

## Chapter Four

### Findings and Discussion

In this chapter, the researcher reports the findings of this study based on the data from the interviews. The data is collected based on the challenges in teaching at a Private Islamic Senior High School in Yogyakarta. This topic focuses on the challenges in teaching listening skills, this discovery they to do mostly is visual, not only listen but they also happen.

#### Challenges in Teaching Listening Skills

The results of the questions indicate that the teachers experience several challenges in teaching listening skills. These findings show that there are several challenges in teaching listening skills, namely managing class, coping with media technical problem, finding audio visual with subtitle, making students aware in pronunciation, catching up with the speed of media, condusive environment, designing interesting class, limited time, students lack vocabulary, teachers' difficulty to understand the material.

**Managing class.** Difficulty to manage the class is one of the challenges experienced by the teachers when teaching listening skills. In learning activities in schools, teachers faced a number of diverse student characteristics. There are students who can take listening activities smoothly and there are also students who have difficulties when learning to listen. All participants gave the same statement that managing class is challenges. I difficult contol them, Usually the students continues to move around the class, approaching the speaker to hear the material clearly (P1,Q1,08)". Participant one mentioned that this situation made teacher felt uncomfortable in class because the classroom became noisy and the focus of learning listening skills was disrupted. Participant two also gave an explanation, "I find it a little difficult to control

students, they are also difficult to manage”(P2,Q1, 12). He (participant two) explained that the classroom lost control. This was because students in class become noisy and approached the speakers to listen to the material given. In these classroom students find it difficult to focus on lessons because the atmosphere becomes crowded and difficult to control.

Based on the statement, the difficulties come from teachers difficult managing the class. The statements showed the teachers found it difficult to make students calm and focus in class and the teacher had difficulty controlling the activities listening of students in the class. This is in line with Cox (2008) stated that losing control of classroom can be very frustrating. This is also in line with Dorskocil (2016) The challenge for teachers is to manage and design strategies of teaching to make the students not noisy. Teaching listening skills can be ineffective because the class can lose control.

**Coping with media technical problem.** In teaching listening, the teachers need some equipment to support their teaching and learning process. The equipment can be speakers, laptop, audio, flaskdisk, and CD. If the media is in problem it will totally make challenges for teachers in teaching listening skills. in the findings the participant agreed that they are challenged to cope with the technical problem. Participant one stated that “To make students understand, the teacher needs to pause the audio in each word and the teacher writes the words on the board (P1,Q1, 03)” . And participant two explained that “There are many thing problem that can come from material for example is fast audio, the audio is actually broken and sometimes it's not clear either” (P2,Q1, 04)” .This will make it difficult for teachers to teach students listening skills, and students will find it difficult to capture materials when the audio is played. Therefore, finding the appropriate media became challenges in teaching listening skills. This is in line with Selin (2016) The main problems that the English teachers' encounter skills is that there are media that

are not good from sounds, videos that appear in English from the material, and this leads to comprehension difficulties. The statement showed that the media problem would hinder teaching listening, because the media was an indispensable tool in teaching listening skills.

**Finding audio visual with English subtitle.** Teaching with good material is what teachers should do to in teaching students. The teacher must look for material that has good quality and is easily understood by students. An example is using videos to teach students listening skills. Students tend to understand the video more better with subtitles. However, to make students understand the material easily, the teacher finds it difficult to find videos that have subtitles. Participant one mentioned “They will have difficulty understanding the video if there are no subtitles. And it will obstacles for the teacher in finding the video for teaching. (P1, Q1.01). The participant statement showed that finding audio visual with subtitles is difficult to teachers. Difficulty in choosing audio-visual material with subtitles must be appropriate for the right subject matter in teaching listening. Including with vocabulary, reviewing grammar points, and for reviewing content understanding (Mehmet sahin and St. Şule, 2016). Looking for audio visual with good criteria, and there are subtitles with good quality being an obstacle for the teacher

**Making students aware in pronunciation.** Pronunciation in English language is important, especially in learning listening skills. Because of the different ways of pronunciation, it will change the real meaning. Participant one mentioned that “Every corresponding pronunciation is pause and write on the whiteboard, and I read the difference between sound and writting. I have difficulty because I have to repeat so many times that they are correct in the pronunciation” (P1,Q1,05). The participant showed that students had a little difficulty capturing the meaning in audio because of the lack of pronunciation. It is challenging for many teachers to

focus on pronunciation for a number of reasons. It line with Colins ( 2010) Teachers must try to make students understand the main point of audio. Many students still struggle to incorporate different varieties of spelling English into words. Pronunciation is still a thing that must be considered more in teaching listening skills.

**Catching up with the fast media.** Using material such as video is an effective thing given by the teacher to teach listening skills. Teachers will feel helped by the media. However, it becomes a challenge for teachers with students' complaints because the video is too fast, so the teacher must pause each video played in class. Participants one stated, "The video was really fast, so the students were difficult. That's why I have to pause the video" (P1,Q1,06). The students felt difficult in class because the videos were too fast, and the teacher needed to pause the video. Video too fast makes teachers have to press the pause button and replay the line. This finding is inline with (Ardi, 2013) mentioned Speed in listening can make listener cannot control the material, Struggle in interpretation of what speaker say. As the students are English Foreign Language learner, they have own native language they study English as a foreign language. That result in students understanding when listening to native spesker he may not understand material with speed.

**Creating Conducive environment.** The implementation of listening skills requires a calm classroom atmosphere. With a conducive learning environment students will also be more focused on learning. In addition, to understand one lesson that is considered difficult, students must have a high level of focus. In fact, a calm environment is one of the determinants of the success of achieving learning goals. Crowded environment will make teachers feel challenged in teaching listening.

Participant one had similar agreement that the problem teacher usually faced in class was a crowded environment. "School is right near the road, usually students don't hear" (P1,Q1,09). Participant one said that this situation made the teacher feel uncomfortable because the class became noisy, and students had difficulty catching the material given by the teacher because they could not hear the material clearly. It line Meador (2018) have similar statement that the finding teaching in a crowded environment classroom can be frustrating, overwhelming, and stressful. And Anyiendah (2017) a crowded classroom makes challenges for teachers. The challenges associated with large classes and many students make the teachers' ability to be disproportionate in teaching (Anyiendah, 2017). Teaching listening using audio requires a very conducive situation that is quite and comfort. If in a class listening is playing audio, and outside the room there is a lot of noise. That will make it difficult for students to listen to listening skills materials.

**Designing interesting class.** In the learning process at school, learning listening activities could not always run smoothly. There might be a problem found, especially the problem of getting low students score in listening skills about the performance teachers in designing interesting class. This is inseparable from the teacher's role in teaching listening skills. Students obtained low scores, making teachers felt less excited in giving materials. Therefore, the teacher felt that students' low score became a difficulty for them although students seemed to pay attention to teachers when teacher taught listening. Participant one explained that "I have difficult student outcomes, they mostly have low listening scores. In teaching they like to pay attention to the material I give, but the score is low." (P1,Q1,10). Participant one mentioned that she feels students still score low on listening skills even the teacher tries to design interesting class to make students pay attention to the teacher and get good score. The statement showed that the teacher felt teacher performance, measured by the value students get, demonstrates the

quality of the teacher (Barnum, 2017). Based on the statements above, the low score and interaction teachers' in designing interesting class, can affect the students role in learning listening. Therefore students' low score and teaching methods make challenges for teachers.

**Limited time.** Delivering the materials is a method or strategy needed in teaching to facilitate the achievement of learning goals in listening. Limited time in delivering material can make difficulty teachers in teaching listening skills. All participants stated, "I teach only two hours in each class, so later the time is just wasted on repeating listening (P1,Q1, 04). Participant one have limited time in teaching listening skills, and time spent for listening skills, because in teacher listening skills most repeat audio is used to teach to make students understand.

Participant two mentioned that "the time used to teach was a lot of reading but at the end of the second semester, because there were 30% of UAN ( National Final Examination) listening material, inevitably the teacher had to look for it" (P2,Q1, 01). The participant find difficulties in delivering material with limited time to train students to learn to listen. The teacher has time to teach listening in only two semesters, and it will make difficult for teachers to teach, students will have difficulty understanding the material if there is only a little time. It line with Joyner (2012) The effect of time limitation on class can affect student learning, dan the effectiveness of teachers in teaching the material.

**Students' lack of vocabulary.** Vocabulary is a set of words that are known for their meaning and can be used by someone in a language. Vocabulary is defined as the set of all words used by the person to compile new sentences. Vocabulary mastery is a fundamental thing that must be mastered by students in learning listening skills. The lack of vocabulary makes it difficult for teachers to teach listening skills. The participant two agreed that students' lack

vocabulary made it difficult for teachers to teach listening skills because vocabularies could make students easier to understand the words in listening skills. The Participant two stated “Sometimes the main obstacle is vocabulary” (P2,Q1, 07).

Participant two explained that the students needed slower in delivery material to be able to understand the listening material, besides that vocabulary became the main obstacle for teachers to teach listening skills. It line with Staer (2009) stated that vocabulary knowledge is an important factor for successful listening comprehension in EFL. This is really emphasize the finding, when students lack the vocabulary it will prevent the teacher from teaching listening skills

**Teachers’ difficulty to understand the material.** In the educational environment, teachers are the main keys to build students' knowledge. The teacher is a facilitator for students in the school to assist the learning process. The teacher's skills in delivering listening material can have a direct influence on students' understanding of the lesson. Most learning is usually dominated by teacher explanations. On the other hand, the teacher can also have difficulties in understanding material. This will have a major impact on students’ learning in teaching listening skills. Until now, teachers find it difficult to understand and the material is still a challenge for teachers. The participant two stated that “If he teacher must listen repeatedly ( to the audio), what about the students? ” (P2,Q1, 08). Participant two explained that teachers needed more time to understand the material that would be given to students. Teachers faced problems in teaching listening skills because of the difficulty of listening materials for students and the types of materials used for teaching listening is too difficult to understand (Yukselci, 2003 ).

The conclusion is that this study found that there are ten challenges in teaching listening skills. Challenges in teaching listening skills are managing class, coping with media technical problem, finding audio visual with subtitle, making students aware in pronunciation, catching up with the speed of media, condusive environment, designing interesting class, limited time, students lack vocabulary, teachers' difficulty to understand the material. The results of this study are collected by the teachers' experience in teaching listening skills.