

ANALISIS KESULITAN MENDENGAR PADA SISWA KELAS IX SMP DARUDDA'WAH

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Abstract

This study aims to explore the difficulties faced by students in understanding English dialogue and the factors that influence it. In the context of language learning, listening skills have a crucial role because they affect students' ability to speak and interact. Qualitative descriptive methods are used to explain these phenomena, by collecting data through questionnaires to analyze students' answers. The results of the study showed that 84.3% of students experienced major difficulties in identifying the content of the message. Lack of vocabulary mastery, inability to guess words in the recording, and the length of the message conveyed are the main factors. In addition, 71.8% of students had difficulties with speakers. Some of the problems encountered include the inability to listen without pictures or videos, the speaker's speaking speed being too high, and the variety of accents in the recording. From these results, it can be concluded that good listening skills are an important foundation in language learning. Therefore, there is a need for a learning strategy that is more focused on vocabulary development and understanding of various accents in the context of dialogue. This can help improve students' knowledge and respond to English conversations more effectively. The conclusion can be the basis for developing a more effective learning program in improving students' listening skills.

Kata Kunci: Analysis, Listening Difficulties, Students of Darudda'wah Junior High School

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi kesulitan yang dihadapi siswa dalam memahami dialog bahasa Inggris dan faktor-faktor yang memengaruhinya. Dalam konteks pembelajaran bahasa, keterampilan mendengarkan memiliki peran krusial karena mempengaruhi students' ability to speak and interact. Qualitative descriptive methods are used untuk menjelaskan fenomena-fenomena tersebut, dengan mengumpulkan data melalui kuesioner untuk menganalisis jawaban siswa. Hasil penelitian menunjukkan bahwa 84,3% siswa mengalami kesulitan utama dalam mengidentifikasi isi pesan. Kekurangan dalam penguasaan kosa kata, ketidakmampuan menebak kata dalam rekaman, dan panjangnya pesan yang disampaikan menjadi faktor utama. Selain itu, 71,8% siswa mengalami kesulitan dengan speaker. Beberapa masalah yang ditemui termasuk ketidakmampuan menyimak tanpa gambar atau video, kecepatan berbicara speaker yang terlalu tinggi, dan keberagaman aksen dalam rekaman. Dari hasil ini, dapat disimpulkan bahwa keterampilan mendengarkan yang baik merupakan fondasi penting dalam pembelajaran bahasa. Oleh karena itu, perlu adanya strategi pembelajaran yang lebih terfokus pada pengembangan kosa kata dan pemahaman berbagai aksen dalam konteks dialog. Hal ini dapat membantu meningkatkan kemampuan siswa dalam memahami dan merespons percakapan

Kata Kunci: Analisis, Kesulitan Mendengar, Siswa SMP Darudda'wah.

1. BACKGROUND

Learning a language is inseparable from listening, speaking, reading, and writing. For students to be able to speak or pronounce a word correctly, of course, students, must listen to examples that can be imitated, such as the teacher saying words or listening to English conversations, like small children who initially cannot speak until the end they can spoke well because every day they listen and then imitate what the people around him said. The language skills that will be discussed in this study are listening skills. Listening According to Tarigan (2008:), is a process of listening to verbal symbols with full attention to obtaining information, chapter content or messages, and understanding the meaning of communication that has been conveyed by the speaker through speech or language. Oral.

Listening is one of the most important subjects in English. With good listening skills, the speaker can understand what the other person means. There are several reasons why listening is an important lesson in English. With good listening skills, we can respond well to the other person we are talking to, and listening also affects a person's speaking level, by listening we can respond to the other person.

2. METHOD

This research uses descriptive qualitative methods. The descriptive method is a method that explains phenomena that occur by using numbers to determine the characteristics of the research object, both individually and in groups. Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people who can be observed. This qualitative research was used to analyze the instruments obtained through a questionnaire. It is hoped that the questionnaire can find answers about difficulties in listening and help improve the listening skills of SMPI Darudda'wah students by avoiding problems that arise in listening and also providing an overview of the factors that affect students' Plistening skills. The total number of classes at SMPI Darudda'wah consists of three classes. The writer chose class IX randomly from the other two classes. So the population of this study is all students in class IX, totaling 31 people, the writer will use a qualitative descriptive formula.

3. RESULTS AND DISCUSSION

This study consisted of interviews on the factors that cause listening difficulties and a questionnaire stating the factors that cause listening challenges. The result of the listening test conducted on class IX students of Smpi Darudda'wah Punggur Kecil. The listening test consists of 12 questions. This test was conducted on 20 respondents and the respondent code (population) was given a value of X.

Table 1

No	questionnaire	Jawaban responden	ss	s	ts	sts	ss	s	ts	sts
1	Message Content	1	31	1	0	0	99%	1%	-	-
2		2	18	9	5	0	56%	28%	16%	-
3		3	32	0	0	0	100%	-	-	-
4	Speaker	4	30	1	1	0	95%	2,5%	2,5%	-
5		5	31	1	0	0	99%	1%	-	-
6		6	8	3	11	10	25%	8%	35%	32%
7		7	11	9	10	2	35%	28%	32%	5%
8	Listener	8	31	1	0	0	99%	3%	-	-
9		9	29	2	1	0	93%	5%	2%	-
10		10	30	2	0	0	95%	5%	-	-
11		11	31	1	0	0	99%	1%	-	-
12		12	2	4	15	11	5%	15%	48%	32%

Table 1. is the result of a questionnaire that was distributed to class IX students of SMPI Darudda'wah Punggur Kecil. From the data it can be seen that the factors that cause listening difficulties experienced by class IX students of Smpi Darudda'wah are:

Response	Percentage	Count
Strongly Agree	99%	31
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0

Based on these data it shows 100% or all of them have difficulty listening because the conversation or recording is too long so it is difficult to listen or understand it. In addition, the causes of listening difficulties experienced by class IX SMPI Darudda'wah students were caused by speakers or recordings that were too fast so that it was difficult to understand, there were 99% or 31 students out of 32 students who filled out the questionnaire very much agreed in this regard.

Response	Percentage	Count
Strongly Agree	99%	31
Agree	0%	0
Disagree	0%	01
Strongly Disagree	0%	0

Vocabulary is a factor causing difficulty in listening, this is evidenced by the questionnaire data by each respondent, 99% of students strongly agree that one of the factors causing difficulty in listening is feeling a lot of unknown or often heard vocabulary and feeling not knowing enough vocabulary.

Response	Percentage	Count
Strongly Agree	99%	31
Agree	0%	0
Disagree	0%	02
Strongly Disagree	0%	0

Other factors that cause listening difficulties experienced by SMPI Darudda'wah students find it difficult to listen without pictures or videos, in this case, 90% of students, or 30 students strongly agree that there are only 2 people who disagree or don't find it difficult to listen without pictures or videos .

Response	Percentage	Count
Strongly Agree	99%	29
Agree	0%	0
Disagree	0%	03
Strongly Disagree	0%	0

In questionnaire statement number nine which contains "I don't know the meaning of what I hear 29 students or 93% strongly agree with this statement in the sense that they have difficulty listening in understanding the meaning of what they hear but there are 3 of them who disagree with this statement.

Response	Percentage	Count
Strongly Agree	56%	18
Agree	0%	0
Disagree	16%	5
Strongly Disagree	0%	0

There are also other factors that cause difficulty in listening, namely the vocabulary on the recording cannot be predicted by listeners, 18 students or 56% of them strongly agree or experience this and 9 or 28% of them disagree and even 5 or 16% of those who disagree or do not have difficulty predicting the vocabulary in the recordings they listen to.

Response	Percentage	Count
Strongly Agree	35%	11
Agree	0%	0
Disagree	28%	9
Strongly Disagree	5%	2

Concentration or focus in listening is also important, in this case from the results of the questionnaire data obtained, there were 11 students or 35% of the 32 students strongly agreed or found it difficult to concentrate when listening. 9 of them or 28% disagree and 10 of them or 32% disagree (can concentrate when listening) and 2 or 5% of them Strongly Disagree (can concentrate when listening).

Response	Percentage	Count
Strongly Agree	25%	8
Agree	0%	0
Disagree	8%	3
Strongly Disagree	67%	21

The number of accents in English is also one of the factors causing listening difficulties. From the data above, there are 8 students or 25% of the 32 students who filled out the questionnaire strongly agree or find it difficult to listen due to the many accents in English, 3 or 8% who disagree. and there are also some of them namely 21 or 67% who do not agree or do not find it difficult because of the many accents in English.

Response	Percentage	Count
Strongly Agree	99%	31
Agree	0%	0
Disagree	0%	0
Strongly Disagree	1%	1

Factors that cause listening difficulties are also found in external factors or physical settings such as too many background sounds or disturbing sounds during listening, in this statement there are 99% or 31 out of 32 students who strongly agree (find it difficult to listen to the many background sounds or disturbing sounds during listening). There was only 1 student who disagreed with this statement. Other external factors that can affect students when listening are speakers or listening devices that are not good enough so that the sound is not heard clearly. In this statement, there are only 2 or 5% of them strongly agree or find it difficult to listen when the speakers used for listening are not good, 4 of them disagree and there are 26 or 80% of them disagree or think the speakers or listening tools are lacking good is not a factor causing difficulty in listening.

4. CONCLUSION

The data analysis reveals a multitude of hearing difficulties among the ninth-grade students of Smpi Darudda'wa. A significant majority, 84.3% of students, encounter challenges related to message content, including insufficient mastery of vocabulary, unpredictability of vocabulary in recordings, and excessive length of messages. Additionally, 71.8% of students struggle with the speaker aspect, encountering difficulties such as reading without visual aids, fast-paced speech in recordings, and exposure to unfamiliar accents. Moreover, students face issues in concentration, vocabulary comprehension, and understanding the meaning of spoken words. Physical settings, such as excessive background noise and inadequate listening devices, contribute to the difficulty in hearing, affecting 68.7% of students. These findings underscore the need for targeted interventions and support to address the diverse range of hearing challenges faced by students in their academic environment.

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