

## **An Analysis on Problem in Listening for Academic Communication among Students of English Language Education Department of Hamzanwadi University**

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### **Abstract**

In this study the present researcher was focus on finding and analyzing the problem in Listening for Academic Communication Subject. The present researcher used case study approach. The data was collected by using questionnaire, interview, and observation among 60 second semester students of English Language Education Department. The present researcher found there were some problems faced by the students those were the lack of vocabulary of the students, the broken headset, malfunctioned buttons, the out of dated Operational System (OS), unsound proofed room, no power supply, and the teaching technique of the lecturer. Based on the data above, it can be concluded there were some problems faced by the students in Listening for Academic Communication subject. The problems faced by the students were the lack of vocabulary, the unsustainable tools and the teaching technique. The factors of the problem in Listening for Academic Communication were caused by the students, the lecturer, and the tools.

**Key Word:** *Problem in Listening for Academic Communication*

### **1. Introduction**

Language is a tool of communication. Without language there will be no communication between one to another. Qiu (2014, p. 195) states that human beings rely on language to express themselves, communicate with others, and know the world. Language can be delivered in written, spoken or in body gesture. Based on Delahunty and Garvey (2010, p. 5) Language is a system that connects thoughts, which cannot be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols (e.g., Braille) which can. In this way, one person's private ideas may be communicated to another person. There are so many kinds of

language such as Indonesian, Japanese, Russian, Chinese, English etc. but the most popular one is English language.

In learning English, there are four skills should be mastered by the students, those are listening, reading, speaking, and writing. Asrobi (2015, p. 183) states that these four skills must be considered as the dominant language aspects that need serious treatment mainly when they are faced by the situation in which requires their spontaneous oral communicative ability to express their message or ideas. Those skills are divided into two groups, those are productive skill (writing and speaking) and receptive skill (listening and reading). Those skills cannot be separated. For example when someone wants to create something whether it is in spoken or written form, that person must receive the information or the procedure through reading or listening. By all of those skills, listening skill becomes the main priority when someone wants to get the information.

English listening is divided in various education levels and then adjusted based on student's need and ability. In university level English listening is focused based on the major. It means that English listening only able to be learnt in English major. In English Language Education Department of Hamzanwadi University, English listening is divided into three levels; those are listening for General Communication, Listening for Academic Communication and Listening in Professional Context. These subjects must be mastered by the students. In the scope of university level, a college student must be able to adapt to academics terms of English.

Listening for Academic Communication is a compulsory subject for the second semester of English Language Education Department of Hamzanwadi University. Based on the syllabus this course was designed to enable students to obtain the details of spoken English discourses of post-intermediate level: comprehension of main ideas and details; literal comprehension of talks and dialogues including all genres of English texts: podcast, descriptive, procedures, narrative, report, recount, analytical exposition, hortatory exposition, explanation, argumentative text, anecdote, news items, and so forth. The activities are emphasized on leading students to identify, respond, and comprehend the listening materials. Listening for Academic Communication subject needs language laboratory to implicate the teaching material.

Language laboratory is a place to teach foreign language through computerized audio system. Based on Kusmaryuni (2011, p. 2) Language Laboratory is one of the products used for language learning that has a set of electronic devices (computer, headset, projector) that are designed to be able to help the learning process becomes easier.

When students of English as a foreign language want to learn English they will face some difficulties. A big differentiation between the primary language and English language in every aspect such as pronunciation, grammar, meaning etc. has caused some difficulties. Based on Bingol (2014, p. 3) In English listening there are some problem that are faced by the students, those are the quality of recorded material, cultural differences, accent, unfamiliar vocabulary, length and the speed of listening, physical condition, and lack of concentration.

By all of the statement above, the demand of creating an effective teaching and learning process must be fulfilled. The possibilities of the students' problems that could obstruct the teaching and learning process must be found. So, the present researcher was intended to analyze the possibilities of the problems in Listening for Academic Communication subject that is held in language laboratory of Hamzanwadi University.

## **2. Method**

### **2.1 Participants**

Participants of this research were based on purposeful sampling. Based on Cresswell (2008) Purposeful Sampling is selecting cases that are information-rich with respect to the purposes of the study .The purpose of this study was to find out the problem in Listening for Academic Communication subject. So the participants of this study were consisted of 60 of second semester students of English Language Education Department of Hamzanwadi University

### **2.2 Data Collection**

#### **2.2.1 Instrument of the Study**

The instrument of this study was the researcher itself. In conducting the research of instrument (researcher) used some tools in collecting the data, those were questionnaire, observation, and interview.

### 2.2.2 Technique of Collecting Data

#### a. Questionnaire

The questionnaire is a set of question that related to phenomenon of the study.

#### b. Interview

In this part the researcher will ask the question to the participants related to the problem.

#### c. Observation

Observation is being real close with the subject and the object of the study.

### 2.2.3 Data Analysis

Based on Miles and Huberman (1984, p. 15) The researcher divided the activity in analyzing data into three activities, they were data reduction, data display, and conclusion drawing.

### 2.2.4 Trustworthiness

A study must be trustworthy. It means that our study is believable and useful. Elmusharaf (2013, p. 30) divides the criteria of trustworthiness, those are:

#### a. Credibility

The ability of the study to capture what the research really aimed at studying, meaning that the result are not simply the product of research design errors, misunderstandings, or influence of unknown factors.

#### b. Transferability

Because transferability is a naturalistic study depends on similarities between sending and receiving contexts, the researcher collects sufficiently detailed descriptions of data in context and reports them with sufficient detail and precision to allow judgments about transferability to be made by the reader.

#### c. Dependability

An inquiry must also provide its audience with evidence that if it were replicated with the same or similar respondents (subjects) in the same (or a similar) context, its finding would be repeated. To enable readers of the research report to develop a thorough understanding of the methods

#### d. Conformability

To what extend are our findings affected by personal interest and biases. This is the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher. An adequate trail should be left to enable the auditor to determine if the conclusions, interpretations, and recommendations can be traced to their sources and if they are supported by the inquiry.

### 3. Result

#### 3.1 Questionnaire

Table 1  
*Questionnaire result*

Numb.	Questions	Answer	Percent.
1	Is there any problem that you face while you are in learning process that makes you feel difficult to learn listening for academic communication?	Yes	100%
		No	0%
2	What kind of problem that you encountered with?	Vocabulary	86%
		The tools (headset, speaker, projector)	10%
		Accent	48%
		The speed and length of the record	40%
		Physical condition(limitation in my hearing organs)	2%

		I felt so depressed by the way of our lecturer in teaching us.	64%
		There were too many assignments that must be finished, so I could not focus when I was learning.	
3	Which part of learning process that is the most difficult for you?	When I was listening to the record, I did not understand the meaning of the record because it was so fast and so I could not translate it clearly.	82%
		When I was using the tools, some buttons did not work properly and some headsets could not be used	6%
		When the lecturer gave us the assignments, there were too many assignments and made us very stressful	62%
4	According to you, what kind of thing that should be improved so you can learn easier?	The teaching media	43%
		My vocabulary	86%
		The teaching technique must be more relax and the task should be reduced in order to give us some spaces and also there must be some ice breakers such as music or short movie to refresh our brain.	56%

### 3.2 Interview

Table 2  
*Questionnaire result*

Numb.	Question	Answer
1	What do you think about listening for academic communication?	I thought this was very important subject for us because it enhanced our skill especially in listening.
2	Do you like this subject? Why?	Yes I liked this subject because this subject was very challenging but sometime I felt so depressed because the lecturer gave us too many assignments.
3	Is there anything that makes you feel uncomfortable?	I felt so uncomfortable when I was listening to the record because it was so fast and has many accents.
4	How is the teaching and learning activity going?	I thought the teaching and learning process was going very well but sometime we felt disturbed when we have to discuss our assignment inside of the class, it made us could not focus to the ongoing material.
5	Is there anything that should be fixed or changed?	I thought the way of our lecturer teaches us should be more relax and focus into our subject material. The tools also should be up graded because some headsets are unusable and out of date

### 3.3 Observation

Table 3  
*Observation result*

Date of observation	Problem
11 of March 2017 From 15:00 – 16:30	There were twelve unusable headsets
11 of April 2017 From 16:30 – 18:00	There was no power supply such as electrical generator.
13 of April 2017 From 09:00 – 10:30	The call switch was not functional
20 of April 2017 From 10:30 – 12:00	The Operational System (OS) of the computer was out of date and the language laboratory room was not soundproof

### 4. Discussion

Based on the result the present research put some finding that could answer the research question, those are:

1. There were some problems faced by the student.
2. Lack of vocabulary of the students.
3. The broken headset.
4. Malfunctioned buttons.
5. The Operational System (OS) of the computer is out of date.
6. The room that is not soundproof.
7. There is no power supply.
8. Teaching technique of the lecturer that is not too focusing in listening skill.

## 5. Conclusion

Based on the data above, it can be concluded there were some problems faced by the students in Listening for Academic Communication subject. The problems faced by the students were the lack of vocabulary, the unsustainable tools and the teaching technique. The factors of the problem in Listening for Academic Communication were caused by the students, the lecturer, and the tools.

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