

**AN INVESTIGATION OF STUDENTS' PROBLEMS
IN LISTENING TO AUTHENTIC MATERIALS**

By

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Abstract

The objectives of this research are: 1) to find out the Listening to Authentic Materials Problems Encountered by English Education Program Students of Muhammadiyah University of Bengkulu; and 2) to find out the most dominant Listening to Authentic Materials Problems Encountered by English Education Program Students of Muhammadiyah University of Bengkulu. The design of this research is descriptive. Subjects of the research were all of the second semester students who follow the listening to Authentic Materials in the second semester. The number of the students are 74 students from three classes. Class IIA 25 students, class IIB 25 students, and class IIC 23 students. Instrument used in this research is questionnaire to take the data of students' problems in listening based on Hamouda (2013). After analyzing the data of students' answers in the questionnaire, the researcher found that most of the students had problems in listening to authentic materials related to the content of the listening text. The researcher would like to conclude that: 1) the problems faced by all classes of semester II English Education Study Program of UMB in listening authentic materials are: 1) the students faced problems in all variables available in the questionnaire, namely: problems related to the content of listening text; problems related to language features; and problems related to the speaker; 2) the most dominant problems faced by the students were the problems in the variable related to the speaker. It is found that for the problems related to the speaker, the mean score is 75.7; related to the language features, the mean score is 74.6; and related to the content of the listening text, the mean score is 73.5.

Keywords: *Listening to authentic materials, students' problem.*

1. Introduction

Listening is the subject that must be taken by the students in English Study Program. It is the skill that important for students as a part of skills that can be used by the students in communication. Through listening the students can understand what the message from the audio or people they listen. Saricoban (in Arevalo, 2010) stated that listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. Meanwhile, according to McDonough (in Ahmadi, 2016), listening is not a passive but an active process of making meaning from sounds. Byrnes (in Ahmadi, 2016) expressed that listening comprehension is a complex and problem-solving skill. Listeners do not passively absorb the words but actively try to understand the realities and emotions in what they hear by regarding what the speaker

says, how the speaker says, and the context in which the message is uttered.

One of the listening subject that must be taken by students is listening to authentic materials. Murica (in Ahmadi, 2010), language teachers should select suitable materials and tasks for their classes. Teachers should know what to do and what to use in their language classes to make language teaching and learning more interesting, motivating, and successful. Authentic materials can help motivate learners by creating a real life situation and interaction in their classes.

In learning listening, the students must have problems because the speaker that the students listen is not the speaker that has same language, or the speaker is foreigner. The problems that can be found by students in listening are: 1) little control the learners have over the intake of language since this is controlled by the speaker. 2) that learners can be confused because of fast speech in the recorded material. 3) is that when learners miss some of the words they will feel they are failing. 4) problems with "keeping up" with all

information. 5) is unfamiliar accents. 6) learners' vocabulary is not rich enough to understand listening text (Chi, 2000: 121).

The objectives of this research are: to find out the Listening to Authentic Materials Problems Encountered by English Education Program Students of Muhammadiyah University of Bengkulu; and to find out the most dominant Listening to Authentic Materials Problems Encountered by English Education Program Students of Muhammadiyah University of Bengkulu.

2. Methodology

The design of this research is descriptive. Subjects of the research were all of the second semester students who follow the listening to Authentic Materials in the second semester. The number of the students are 74 students from three classes. Class IIA 25 students, class IIB 25 students, and class IIC 23 students. Instrument used in this research is questionnaire to take the data of students' problems in listening based on Hamouda (2013).

3. Results and Discussion

Results

There 23 items in the questionnaire that given to the students. The items were divided into 3 variables. The first is about the problems related to the content of the listening text; the second is about the problems related to linguistics features; and the third is the problems related to the speakers. After analyzing the data of students' answers in the questionnaire, the researcher found that most of the students had problems in listening to authentic materials related to the content of the listening text. The detail descriptions are described as follows.

a. Problems Faced by Class IIA

From 23 items of the questionnaire, class IIA of English Study Program faced problems mostly in the problems related to linguistics features with the mean score 83,0. The second most problems were related to the speaker with mean score 82.4. The last is the problems related to the content of the listening text with 80.3. For the detail, they are presented in the tables below.

Table 1 Students' problems score related to the content of the listening text.

	The problems related to the content of the listening text							
	1	2	3	4	5	6	7	8
Score	88	87	70	89	60	84	89	75
Mean	80.3							

Table 1 above showed that the students' problems related to the content of the listening text are: the biggest problem is in item no 4 and no 7 with score 89; the second is in the item no 1 with score 88; the third is in item no 2 with score 87; the fourth is item no 6 with score 84; the fifth is in item no 8 with score 75; the sixth is in item no 3 with score 70; and the last is in item no 5 with score 60.

Table 2 Students' problems score related to linguistics features

	The problems related to linguistics features							
	1	2	3	4	5	6	7	8
Score	78	79	78	62	92	95	85	95
Mean	83.0							

Table 2 above showed that the students' problems related to the linguistics features are: the first is in item no 6 and 8 with score 95; the second is item no 5 with score 92; the third is item no 7 with score 85; the fourth is item no 2 with score 79; the fifth is item no 1 and 2 with score 78; and the last is item no 4 with score 62.

Table 3 Students' problems score related to the speaker

	The problems related to the speaker						
	1	2	3	4	5	6	7
Score	50	83	75	84	94	93	98
Mean	82.4						

Table 3 above showed that the students' problems related to the speaker are: the first is in item no 7 with score 98; the second is item no 5 with score 94; the third is item no 6 with score 93; the fourth is item no 4 with score 84; the fifth is item no 2 with score 83; the sixth is item

3 with score 75; and the last is item no 1 with score 50.

b. Problems Faced by Class IIB

The results that were found showed that class IIB of English Study Program faced problems mostly in the problems related to the Speaker with the mean score 68,1. The second most problems were related to the content of listening text with mean score 65.6. The last is the problems related to the content of the language feature with mean score 65.4. For the detail, they are presented in the tables below.

Table 4 Students' problems score related to the content of the listening text

No sdt	The problems related to the content of the listening text							
	1	2	3	4	5	6	7	8
Score	74	72	56	68	58	70	66	61
Mean	65.6							

The table 4 above showed that related to the content of the listening text, the students' problems are: the first is item no 1 with score 74; the second is item no 2 with score 72; the third is item no 6 with score 70; the fourth is item no 4 with score 68; the fifth is item no 7 with score 66; the sixth is item no 8 with score 61; the seventh is item no 5 with score 58; and the last is item no 3 with 56.

Table 5 Students' problems score related to the language features

No sdt	The problems related to language features							
	1	2	3	4	5	6	7	8
Score	60	71	63	55	68	66	67	73
Mean	65.4							

It can be seen from the table 5 above that related to the language features, the students' problems are: the first is item no 8 with score 73; the second is item no 2 with score 71; the third is item no 5 with score 68; the fourth is item no 7 with score 67; the fifth is item no 6 with score 66; the sixth is item no 3 with score 63; the seventh is item no 1 with score 60; and the last is item no 4 with 55.

Table 6 Students' problems score related to the speaker

No sdt	The problems related to the speaker						
	1	2	3	4	5	6	7
Score	53	71	59	69	77	77	71
Mean	68.1						

From the table 6 above, it can be seen that related to the speaker, the students' problems are: the first is item no 5 and 6 with score 77; the second is item no 2 and 7 with score 71; the third is item no 4 with score 69; the fourth is item no 3 with score 59; and the last is item no 1 with score 53.

c. Problems Faced by Class IIC

About the results that were found, it showed that class IIC of English Study Program faced problems mostly in the problems related to the Speaker with the mean score 76,6. The second most problems were related to the content of listening text with mean score 74.6. The last is the problems related to the content of the language feature with mean score 73.5. For the detail, they are presented in the tables below.

Table 7 Students' problems score related to the content of listening text

No sdt	The problems related to the content of listening text							
	1	2	3	4	5	6	7	8
Score	84	78	64	78	57	78	91	67
Mean	74.6							

It can be seen from the table 7.a above that related to the content of the listening text, the students' problems are: the first is item no 7 with score 91; the second is item no 1 with score 84; the third is item no 2, no 4 and no 6 with score 78; the fourth is item no 8 with score 67; the fifth is item no 3 with score 64; and the last is item no 5 with score 57.

Table 8 Students' problems score related to the language features

No sdt	The problems related to the language features							
	1	2	3	4	5	6	7	8
Score	69	72	76	56	77	87	77	74
Mean	73.5							

The table 8 above showed that related to the language features, the students' problems are: the first is item no 6 with score 87; the second is item no 5 and 7 with score 77; the third is item no 3 with score 76; the fourth is item no 8 with score 74; the fifth is item no 2 with score 72; the sixth is item no 1 with score 69; and the last is item no 4 with score 56.

Table 9 Students' problems score related to the Speaker

No sdt	The problems related to the speaker						
	1	2	3	4	5	6	7
Score	61	82	75	76	79	79	84
Mean	76.6						

The table 9 above described that related to the speaker, the students' problems are: the first is item no 7 with score 84; the second is item no 2 with score 82; the third is item no 5 and 6 with score 79; the fourth is item no 4 with score 76; the fifth is item no 3 with score 75; and the last is item no 1 with score 61.

The findings above showed that the problems faced by all classes of semester II English Education Study Program of UMB in listening authentic materials are generally in the problems related to the speaker in audio. If all of the mean scores in three classes are combined, it is found that for the problems related to the speaker, the mean score is 75.7; related to the language features, the mean score is 74.6; and related to the content of the listening text, the mean score is 73.5.

Discussion

The findings above showed that the problems faced by all classes of semester II English Education Study Program of UMB in listening authentic materials are generally in the problems related to the speaker in audio. If all of the mean scores in three classes are combined, it

is found that for the problems related to the speaker, the mean score is 75.7; related to the language features, the mean score is 74.6; and related to the content of the listening text, the mean score is 73.5.

After finding the results, it can be described that the most problems that found by the semester II English Education Study Program of UMB in listening authentic materials are generally in the problems related to the speaker in audio. The elements of their problems are in line with 1) *Problems Pertaining to Lack of Pauses*; 2) *Problems Pertaining To Lack of Visual Support*; and 3) *Problems Pertaining To The Inability To Get Things Repeated*.

the results of the research that had been found in this research is in line with the researcher conducted by Tuanany (2007) who found that there are some problems faced by students of SMA Dua Mei Ciputat in using authentic materials for learning listening comprehension. Among those important problems, there were problems that related to this present research, namely: the native speakers' normal speed in speaking which the students were not familiar with; and the native speakers' unclear voice.

The students' problem related to the speaker side happen in the first problem because of Speaker accent—Familiar accents are easier to understand than unfamiliar accents; Hesitations and pauses Disfluencies, like hesitations and pauses, generally aid comprehension, especially for more proficient listeners; noise and distortion—The presence of noise or distortion in the speech signal interferes with comprehension; and Speech rate—How quickly someone talks can hurt comprehension, but slower speech rates do not necessarily help. L2 listeners may mistakenly attribute difficulties caused by other factors to a too-fast speech rate.

4. Conclusion and Suggestions

Conclusion

The researcher would like to conclude that: 1) the problems faced by all classes of semester II English Education Study Program of UMB in listening authentic materials are: 1) the students faced problems in all variables available in the questionnaire, namely: problems related to the content of listening text; problems related to language features; and problems related to the speaker; 2) the most dominant

problems faced by the students were the problems in the variable related to the speaker. It is found that for the problems related to the speaker, the mean score is 75.7; related to the language features, the mean score is 74.6; and related to the content of the listening text, the mean score is 73.5.

Suggestions

From the findings that presented in the previous chapter, it can be suggested that:

- a. The students should find the relevant authentic materials for their learning at home in order that they can practice more. It purposes to train their listening skill especially related to the speaker speech.
- b. The next researchers are suggested to conduct the similar research about the authentic materials, but in the field of lecturer's teaching in the classroom.

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