

**EXPLORING STUDENTS' PROBLEMS IN LISTENING
ENGLISH NEWS BROADCAST**

THESIS



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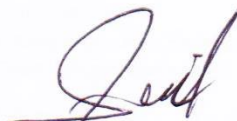
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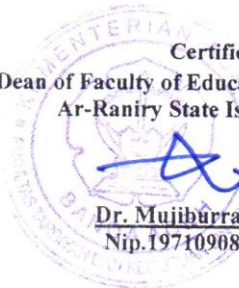
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The Researcher



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ABSTRACT

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broadcast.

Listening is the most important skill for language learning because it is the most widely used skill in daily life. In learning foreign language, students still faced obstacles in comprehending listening material. This study was carried out to find out the problems that student faced in listening English news broadcast. There were two classroom (unit 1 and unit 7) at Department of English Language Education Department of UIN Ar-Raniry BandaAceh that became the subject of this study. The samples of this study consisted of 50 students in 3rd semester. This study used qualitative analysis approach. The instruments of the study are a close-ended questionnaire and observation to gainthe data. The result of the study indicated that the English students in Department of English Language Education Department of UIN Ar-Raniry Banda Acehstill faced some problems when they listen to English news broadcast, they are; unfamiliar topic, unknown word, various accents that used by the speaker, and speed rate of the speaker. Hopefully, the result of this study is useful for those who are interested in this field.

CHAPTER I

INTRODUCTION

A. Background of Study

The study of English has become an important issue in Indonesia especially in teaching and learning process (Lengkanawati, 2004, cited in Rahmah, 2008). One of the basic skills that should be learned by students is listening. It is generally considered one of the most difficult than other skills to be mastered, because we need more attention and concentration to comprehend what the speaker said. Laundsteen cited in (Mee, 1990) defines listening as the process by which spoken language is converted to meaning in the mind. In the process of listening there have a complex process in which many things are going on simultaneously in the mind. It means that the listener has to understand about speaker's accent or pronunciation, grammar, vocabulary, and meaning.

(Rost, 2002) argue that "listening is the most important skill for language learning because it is the most widely used language skill in daily life". The fact is listening plays an important role in communication is reflected by the total time spent on communicating, in which listening takes up 40-50%, speaking, 25-30%, reading, 11-16%, and writing about 9% (Gilakjani and Ahmadi, 2011).

In learning foreign language, students still faced obstacles in comprehending listening materials. One obvious problem is the fact that "the pronunciation of the words may also differ greatly from the way they appear in

print” (Bloomfield et al, 2010, p.3). Another problem in listening comprehension is vocabulary, as Bloomfield et al (2010, p.12) states that a central factor that can influence listening comprehension of a text is the overlap between the listener’s vocabulary knowledge and the vocabulary of the passage”.Osada (2004, p.59) also agree that “vocabulary and grammar also tend to be far more colloquial and much less formal”. The speed of speech is also an obstacle for listener, because, the listener must process what they have listened to make a meaning. As Osada (2004, p.58) argue that in listening, “listeners must process the text at a speed determined by speakers, which is generally quite fast”. It means that listener has to master many vocabularies to determining a meaning from text that is spoken by the speaker, so it can reach better listening skill.

In learning listening, it is not only students who play an important role in this subject, but also teachers play a significant role in improving students’ listening. It is similar to Gomez (2005, p.21), he says that in teaching and learning foreign language, listening skill precisely one of the most difficult to teach and acquire, and that is why proficiency levels tends to be very low. In order to overcome this difficulty, students have to improve their listening skill and prepare themselves to be real listeners who can cope with real listening situation. Hence, the teachers should use the authentic material to encourage students in learning listening.

According to Linzhu and Yuanyuang (2010), using authentic material can help the students to hear natural language or real speech from native speaker in real life. It can be from interviews, dialogues, lectures, discussions, conversations

or broadcasts. There are varieties of authentic materials to teach in listening class. The material can be taken from textbook like TOEFL, IELTS, and short dialogues is taken from published materials like radio broadcasts, TV programs and news media. Based on the researcher experience, there are many lecturers teach the listening subject that is taken from TOEFL, IELTS or short dialogues, yet, very few took material from news media. English news broadcast can also be used in listening class as the source of learning. It can train students' listening skill and increase their understanding. Nowadays, many TV programs or portal, like broadcast news actually provide many issues and phenomenon around the world by using English. There are some broadcast news that support in learning listening, such as VOA, CNN, and BBC.

Some previous studies on the problems in listening comprehension have been conducted. One of them is Tuanany, (2007), who wrote about "Some problems in listening comprehension by using authentic materials for the third year student of SMA DuaCiputat". The result of her study showed that the use of authentic material still do not resolve problems of the students in listening class, such as lack of vocabulary, the native speakers' normal speed in speaking, and the native speakers' unclear voice. The second is Lovinda (2014), in which she wrote about "An analysis the students' difficulties in studying listening. In her research, the aim is to find out the problems that student faced in learning listening. The result of her study is student faced problems in learning listening, for example minimum mastery of vocabulary, weak memory power, high level of anxiety among students in expressing idea and reluctant to speak English due to confident

and lack of motivation. From the previous study, the writer would like to analyze about obstacles listening English news broadcast. It is similar with the previous research but differences in the research subject because I use English news broadcast in my study.

Based on the explanation above, the researcher wants to focus analyzing the factor that affect students' comprehension in listening English news at second year students in UIN Ar-Raniry Banda Aceh. For this reason, this study entitled, **“Exploring Students' Problems in Listening English News Broadcast.”**

B. Research Questions

1. What are the students' Problems faced when they listening English news broadcast?

C. The Aim of Study

1. To investigate the students' problems when they listening English news broadcast.

D. The Significance of the study

The research is expected to be significant both theoretically and practically.

1. Theoretical of the study

This research is expected to provide contribution in English department (PBI) about problems faced by students in listening subject, particularly in listening English news broadcast. It is also hoped to be

useful for other researcher to know some problems in listening English news broadcast.

2. Practical Significance

This research is useful for students who read this thesis in applying their study in listening class and also comprehend about the news delivered by using English language, especially for students in UIN AR-RANIRY which can comprehend about English news. Meanwhile, for lecturer, this study may help lecture to know about students' problems in listening English news broadcast, so that the lecture can choose the appropriate strategies for student to teach in listening especially in English news broadcast material. Thus, for the writer, this research is aiming to enrich the vocabulary and knowledge too

E. Operational Definition

There are some terms that provides in this research which is necessary to be defined for more understandable and convenience. The terms are:

1. Listening

Listening is an activity to receive the information. It is needed full consternation to comprehend the information. The listening include: sensing and attending, understanding and interpreting, remembering, and responding. Listening which the researcher means in this thesis is the students' ability to identify and understand what the speaker says where they have to focus on the speaker to get some information and messages.

2. English News Broadcasts

Broadcasting is the process of sending information to various locations through the process of electromagnetic transmission, to be accepted to the public (audiences) by using broadcasting receivers such as radio, television, data communications on the network and other medias. English news broadcast which the researcher means in this thesis is the information that is delivered by using English and to engage the viewers.

CHAPTER II

LITERATURE REVIEW

A. Listening

1. Definition of listening

Listening is the ability to identify the theory and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. A good listener is capable of doing these four things simultaneously (Thomlison,1984 cited in Homouda, 2013). Furthermore, Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.

Rost (2002) defines listening as a complex process of interpretation in which listeners match what they hear with what they already know. He continues that listening may helps us to understand the world around us and is one of the necessary elements in creating successful communication. Jafari and Hashim (2015) emphasize that listening is a channel for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening.

In listening process, we require attention, thought, interpretation, and imagination. So that to improve our learners' listening skill we should let them

find their own way to comprehend. It is like Willis (1981) statement cited in (Saricoban, 1999), he lists a series of micro-skills of listening, it called “enabling skill”, they are; divided into eight points. First is predicting what people are going to talk about. Second is guessing unknown words or phrases without panic. Third is used ones’ own knowledge of the subject to help one understand. Fourth is identifying relevant points; rejecting irrelevant information, retaining relevant points (note-taking, summarizing). Fifth is recognizing discourse markers, e. g. Well; Oh, another thing is; Now, finally; etc. Sixth is Recognizing cohesive devices, e. g. , *such as* and *which*, including linking words, pronouns, references, etc. Seventh is understanding different intonation patterns and uses of stress, etc, which give clues to meaning and social setting and the last is understanding to inferred information, e. g. speakers’ attitude or intentions.

Listening is a receptive skill, and receptive skills give way to productive skills. If we have our student produce something, the teaching will be more communicative. This brings us to the most integrating language skills. There are two reasons for using integrating activities in language classroom:

1. To practice and extend the learners' use of a certain language structure or function
2. To develop the learners' ability in the use of two or more of the skills within real contexts and communicative frame work.

Austhin (1970) cited in Sarcoban (1990) states that, to improve the learners’ listening skill, we should let them, such as, adopt a positive attitude, be responsive, shut out distractions, listen for the speaker's purpose, look for the

signals of what is to come, look for summaries of what has gone before, evaluate the supporting materials, look for non-verbal clues.

2. Types of Listening

Allen cited in Mee (1990), she categorizes the types of listening into eight elements. First is simple listening, it is hearing sounds without any particular meaning to the sounds. This category includes such everyday activities as telephone conversation, talking with friends and so on. Second is discriminative listening, it means that listening to hear and identify the likeness and difference in sounds. In other words, discriminative listening involves an attempt to distinguish one sound from all others. Stopping work to determine whether the phone is ringing is an example. Third is Listening for information, this is one of the main form of the active and purposeful listening. For instance, listening to lecturer. Fourth is listening for organize ideas, when listening for information, it is essential to be able to organize our thoughts and ideas about information that have been obtained.

Fifth is listening for main points, this category just focusing and catching some particular messages from the speaker. Sixth is listening for varied points of view. Seventh is critical listening, listeners sift through what they have heard and come to decision. For instance, the listener is allowed to speak their mind about the content of debate or discussion. The last is Creative listening, listening in a way that is not passive. It means actively engaging with whatever is being heard. Hence, Burns and Lowe those items to be three types of listening: first is appreciational, it is include enjoying the development of a story; listening for

pleasing rhythm; reacting to the mood set by the author). Second is informational, it is include listening for the answer to a specific question; listening to follow direction; following sequence; listening for main ideas). Third is Critical (discriminating between fact and opinion; detecting prejudice and bias; sensing the speaker's purpose.

Table.2.1 types of Listening

No	Type	Definition	Example
1	Simple Hearing	It is hearing sounds without any particular meaning to the sound	Everyday activities such as, telephone conversation, and talking with friends.
2	Discriminative listening	Listening to hear and identity the likeness and difference in sounds and also to distinguish one sound from all others.	Recognizing somebody is sad or angry or happy despite what they are saying or how they are saying it.
3	Listening for information	It is one the main form of the active and purposeful listening	Listening to lecturer or teacher

4	Listening for organize ideas	It is include when the listener get some information and to be able organize thought and ideas.	Listening to lecturer, listening the news.
5	Listening for main points	It is just focusing and catching some particular message from the speaker	Listening TOEFL, news , seminar and listening to song
6	Listening for varied points of view	It is just focusing and catching some points from the speaker	Listening to news, listening to TOEFL test
7	Critical listening	Listener sift through what they have heard and come decision	Listening to debate, or discussion.
8	Creative listening	Listener actively engaging whatever is being hard	Listening in the conversation in daily life

3. Problem in Listening

Listening, mostly, is considered as the most difficult skill in learning English because to get the main idea or the message conveyed in a speech. Students have to pay more attention to catch the idea. Ur (2001) states some problems faced by students in the classroom when they were having listening

activity, which are; first, students are mostly difficult to catch what the speaker says about. Second, student felt that they have to understand every word said by the speaker. Listeners sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. Third, students find it difficult to catch the meaning when speaker use the normal speed of sound. It is the same with Underwood's statement (1989, p.34), he says, " Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks". Fourth, It is not enough to hear the speech just once. Moreover most of the students considered this as serious problem, because they have not power for this case, but the teacher should take decision what and when to repeat listening passages. However, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard. Next, it is hard for students to keep up with all the information that they get. Finally, when the listening activity requires longer texts, the students will get bored of it and that will make them lose their concentration.

In Gilakjani and Sabouri (2016), they also explain about some difficulties that may encounter in listening process from many resources (Mar,2014; Goh,1999; Graham,2006; Walker,2014) etc. they classify some barriers that usually affect in listening process. First, listeners control the speed of the speaker. It is become major problem in listening process that listeners are not able to control how quickly speakers talk. He adds that, speed can make listening passage

difficult. On the other hand, AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014) state that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. Second, listeners don't have time to repeat the words and this can cause critical difficulties for them. In this case means that length of spoken text is also become a problem in listening. It same as explained above that the teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard.

Third, listeners do not have knowledge of high vocabulary. As Hamouda (2013) states that failure to recognize words can also stem out of students' inability to segment the word out of connected speech. It is similar with AzmiBingol, Yidliz, and Tugrul Mart (2014) assert that when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused. Fourth, listeners may lack contextual knowledge. Mutual knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in

understanding the whole meaning of a passage unless they are familiar with it. Fifth, it is not very easy for listeners to concentrate on the listening text. Sometimes a shortest break in attention can prevent comprehension if the listening passage is interesting for listeners, concentration will be easy for them. Sixth, is poor grammar and misinterpretation about listening task.

Seventh, pronunciation of the words that is different from the way they appear in print. According to Walker (2014), in addition to identify the words despite their unfamiliar pronunciation, students should try to decide which linguistic part belongs to which word. Prosodic features of spoken language like where the stress falls, weak forms and strong forms of words, and intonation also impact the comprehension of oral text. Eighth, unfamiliar topic and various accents. According to Hasan (2000) indicates that unfamiliar words, unfamiliar accents, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners' listening comprehension. He continues that clarity, lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension. Furthermore, according to Goh (1999) and Buck (2001) as cited in Gilakjani (2016) that 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension and become a critical difficulties in listening.

According to Teng (2002) cited in (Gilakjani and Sabouri (2016)), there are four factors in affect in listening comprehend problem, it called listener factors, speaker factors, stimulus factors, and context factors. It also agree with Brown and Yule (1983), they say that listening is a demanding process, not only because of the complexity of the process itself but also due to the factors that characterize of the listener, the speaker, the content of the message, and any visual support that accompanies the message.

a. The listener

Interest in a topic increases the listeners' comprehension; the listeners may avoid the topic that is not interesting for them. A listener who an active participant in conversation generally has more understanding of the topic being discussed than a listener who listening to conversation on recorded materials. Furthermore the ability to use negotiation skills, such as asking clarification, repetition or definition of points that he or she does not understand, enables a listener to make sense if the incoming information

b. The speaker

Idiomatic language and reduced forms make comprehension more difficult. The extent to which the speaker uses these language forms has an impact in listeners' comprehension. The more exposure the listener has to them, the greater his ability to comprehend. A speaker's rate of delivery may be too fast, to slow, or has too many hesitation for listener to follow.

c. Content

The content that is familiar is easier to comprehend than the content with unfamiliar vocabulary or which the listener has insufficient background knowledge.

d. Visual support

Visual support, such as video, pictures, diagrams, gesture, facial expression, and body language, can increase comprehension, if the learners are able to interpret it correctly.

4. Strategies in Listening

Effective language instructors are expected to be able to show how they can adjust their listening behavior to deal with a variety of situation, types of input, and listening purpose. They help students develop a set of listening strategies and match appropriate strategies to each listening situation, as same with Subektis' statement that "if the teacher can give students relevant instruction to their learning style, the performance are usually better". According Goh (2000) said that it is very important to teach listening strategies to students and before doing this, teachers should increase learners' knowledge of vocabulary, grammar, and phonology. Vandergrift (1999) also argued that the development of strategy is significant for the training of listening and learners can guide and assess their own understanding and answers. There are three types of strategies in listening comprehension.

1. Cognitive strategies

Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge (Gilakjani, 2016). As Abdalhamid (2012) express that cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. He continued learners utilize cognitive strategies to assist them process, keep, and remember new information. There are two kinds of cognitive strategies in listening. They are:

a.) Bottom- Up strategies

Bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. This strategies also include about the language system, such as the knowledge about the grammar, vocabulary, and phonological system.

b.) Top-Down. Strategies

This strategy contains two aspects. First is schemata knowledge. Schemata knowledge that is consists of the content schemata that is background knowledge of the topic and formal schemata which include knowledge of how the discourse is organized by looking at different genres, topics and purpose. And the second is contextual

knowledge. It involves the understanding of particular listening situation on its context. For example, the listener estimated about whom the participants are, what the setting is and what the topic and the purpose are. Top-down strategies also involve forecasting, guessing, explaining, and visualization. Advanced learners use more top-down strategies than beginners.

2. Metacognitive strategies

Mart (2014) defines that in this strategy students are aware when listening to the text. In this strategy, learners learn how to plan, monitor, and evaluate the collected information from the listening part. The use of metacognitive strategy in the listening process increases learners' self-confidence, motivation, and ability to complete the activities (Salataci, 2002). According to HennerStanchina cited in (Gilakjani, 2016), metacognitive strategies played an important role in listening comprehension. She also mentioned that skilled listeners can permanently explain and what they hear through (1) utilizing their prior knowledge and predictions to create theories on the text; (2) connecting new information with their continuing predictions; (3) making deductions to fill comprehension breaks; (4) assessing their predictions; (5) improving their theories. She also added that by using this strategies the learner can identify failure in understanding and activate their background knowledge to get better comprehension. According to Baker and Brown (1984) and Abdalhamid (2012), there are two kinds of metacognitive skill: first is knowledge of cognition. it deals with the learners' consciousness of what

isgoing on. And the second is regulation of cognition. It deals with what learners should do to listen effectively.

3. Socio-affective Strategies

Vandergrift (2003) and Abdalhamid (2012) express that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Gardner and MacIntyre (1993) say that affective strategies are very significant because the learning situation and learners' social-psychological factors are closely related to each other. There is a significant relationship between low anxiety and high listening performance: that is, the use of affective strategies makes easy and improve listening. In using socio-affective strategy, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill.

Table.2.2 Strategies in listening

No	Name	Definition	example
1	Cognitive strategy	It is refer to the process involved in problem solving	Top-down process and buttom-up process
2	Metacognitive strategy	It is refer to thinking about the learning process, planning for learning, monitoring the	- Knowledge of cognition. It is related to students' consciousness of what is going.

		learning task and evaluating how well one has learned	- Regulation of cognitive. It is related to students' strategy.
3	Socio- affective strategy	It is refer to the way in which learners may interact with their peers and teachers.	communicate with the students and teacher in the class.

B. English Broadcast News

1. Definition of English Broadcast News

There some definition of English Broadcast News based on some experts. According Richer Weiner cited in (Wahyuni, 2000) states that “broadcasting is a single radio or television program, the transmission or duration of a program any message that is transmitted over a large area. In addition, broadcaster is the person who responsible in guiding the broadcast program. Carter and Nash (1990) also said that “news paper reports should ideally report the facts in as core a vocabulary as possible”. Lu Dingyi cited in (Qun Li, 2014) also adds that news report is the report of facts that happened recently. It has the primary function of keeping the people informed of the facts. These words clearly show that the position of news report should be objective, factual and neutral.

The English news broadcasts are rich in content and easy to get. Listening to English news report very often can not only improve the listeners'

pronunciation, intonation, but also make them know about what have happened in the world recently, and broaden their horizon. Meanwhile, English news is version of events that has happen and delivered in English, which has been created and shaped by news maker to engage human's interest, curiosity and give the effect to many people.

2. Characteristic of News

There are several characteristic in making news. According to Yamane and Yamane (2014) there are five characteristic that should have in the news. First is format of the news. In this characteristic the anchor usually explain the main story briefly, then the anchor introduces the story from the actual site where the news is in happened. In either case, he or she introduces a news reporter who is normally on site. The reporter elaborates on the story and interviewing people connected to the story. They may be expert of field and asking about their experiences or opinion about the issues. After the clip of reporter has been recorded, the story or issues is discussed by the anchor and reporter in the studio. Each news clip lasts just a few minutes.

LEAD
- Introduction anchor person
- Introduction of the reporter
Main Body
- News Story
- Interview

- Discussion in the Studio
Closing remark by speaker

Figure 1. news components (journal of effective of use News Vol. 14 , 2012)

The second is Basic data, in this characteristic Yamane and Yamane (2013) has examined 15 news in their research, the result found that the total number of words are 4,715, divided into 327 sentences that each of sentences have 14,4 words. According to Tanaka (1996) cited in Yamane and Yamane (2014) in his research about language style of printed media, found the mean length of one sentences is 23.2 words. It is means that in spoken text such as broadcast news, significantly shorter sentences are used. The using of passive voice is four percent and he also examine about the readability, the calculated to be 63.3 which is ranked as a “standard” level. Therefore, the reading difficulty level of spoken English that examined is in intermediate level for native speakers of English. He also analyzed about the difficulty of the vocabulary used by using the JACET8000 vocabulary list. The result is seventy- three point three percent of the vocabulary used in broadcast news in the lowest level. It also was found that 87.0% of the vocabulary in broadcast news included in JACET8000 vocabulary list and he suggest that 8000 basic word that should learn by learners.

Third is grammar, in this characteristic dived into three part. Firstly is use of loose sentences. It is means that the sentences are omitted by verbs and subjects and it is marked by (Λ) to indicate that some elements are considered to be missing. Secondly is use of present tense. According to Yamane and Yamane

(2014) found that present and present progressive tenses occupy 46% of all tense types in broadcast news sentences. So that the writers of media English news are often advised to use the present tense when writing manuscript. Thirdly is use of contractions. In this part contraction is enhances word or word abbreviation. In this part written in English news broadcast and in newspaper is different. In broadcast news the anchor and reporter friendly and casual in atmosphere, it is to maintaining the attention of the viewers but in the newspaper, the writing is rigid and complicated the grammar and cannot to the contractions. In broadcast news the anchor should to use contraction when he or she is speaking. It is similar with Tuggle, et al.,(2006) claims that the use of the full form, such as nit is rather than the contracted form it's, may make the anchor sound stiff and advise the use of contractions because they are a big part of sounding conversational.

Fourth is speech rate. It is widely recognized that the speech rate influences learners' understanding of spoken English. A slower speaking rate generally facilitates learners' understanding, whereas faster speech creates an extra burden for learners in speech recognition, thus making it more difficult for them to understand. According to Field (2004, p.150) cited in Yamane and Yamane (2014) native speakers of English speak on average at a rate of 150 wpm (words per minute). Torikai (2003) reports that VOA special English, which is aired primarily for non-native listeners of English, has a mean speech rate of 106 wpm.

According to Yamane's (2014) research, they are examined seven people were randomly selected from among the anchorpersons and reporter. The results of their research are that the rate varied depending on the speaker, ranging from 163.2 wpm to 257.2 wpm with a mean rate of 181.8 wpm. In broadcast news, the anchor persons and reporters are reading prepared manuscripts, thus alleviating the need to insert the hesitation pauses often observed in spontaneous speech. This may account for the relatively faster speech rate of broadcast news.

The fifth is intonation. In this characteristic, intonation means making the syllable more prominent than the others in a given tone unit by pronounced louder, longer and with a change in pitch. This syllable is called as the (intonation) nucleus (Collins & Mees, 2008; Roach, 2009). Based on the research of Yamane and Yamane (2014) that when the anchor said this statement "It turns out American pilots are in huge demand in China." In this statement the anchor stressed in syllable "American and huge" it is the key words of the story. It was reported in this story that the demand for American pilots was increasing in China due to its booming airline industry. At the beginning of each news story the most important information is conveyed to the viewers by making the key words prominent.

3. Advantages of using English news Broadcast.

According to Yamane and Yamane (2014), she suggests that visual images help learners to grasp the contents of the news story. The following factors were also cited as advantages of broadcast news: 1) each news clip lasts only a few

minutes, which is an appropriate length of time for learners to maintain concentration; 2) the English is authentic, i.e., the speech rate is not deliberately controlled to suit the needs of non-native speakers; 3) news stories include a rich variety of topics and are informative, enabling students to learn about such issues as international affairs, politics and the environment as well as gaining exposure to cultural and social background; and 4) they are not overly entertaining like some movies and TV shows.

Besides, Liza, Adnan, Ardi (2013) also assert that listening to English news broadcast is good for students, for some reason. First, in academic purpose, training to listen to the English news from different sources, field, material, accent, and dialect, will help them to understand the listening material from any sources, field, material, accent, and dialect. Next, it will help the student when they take IELTS, TOEFL, and EAP test because those test provide news or monolog test. Moreover, it will train the students to understand the information in limited time because the news presenters commonly delivered the news fastly. Finally, in the real world life, it will be helpful when the students have a conversation with foreigner.

C. Authentic Material

1. Definition of Authentic Material

There some definitions of authentic material based on some experts. According to Haines(1995), he defines authentic material as:

“written or spoken language which has been produced by native speakers, rather than for foreign language learners. The materials that can be applied such as newspaper articles, tourist information leaflets, radio programs and “real life” conversation”.

It is supported by Widdowson (in cited in Martinez, 2006) who states “Authentic materials a kind of material that is designed for native speakers of English used in the classroom in a way similar to the one it was designed for, the example of the material would be radio news report”.

According to Harmer (1991) authentic text (either written or spoken) are the materials design for native speakers: they are real texts designed not for language students, but for the speaker of the language itself.

Based on the above definitions, the writer conclude that authentic material may refer to the materials which are gathered from real life of daily communication of the native speakers of English and not designed particularly for the use of teaching and learning English.

2. The use authentic material in English

The English foreign learners need to acquire authentic material for listening lesson, they should be allowed to listen to materials that is authentic, which is interested to them, and of which they are familiar with. When students know what to listen for, they are able to perceive and understand the materials better (Nunan and Miller 1995). The teachers who use the authentic materials the student find it easier to relate to the events of their own experience or knowledge and be able to appreciate the use of language in this these material (Wong et.al, ,

1995). Dumetrescue cited in (Nurlaila,2007) he explains that authentic materials, when appropriately selected and implemented, can be used to develop tasks that depart from formulaic language learning and provide a bridge between the linguistic skills of learners and their professional knowledge goals.

Besides, using the authentic material can motivate the learner in listening activity. Because the learner fell the real situation of the speaker. According to peacock as cited in (Nurlaia,2007) states that to motivate students can be used authentic material, due to since the students are intrinsically more interesting or stimulating than non authentic material. Moreover he also states that using authentic material bring learner enjoyable and motivating. For this explanation the writer could say that English teacher or lecturer can to apply authentic materials either written or spoken in order to maintain students' learning experience and to keep the student informed of what happening to outside world.

To apply this authentic material, first the teacher should know about types of this material. Many researchers have explained that there are many type of material that can be applied for teacher and lecture in teaching listening skill. According to Duzer, the use of authentic materials, such as workplace training video, audio tape of actual workplace exchange, and TV and radio broadcast, increases transferability to listening outside of the EFL classroom context- to work and to community.

From the above explanation, the researcher may say that using this authentic material in listening activity is necessary and important to developing the students' listening comprehension. Beside it can be motivated students in

learning listening but also can facilitate the teacher in the process of teaching listening comprehend. There are various materials of authentic materials that can be applied by teacher and lecturer, some of them could be the news program from radio or TV, songs, movies, or TV programs. It is believed that by giving such materials, the learner would be provided with relaxed classroom atmosphere, and also arise a lot of interest and provide variety of techniques that teacher can use in teaching listening. Moreover the teacher need to select the appropriate materials based on students' level and their knowledge background.

3. Strengths and weaknesses of Using Authentic Materials for Teaching Listening

a. Strengths of using authentic materials

There are some advantages using authentic materials in teaching listening. According to Penny (as cited in Nurlaila, 2007) authentic materials are interesting and motivating for the students to do. Other researcher also stated that authentic materials give genuine language, and it is fresh everyday. So by applying authentic materials in teaching- learning process, the students may be more interested in what is going on in other parts of the world. It also may student have experience in recognizing the spoken language that they heard from native speaker, which later on enhance them to be able to use language in a communicative context.

b. Weaknesses of using authentic materials

According to experts, authentic materials do not only provide advantages in learning-teaching activities but they also have some disadvantages. Haines states that recording of real authentic materials are often too long and has so many unrelated sections that can make students confused in getting the main point of the spoken language that they hear. Thus, Viney (2016) also states that authentic materials may cause the teacher to spend more hours in planning how to use it. He also says that authentic materials will only work well at the higher level.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this research is to find out the explanation about exploring students' problems in listening English news broadcast at Ar-Raniry State Islamic University. The Researcher collects the data by using qualitative research. To support this research, Researcher applies qualitative technique to analyze the data. This chapter also discussed about the location and time of the research, research design, participants, and technique of data collection.

A. Brief Description of Field Research

The Islamic university of Ar-Raniry was established on 5th of October 1963. It is located in Darussalam, Banda Aceh. The name of Ar-Raniry was taken from the name great scholar of Sultan Iskandar Tsani government period. His name is syekh Nuruddin Ar-Raniry. UIN Ar-Raniry which is currently headed by Prof. Farid Wajdi Ibrahim, MA as the rector, as an Islamic educational institution which has passed thousand scholars and some professors.

As an Islamic University, it is not only concerned with Islamic affairs but also concerned with general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, namely Ilmu Tarbiyah dan Keguruan Faculty, Syariah dan Hukum Islam Faculty, Ushuluddin Faculty, Dakwah dan Komunikasi Faculty, and Adab dan Humaniora Faculty, *Ilmu Sosial dan Pemerintahan* Faculty, *Ekonomi dan Bisnis Islam* Faculty, *Psikologi* Faculty,

Sains dan Teknologi Faculty. Tarbiyah dan Keguruan Faculty (Education and Teacher Training Faculty) is one of the faculties that has main goal to educate students to be pious moslem and Islamic educators who are capable of developing their knowledge in all education institution. *Tarbiyah dan Keguruan Faculty* has thirteen departments, such as ;*Pendidikan Agama Islam/PAI* (Islamic Teaching Department), *Pendidikan Bahasa Arab/PBA* (Arabic Department), *Pendidikan Bahasa Inggris/PBI* (English Department), *Pendidikan Matematika/PMA* (Mathematics Department), *Pendidikan Fisika/ PFS*(Physics Department), *Pendidikan Biologi/ PBL*(Biology Department), *Pendidikan Kimia/PKM*(Chemistry Department). *Manajemen Pendidikan Islam/ MPI*(Islamic Education Management), *Pendidikan Guru Madrasah Ibtidaiyah/PGMI* (Elementary School Department), *Pendidikan Guru Raudhatul Athfal* (Early Childhood Education Department), *Pendidikan Teknik Elektro* (Electrical Engineering Education), *Bimbingan Konseling/BK* (Counseling Education), and *Pendidikan Teknik Informatika* (Informatics Engineering Education). (Mujiburrahman,et al., 2016).In these departments, the students are educated to be educators who are professional and responsible in their knowledge for their student in future.

English department constitutes a favorite department that is chosen by students. Many of them gave the reason why they were interested to continue in this department. Besides, it is able to create intellectual generation, many alumni have worked in various fields and some of them even obtained scholarship to

pursue their further study abroad. Besides, the students who were graduated are able not only to be a teacher, but also an officer.

English Department which is currently headed by Dr.T.Zulfikar,M.Ed.,nowhas32full-time lecturers and 35 part-time lecturers. In 2008, English department was awarded accreditation A from BAN-PT, so that is department progressively become a famous one not only in UIN Ar-Raniry, but also in Aceh. In addition, English Department has many programs and lectures provide for students during their study process. Listening is one of the four major skills taught in English Department. It can help students to catch and comprehend what the native speaker said. To support this lesson, English department has some facilities, such as language laboratory to avoid disturbing that come from outside of the room, so that the process a full power of concentration to concentrate on listening studies.

B. Research Design

The researcher used qualitative research as a method to provide the data necessary to gain an understanding of exploring students' problems in teaching listening. Qualitative research as kind of category of study that is used to analyze the neutral event (Sugiyono, 2012 p.25), and descriptive method is part of qualitative approach. According to Arikunto (2010), the aim of descriptive method is to obtain the information about the current situation and examine the correlation between the variables. Furthermore, Beverley (1998) states that qualitative research is concerned with explaining opinions, experiences, and feelings of individuals producing subjective data. The data collected of this study

consist of both qualitative and quantitative called mix methods. Furthermore, according to Leech and Onwuegbuzie (2008) cited in Cameron (2015) Mixed methods represents research involving the collection, analysis, and interpretation of quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon. This study is aimed to investigate what are problems that faced by student in listening English news broadcast. Therefore, mix method is needed to gather data of this study. Quantitative method is used to see the percentage of students' obstacles in listening English news broadcast and qualitative method is used to explained some problems in narrative by using descriptive.

C. Population and Samples

1. Population

According to Rangkuty (2014) stated that population is the whole object or subject in a given area and have qualification that related with research problem that will be studied. Besides, population in a research means the total of objects or individuals to make the conclusion in a sampling study. In short a population is any group of individuals that have one or more characteristics in common that are attracted the researcher. The researcher took the students of English Language Education at the faculty of education and teacher training in Ar-Raniry state Islamic University Banda Aceh.

2. Sampel

Sample is a small sub group chosen from the larger population as stated by Bordens and Abbott (2011). The sample of this study is the students in 3rd semester of English Language Education by using purposive sampling. The students of 3rd semester were chosen because they have passed the listening 1 and 2 and now they are studying in listening 3. The numbers of participant in this study consist of 50 students selected from 201 students of English Education Department in semester three or 25% of the population. I decided it based on Arikunto (2010) statement that revealed if the subject is less than 100 people; the population will automatically be sample. Then, if the subject is more than 100 people, the sample can be taken 10-15% or 20-25% or more than 25% from populations. There are two units as the sample of this research. Purposive sampling is the way in selecting the sample chosen based on the specific criteria that are specified by investigators (Kuntjojo, 2009).

D. Instrument of Data Collection

In collecting data, the researcher employed several ways. First, the researcher reviewed the journals or books about students' problems in listening English. To find the appropriate data, the researcher also accessed some e-journals and e-books regarding listening English news in some sources. To get an accurate data, this study used a questionnaire as an instrument.

1. Questionnaire

In collecting data, the researcher used questionnaires to know students' problems in listening English news broadcast. Questionnaire is a research instrument that contains a series of questions or statements to capture data or information that the respondent should answer freely in accordance with his opinion. Questionnaire has three types, namely: open-ended questionnaire, close-ended questionnaire, and structure questionnaire (Abidin, 2012 p.228). In this study, close ended question was applied to gain data needed. It means that the researcher provide the alternative answer to be chosen by the students one or more. The questionnaire is designed to help the writer get more information about students' opinions toward Research Object (exploring students' problems in listening english news broadcast). Furthermore, the questions were written in English as well. It will take approximately ten minutes to choose the following answers that are available. 23 items questionnaires were personally given to 50students as the sample of this research. Questions that were not well understood by the respondents would be explained to them to ensure that they answered correctly.

E. Technique of Data Collection

Data collection is process to collect the primary data for doing the research. In order to gather data, a questionnaire was used and the result of this questionnaire was analyzed quantitatively. In this research, the procedure of collecting data was given the questionnaires for the students after teaching learning process finished.

F. Technique of Data Analysis

Data is analyzed by reading and understanding the collected data. Thus, the researcher arranged the data from general to specific information that is valuable to discuss in order to solve the mentioned problems. The result of discussion about exploring problems that student faced in listening English news broadcast is elaborated and connected to the problem faced by the students to find out the solution to the problems that mentioned previously in the background of this study.

1. Questionnaire

To analyze the result of questionnaire, the researcher used a simple statistic formula as follow:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

f = Frequency of respondent

N = Number of sample

100% = Constant value

CHAPTER IV

RESULT AND DISCUSSION

A. The Analysis of Questionnaire

In this study, the researcher used questionnaire and observation to gain data needed. In order to gather quantitative data the researcher used questionnaire. Furthermore, close ended questions was used to obtain the information about students' problems in listening English news. The questionnaires consist of 23 questions distributed to the students. The observation was aimed to explore more about the students' problems when they listening English news broadcast in classroom.

To obtain the result from the questionnaire, the researcher distributed the questionnaires to 50 students of PBI taking Listening III course. The researcher used the percentage system which formula has been mentioned in the chapter three. The data analysis of the questionnaire was showed on the following tables.

Tables 4.1 Students find that listening comprehension is exciting

NO	Option	Frequency	Percentage
1	Never	0	0%
2	Sometimes	18	38,35%
3	Often	10	21,30%
4	Always	19	40,45%

	Total	47	100%
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Based on the data, it showed that most of students found that listening comprehension is exciting to learn. Besides that, only 18 students stated that they sometimes found listening comprehension is exiting and sometimes found it is not exciting. So, it can be concluded that most of students exciting to learn listening comprehension.

Table 4.2 Students find that listening comprehension is boring and not interesting

NO	Option	Frequency	Percentage
1	Never	16	34,3%
2	Sometimes	27	57,47%
3	Often	4	8,55%
4	Always	0	0%
	Total	47	100%

The table above showed that half of students stated that they sometimes found listening comprehension is boring and not interesting and they sometimes found listening comprehension is interesting and not boring. 16 students (34,3%) never, 4 students (8,55%) felt it is boring and not interesting. From this result, it can be concluded that the students still find listening comprehension is interesting not boring.

Table 4.3 Students don't like listening because the material is difficult to understand

NO	Option	Frequency	Percentage
1	Never	17	36,20%
2	Sometimes	29	61,71%
3	Often	1	2,15%
4	Always	0	0%
	Total	47	100%

The table above showed that 61,71% of students said that listening material sometimes is not easy, not difficult, and sometimes it is easy and difficult. 17 students (36,20%) who choose never that they like listening subject even the material is difficult to understand. Only one student stated that she or he does not like listening because the material is difficult to understand. It can be concluded that the students like to learn listening even though the material is difficult to understand.

Table 4.4 Students always listening English news broadcast in television or any media.

NO	Option	Frequency	Percentage
1	Never	0	0%
2	Sometimes	37	78,75%
3	Often	10	21,30%

4	Always	0	0%
	Total	47	100%

From the table above we could be seen that 78,75 of students remarked that they sometimes did listening English news broadcast in television or any sources such as internet. It means that they are not accustomed to listening English news. Only 10 students (21,30%) that they often to listening English news broadcast in television or any media. It can be concluded that most of students seldom to practice their listening skill in listening English news broadcast in outside classroom.

Table 4.5 Students find difficult to comprehend the word that is said by speaker when listening English news broadcast

NO	Option	Frequency	Percentage
1	Never	0	0%
2	Sometimes	21	44,70%
3	Often	25	53,22%
4	Always	1	2,15%
	Total	47	100%

Based on data above, half of students (53,22%) felt difficult to comprehend the word that is said by the speaker in listening English news

broadcast. 21 students does not fell difficult to comprehend the word that is said by speaker. There is one student that always find difficult to comprehend the word that is said by speaker in listening English news. It can be indicates that to comprehend the word that is said by speaker still being problems for student in listening English news broadcast.

Table 4.6 Students find difficult to infer the meaning of an unknown word while listening

NO	Option	Frequency	Percentage
1	Never	3	6,39%
2	Sometimes	20	42,60%
3	Often	23	48,95%
4	Always	1	2,15%
	Total	47	100%

As states on the table above, it depict that many students 48,95% often find difficult to infer the meaning of an unknown word while listening. Only three students choose never to indicate that they did not find difficult to infer the meaning of an unknown word while listening, it means that the unknown word is not their difficulties. In addition, the vocabularies play important role in understanding English news. So that, the result above indicated that most of the student still difficult to guessing or infer the meaning of unknown word while listening.

Table 4.7 when encountering an unknown word, students stop listening and think about the meaning of the word

NO	Option	Frequency	Percentage
1	Never	5	10,63%
2	Sometimes	15	31,95%
3	Often	11	23,41%
4	Always	16	34,2%
	Total	47	100%

According to the percentage of question number 7 showed that most of the students do stop listening when they finding an unknown word. The rest of them sometimes stop listening when finding unknown word on listening to the news. Only five students did not stop listening when they finding the unknown word. As the result of the table above that many students still stop listening when they encountering an unknown word.

Table 4.8 Students find difficult to comprehend grammar when listening English news broadcast

NO	Option	Frequency	Percentage
1	Never	1	2,15%
2	Sometimes	26	55,35%
3	Often	17	36,20%

4	Always	3	6,40%
	Total	47	100 %

From the table above we could be seen that 55,35% of students remarked that they sometimes find difficult to comprehend grammar when listening English news broadcast. There were 17 (36,20%) students often find difficult to comprehend grammar in English news. Thus, it can be summed up that most of students did not difficult to understanding the grammar that used by the speaker.

Table 4.9 Students do not pay attention to intonation of the speaker

NO	Option	Frequency	Percentage
1	Never	22	46,81%
2	Sometimes	15	31,92%
3	Often	8	17,03%
4	Always	2	4,26%
	Total	47	100%

The table above showed that more half of students 37 students (46,81% never, 31,92% sometimes) concern about intonation of the speaker. There were two students who not pay attention of speakers' intonation. From this data we can said that most of students pay attention the intonation of the speaker when they listening English news.

Table 4.10 Students find it difficult to understand listening texts when the topic is unfamiliar.

NO	Option	Frequency	Percentage
1	Never	4	8,51%
2	Sometimes	10	21,30%
3	Often	26	55,35%
4	Always	7	14,90%
	Total	47	100%

From the above result that many students (55,35% often,14,90% always) find it difficult to understand the listening text when the topic is unfamiliar. For them the unfamiliar topic can hinders their listening comprehension. On the contrary, only four students of them (8,51%) said that the unfamiliar topic is not a problems in listening English news broadcast. It can be concluded that most of students said that unfamiliar topic is their problem in understand the news.

Table 4.11 Students find it difficult to interpret the meaning of a long spoken text.

NO	Option	Frequency	Percentage
1	Never	1	2,15%
2	Sometimes	24	51,01%
3	Often	19	40,44%

4	Always	3	6,39%
	Total	47	100%

From the table result that half of the students (51,01%) stated that they seldom find difficult to interpret the meaning of a long spoken text. There were 19 students (40,44%) said that they often find difficult to interpret the meaning of a long spoken text, and only one never find difficult to interpret the meaning of a long spoken text. Furthermore, most of the students agreed that long spoken text is not problem for them to listening English news.

Table 4.12 Students find the listening passage difficult to understand

NO	Option	Frequency	Percentage
1	Never	6	12,77%
2	Sometimes	26	55,35%
3	Often	13	27,68%
4	Always	2	4,26%
	Total	47	100%

The table above showed that 26 students (55,35%) sometimes find the listening passage difficult to understand. 13 students said that sometimes find difficulties to understand and sometimes find no difficulty to understand in listening passage. Six students who said that they never find the listening passage difficult to understand, and two students always find the listening passage difficult

to understand. Thus, it can be summed up that majority of the students not felt that listening passage is difficult to understand.

Table 4.13 Students use experiences and background knowledge of the topic to understand the speaker.

NO	Option	Frequency	Percentage
1	Never	3	6,40%
2	Sometimes	14	29,80%
3	Often	10	21,30%
4	Always	20	42,60%
	Total	47	100%

As states on the table above, most of the students (63,90%) always use their experience and background knowledge to understand the topic. Only three students never use their background knowledge to understand the speaker. So that, the result above indicated that most of the students use their experience and background knowledge of the topic as their strategies to understand the speaker.

Table 4.14 Students use note taking to understand the speaker

NO	Option	Frequency	Percentage
1	Never	2	4,26%
2	Sometimes	9	19,15%
3	Often	17	36,18%

4	Always	19	40,43%
	Total	47	100%

As states on the table above, most of the students (76,61%) always use note taking as strategy to understand the speaker in listening English news. Only two students never use note taking to understand the speaker. Thus, it can be summed up that majority of the students use note taking as their strategy to understand the speaker said.

Table 4.15 Listening subject can develop students' speaking

NO	Option	Frequency	Percentage
1	Never	0	0%
2	Sometimes	8	17,03%
3	Often	12	25,55%
4	Always	27	57,45%
	Total	47	100%

From the table result that majority of students (25,55% often, 57,45% always) assessed that listening can develop their speaking skill. And no one was chose "never" for this statement. Based on the data above, most of student believed that by doing listening can develop their speaking skill. It is supported by Rezai and Hashim (2013), that developing proficiency in listening comprehension is one key to achieve proficiency in speaking.

Table 4.16 Students do not pay attention to pronunciation that used of the speaker in news

NO	Option	Frequency	Percentage
1	Never	30	63,83%
2	Sometimes	9	19,16%
3	Often	7	14,90%
4	Always	1	2,15%
	Total	47	100%

The table above showed that 30 students (63,83%) stated that they pay attention to speakers' pronunciation. There were only one students said that she or he do not pay attention to speakers' pronunciation when listening English news. Thus, it can be summed up that most of the students care about the pronunciation that used by the speaker to understanding the speaker.

Table 4.17 Students know main idea of the speaker said but did not know all the word.

NO	Option	Frequency	Percentage
1	Never	1	2,15%
2	Sometimes	14	29,80%
3	Often	22	46,81%
4	Always	10	21,28%

	Total	47	100%
--	-------	----	------

The table above showed that most of the students (46,81% often, 21,28% always) can understand the main idea of the speaker when they listen English news even they did not know all the word of the speaker said. On the contrary, only one student (2,15%) incomprehension the main idea of the speaker.

Table 4.18 Students find difficult to understand well when speakers speak too fast.

NO	Option	Frequency	Percentage
1	Never	1	2,15%
2	Sometimes	10	21,28%
3	Often	24	51,01%
4	Always	12	25,55%
	Total	47	100%

Based on the data, most of the students (51,01% often, 25,55% always) showed that when the speaker speaks at a rapid speed, it is difficult for learner to understand what is being said. Only one student who selected “never” that did not consider it as the problem.

Table 4.19 I find it difficult to understand well when speakers used many accents.

NO	Option	Frequency	Percentage
1	Never	2	4,26%
2	Sometimes	15	31,92%
3	Often	18	38,35%
4	Always	12	25,55%
	Total	47	100%

The table above showed that half of students (38,35% often, 25,55% always) difficult to understand well when speakers used many accents. There were two students who not difficult to understand speaker used many accents. It indicated that most of the students consider that variety of accents causes as the difficulties for the student in listening comprehension.

Table 4.20 Students lose concentration when the text is too long.

NO	Option	Frequency	Percentage
1	Never	6	12,78%
2	Sometimes	21	44,70%
3	Often	13	27,68%
4	Always	7	14,90%
	Total	47	100%

The table above showed that many students (44,70%) sometimes lose the concentration when text is too long and sometimes not lose the concentration when text is long. Seven students feel that they always lose concentration when the text is long. Only six students stated that they never lose their concentration even the text is long. It indicated that half of student not consider about the text is too long and some of them consider when the text is lengthy, the students lose focus to comprehend the speaker said, as the result they lose focus after concentrating too long in listening. Thus, the concentration is important in listening English news.

Table 4.21 Students lose concentration when think about the meaning of new words.

NO	Option	Frequency	Percentage
1	Never	14	29,80%
2	Sometimes	8	17,03%
3	Often	17	36,18%
4	Always	8	17,03%
	Total	47	100%

The table above showed that most of the students (36,18% often, 17,03% always) pointed out that they lose concentration when they heard a new word. It is also as their difficulties in listening. In other hand, 14 students (29,80%) did not consider that the new word as difficulties.

Table 4.22 Students stop listening when students have problems in understanding a listening text.

NO	Option	Frequency	Percentage
1	Never	6	12,76%
2	Sometimes	26	55,32%
3	Often	10	21,28%
4	Always	5	10,63%
	Total	47	100%

From the table result that most of students (55,32%) stated that they sometimes stop listening when they face the problem in understanding listening text. In other hand, only 15 students that they stop listen to when they get the problem in listening text. And six students never stop listening when they get the problem in listening text to understand it.

Table 4.23 It is difficult for me to concentrate with noises around.

NO	Option	Frequency	Percentage
1	Never	2	4,26%
2	Sometimes	9	19,15%
3	Often	8	17,03%
4	Always	28	59,58%
	Total	47	100%

The table above showed that most of the students believe that if the noise around it makes them hard to do to catch what speaker being said. In other hand, two students were chose “never”, for them the noises around is not difficult to concentrate the listening text.

B. Discussion

The purpose of this study is to find out the students’ problems in listening English news broadcast. To collect the data, the researcher has distributed questionnaire to 50 students. This research also to answer the research question namely what are the students' problems in listening english news broadcast. Based on the result of questionnaire and observation, it can be understood that there are some difficulties that students faced and influence in listening english news broadcast.

In addition, the data of questionnaires show that most of students still faced some difficulties in their listening especially in listening English news broadcast. First is unknown word, 48,95% of 50 students choose unknown word as obstacles to listening English news broadcast. Most of students still confronted unknown word in listening English news broadcast. Many researchers agree with (Underwood, 1998) statement, that failure to recognize words can also stem out of students inability 'to segment the word out of connected speech. It is also related with vocabularies that students have, whereas the vocabularies or words is the main element to understand the material. Because of the students didn’t know the unknown word and they stop listening to thinking of, it may be the students miss some essential information from the news. It is also takes 34,2% of 50 students

that they always stop listening when encounter the unknown word. It is supported by Azmi Bingol, Yidliz and Tugrul Mart (2014), when the listening text contain known words it would be very easy for students and can arouse their interest and motivation.

Second is about the content itself such as unfamiliar topic, 55,35% of 50 students often encountered unfamiliar topic as their problem. Listening with unfamiliar topic can makes student hard to listening material. Familiarity with the topic of the materials can influence the comprehension. It is similar with (Mar,2014; Goh,1999; Graham,2006; walker,2014) statement that mutual knowledge and familiar text can make communication easier for listener. Nuttal (1996) said that to understand a text is that the learner should share certain assumptions about the subject to construct their understanding of the subject they listen on the basis of their experience. It is more helpful for the student when they get familiar topic and connect it with their prior knowledge. It means that use the background knowledge for the new information can influence listening. It's also supported by Hasan (2000), he said that associating newly heard information with prior knowledge is a powerful and very frequently used to guess the meaning of a listening.

Third is about speaker such as speed of speaker and the various accents. 51,01% of 50 students still confronted speed of the speaker as their obstacles in listening English news broadcast, and 38,35% of 50 students confronted various accents as their obstacles in listening English news broadcast. This are common difficulties that frequently faced by the student in listening English news

broadcast. According to Underwood (1989) that speed of speech of speaker can make listening difficult. So if the speaker speaks too fast student may have serious problem to understand the material. In this situation, the listeners are not able to control the speed of speaker and this can create critical problems with listening comprehension. Length of text and accents that conveyed by the speaker is also a common problem in listening English news. It is similar with Hasan (2000) that unfamiliar accents and length of the spoken passage are most factors that cause problems for learners' listening comprehension. Goh (1999) also added that 66% of learner mentioned a speaker's accent as one of the most significant factors that affect listener comprehension.

Another problem that influenced in listening is physical setting. 59,58% of 50 students do agreed that they are difficult to understand and concentrate the listening material with noises around. It is important for listening class to see physical setting before the learning begin. Because with the noise around can affect the ability of listeners in understanding a material. Noises can from interior and exterior. Interior Noises such as background noises on the recordings and environmental noises. And the exterior noises such as coming from corridor and other classes. If the listening task is carried out with noises around, it is for sure they will not have a good result in listening.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the discussion of the result of this research, the researcher concluded that there were some problems which appeared in the research question. The researcher found that there were some problems that encountered in listening English news broadcast. The problems can be from some factor such as, speaker, listener, content and physical setting. The writer found that problems related to speaker such as, speed of the speaker, the various accents or dialect that used by the speaker such as British and Spain. Besides, the writer also found the problems related to listener, which are most of the students still did stop listening and lose the concentration when they encountered the new words while listening. And the last is problems related to content, which are the unfamiliar topic such as politic and illness and unknown word that used by the speaker. Furthermore, most of the students prefer to listening English news broadcast that interesting for them, it means that the topic that showed is familiar for them and the topic is recently happen.

B. Suggestions

The researcher provided that some suggestion for students and lecturers. The researcher hopes that these suggestions could help to solve the problem in learning and teaching. The formulated suggestions were as follows: the teacher

who will teach English news broadcast should prepare the news with familiar topic and interesting for students. The teacher should also provide the news that familiar accents and easy vocabularies for students that can be easier for the student to comprehend the news. The teacher should also provide students with different kinds of input not only material from TOEFL, IELTS but also can be from news, movie, TV plays, storytelling etc.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/821/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
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4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
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- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 5 Januari 2017

MEMUTUSKAN

Menetapkan
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- Menunjuk Saudara:
1. Dr. Maskur, M.A
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- Untuk membimbing Skripsi :
- Nama : Cut Tarri Aulia
NIM : 231324376
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Students' Problems in Listening English News Broadcast

KEDUA

- Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

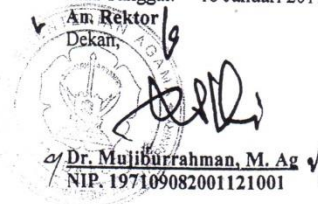
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- Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

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An. Rektor
Dekan,

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Tembusan

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2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
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Nomor : B-11125 /Un.08/TU-FTK/ TL.00/11/2017

22 Oktober 2017

Lamp : -

Hal : **Mohon Izin Untuk Mengumpul Data**
Menyusun Skripsi

Yth,

di-
Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a : **Cut Tarri Aulia**
N I M : 231324376
Prodi : Pendidikan Bahasa Inggris (PBI)
Semester : IX
A l a m a t : Jl. Merpati No.8, Kp. Keuramat

Untuk mengumpulkan data pada:

Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Exploring Students' Problems in Listening English News Broadcast

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzan Ali



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4668/UN.08/KJ.PBI/TL.00/11/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11125/Un.08/TU-FTK/ TL.00/11/2017 tanggal 22 Oktober 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Cut Tarri Aulia**
NIM : **231 324 376**
Prodi /Jurusan : **Pendidikan Bahasa Inggris**

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Exploring Students' Problems in Listening English News Broadcast

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 November 2017

Ketua Prodi Pendidikan Bahasa Inggris



Zulfikar

QUESTIONNAIRES

Name :
 Student id :
 Unit :

Please check (√) the most appropriate number of each statement which you feel most closely to your desired response!

1= Never

2= Sometimes

3= Often

4= Always

No	Statement	Never	Sometimes	Often	Always
1.	I find that listening comprehension is exciting.				
2.	I find that listening comprehension is boring and not interesting.				
3.	I don't like listening because the material is difficult to understand				
4.	I always listening English news broadcast in television or any sources				
5.	I find difficult to comprehend the word that is said by speaker when listening English news broadcast				
6.	I find it difficult to infer the meaning of an unknown word while listening.				
7.	When encountering an unknown word, I stop listening and think about the meaning of the word.				
8.	I find difficult to comprehend grammar when listening English news broadcast				

9.	I do not pay attention to intonation of the speaker				
10.	I find it difficult to understand listening texts when the topic is unfamiliar.				
11.	I find it difficult to interpret the meaning of a long spoken text.				
12.	I find the listening passage difficult to understand				
13.	I use my experience and background knowledge of the topic to understand the spoken text.				
14.	I use note to understand the spoken text.				
15.	Listening subject can develop my speaking				
16.	I do not pay attention to pronunciation that used of the speaker				
17.	I know main idea of the speaker said but did not know all the word.				
18.	I find difficult to understand well when speakers speak too fast.				
19.	I find it difficult to understand well when speakers used many accents				
20.	I lose my concentration when the text is too long.				
21.	I lose my concentration when I think about the meaning of new words.				

22.	I stop listening when I have problems in understanding a listening text.				
23.	It is difficult for me to concentrate with noises around.				

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Banda Aceh, 28 Desember 2017

The Writer

Cut TarriAulia