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Available online <http://jurnal.una.ac.id/index.php/jeeli/index>**ANALYSIS STUDENTS' DIFFICULTIES IN LISTENING
SKILL USING AUDIO VISUAL MEDIA****Lala Afni Maranatha. Tarigan¹, Heni Subagiharti²**^{1,2}Pendidikan Bahasa Inggris, Universitas Asahanemail: lalaafni@gmail.com**Abstract**

This research was conducted to analyse the most dominant difficulties and the factors is caused by students' difficulty in listening skill. The objective of this research is to identify the difficulties faced by the eleventh grade students of SMA Swasta Daerah Kisaran, to identify factors of causing the students difficulties in listening skill at the eleventh grade students SMA Swasta Daerah Kisaran 2021/2022 Academic Year. This research is a qualitative research. The subject of this research was the eleventh grade students of SMA Swasta Daerah Kisaran 2021/2022 Academic Year. The techniques of collecting the data are Test and Interview. The research used the technique of analysing the data from Miles and Huberman. The steps to analysing the data for the first is data collecting, the research collecting the data from the students, such as test of students. The second is data reduction, the research classifies and reduces the data based on focus. Third is data display, the research arranging the information described in order to draw the conclusion. The research presents the data from the difficulties in listening skill using audio visual media with narrative form and in table form. The result of the research shows that are 33% students who have difficulties in grammar with the total incorrect 20. Then, there are 67% students who have difficulties in vocabulary with the total of incorrect is 60. The factor of causing the students difficulties found in difficulties listening there are difficulty in vocabulary, house environment, lack of concentration, paralinguistic features such as accent, noise, level of delivery, pronunciation, and intonation, lack of students in learning English.

Keywords: Analysis, Difficulties in Listening, Listening Comprehension.**Abstrak**

Penelitian ini dilakukan untuk menganalisis kesulitan yang paling dominan dan faktor penyebab kesulitan siswa dalam keterampilan menyimak. Tujuan dari penelitian ini adalah untuk mengidentifikasi kesulitan-kesulitan yang dihadapi oleh siswa kelas XI SMA Swasta Daerah Kisaran, untuk mengidentifikasi faktor-faktor penyebab kesulitan siswa dalam keterampilan menyimak pada siswa kelas XI SMA Swasta Daerah Kisaran Tahun Pelajaran 2021/2022. Penelitian ini merupakan penelitian kualitatif. Subjek penelitian ini adalah siswa kelas XI SMA Swasta Daerah Kisaran Tahun Pelajaran 2021/2022. Teknik pengumpulan data adalah Tes dan Wawancara. Penelitian ini menggunakan teknik analisis data dari Miles dan Huberman. Langkah-langkah analisis data yang pertama adalah pengumpulan data, penelitian mengumpulkan data dari siswa,

seperti tes siswa. Kedua adalah reduksi data, yaitu penelitian mengklasifikasikan dan mereduksi data berdasarkan fokus. Ketiga adalah penyajian data, yaitu penelitian menyusun informasi yang diuraikan untuk menarik kesimpulan. Penelitian ini menyajikan data kesulitan keterampilan menyimak menggunakan media audio visual dalam bentuk naratif dan dalam bentuk tabel. Hasil penelitian menunjukkan bahwa terdapat 33% siswa yang mengalami kesulitan grammar dengan jumlah salah 20. Kemudian terdapat 67% siswa yang mengalami kesulitan kosakata dengan jumlah salah 60. Faktor penyebab siswa kesulitan ditemukan dalam kesulitan menyimak terdapat kesulitan dalam kosa kata, lingkungan rumah, kurang konsentrasi, ciri-ciri paralinguistik seperti aksen, kebisingan, tingkat penyampaian, pengucapan, dan intonasi, kurangnya siswa dalam belajar bahasa Inggris.

Kata Kunci: Analisis, Kesulitan Mendengarkan, Pemahaman Mendengarkan.

INTRODUCTION

Language is very important in our daily lives, because language is a way to communicate our ideas to others. With the language everyone can express the feelings, desires, opinions and needs of each individual. Without language, it will be difficult for people to understand the intent of other people's words. English at this time becomes very important to learn, the English language is the international language commonly used to communicate with people from abroad. Moreover, English in Indonesia has also evolved into an intellectual and social self-imaging medium. Today's young people are already using English in their daily activities, although there are still some of them mixing their mother's language on English. Moreover, the empirical fact suggests that most of the reference books used in the college environment in Indonesia are still written or published in foreign languages, especially English. But in general, in English learning there are four aspects that student should be master. They are listening, speaking, writing, and reading. In this aspect of the skill students learn how to pronounce or recite words correctly, write sentences correctly according to grammar and listen to foreign language sentences correctly and thoroughly so that what is heard according to what is spoken. Each individual has varying degrees of difficulty, including difficulties in the communication, difficulty in understanding Grammar, or minimal will vocabulary. Basically all people experience the same thing when learning English, from memorising vocabulary, understanding grammar and other language structures. The problems above are not in fact because the learner's mistake, but it can be a mistake in the method of teaching that is not attractive or too rigid, hence the necessary learning activities are effective.

One aspect of the skill that is difficult for students to learn is listening. Many students who remain unable to understand not even understand the word or sentence spoken in English verbally by his opponents so that the happening will misunderstand (misunderstanding). In general, they are difficult to understand English phrases or sentences. This means that their English listening skills are still very lacking.

So many factors that affect them are difficult to learn listening in English such as: Students don't concentrate on the material being listened to, students have

difficulty understanding meaning of phonetic transcription in dictionary, media and teaching materials used by teachers in listening learning are less effective and fun, the sources used in English listening are not from native speakers.

Problematic is what makes them difficult to learn listening so they feel lazy and afraid to follow the English lesson. Though listening is one of the important skill parts. Learning listening is not easy and often students ignore it. One of the factors that affect learning listening is the medium of teaching. Effective and enjoyable learning Media will affect students in learning listening.

So many efforts can be made to learn English, one of which is the listening or listening aspect. Students find it difficult when learning to listen. They do not understand how easy it is to learn to listen. Listening is our understanding in listening to English. Either directly or through media such as music, songs or movies.

Now that learning listening does not need to rely on conventional ways such as textbook textbooks as well as English lessons of the school base, but instead learn English one of them with a media like an audio visual song. The song is a media that is already familiar among senior high school students. Almost all senior high school children like to listen to songs, both domestic and foreign. They enjoy or enjoy when doing something while listening to the song. It can also be used when learning English.

Listening to audio visual is one of the media in teaching listening. Students will feel more interested in learning English. On the other hand they can add to vocabulary, saying how to pronounce the right pronunciation and they also enjoy and delight in learning listening. The use of a media audio visual a like song in the listening teaching will also reduce the lazy and afraid of students in learning English. But on the other hand the use of the audio visual media certainly has its advantages and disadvantages.

Based on the background, researchers want to prove whether the use of Song media can be effective in the teaching of listening, so that researchers take the title “An Analysis of Students’ Difficulties in Listening Skill Using Audio Visual Media At XI Grade of SMA Swasta Daerah Kisaran 2021/2022 Academic Year”.

The objective of the problem are to find out the students’ difficulties listening using audio visual media at Grade XI Students of SMA Swasta Daerah Kisaran 2021/2022Academic Year.

METHOD

Research design is concerned with how the design is implemented and how the research is carried out. There are many types of research design could be implemented in conducting a study. The research design used in this research is descriptive qualitative research, and Hadi (1994) stated that in here just describing the situation or condition the object/phenomenon without a view to take some conclusions generally. Prasetyo and Jannah (2008) stated that descriptive research is conducted to give detail image about phenomenon. Suryabrata (2008) stated the aim of descriptive research is to make systematically description, factual, and accurate about fact and the characteristic of population. Based on the definition

and descriptions above the writer conducted descriptive research to know the phenomenon and fact of the students' difficulties in learning listening skill with collect and accumulate the basic data in description way. It means to make description about the difficulties of learning listening at senior high school. So, this research is emphasized on trying to find out the students' difficulties in learning listening.

The research sources are from interview and test.

In this research there are two sources of Collecting Data they are:

1. Interview

(Cresswell, 2012) states that an interview is typically a direct conversation between researcher and participant involving a remove of information to the interviewer. This verbal communication will be used to get more information. In this technique the students will asked about the errors they usually make in learning listening. Interview helps the interviewer to get more information about what the interviewer feels about something.

2. Test

Researchers gave students a English song to the student to measure their difficulties listening using the song. The song which used entitled "You Raise Me Up". The research gave pop song to students that were new viral among the Indonesian people, especially in the ears of young people and they are faced with completing the empty lyrics of the song that is currently playing. In the researcher conducted a test consisting of 13 multiples of lyrics that were empty and which students had to completing.

The subject of this research is the Grade XI Students of SMA Swasta Daerah Kisaran in Academic Year of 2021/2022. The Population of the students included the second year students of SMA Swasta Daerah Kisaran. The total number of population is 43 students.

In this research, the researcher used purposive sampling method. Arikunto (2002), state that purposive sampling is the process of selecting sample by taking subject that is not bad on the level or area, but it is taken based on the specific purpose. In this study will choose purposive sampling as a technique of choosing sample so, this study will choose XI IPA as the sample. The total of the students are 20 students because the students in the class have equitable capability

RESEARCH AND DISCUSSION

The research findings into some points that consist of students difficulties in listening skill, and factors of causing the students difficulties in listening skill. Obtaining the data, the research used the test to analyse students' difficulties in listening skill. The research also used the interview to know the factors of causing the students difficulties in listening skill. The subject of this research is the XI IPA Class students of SMA Swasta Daerah Kisaran.

The data were taken from 20 students from XI IPA Class students of SMA Swasta Daerah Kisaran. The research has identified the students' difficulties and has calculated the number of each difficulties. The research draws up the result of calculation into table and converting them into percentages.

In the research finding, the data should be analysed to know the an analysis of difficulties in listening skill using audio visual media made by each students of class XI IPA SMA Swasta Daerah Kisaran. The data was obtained by giving students an essay test to complete the lyrics of the empty song lyrics and interview with the students. Below, the research analysed and classified the results of students test scores and the transcript of interview with the students.

The research findings of the research are described as follows:

1. AA

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: sellen, stend

Correct: silence, stand

Comment: because the student write the vocabulary not correct and make word has no meaning.

- Grammar :

Incorrect: burd, walked

Correct: burdened, walk

2. AR

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: done, rais, stend

Correct: down, rais, stand

Comment: the student lack of understanding in writing English

- Grammar :

Incorrect: -

Correct: -

3. AP

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: sellen, antil, reis, stend

Correct: silence, until, raise, stand

Comment: because the student write the vocabulary not correct and make word has no meaning.

- Grammar :

Incorrect: walked

Correct: walk

Comment: student make an error by adding ed

4. AT

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: done, wear, sailen

Correct: down, weary, silence

Comment: the student lack of understanding in writing English

- Grammar :

Incorrect: came, burd

Correct: come, burdened

Comment: the student uses Verb II and the student make mistakes because they don't use ed in word

5. AZ

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: silen, rise

Correct: silence, raise

Comment: the student low knowledge about word in English

- Grammar :

Incorrect: -

Correct: -

Comment: the student write all grammar correctly

6. DS

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: -

Correct: -

Comment: the student write all vocabulary correctly

- Grammar :

Incorrect: came

Correct: come

Comment: the student use Verb II

7. LP

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: done, wear, rais

Correct: down, weary, raise

Comment: the student lack of understanding in writing English

- Grammar :

Incorrect: walked, stronger

Correct: walk, strong

Comment: the student make an error by adding ed and er

8. LW

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: wear, antil, rise, stan

Correct: weary, until, raise, stand

Comment: the student low knowledge about word in English

- Grammar :

Incorrect: sea, walked

Correct: seas, walk

Comment: the student did not applied +s before to be and the student use Verb II

9. NA

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: -

Correct: -

Comment: the student write all vocabulary correctly

- Grammar :

Incorrect: came

Correct: come

Comment: the student use Verb II

10. NAP

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: -

Correct: -

Comment: the student write all vocabulary correctly

- Grammar :

Incorrect: -

Correct: -

Comment: the student write all grammar correctly

11. PS

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: done, weari, until, rice

Correct: down, weary, until, raise

Comment: the student lack of understanding in writing English

- Grammar :

Incorrect: walked

Correct: walk

Comment: the students use Verb II

12. RA

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: done, weari

Correct: down, weary

Comment: the student lack of understanding in writing English

- Grammar :

Incorrect: burd, walked

Correct: burdened, walk

Comment: the student make mistakes because they don't use ed in wordand use Verb II

13. RD

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: done, stan

Correct: down, stand

Comment: the student lack of understanding in writing English

- Grammar :

Incorrect: -

Correct: -

Comment: the student write all grammar correctly

14. RK

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :
Incorrect: sience, antil, stan
Correct: silence, until, stand
Comment: the student lack of understanding in writing English
- Grammar :
Incorrect: stronger
Correct: strong
Comment: the student make an error by adding er

15. SA

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :
Incorrect: stan
Correct: stand
Comment: the student lack of understanding in writing English
- Grammar :
Incorrect: walked
Correct: walk
Comment: the student use Verb II

16. SAB

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :
Incorrect: -
Correct: -
Comment: the student write all vocabulary correctly
- Grammar :
Incorrect: -
Correct: -
Comment: the student write all grammar correctly

17. VS

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :
Incorrect: -
Correct: -
Comment: the student write all vocabulary correctly
- Grammar :
Incorrect: walked
Correct: walk

Comment: student make an error by adding ed

18. ZA

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: weery, sience,

Correct: weary, silence

Comment: the student lack of understanding in writing English

- Grammar :

Incorrect: came, walked

Correct: come, walk

Comment: the student use Verb II

19. LH

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: done, stan

Correct: down, stand

Comment: the student lack of understanding in writing English

- Grammar : -

Incorrect: -

Correct: -

Comment: the student write all grammar correctly

20. GR

Explanation:

The content of the student's writing above is good. But there are some difficulties in listening skill about the song lyrics you raise me up, for example in identification part use the theory Bloomfield 2010:

- Vocabulary :

Incorrect: -

Correct: -

Comment: the student write all vocabulary correctly

- Grammar :

Incorrect: walked

Correct: walk

Comment: the student make an error by adding ed

Based on the explanation above, many students made error in difficulties vocabulary in listening song. This happened because students at school didn't know or didn't understand about song lyrics well. The students may enjoy the music, not the lyrics. Therefore, while the students are having listening activities

they are dozed off by the music, and as the result, they lost their focus to complete the lyric.

According to Bloomfield (2010), there are two categories to classify difficulties in listening skill. There are two types of difficulties in listening skill such as vocabulary and grammar.

Based on table 4.2, this study took 20 students of class XI IPA SMA Swasta Daerah Kisaran as research subjects. Then it was found that there were 67 % of students who difficulties vocabulary. Vocabulary is a collection of several words that are combined, so that they have meaning. There were 33 % of students who difficulties grammar. Grammar is a sentence structure.

After categorizing the students score, the research concluded that in students XIIPA Class of SMA Swasta Daerah Kisaran faced difficulty in listening skill using audio visual media. In this research, the research tried to identify the difficulties faced by the students in listening skill thoroughly the mistaken that they had done on their test. The research also tried to identify the difficulties faced by the students in listening skill the result of the interview from the students.

After analysing the results of interview with the students there were several factors that caused students difficult in listening skill, the research interviewed five students who had been selected from the XI IPA SMA Swasta Daerah Kisaran and there were 5 questions given to the students. This research described the result of the interview as follows:

First, the students had difficulty in understanding vocabulary. The students cannot understand the text in recording material is because they do not know the meaning of the word. The research found XI IPA Class of students SMA Swasta Daerah Kisaran knowledge about vocabulary is less. They needed to look for the meaning of the vocabulary in the dictionary.

Second, house environment. Most of the students are lack of interest in learning listening. They don't have any wishes to try to practice by listening to English songs and they are lazy and prefer to listen to dangdut songs and Indonesian songs compared to English songs. Another factor are the student's lack of motivation to learn listening and moreover, the students also have the problem in their home. Her parents have supported their child to learn English. But their child is lazy because in their house no one can learn English.

Third, the factor of causing the students difficulty in listening skill are lack of concentration or lose concentration during listening. The factors that could make they lose concentration during the stage of understanding the listening text were noisy room conditions and their friends disturbing them. And sometimes what can make students lose concentration is when they find foreign words that cause them to stop and think about the meaning of those words and skip the next part.

Fourth, the factor of causing the students difficulty in listening skill are paralinguistic features. Factors cause students' difficulties are related to paralinguistic features such as accent, noise, level of delivery, pronunciation, and intonation which causes students to have difficulty while working listening practice.

The last factor is the lack of students in learning English. The research found that the factor of students' disinterest in the lesson itself. They were not interested in foreign language because they used to speak mother tongue.

CONCLUSION

Based on analysed data there are the students get problem to write for the Grammar, Vocabulary. Then they have limited vocabulary so the students cannot understand the material.

From the result of data analysis of interview, the research found five factors causing the students difficulties in listening comprehension. There are: Difficulty in understanding vocabulary, house environment, lack of concentration, paralinguistic features and the lack of students in learning English.

The first factor is learner's background that causes their difficulties. They don't have any wishes to try to practice by listening to English songs and they are lazy and prefer to listen to *dangdut* songs and Indonesian songs compared to English songs.

Lack of Concentration Students' motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. Factors cause students' difficulties are related to paralinguistic features such as accent, noise, level of delivery, pronunciation, and intonation which causes students to have difficulty while working listening practice. They said that lack of parental control in learning because they do not have motivation enough from the parent and lack of parent's attention.

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