, unfamiliar topics, recognizing the signals of the speakers move to different topic, listening without the transcript and when attempting to understand the meaning of unfamiliar words.

Keywords: *listening, listening comprehension, barriers*

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CHAPTER I

INTRODUCTION

This chapter discusses about introductory points of the whole content of the research. It covers (1) background of the study, (2) research question, (3) research objectives, and (4) significance of the study.

1.1 Background of the Study

English has become a worldwide language nowadays. As a universal language, English is studied and spoken as a foreign language in Indonesia. Indonesian Ministry of Education then includes English as one of the formal education subjects that all Indonesian high school student required to learn. Students are expected to possess the ability to communicate in English either in spoken or written language by the end of their senior high school studies.

Learning English as a foreign language for students is a complex process because it has distinct structure and pronunciation from Bahasa Indonesia. Students have to master the four language skills for the purpose of being able to communicate using English. Shabani and Jalali (2015) state that reading, writing, listening, and speaking are the four cores of communication and language development, while listening being the most important. Yang (2019) indicates that listening is the first and most crucial part of learning a foreign language.

Before learning to speak, people listen and react to a language. As cited in Zhang (2014), two well-known educators of languages in America, W.M. Rivers and M.S. Temperly, state that an individual's daily use of language skills is listening (45%) while reading 16%, writing only 9%, and speaking 30%. Samosir (2019) also believes that people listen to language inputs to follow a conversation. There will be no learning if there is no input. According to Hamouda (2013), listening can be defined as a process that provides students with sufficient comprehension input. Thus, it means that listening is the important process to give attention because it is

one of the keys to create good communication. Cubalit (2016) states that listening is essential for language learning because it gives students the auditory input that forms the ground knowledge for language learning and allows them to involve in oral communication. Listening is more than just hearing, it is also capturing and understanding the meaning of what the speaker has said. As a fundamental skill in language learning, students will never learn to communicate effectively if they do not have the listening skill.

Along with reading as a receptive skill, listening calls on students to take in and understand the English input. Pollard (2008) states that listening can be more challenging than reading for students since they tend to comprehend written form of language more readily than spoken form of language. Gilakjani and Sabouri (2016) indicate that when listen to a language, students face numerous challenges. Hence, it leads to serious problems of students' listening comprehension.

Listening comprehension is a process where people make an effort to interpret the information they are receiving from the listening input (Goss, 1982). Tran and Duong (2020) believe that listening comprehension is the challenging process that demands students to employ both of their language abilities (vocabulary, pronunciation, and grammar) and their prior knowledge to interpret the context of what is being said. Furthermore, Hamouda (2013) asserts that listening comprehension is referred to a complex and dynamic process where listeners participate in the creation of meaning in actual time. Nonetheless, due to the curriculum emphasis on grammar, reading, and vocabulary, EFL students face serious difficulty in English listening comprehension. Even within SMA Negeri 2 Prabumulih, listening is a skill that is infrequently focused in English language learning and as a result of their lack of practice, many students have trouble with the listening process. Thus, tasks involving listening can be extremely discouraging and demotivating, particularly for students who have previously had a bad experience (Nurpahmi, 2015).

Therefore, teacher must be liable to be aware of the barriers that the students encounter and overcome those barriers. Knowing the listening barriers of their students might be helpful for teachers as a guidance to overcome the difficulty in listening comprehension. Without a good listening comprehension from students, it is impossible to develop the educational process. However, due to the fact that many textbooks do not emphasize the importance of listening, the majority of teachers did not take this issue into consideration (Augustin & Trisno, 2021). Therefore, the barriers to listening comprehension among students should be acknowledged by teachers. If the teacher is aware of students' barriers in the listening comprehension, solutions can be identified to enhance the educational process, as well as the students' listening comprehension.

Numerous earlier research about the listening problem found that the majority of students had difficulty listening to spoken language. In a research on the difficulties Saudi students had with listening comprehension in EL listening classes, Hamouda (2013) found out that the main listening comprehension problems Saudi students encountered were pronunciation, accent, pace of speech, inadequate vocabulary, lack of concentration, diverse accents of the speakers, anxiousness, and poor recording quality. Moreover, it was claimed that EFL students had serious listening comprehension issues because colleges prioritized grammar, reading, and vocabulary. Another study conducted by San (2020) showed that most of Meiktila University first-year non-English majors have a negative attitude of listening because they claim that it is difficult and uninteresting. This study also showed that majority of them had trouble listening to the speaker's stress and intonation, and that one of their difficulties with listening comprehension was due to the poor recording quality.

Considering the nature of the issue above, the researcher concludes that it is important to be aware of students' listening comprehension barriers so that solutions can be found to enhance students' listening comprehension as well as the teaching and learning process. From these brief descriptions, the researcher

interested to conduct the study entitled “*The Second Year Students’ Barriers in Listening Comprehension at SMA Negeri 2 Prabumulih.*”

1.2 Research Question

The problem of the study is formulated into the research question:

1. What are the listening comprehension barriers faced by the second-year students at SMA Negeri 2 Prabumulih?

1.3 Objective of the Study

To achieve the result from the research question above, the objective of the study is:

1. To find out listening comprehension barriers faced by the second-year students at SMA Negeri 2 Prabumulih.

1.4 Significance of the Study

The study is intended to reveal the details about listening comprehension barriers that the second-year students at SMA Negeri 2 Prabumulih encountered. Hopefully, the results of this study will be practical and significant for both students and teachers. Moreover, teacher’s awareness of the barriers students faced in listening comprehension will increase so that he or she know how to overcome them and students can improve their capabilities for listening comprehension. Therefore, the researcher also expects that this study will give a valuable source of knowledge for farther research.

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