A STUDY ON THE STUDENTS LISTENING SKILLS AT THE FIRST SEMESTER OF ENGLISH STUDY PROGRAM ISLAMIC UNIVERSITY OF INDRAGIRI

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ABSTRACT

In the era of globalization, English plays a key role in many areas, including economics, politics, culture, communication, and education. Therefore, in response to this, English is very important to be mastered in Indonesia. The ability to listen to dialogue is one of the important language skills to be mastered by students. The ability to listen to student dialogue in Indonesia is still relatively low. The purpose of this study was to know student's ability on listening to dialogue at the first semester in Islamic University on Indragiri. The sample of this study semester 1 English Study program, it means there are 22 students in round 5 male and 17 female. Sampling was carried out using purpose sampling. This study used a qualitative descriptive. Based on the results of the study the mean score of 61.37 categorizes most students as "Average to Good". Notably, no students were classified as "Poor". Despite general strengths in comprehension and recall, many students face difficulties in understanding implied meanings and interpreting speaker intent. These findings highlight the importance of implementing tailored teaching strategies and creating supportive learning environments to enhance students' listening skills and academic success.

Keywords: *Students, Listening skills*

INTRODUCTION

English has become the most essential language in the world. Many people use it as a medium of communication, and it makes it easier for people who come from different countries to interact and communicate with each other using English. Moreover, in the era of globalization, English plays a key role in many areas, including economics, politics, culture, communication, and education. Therefore, in response to this, English is very important to be mastered in Indonesia. The ability to listen to dialogue is one of the important language skills to be mastered

by students. This skill is needed to understand the information conveyed in conversation, both orally and in writing. The ability to listen to dialogue is also important to support speaking, reading, and writing skills.

The ability to listen to student dialogue in Indonesia is still relatively low. This can be seen from the results of research conducted by Ghisella et al. (162:2022). The results showed that the average score of Indonesian students' ability to listen to dialogue was 67 out of a scale of 100. The score shows that Indonesian students still have difficulty understanding the information conveyed in the conversation.

Several factors contribute to this low performance. One key factor is students' initial proficiency. Found that 50% of students entered college with underdeveloped listening skills, hindering their ability to handle complex vocabulary and grammar in dialogues. Additionally, learning environments play a significant role. Studies highlight issues with curriculum and teaching methods not catering to diverse learning styles or failing to provide sufficient exposure to various dialogue types. Finally, noisy or distracting environments, , can further impede focused listening, further compounding the problem. Therefore, addressing these shortcomings is critical. Tailoring curriculum and methods to individual needs, incorporating diverse dialogue formats, and ensuring conducive learning environments are crucial steps towards equipping students with the necessary tools to excel in dialogue comprehension.

Based on the problem depicted in the background, the researcher formulated research question as follows "How is student ability on listening to dialogue at the first semester in Islamic University on Indragiri?".

LITERATURE REVIEW

Definition of Listening

Listening is understanding what other people are saying requires listening. When you are not paying attention, it is simple to make assumptions and make mistakes. (Qaila et.al,2023:29). While Rahma et.al (2019: 2) stated, listening, paying attention to, evaluating, and reacting to spoken language are

all parts of the listening process. However, students' listening comprehension skills, particularly in the classroom, still need improvement.

Based on the opinions of the experts above, the writer concludes that listening is the ability to accurately receive and interpret messages in the communication process.

Aspects of Listening Skill

Kusumarasdyati (2: 2000) proposes four factors which determine the learners' success in comprehending ideas presented through auditory channel: the listener, the speaker, content, and visual support.

Another calculate determining comprehension is substance, which is closely related to the previously mentioned concept of foundation information. Substance that's recognizable is less demanding to get it. The audience can get a handle on meaning easily in case she has satisfactory past information on the subject of the discoursed or the writings she listens. Besides, the presence of visual support-such as video, pictures, diagrams, signals, facial expressions and body language-can improve her comprehension provided that she is able to accurately interpret it.

Understanding the nature of listening ability makes a difference us appreciate its complexity and significance in different aspects of life. It's a important device for cultivating association, learning, and building a more positive and nuanced understanding of the world around us.

Indicator of Listening

The indicator of listening comprehension are:

1. Recognition or recall of details: identifying or recalling such facts as the name of characters, the time a story took place, the setting of a story, or incident described in the story;

2. Recognition or recall of the topic sentences/main ideas: locating, identifying, or producing from memory an explicit statement or main idea from a

selection.

RESEARCH METHOD

The design of this research was descriptive research, which analysis the factors of students' anxiety in listening class. Research designs are procedures for collecting, analyzing, and reporting research in quantitative and qualitative research (Creswell 2012: 627). Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. The final structure of the final report is flexible, and it displays the researcher's biases and thoughts (Creswell 2012: 626).

Based on several theories, the researchers concluded that in this study, a qualitative descriptive research design was used using an instrument in the form of a questionnaire will come.

This research was conducted at Islamic University that is located on Soebrantas street Indragiri Hilir regency. This research was conducted on June until July 2024.

For this research, the writer took only one class that is class A from semester 1 English Study program, it means there are 22 students in round 5 male and 17 female.

The researcher only takes the class A from first semester English Study program as the sample. The reason for selecting samples by using purposive sampling because one classes have the same strata of the population.

The data collection technique of this research was from the student's score in listening to dialogue of listening subject. In order to identify how is students' listening skill, all of score of students should be added and divided with the amount of the statements. Then, the result can be claimed as the level of the students' ability in listening to dialogue.

FINDINGS AND DISCUSSION

In this section, the researcher presented the result of the research question that was "How is student ability on listening to dialogue at the first semester in

Islamic University on Indragiri?". The researcher explained every statements'
result to make it detail and easy to be understood.

From the result of students' ability on listening to dialogue, the
researcher classified the category of their ability. Below is the table's
presentation:

Table 1. The Classification of Students' Ability on Listening to Dialogue

No.	The classification	Category	Amount of Students
1.	76 – 100	Good to excellent	6
2.	51 – 75	Average to good	8
3.	26 – 50	Poor to average	7
4.	0 – 25	Poor	0

Based on the table above, it can be concluded that the table illustrates the
classification of students based on their performance categories. A total of 6
students achieved scores ranging from 76 to 100, representing a "Good to
Excellent" performance. The majority, 8 students, fell within the "Average to
Good" category with scores between 51 and 75. Meanwhile, 7 students scored
between 26 and 50, reflecting a "Poor to Average" performance. Notably, no
students scored in the "Poor" category (0-25). This distribution highlights a
balanced performance, with most students achieving at least an average level.

While many students excel in basic comprehension and recall, challenges
persist in interpreting implied meanings and understanding the speaker's intent.
Students who scored lower may benefit from tailored interventions aimed at
improving their foundational listening skills.

Various external factors, such as audio quality and environmental
distractions, alongside internal challenges like limited vocabulary, unfamiliar
accents, and anxiety, are identified as key influences on student performance.
Addressing these issues could enhance overall outcomes in listening
comprehension.

CONCLUSION

The evaluation of students' listening skills during their first semester at the Islamic University of Indragiri demonstrates varied levels of proficiency. The mean score of 61.37 categorizes most students as "Average to Good," with 6 students performing at a "Good to Excellent" level, 8 students falling within "Average to Good," and 7 students in the "Poor to Average" category. Notably, no students were classified as "Poor."

Despite general strengths in comprehension and recall, many students face difficulties in understanding implied meanings and interpreting speaker intent. External factors, such as environmental distractions and audio quality, alongside internal challenges like vocabulary limitations, unfamiliar accents, and anxiety, significantly impact their performance. These findings highlight the importance of implementing tailored teaching strategies and creating supportive learning environments to enhance students' listening skills and academic success.

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