



An Analysis of the Second Year Students' Barriers in Listening Comprehension at SMP N 12 Padang

Rani Dade Augustin¹, Edi Trisno²

Student of English Language Education¹ (English Department, Faculty of Language and Arts, Universitas Negeri Padang), Jl. Prof. Dr. Hamka Air Tawar, Padang, 25173

Lecturer of English Language Education² (English Department, Faculty of Language and Arts, Universitas Negeri Padang), Jl. Prof. Dr. Hamka Air Tawar, Padang, 25173

Correspondence Email: ranidadeaug@gmail.com

Article History

Submitted: 2021-08-09

Accepted: 2021-08-27

Published: 2021-09-03

Abstract

This research aims to find out the barriers to students listening comprehension. The subject of this research was the second-year students of SMP N 12 Padang. In this case, the writer takes 20% of the population sampling. They were 66 students. The researcher used two research instruments to obtain the data in this study. Those were questionnaires and interviews. The findings on the external barriers are the students find it difficult to understand listening text in which there are too many unfamiliar words. Second, they find it difficult to concentrate if noises around. Third, the students find it difficult to understand when the speakers speak too fast. Moreover, there were three highest internal barriers chose by students. First, the students feel anxious when they cannot understand what they are listening to. Second, they fear they cannot understand what they will hear. Third, they feel worried if they don't understand the spoken text and they lose concentration when they think about the meaning of new words.

Keywords: listening, comprehension, barrier.

©2020 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Augustin, R.D, & Trisno, E. (2021). An Analysis of the Second Year Student Barriers at SMP N 12 Padang. *Journal of English Language Teaching*, 10. (3): pp. 390-396, DOI: [10.24036/jelt.v10i3.113523](https://doi.org/10.24036/jelt.v10i3.113523)

INTRODUCTION

Indonesia is one of the countries where English is studied as a foreign language. Nowadays, the Indonesian Department of education takes English into the national curriculum and also takes it as one of the compulsory subjects of formal education that must be learned by all high school students in Indonesia. As a foreign language learning, the English language is not as easy as learning the Indonesian language since it has a different structure and pronunciation from the Indonesian language. Furthermore, the main aim of teaching and learning English is for the student can communicate with each other either in spoken or written language.

Four language skills must be mastered by all language learners, namely, listening, writing, reading, and speaking. For many students, listening is more challenging than these four skills, particularly in English as a foreign language. According to Guo and Wills (2006), ESL and EFL learners reveal that listening is one

of the most challenging skills. The learners try to get meaning from the data they have heard or have been hearing. It is required to pass through some steps to do so. It needs many competencies including the mastery of content, vocabulary, language, and grammar.

Purdy (1997) mentions listening is the process where the listener receive the information, conclude meaning form, and respon to nonverbal messages from the speaker. Therefore, students have to spend a lot of time learning listening. It means listening is an important part of English because it is the key to successful communication. They need to listen to various types of English continuously and repeatedly if they want to be able communicate properly, meaningfully, and naturally. It means that students should have good listening skills in order to be able to communicate with each other.

Based on the English syllabus of curriculum 2013 for Junior High School, most basic competencies are concerning listening and reading skills. For transactional and interpersonal texts, such as listening competencies are dominant. Teaching listening to Junior High School students is based on curriculum 2013 that listening can be taught through DVD/cassette or the teacher as the speaker itself.

Furthermore, based on pre-observation that was done by the researcher to SMP N 12 Padang, many students have lower concentration during listening to the material that is taught by the teacher. Students assumed that listen to the English language during English learning was considered to be the most difficult thing because students need to pay attention more in order to be able to comprehend the speaker's idea. It means, students seem difficult to comprehend the point of the speaker.

In addition, the teacher holds a very important role in the learning process. The teacher should be able to handle the class circumstances. The teacher also has a responsibility to know and solve the barriers faced by the students. However, most of the teachers did not pay attention in this problem since listening is not an important part of many course books.

Moreover, knowing students' barriers toward listening comprehension is important to do by the educator. As Libove (1996) states developing an awareness of the factors that affect listening ability is one of the keys to improving listening skills. It is also practically impossible to overcome or avoid a barrier that one does not even

know exists. Understanding the internal and external barriers to listening is a critical first step, laying the foundation for the metacognitive strategies associated with listening skill enhancement (Vandergrift, 2004; Imhof, 2001). Thus, in order to increase students' language, teacher needs pay attention more in the process of teaching listening. Also, knowing students' barriers toward listening could be a guidance for the teacher to overcome listening comprehension.

Several studies on barriers have been performed (Adriyani, 2011; Chen, 2005; Stepanoviene, 2012). The present study tries to analyze the internal and external barriers or problems faced by the second-year students in listening comprehension at SMP N 12 Padang. Meanwhile, the previous studies above tried to analyze students' listening barriers at a higher level of education which is have the different ability with the second year students of Junior High School.

Based on the explanation above, the writer assumed that it is urgent to investigate the listening barriers faced by the second-year students of SMP N 12 Padang in order

to find out its solution. This topic is also still rarely studied, especially in Junior High School students. Therefore, research under the title *“An Analysis of the Second Year Students’ Barriers in Listening Comprehension at SMP N 12 Padang”* was conducted. The writer aims to examine the barriers in listening comprehension faced by students in learning listening. The writer used descriptive research conducted questionnaire which is supported by interview to get validity of the data regarding to this research.

METHOD

The writer used descriptive research. The writer conducted descriptive research in order to analyze the phenomenon and fact of the students’ barriers in listening comprehension with collect and accumulate the basic data in a description way. The instruments in gathering the data were the questionnaire and interview. The population of this research was 332 students of the second-year students of SMP N 12 Padang in eleven classes. The writer took 20% (66 students) of 332 students as a sample for the research by using random sampling technique. The questionnaires were divided into two sections. There were 10 statements related to external barriers and 9 statements related to internal barriers. In the interview, the researcher qualified the respondents or participants based on their criteria. For the interview it only consists of 5 questions.

RESULT AND DISCUSSION

Research Finding

1. Data Analysis of the Data Collected from Questionnaire

a. External Barriers

- Item 1 : You lose concentration if the recording has poor quality
- Item 2 : The unclear resulting from the speaker/CD player makes you difficult to understand your listening
- Item 3 : You lose concentration if the temperature of the classroom is uncomfortable
- Item 4 : You find it difficult to understand when the speakers speak in different accents
- Item 5 : You find it difficult to understand when the speakers speak too fast
- Item 6 : You find it difficult to understand when the speaker does not pause long enough
- Item 7 : You find it difficult if not able to get word repeated
- Item 8 : You find it difficult to concentrate if noises around
- Item 9 : You find it difficult to understand listening text in which there are too many unfamiliar words
- Item 10: You find it difficult to understand every single word of incoming speech.

Table 1. *The Recapitulation and Category of the Students’ Answer in the Questionnaires Related to External barriers*

Questionnaire Item	Total Score	Percent	Category
Item 1	275	83%	Strongly Agree
Item 2	270	82%	Strongly Agree
Item 3	261	79%	Agree
Item 4	259	78%	Agree

Item 5	278	84%	Strongly Agree
Item 6	239	72%	Agree
Item 7	252	76%	Agree
Item 8	288	87%	Strongly Agree
Item 9	294	89%	Strongly Agree
Item 10	228	69%	Agree

From the table above, it is known that the item 1 obtained a total score of 275 with a percentage of 83% and this percentage is included in the category of strongly agree. The item 2 shows the total score of 270 with a percentage of 82% and this percentage is included in the category of strongly agree. The item 3 shows the total score of 269 with a percentage of 79% and this percentage is included in the category of agree. The item 4 shows the total score of 259 with a percentage of 78% and this percentage is included in the category of agree. The item 5 shows the total score of 278 with a percentage of 84% and this percentage is included in the category of strongly agree. The item 6 shows the total score of 239 with a percentage of 72% which this percentage is included in the category of agree. The item 7 shows the total score of 252 with a percentage of 76% which this percentage is included in the category of agree. The item 8 shows the total score of 288 with a percentage of 87% which this percentage is included in the category of strongly agree. The item 9 shows the total score of 294 with a percentage of 89% and this percentage is included in the category of strongly agree. The item 10 shows the total score 228 with a percentage of 69% and this percentage is included in the category of agree.

Based on the explanation above, it can be concluded that there are three external barriers that were the most frequently chosen by the students. The highest percentage is 89% which is contained in the item 9. The second is 84% which is contained in the item 8. The third is 84% which is contained in the item 5.

b. Internal Barriers

- Item 1 : You fear you cannot understand what you will hear
- Item 2 : You lose focus when you think the answer of the question
- Item 3 : You feel worried if you don't understand spoken text
- Item 4 : You feel bored when you listen to a long text
- Item 5 : You find it difficult to understand a text whose topic is unfamiliar
- Item 6 : You feel anxious when you cannot understand what you are listening
- Item 7 : You find it difficult to recognize the signals which indicate that the speaker is moving from one point to another
- Item 8 : You lose concentration when you think the meaning of new words
- Item 9 : You find it difficult when listening without transcript.

Table 2. *The Recapitulation and Category of the Students' Answer in the Questionnaires Related to Internal Barriers*

Questionnaire Item	Total Score	Percent	Category
Item 1	278	84%	Strongly Agree
Item 2	234	70%	Agree
Item 3	273	83%	Strongly Agree
Item 4	230	70%	Agree
Item 5	255	77%	Agree
Item 6	280	85%	Strongly Agree

Item 7	258	78%	Agree
Item 8	249	75%	Agree
Item 9	273	83%	Strongly Agree

From the table above, it is known that item 1 obtained a total score of 278 with a percentage of 84% and this percentage is included in the category of strongly agree. The item 2 shows the total score of 234 with a percentage of 70% and this percentage is included in the category of strongly agree. The item 3 shows the total score of 273 with a percentage of 83% and this percentage is included in the category of agree. The item 4 shows the total score of 230 with a percentage of 70% and this percentage is included in the category of agree. The item 5 shows the total score of 255 with a percentage of 77% and this percentage is included in the category of strongly agree. The item 6 shows the total score of 280 with a percentage of 85% which this percentage is included in the category of agree. The item 7 shows the total score of 258 with a percentage of 78% which this percentage is included in the category of agree. The item 8 shows the total score of 249 with a percentage of 75% which this percentage is included in the category of strongly agree. The item 9 shows the total score of 273 with a percentage of 83% and this percentage is included in the category of strongly agree.

Based on the explanation above, it can be concluded that there are three internal barriers that were the most frequently chosen by the students. The highest percentage is 85% which is contained in the item 6. The second is 84% which is contained in the item 1. The third is 83% which is contained in the item 3 and 9.

2. Data Analysis of the Data Collected from Interview

The interview is one of the techniques of data collection that the writer used in this research in order to support the questionnaire result. In this interview, the writer had five key questions for the students. The writer took five students as the sample for the interview section. Each student answered five questions from the researcher. Based on the result of the interview that the writer had been taken from the respondents, the barriers faced by students were related into two category:

a. External Barriers

From the statement of the respondent 1 and 2, she finds it difficult to the speaker speed and the quality of the recording. It can be seen from the statement of respondent 1 and 2 *“I find it difficult because the speaker speaks too fast and sometimes the sound does not clear enough”*. The other respondent mentioned that the temperature of the classroom distracts their concentration. It can be seen from the statement of respondent 3 *“yes.. I lose my focus when the classroom feels hot”*. Student 4 mentioned that she finds it difficult when listening to new words which are unfamiliar to her. It can be seen from her statement that *“I find difficult to understand because there are too many unfamiliar words to me”*.

b. Internal Barriers

From the statement of student 2, she mentioned that she feel anxious and fear when listening. It can be seen her statement *“when the speaker speaks too fast, I fear I cannot understand and answer the question, Miss.”* The respondent 3 mentioned that he feels bored when listening to the long-spoken text and the noise from the outside of the classroom also distracts his concentration. It can be seen from *“sometimes I feel bored when listening to a long text, Miss.”*

Furthermore, student 5 mentioned he cannot focus during listening if there are noises around. It can be seen from his statement *“I lose my concentration if there are noises”*. The researcher also has a question to the students about their suggestion in the listening activities.

The students suggest that teachers should increase listening activities at school so that they can improve their listening skills.

Moreover, from the findings from the interview above, it can be concluded students faced external and internal barriers in listening. They external barriers faced by the interview respondents are the speaker speed, the unclear resulting from the speaker, the temperature of the classroom, the background noises. Meanwhile the internal barriers faced by the interview respondents are they feel anxious, bored, and loss of focus when listening.

Discussion

The finding of the research question indicated that student barriers in listening comprehension related to two factors. There were external factors and internal factors.

a. External barriers faced by students

Based on the findings, there were several barriers faced by students related to external factors. They were poor quality of the recording, temperature of the classroom, speaker accents, the speaker speaks too fast, the speaker does not pause long enough, noises around, and unfamiliar words. These findings were similar with the research conducted by Chen (2015), he found that unfamiliar words, listening materials, rate of speech, clarity of voice, and accents were the barriers that the students face in listening comprehension.

b. Internal barriers faced by students

Besides the external barriers, the students also faced internal barriers. It means that they found barriers in listening comprehension because of themselves. Muljanto (2012) states many students feel nervous but they were optimistic when listening to questions in listening comprehension. According to the findings, there were several internal barriers faced by students. They were, anxiety, boredom, difficult to infer the meaning of new words, unable to concentrate, and lose focus.

CONCLUSION

As mentioned earlier, this research aimed to find out the external barriers and internal barriers in the second year students' listening comprehension of SMP N 12 Padang. Based on the data analysis, it can be concluded that:

The barriers that the students faced in listening comprehension were related into two categories. The external barriers and internal barriers. Each category has different barriers. There were three external barriers that were mostly faced by students. First, the students find it difficult to understand listening text in which there are too many unfamiliar words. Second, they find it difficult to concentrate if noises around. Third, the students find it difficult to understand when the speakers speak too fast.

Moreover, there were three highest internal barriers chose by students. First, the students feel anxious when they cannot understand what they are listening. Second, they fear they cannot understand what they will hear. Third, they feel worried if they don't understand the spoken text and they lose concentration when they think about the meaning of new words.

REFERENCES

- Arikunto, Suharsimi. (1997). *Manajemen Penelitian*. Yogyakarta: Rineka Cipta.
Chen, Y. (2005). *Barriers to acquiring listening strategies for EFL learners and their pedagogical implications*. *TESL-EJ*, Vol. 8 No. 4

- Guo, N. and Wills, R. (2006). *An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvement*. Retrieved on February 2021, from <http://www.aare.edu.au/05pap/guo050588.pdf>.
- Imhof, M. (2001). *How to listen more efficiently: Self-monitoring strategies in listening*. *International Journal of Listening*, 15(1), 2–19. doi: 10.1080/10904018.2001.10499042.
- Libove, R. L. MS. (1996). *Learning to Listen. Theory Background*. Martin Delahoussaye: Pennsylvania.
- Merry, Adriyani. (2011). *The Students Barrier in Attending English Listening Program at the Second Year of Senior High School (SMA) 3 Pekanbaru*. Universitas Islam Negeri Sultan Syarif Kasim Riau. Pekanbaru.
- Muljanto, S. (2012). *Analysis of Barriers in Listening Comprehension among Junior High School Students*. *English Review: Journal of English Education*, 1(1), 97-103
- Purdy, M. (1997). *What is Listening?* In M. Purdy, & D. Borisoff (Eds.), *Listening in Everyday Life. A Personal and Professional Approach*. Lanham, MD: University Press of America.
- Stepanovienė, Ausra. (2012). *Barriers to Academic Listening: Research Perspectives*. Retrieved on February 2021, from <http://dx.doi.org/10.7220/2335-2027.1.13>
- Vandergrift, L. (2004). *Listening to learn or learning to listen?* *Annual Review of Applied Linguistics*, 24, 3–25. doi: 10.1017/S0267190504000017