

CHAPTER IV

RESULT AND DISCUSSION

This chapter describes and analyzes the data which are obtain during the research. The data obtained hopefully is able to answer the problem of the study that stated in first chapter. Before discussing the finding of the research, it would be better to know about the general description of the research subject.

A. General Description of the Subject.

1. General description of MA Banu Hasyim Waru

MA Banu Hasyim is a school that aims to create a great islamic students that good not only in arabic but also English as foreign language. To achieve this goal, MA Banu Hasyim applied a program namely Arabic-English Development Skill in which every single activities that student done from morning till night must use either English or Arabic.

In order to master English well, MA Banu Hasyim has a weekly English program that enhances the English ability which is called BHEC (Banu Hasyim English Club). In this club, the members are from various classes. To be more effective learning, this club is divided into small groups based on their own grade. Each group have their own way to conduct the English program, however they have one common goal-sharpening four English skill; listening, speaking, reading, and writing. As

an additional class, the teaching learning process in BHEC is designed in a less formal way.

The group of eleventh year student has several program concerns on improving four skills in English. In the learning of listening, the teacher Mr. Zainuri, has applied some strategies, such as listening to the song, watching movies, listening to the news, and listen to the English radio program.

Dealing with the use of radio as media in teaching listening skill, there are actually so many radio stations which provide program to improve English skill but the teacher tends to use *English by Radio Program* in 93.3 El Victor FM due to its level of English. The pronunciation is quite easy to understand even for a beginner since the announcers are Indonesian and the guesses are English native speaker. To apply this kind of program, the teacher must have already prepared the facilities that is needed, such as radio in a good condition, a conducive class, and also have known the topic that will be discussed. The information of the topic that will be discussed is posted on the internet a weeks before the program is held.

2. Description of the implementation *English by Radio Program*

In teaching listening by using *English By Radio Program*, the teacher use *Direct Listening Thinking Activities* as the strategy. In this

strategy, there are 3 steps that should be done; listening preparation, whilst listening, and reflection and delivery of opinion.

In the pre-listening activity, first of all the teacher explains the learning purpose and letting them know about the topic that they will listen to and then continued by delivering questions for students related with the topic as a way to grow students' schemata. Sometimes, the teacher also use picture as his media to introduce the topic. The information of the topic that will be discussed is posted on the internet a weeks before the program is held. Thereby, the teacher can prepare the materials that would be needed in the pre listening activity.

The whilst activity is started at 7 a.m as the *English by Radio Program* starts at that time around. The students then start to listen to the speaker carefully. In the first 15 minutes, the program was led by the announcer talking about the topic as the introduction for the listeners. The students were taking note. The section then come to the time for the announcer invite the listeners to share their opinion about the topic. In this time, the teacher take this occasion to gets his student to contact the program and share their opinion dealing with the topic that is discussed. In the time of a student having conversation with the announcer, the other students were listening thoroughly in order to be able to perceive the case. Even though, the other students also desirous of contact the program but it is difficult for them since there are so many listeners out there try to do the

same. Therefore, they just deliver their idea to the teacher and their table mate when the announcer plays a song in the intermission time. In this time around, the teacher also explains about the things that the students might not understand such as translating new vocabularies. After that the speakers continue the program with the deeper discussion. In the post activity, the teacher gets some students to retell or explain about the information that they have heard and give the students homework to summarize it.

B. Research Finding

1. The Result of Listening Tasks.

A test was administered in order to check students' understanding about the topic that they had listened to. The test was presented in the end of activity in each meeting. It contains 10 questions in a form of essay. The allocation time for the test is 30 minutes.

Based on the result of listening tasks in the first meeting up to third meeting, the students' score can be seen from the table below:

Table 4.1
The Result of Listening Tasks

No	1 st meeting	2 nd meeting	3 rd meeting	Average
1.	75	60	80	72
2.	70	70	85	75

3.	65	65	75	68
4.	70	70	80	80
5.	70	60	70	67
6.	55	60	80	65
7.	60	65	85	70
8.	70	75	80	75
9.	85	80	80	82
10.	70	75	85	77
11.	75	75	75	75
12.	80	75	90	82
13.	70	65	80	72
14.	65	60	85	70
15.	70	65	85	73
16.	80	70	80	77
17.	70	70	90	77
Total of score	1.200	1.160	1.285	1.255
Average score	70.58	68.23	75.58	

Table 4.1 present students' score for each test in each meeting.

The test carried a different topic in each meeting. It was made based on the topic that was discussed at that time. For the first meeting, the topic for the test was about the traffic congestion and students scored a mean of 70.58. the score varied from 55 to 85.

While in the 2nd meeting, students had technology as the topic that was discussed that time. Students scored worse than the first meeting. They scored only a mean of 68.23 which did not even meet the standard minimum score required by the institution. The score varied from 60 to 80. This is interesting to note that even though the average score of 2nd meeting is worse than the 1st meeting, the lowest

score achieved by the students in this meeting is better than the 1st meeting. The lowest score in the 1st meeting is 55; while in the 2nd meeting is 60. In this second meeting, the students looked more passive than previous meeting. The teacher said that the students had not well thought about technology and their vocabularies about it were less enough. Therefore, from the three meetings the researcher administered test for the students, this meeting is the lowest one and this score is under the criteria of success.

The topic for the third meeting was Korean Wave. The students' mean score was far better than the other two meetings. The students looked enthusiastic in the following what the informant told about. They were really happy to listen the topic because Korean Wave is a booming one among the youngsters.. Perhaps, it was such things that influence their score. The average score achieved in this meeting is 75.58. The score varied from 70 to 90. There is no one scored lower than the standard minimum score.

The average score for each student was counted to determine the students' level of listening mastery. The average score varied from 65 up to 82. Based on the classification level provided by ACTFL Proficiency Guidelines 12-Listening, score 65 is categorized as advance low Level, so do score 67, 68, and 70. The range score for this level is 61-70. Beyond advance low level is advance mid level

which the score ranges from 71 to 80. Students' average scores for this level are 72, 73, 75, and 77. There are two students achieved the highest score among them, 85. According to AFTA, students who scored 81 up to 90 are categorized as advance high level.

Table 4.2
Classification of Proficiency Level adapted from ACTFL
Proficiency Guidelines 12-Listening¹

No.	Proficiency level	Score	Number of Respondents
1	Superior	91-100	-
2	Advance high	81-90	2
3	Advance mid	71-80	10
4	Advance low	61-70	5
5	Intermediate high	51-60	-
6	Intermediate mid	41-50	-
7	Intermediate low	31-40	-
8	Novice high	21-30	-
9	Novice mid	11-20	-
10	Novice low	1-10	-

The table above presents students classification proficiency level. There are 5 people in advance low level with score 65, 67, 68, and 70. Advance mid level has 10 students included. The scores are 72, 73, 75, and 77. There is only 2 students categorized as advance high level with average score 85.

2. The Result of Questionnaire Pertaining to The Students Responses Toward The Use of *English By Radio Program*

¹ http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

The first section of the questionnaire is to answer the second research question that is to know the students' responses about the use of *English by Radio* as media in learning listening skill. This instrument was given in the end of the last meeting, on February 10th, 2013.

Table 4.3
The result of questionnaire

No.	Number of answer			
	A	B	C	D
1	4	10	3	-
2	2	12	3	-
3	-	5	8	4
4	6	7	4	-
5	2	7	6	2
6	3	7	5	2
7	2	7	6	2
8	-	3	5	9
9	3	7	5	2
10	4	6	5	2

Note:

A: Sangat Suka/ menarik

C: Kurang Suka/ menarik

B: Suka/ menarik

D: Tidak Suka/ menarik

After collecting the questionnaire sheet, the researcher made tabulation and formulated the result of questionnaire in the percentage form. To count the percentage, researcher used a certain formula. The result of questionnaire is presented as follow:

Table 4.4
The students' opinion about study English

No.	A	B	C	D
1.	23%	59%	18%	-
2.	12%	70%	18%	-

Based on the table above, it can be seen that more than a half of students love English and they eager to improve it by joining the school English club, BHEC. They consider BHEC is an interesting club to joint with.

Table 4.5

The students' opinion about English listening activity

No.	A	B	C	D
3.	-	29%	47%	24%
4.	12%	41%	35%	12%

Table 4.3 above shows that there are a lot of students who are not really love to learn listening. However, there are many of them who like the listening activity in their club.

Table 4.6

The students' opinion about the important of listening

No.	A	B	C	D
5.	35%	41%	23%	-

Based on the table 4.6, it can be seen that most of the students believed that listening has a very important role in mastering a language. Therefore they admit that mastering listening skill is a must for them.

Table 4.7

The students' opinion about the use of *English by Radio Program* in teaching listening.

No.	A	B	C	D
6.	18%	41%	29%	12%
7.	12%	41%	35%	12%
8.	-	18%	29%	53%

The table 4.7 shows that there are many students like to learn listening by using *English by Radio Program*. They also love the weekly topics that are discussed in this program but unfortunately they got difficulty to keep their concentration. Therefore, there are so many of them who do not listen thoroughly to the topic that is being discussed.

Table 4.8

The students' opinion about the benefit of using *English By Radio Program*

No.	A	B	C	D
9.	18%	41%	29%	12%
10.	24%	35%	29%	12%

Table 4.8 shows that there are many students realize that *English by Radio Program* can help them in mastering listening skill. They also agree that through this program they can practice to listen and have a direct contact with the English native speaker even just by phone. However, a few of them argued that *English by Radio Program* is not helpful enough for them.

3. The Result of Questionnaire Pertaining To the Problems Faced By the Students.

The second section provides the results of listening comprehension problems encountered by the subjects.

a. Problems related to the listening materials

The listening material *English by Radio Program* may deal with almost any area of life. It might include street gossip, proverbs, everyday conversation, and situations or topic unfamiliar to the student. The material itself may be the main source of listening comprehension problems. In particular, unfamiliar topic and the length of the spoken text may present students with listening problems.

Table 4.9
listening problems related to the content of the listening text.

No.	Statements	Never	Sometimes	Often	Always
1.	Long spoken text interfered with my listening comprehension.	0	9	5	3
2.	I find it difficult to understand listening texts when the topic is unfamiliar.	0	7	7	3

b. Basic Linguistic Problems perceived by learners

Linguistic challenges are those that result from the English language itself. They are caused by MA Banu Hasyim students' lack of English proficiency. Research shows that some difficulties in understanding and remembering information from speakers may

be due to the lack of English language skill itself. Brown points out several linguistic sources which make listening difficult; the use of colloquial language and slang, the use of reduced forms, and to strange accents and pronunciation.²

Table 4.10
Listening problems related to Linguistic features.

No.	Statements	Never	Sometimes	Often	Always
3.	I find it surprising and difficult to understand the listening text if there were too many unfamiliar words including idioms, colloquial language, and slang.	1	3	5	8
4.	Complex grammatical structures interfered with my listening comprehension.	0	5	10	2
5.	I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another	0	4	6	7
6.	I find it difficult to infer the meaning of an unknown word while listening.	0	7	2	8

c. The speaker

² Brown, H.D. *Teaching by principles: An interactive approach to language pedagogy*. (New York: Prentice-Hall Regents, 1994).

Problems of listening comprehension related to speaking can be seen in relation to natural speech, pronunciation, varied accents, and a voice heard only on a radio program; English by radio without seeing the speaker.

Table 4.11
Listening problems related to the speaker.

No.	Statements	Never	Sometimes	Often	Always
7.	I find it difficult to understand the meaning of words which are not pronounced clearly.	0	5	12	0
8.	I find it difficult to understand well when speaker speak with a variety of accents.	0	5	7	5
9.	I find it difficult to understand well when speakers speak too fast.	0	5	4	8
10.	I find it difficult to understand the topic discussed since I am unable to get things repeated.	0	0	0	17

d. Problems pertaining to physical settings

Not only the difficulties come from the message, the listener or the speaker but also come from the environment surrounding the students. According to Amber Bloomfield, noise or distortion in the audio signal interferes with listening comprehension for listeners.

Table 4.12
Listening problems related to the physical setting.

No.	Statements	Never	Sometimes	Often	Always
11.	It is difficult for me to concentrate with noises around.	0	7	5	5
12.	Unclear sounds resulting from interferences radio system interfere with my listening comprehension.	0	2	2	13

C. Discussion

This subheading discusses and answer the research question formulated in the first chapter. This discussion based on the analysis of the listening tasks, questionnaire and interview.

1. The Discussion of The Listening Task Result

This discussion aims to present the statistical results and the data analyses in order to answer the first of research questions that is about to find out how well the students' listening mastery after using *English by Radio Program*. Thus, the researcher administered test for the subject in the end of the activity.

The result show that all of the 17 students in the eleventh grade are in the advance level of listening mastery. At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their

lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context. Moreover, advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way. They also demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.³

In the discussion of advance level, ACTFL proficiency level has advance divided into three sub-level. They are; advance high, advance mid, and advance low. There are 2 students in the advance-high level with average score 85. At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In

³ http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.⁴

Advance-mid level has 10 students within with score 72, 73, 75, and 77. At the Advanced Mid sublevel, listeners are able to understands general conversation and conversation on technical subjects in own field. Understands without face-to-face contact (telephone, TV, radio); may have difficulty following rapid or colloquial speech. Understands most conversations between native speakers; may miss details if speech is very rapid or colloquial or if subject is unfamiliar.⁵ Based on ACTFL Proficiency Guidelines 12-Listening, students in the advance-mid level understand conventional narrative and descriptive texts, such as expanded descriptions of

⁴ http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

⁵ www.spring-institute.org

persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

On the advance low level students scored in 65, 67, 68, and 70. There are 5 students included in this level. At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Moreover, they are also understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech. Understands routine work-related conversations. Increasing ability to understand without face-to-face contact (telephone, TV, radio). Has difficulty following conversation between native speakers.

The result of the test was quite satisfied. Students are able to perform well in the test which reflects that their listening mastery is quite considerable. They proved it by achieving advance level. The

result of the test showed that most students are in the level of advance mid level.

However, the mean score of the test that students performed in each meeting was quite considerable to be discussed. A marked difference was found in the mean score for each meeting. At the first meeting students scored a mean of 70.58. At the second meeting, students scored a mean of 68.23 which is getting decreased compared to the first meeting. On the other hand, third meeting showed that students performed far better than the other two tests. They scored 75.58.

Such differences may be caused by the issue carried by the material. The topic of the listening material may be the main source of listening comprehension problems which is then influence students' score. Unfamiliar topic and the length of the spoken text may present students with listening problems.

Students scored a mean of 70.58 at the first meeting. The topic of the listening task is about traffic congestion. The students argued that this topic was quite familiar to them. Students like to listen to the topic of news that familiar to them. The reason is when the students listen to familiar topic, they already have some background knowledge in their minds, so that it will help them to expect and predict which

might be deliberate next.⁶ Moreover, the diction chosen by the speaker was easily understood by the students.

At this meeting, the mean score of the students met the school criteria of successfulness. School policy required the students to achieved score 70 in English. Students who get score 50-60 they were classified as unsatisfactory score. 61-70 was classified as average score. 71-85 was classified as above average score. And 86-100 was classified as excellent score. Students' mean score is 70.58. Thus this score is categorized as average.

From the three tests that had been administered by the researcher, score achieved by the students at the second meeting is the lowest one. It means that the students performed worst in this meeting. There were several causes that might lead this occurrence. Most of the students consider "technology" as the topic discussed that time was not interesting. Moreover, there were so many vocabularies related to the technology that sound strange for them. This kind of matter really influenced their score in the evaluation listening task.

Students' mean score was decreasing from 70.58 to 68.23. This mean score is under the criteria of success. There were 8 students who got lower score than the previous meeting.

⁶ Penny Ur, *Teaching Listening Comprehension*, (Cambridge: Cambridge University Press, 1984), p. 52-53

Students mean score in the third meeting was increasing from 68.23 to 75.58 which is categorized as above average score according to the school policy. In this meeting, the students were listening contentedly. Therefore, a fantastic score was found by researcher at this third meeting.

Dealing with the successfulness of use English by radio program in learning listening, the students indeed, have improvement from weeks to weeks. As stated before that *English by Radio Program* is a program that always stays up date with the most actual topic today. Through listening to varieties of programs, students will be familiar with the language use in any discourse. This will help the students improve their language skills.⁷ The more students listen, the more they get at listening and the better they get at understanding the pronunciation and at using it appropriate themselves.⁸

2. The Result of Questionnaire Pertaining to The Students Responses Toward The Use of *English By Radio Program*

a. The students' opinion about studying English

Based on the result of the first question of the questionnaire, most of the eleventh grade students of MA Banu Hasyim love to learn English. It can be seen in the tabulation that

⁷ Mary Underwood. *Teaching Listening*. Longman Handbooks for Language Teachers (London: Longman, 1990) p. 98

⁸ H. Douglas Brown, *Principles of Language Learning and Teaching*, op. cit. p. 7

59% of students like English subject, while the 18% of them do not really like it. Those who love to learn English tend to have high motivation to learn it deeply. Thus, they will try hard to master four English skills by learning it seriously in their club, BHEC (Banu Hasyim English Club).

b. The students' opinion about English listening activity

However, the number of students who love to learn listening is not extremely much more than those who like English. There were (29% like, 47% like enough) of students to learn listening. There is none of learners who love to learn listening much or find that comprehending listening is exciting. Those students argued that listening is absolutely difficult but they just find it as a challenge that must be subjected. A small number of students (24%) who dislike listening class finds that listening is something difficult that really hard to be defeated. These 4 students do not find any challenge but the boredom.

For many students listening is stressful and, therefore, potentially de-motivating, however many of them (41% like, 35% like enough) to the listening activity in their club. They love this club since it is a fun and exciting club of a school program that must be join with.

c. The students' opinion about the important of listening

When students were questioned on their own perceptions of listening skills taught, they responded in a variety of ways. Table 4.4 shows that most of the students (35% always & 41% sometimes) were aware of the importance of listening comprehension. However, there were still a number (23%) of students who did not highly evaluate the role of listening skill.

d. The students' opinion about the use of *English by Radio Program* in teaching listening.

Dealing with the use *English by Radio Program*, the result of questionnaire shows that there were (18% like it much, 41% like, 29% like enough) of *English by Radio Program* as their media in learning listening skill.

Most of students like to improve their listening skill by listening to *English by Radio Program* because this program does not make them bored. In addition, thing that make them love this program is because they not only just listen to the topic, but they also can respond the program by contact it directly. Moreover, the pronunciation of the speaker is quite easy to be understood though the informants speak too fast but the announcer re-explain it in the easier form.

There were only 12% of students who dislike the English by radio program as their media to improvee their listening skill.

They consider this program as energy drain and brain racking time because they really need to understand about what is being said by the informant.

The topics discussed in this program is also consider as interesting one. Most of the students (12% like it much, 41% like, 12% like enough) love the topics in this program. Nevertheless, they are not always listening to the topic thoroughly. 53% of students admit that they cannot listen thoroughly since there were some listening problem appeared.

According to Djago Tarigan, an ideal listening must listen thoroughly to what they listen to. Listening thoroughly help the listener to comprehend the contain of the topic because they would not lose evens just a piece of information. In this class however, there were (18% often, 29% sometime) of students who still conscious of their responsibility to listen the program thoroughly. Moreover, they said that listening thoroughly in this program is not about their responsibility as the students but they have a big curiosity to the topic that was discussed.

To listen thoroughly, the students need to have a high concentration. However, it is not easy for them to keep their concentration in listening but they always hardly try to keep concentrating by avoiding all kind of listening disruption, either

from their self or from outside. Underwood said that concentration is something crucial in listening; even the shortest break in attention can seriously impair comprehension.⁹

e. The students' opinion about the benefit of using *English By Radio Program*

English by Radio Program is an interactive radio program which its listeners can contact the program by phone or just SMS. The listeners can share or asking question directly about things that related to the topic discussed. This is a good chance for the listeners to practice speaking. This time also used to check their comprehension.

There were (18% always, 41% often, 29% sometime) of the eleventh grade students who like to share their opinion by phone. Those students have a high confidence and also have a strong will to practice, not only in listening but also in speaking. However, there were 12% of students who dislike contacting this program. They prefer to share their opinion to the teacher, even if the teacher does not ask it over, they prefer to be a passive one. Anderson and Lynch stated that the successfulness in speaking is based on the successfulness of listening. Therefore, it can be concluded that

⁹ Mary Underwood. *Teaching Listening*. Longman Handbooks for Language Teachers (London: Longman, 1990) p. 16-19

English by Radio Program is a helpful program for students of MA Banu Hasyim to get succeeded in listening.

Such conclusion is supported with the students' statement on the questionnaire dealing with students' improvement in listening. There were 15 students who feel that their listening skill is getting better. While 2 other students said that their listening did not get any improvement after listening to *English by Radio Program*.

3. The Result of Questionnaire Pertaining To the Problems Faced By the Students.

The second section of questionnaire provides the analysis of listening comprehension problems encountered by the subjects when listening to the spoken English radio program; *English by Radio*. The questionnaire was designed after a review of the literature Underwood, about factors that influence listening comprehension. The comprehension problems that confronted by the eleventh grade students of MA Banu Hasyim while listening to *English by Radio* program will be discussed in detail below.

a. Problems related to the listening materials

The first category of problems that encountered by the students is problem related to the listening material. There are two items included in this category. They are problems pertaining to

the length of a spoken topic discussion and problems pertaining to unfamiliar topics.

the length of the listening topic discussed was one of the main reasons why the students can't understand most of the talk. Table 4.3 reveals that the majority of the students have responded that a long topic discussion (53% sometimes, 29% often and 18% always) interfered with their listening comprehension. This result clearly shows that the length of the text can be one major factor that negatively affects the learners' listening comprehension. This confirms Ur's assertion which justifies that the difficulty in listening comprehension is partly due to the length of the listening text itself which bore listeners and distract their concentration. Therefore, it is possible to infer that long spoken discussion interfere with the learners' listening comprehension.

The second items that was questioned is about unfamiliar topic. It seems reasonable to generalize that unfamiliar topic hinders the listening comprehension of the majority of the students. Table 4.3 indicates that many students (41% sometimes, 41% often, and 18% always) find it difficult to understand the listening text when the topic is unfamiliar. Familiarity with the topic of the speaker augments comprehension. This finding is consistent with Ur's declaration which shows that hearing familiar

materials certainly has values as a sort as easy transition between listening for perception and listening for comprehension, or between listening as supplement to reading and listening as free communication. When listening to material he knows by heart on the other hand, he does at least have to rely on his ear, yet at once he has perceived the sound, understanding is much easier than grasping totally new material, and the listener is more relaxed.

From the result obtained above, it is possible to generalize that long discussion and unfamiliar topic interfere with the listening comprehension of the great majority of the students. This might be due to completely relying on the bottom-up processing strategy in which learners make use of the analysis of words and sentence structure to enhance their understanding of the spoken text, and this might be due to the inadequacy of the top-down processing strategy in which learners make use of their previous knowledge, which is not directly encoded in words, that means, without examining words and structures.

b. Listening problems related to Linguistic features

The third question was asked to know whether unfamiliar words, including jargon and idioms, interfered with the learners' listening comprehension. Every weeks *English by Radio Program* always discussed a different new topic. The new topic sometime

leads the students to get difficulty in identifying the topic of the speaker talk about. This occurrence anyhow, is caused by the students' lack of vocabulary. The limited vocabulary mastery is the most common difficulty that is often faced by the students. The great majority of the students 16/17 (94%) have responded that unfamiliar words, including jargon and idioms (sometimes, often, always) interfered with their listening comprehension.

This finding coincides with Muhammad Naeem Butt and Hanoi who reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message.¹⁰ The data also proves the theory realized by Underwood that lack of vocabulary is a big obstacle to most students in listening comprehension.¹¹

The fourth question was asked to know whether complex grammatical structures interfered with the learners' listening comprehension. The great majority of the students 17/17 (100%) have responded that difficult grammatical structures (29% sometimes, 59%often, 12%always) interfered with their listening comprehension. The percentages point out difficult grammatical

¹⁰ Muhammad Naeem Butt et. *Listening Comprehension Problems among the Students: A Case Study of Three Govt. Boys' Higher Secondary Schools.* (European Journal of Social Sciences 2010)– p. 18

¹¹ Mary Underwood. *Teaching Listening.* Longman Handbooks for Language Teachers (London: Longman, 1990) p. 16-19

structures cause much trouble to students. This conforms to Vogely's study which shows that the difficulty in listening comprehension is partly due to the structural component of the text.¹²

The fifth question asked about problems pertaining to the use of signal words. Signal words help the listener to grasp the thread of thought in the material. The listener can predict what may come next by using signal words. If we hear a word that signals more of the same such as 'like-wise' 'moreover', we needn't worry about a new idea coming. If we hear such words as 'but' 'however' that signal a change is about to be made, you must be more careful. When we hear words like 'in a word' 'as a result' 'to sum up' that signal the main point of what has ever been said before is about to be summarized. That's the most important part that we should pay special attention to.

Unfortunately, many students (24% sometimes, 35% often, 41% always) may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as "secondly," or "then" are

¹² Vogely, A. *Perceived strategy use during performance on three authentic listening tasks.* (*The Modern Language Journal*, 1995) 41–56

comparatively evident to listeners. In informal situations or spontaneous conversations, signals are vaguer as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners.

The sixth question is about the problems pertaining to an inferential process. 88% (41% often, 47% always) of students find it difficult to infer the meaning of an unknown word while listening. This finding is in line with that reached by Rost who claims that:

"Understanding spoken language is essentially an inferential process based on a perception of cues rather than straight forward matching of sound to meaning".

Rost suggests that the L2 listener must perform various inferential processes while listening.¹³ However, many of the eleventh grade students of MA Banu Hasyim are word-by-word processors, this inhibits their ability to infer meaning, as links between items will be missed.

c. Listening problems related to the speaker

The seventh question is problem pertaining to unclear pronunciation. Unclear pronunciation of the speakers, especially

¹³ Rost, M. *Teaching and Researching Listening* (London: Longman , 2002)

the English native speaker as the informant in the *English by Radio program* is also considered as a source of listening problem. Many students thought that unclear pronunciation causes much difficulty for them in understanding the topic that is discussed. Results show that 70.5% often find it difficult to understand the meanings of words which are not pronounced clearly meanwhile 29.5% are sometimes in that situation. The numbers above indicate that students' listening problem is partly due to unclear pronunciation.

The eighth questionnaire asked about problems pertaining to variety of accents. According to table 4.4, variety of accents causes difficulties to students in listening comprehension since they do not have much exposure to different accents. The result from table 4.4 demonstrates that many students (29% sometimes, 41% often and 29% a always) experience this kind of problem because they have got used to the accent of their own teacher and their surrounding who always try to speak English. Therefore, they are usually "surprised and dismayed when they find they have difficulty understanding someone else, especially the English native speaker. Yagang asserts that the listeners have tendency to get familiar with the accents which they mostly listen.¹⁴ If listeners

¹⁴ Yagang, F. *Listening: Problems and solutions* (Washington, DC: English Language ProgramsDivision, 1994)

are exposed to Javanese or Madurese accents, they will face problems in understanding other accents.

This suggests that a variety of accents of speakers create a great deal of troubles to students. The worse the students are at discriminating accents, the more likely they encounter difficulties in listening comprehension. Therefore, the teacher gets his students to listen *English by Radio Program* to know various kinds of accents because this program often represents an English native speaker whether from British or American accents.

The ninth question asked about problem pertaining to Speed of Delivery. According to the students' responses, the number one problem that the students viewed as obstructing to their comprehension was undoubtedly the speed of speech. The 17 students (47% always, 24% often, 29% sometimes) point out that when the speaker speaks at a rapid speed, it is difficult for them to comprehend what is being said, even if the words spoken are the ones they are familiar with. As a result, the students absolutely encounter certain difficulties in listening comprehension since they lack control over the speed at which the speakers speak.¹⁵

¹⁵ Mary Underwood. *Teaching Listening*. Longman.... 16

The tenth question is question about problems pertaining to the inability to get things repeated. Listening to the radio, in this case is listening to *English by Radio program* is the one that differentiates listening from other subject. Another problem connected with listening is the fact that the 17 students (100%, always, often, sometimes) cannot always make the speakers repeat what they have just said otherwise they contact this program and get the speaker to repeat it.

d. Listening Problems Related to the Physical Setting

The eleventh question was problem pertaining to noise. Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension. Noise, including both background noises on the studio of the radio and environmental noises, can take the students' mind off the content of the topic they listening to.

Since other group of BHEC (Banu Hasyim English Club) is also conduct the activity in the same day of the eleventh group students, therefore the environmental of the school become very crowded. With the noise coming from corridors and other classes some students experience difficulty in listening to the *English by Radio Program*. Because of the noise outside the classroom, a great number of students claim that they cannot be concentrated on

listening to the topic discussed (29% always, 29%often, and 41% sometimes). If the listening task is carried out with noises around, it is for sure they will not have a good result in listening.

The last question was about the problem pertaining to radio shielding cap. The majority (76% always, 12%often, and 12%sometimes)of the students think the difficulties they encounter in listening comprehension are due to the bad of the limpidity and the sound of radio wave. Unclear sounds resulting from the trouble that happen in the studio equipment can also interfere with the students' comprehension.