

STUDENTS' PERCEPTION ON LISTENING TO ENGLISH MONOLOGUE TEXT AT THE FIFTH SEMESTER OF ENGLISH STUDY PROGRAM OF UNISI TEMBILAHAN

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Abstract:

This research was done because the researcher found that students' perception in listening to English monologue text is being a question. Therefore, the researcher decided to conduct a research about it. Due to the fact that the researcher wants to find out students' perception on listening to English Monologue text at the fifth semester of English Study Program of UNISI, This aim was achieved through descriptive qualitative design. The sample of this research was the students at the fifth semester of English Study Program of UNISI Tembilahan. They consist of 25 students. By conducting this, the researcher found that students' perception on listening to English monologue text at the fifth semester of English Study Program of UNSI is categorized into less level. It can be interpreted that listening to monologue spoken text is difficult. Therefore, based on this result, the researcher assumed that the students' low result is caused by their less perception of listening to monologue text.

Keywords : *Perception, Listening to Monologue Text*

Abstrak:

Penelitian ini dilakukan karena peneliti menemukan bahwa persepsi siswa dalam mendengarkan teks monolog Bahasa Inggris masih belum terjawab. Oleh karena itu, peneliti memutuskan untuk melakukan penelitian tentang hal tersebut. Peneliti ingin menemukan fakta tentang persepsi mahasiswa pada saat menyimak teks monolog Bahasa Inggris pada semester kelima Program Studi Bahasa Inggris – UNISI Tembilahan. Tujuan ini dicapai melalui desain deskriptif kualitatif. Sampel penelitian ini adalah mahasiswa di semester kelima Program Studi Bahasa Inggris - UNISI. Mereka terdiri dari 25 mahasiswa. Dengan melakukan ini, peneliti menemukan bahwa persepsi siswa tentang menyimak teks monolog Bahasa Inggris di semester kelima Program Studi Bahasa Inggris - UNSI dikategorikan dalam tingkat kurang. Hal ini dapat diartikan bahwa mendengarkan monolog teks lisan sulit. Oleh karena itu, berdasarkan hasil ini, peneliti berasumsi bahwa hasil rendah mahasiswa tersebut disebabkan oleh persepsi mereka kurang terhadap menyimak monolog teks.

Kata kunci: *Persepsi, Menyimak Teks Monolog*

1. INTRODUCTION

Having a good perception about what is being learned is required for students. When students have good perception about what they learn, it really helps them to cope with the problems while learning. In some facts, many students do not have a good perception about what they learn. Therefore, this is influenced to their result of learning.

It is also happened to students of English Study Program. Their perception in listening to English monologue text is being a question. However, after conducting pre-observation to the fifth semester students of English Study Program, the researcher found some phenomena while they listening to monologue. Some of them seem getting bored in listening to it, most of them also always did many mistakes in answering some questions related to the recording. Besides, some of them said that listening to monologue text often make them lost concentration, because it is too long. Then some of them also said that it is little bit difficult to get the point because the vocabularies used in that text are very high level. Because of

that problems found above, the researcher needs to know how the exact perception of the students about listening to monologue is. Therefore, she decided to conduct a research about it.

Taken from the phenomena above, the researcher had identified some problems, they are:

1. Some of them seem getting bored in listening to it.
2. Most of them also always did many mistakes in answering some questions related to the recording.
3. Some of them said that listening to monologue text often make them lost concentration, because it is too long.
4. Some of them also said that it is little bit difficult to get the point because the vocabularies used in that text are very high level.
5. Research about perception on listening to English Monologue has never been conducted in this English Study Program.

Based on the identified problem above, this research needs to be simplified. Therefore, the researcher arranged a research question to be answered. It is “how is students’ perception on listening to English

Monologue text at the fifth semester of English Study Program of UNISI?

2. METHOD

Participants in this study were 25 students at the fifth semester of English study program of Islamic University of Indragiri. The descriptive

quantitative was used as the design of this research. To collect the data, the researcher used questionnaire with Likert scale. The questionnaire was analyzed by finding the total score of students' answer.

Then, the amount of the students' score will be interpreted based on the table below:

Table 1. The results of the students' Perception on Listening to English Monogue Texts

Amount of answer score	Perception Classification
106-125	Very Good
86-105	Good
66-85	Enough
46-65	Less
25-45	Bad

3. DISCUSSION

Defining definition about perception is a little bit hard, because limited theories about it. In some theories, perception can be said as belief. As supported by Pajares quoted by Almalki (2014:10) indicates that the term belief is used together with other terms including perceptions, attitude, values, perspectives, conceptions, opinions, and ideology. But theory by Bryan (2012) Borg (2001) Pajares (1992) in Almalki, (2014: 10) claim that belief is a complex and difficult term to

define, and the literature has provided varied definitions for this. However, Bryan in Almalki (2014: 10) has proposed beliefs as "part of a group of psychological constructs that describe the structure and content of human thought that is presumed to drive a person's actions".

As Harmer (2007) and Brown (2009) in Martin (2015: 10), says that it is important for teachers to gain a deeper insight into their learners' beliefs and needs. It is clearly beneficial for teachers to better understand their

students' previous learning, motivation and objectives as well as attitudes towards and perceptions of language and language learning, in order to inform classroom practice. Furthermore, there is evidence to suggest that learners' own beliefs may affect their success in language acquisition (Cenoz and Garcia Lecumberri, 1999:5; Brown, 2009 in Martin, 2015:10). Therefore, in this research, the definition of perception is taken from belief definition.

To know students' perception in this research, researcher make questionnaire based on perception's indicators. According to Robbin (2003: 124-130), there are two kinds of perception, they are:

a. Acceptance

This process is a physiologies phase, where people receive input from any sources.

b. Evaluation

Input gotten is evaluated by people. But this kind of evaluation is subjective evaluation. In another word, people will have different paradigm with what they receive. One person will think good of what he / she receive, but others think it is not good.

Relating to listening, there are some experts who forward their opinions on listening definitions. The first is Saricoban (1999:1) states that listening is the ability to determine and comprehend what is being said by others; it includes the comprehension of a speaker's accent or pronunciation, his structure of the language and his vocabulary, and understanding his meaning. It is also supported by Harmer quoted by Vargaz & Gonzalez (2009:13) that listening helps learners to expand the pronunciation because listening gives learners the information of the appropriate sounds, stress, and intonation. So, by listening to the recording of native speaker, students will be able to learn how the words are pronounced and stressed. They will aware about the right pronunciation uttered by having listening to a real native speaker voice and being assisted to understand the right intonation of English speaking.

The second, Richards (2008:3) also says that "the prior function of listening is to facilitate the comprehension of spoken discourse". So, listening has important role to help students to understand someone's speaking. In addition, White in Griffiths

(2008: 208) also indicates that in first language, listening is the first skill that learners usually developed; they listen to the word uttered, and then they try to repeat it, after that they learn to read it, and at the end they learn to write it. It can be said that in learning a language, listening is the powerful skill to help someone gain other language skills.

The third is Buck quoted by Vargaz& Gonzalez (2009:14), he states that listening is an active process where the listener accepts phonetic input and after that his brain participates to proceed the comprehension of the sound heard. It means that listening is as an interactive receptive skill which is giving a way to a productive skill; speaking and writing.

The four is Brown (2000:249). He also supports that “listening is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain”. Therefore, listening is not easy. The listeners should have good hearing in order that they can understand clearly what being delivered by the speakers.

Therefore, based on some definitions above, the researcher concludes that listening skill is the ability to receive information sent by

the speaker, to understand and confirm it (give question, or rein form to other people) which should be possessed by the students in order to understand someone’s speaking including accent used, vocabulary chosen, meaning and even grammar. Besides, it is also crucial to help students on receiving a message in order to make a good productive skill either in written or spoken form. Meaning that listening is a receptive skill, but it is an active process, not passive, because when listening, students are doing some activities such as receiving information sent by the speaker and they try to understand and confirm it, give question, or rein form to other people. Hence, this process can be called as the active process. Furthermore, to listen effectively, students need to do the communicative listening. In the other hand, students will have a good listening skill if they are able to take part in listening activities as a communicative competence in listening. So, teachers need to know how a communicative competence can influence students’ listening skill.

According to Tiano in Zainil (2011:18) there are four parts of communicative competence in listening, they are:

Grammatical competence (includes the knowledge of vocabulary and rules of word information, pronunciation, spelling and sentence formation), strategic competence (includes the mastery of the communication strategies that may be called into action), sociolinguistic competence (involves knowing what is expected socially and culturally by users of the target language), and discourse competence (the ability to grasp the speaker's idea correctly).

Besides, not only all those competences should students have in listening but also six important aspects of listening skill. According to White in Griffiths (2008: 210) those six aspects are hearing, understanding, remembering, interpreting, evaluating and responding. To have good listening, students need to have all the competences and apply six important aspects in listening above. That is way, listening is a bit difficult, as we need to understand many aspects to comprehend the speakers. Because of that the teachers should help the students to improve their listening skill,

therefore providing an appropriate strategy in teaching listening in the classroom is very essential, because listening includes a hard process in which students doing some activities while listening. As a manner, Metacognitive Strategy Instruction will be suggested to be one strategy in this research that will be applied in helping students toward listening class. This discussion will be explained separately as detail as possible on the next sub.

Furthermore, this research is expected to help the students be maestro on listening to lectures, because different level of education will need different skill of listening. Since, this is a university level, therefore the students need to have all listening skills related to academic lecture (it is also in line with the goal of listening III in *Buku Pedoman Akademik FKIP* that is to make the students aware how to use the target language well by understanding the lectures' content and enrich more complex vocabularies), as also supported by Long & Richards (1987:168), they consolidate that "listening to lectures is more appropriate to academic listening. The followings are academic listening expectations:

1. Ability to identify purpose and scope of lecture.
2. Ability to identify topic of lecture and follow topic development.
3. Ability to identify relationships among units within discourse.
4. Ability to recognize key lexical items related to subject/topic.
5. Ability to deduce meanings of words from context.
6. Ability to detect attitude of speaker toward subject matter.

Long & Richards (1987:168)

The lists of academic listening expectations above relate to the goal of listening in University which requires students to understand the academic

listening, because academic listening according to Huang (2005:554) involves “listening and speaking tasks in university class”. Since this research had been done in a university level, therefore the list of skills above are becoming the writer’s focus.

a. Types of listening

Brown (2000:255) states that there are five types of listening performance; they are reactive, intensive, responsive, selective, and extensive, and interactive.

After conducting the research, the researcher found the recapitulation of every statement that had been answered by the respondents. This are the table:

Table 2. Recapitulation of Questionnaire Result

<i>No</i>	<i>Statement</i>	<i>Score</i>	<i>Perception Classification</i>
1.	1 (Positive)	68	Enough
2.	2 (Positive)	67	Enough
3.	3 (Positive)	51	Less
4.	4 (Negative)	58	Less
5.	5 (Negative)	30	Bad
6.	6 (Negative)	51	Less
7.	7 (Positive)	41	Bad

8.	8 (Positive)	50	Less
9.	9 (Positive)	61	Less
10.	10 (Negative)	47	Less
11.	11 (Negative)	47	Less
12.	12 (Negative)	54	Less
Total		$625/12$ $=52.08$	Less

From the table of recapitulation above, it can be seen that almost every statement was getting less category. Therefore, the total of its was also categorized into less level, because 52.08 is between 46-65 interval. It means that students' perception on listening to English monologue is less.

4. CONCLUSION

This research was descriptive quantitative research. It was used to know the students' perception on listening to English Monologue text. The researcher was distributing questionnaire related to this variable to the fifth semester of English Study Program, where the questionnaire consists of 10 statements, 6 in negatives and 6 in positive statements. After collecting that data, the researcher analyzed it and got the result. Then she wrote the finding.

Based on the research finding above, it can be concluded that students' perception on listening to English monologue text at the fifth semester of English Study Program of UNISI is less. It can be interpreted that their low result in listening to English monologue text was because their low perception. Because, the highest students' perception on learning, the better their result in learning is.

Since students' perception was less about listening to monologue, therefore, it is suggested to them in order that they have to rise their interest in listening to English monologue text, and do more exercise, in order to be familiar with this kind of spoken text in listening. It is also suggested to the lecture in order that she can provide a technique that can rise students' interest in listening to monologue text.

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