

THE STUDENTS' PERCEPTION IN LISTENING ENGLISH OF THE ELEVENTH GRADE AT SMAN 1 TEMBILAHAN

Adi Wiluyo¹, Melda Yeni², Syafrizal³

English Education Study Program

Universitas Islam Indragiri, Indonesia

Email: ¹adikulia2125@gmail.com, ²meldayenirez@gmail.com,

³Rizaltlp@gmail.com

ABSTRACT

The importance of conducting this research is to introduce to students that through English listening lessons, they can get used to listening in English. The researcher conducted this study to gather information about students' perceptions of learning listening at SMAN 1 Tembilihan as an illustration of whether the implementation of learning listening can support students' English language proficiency. The design of this research was Descriptive Quantitative. The sample of this study consists of 60 students from the 11th grade, which is divided into 9 classes, from SMAN 1 Tembilihan. To determine the sample, the researcher used the systematic random sampling technique. The total population is 306 students. In collecting data, the researcher used questionnaire as a research tool. This questionnaire is used to determine students' perceptions of the implementation of listening lessons at SMAN 1 Tembilihan. The questionnaire used in the study is presented in 5 (five) alternatives commonly known as the Likert Scale. The research results indicate that students' perceptions of listening learning are less (55.82%), because 55.82% is still in < 55%. So, it can be concluded that students' perception of listening learning at SMAN 1 Tembilihan is less.

Keywords: *Students' Perception, Listening.*

INTRODUCTION

In this millennium era, the presence of English in many areas of life has become even more inevitable. Therefore, English has been an integral part of the Indonesian curriculum for decades. The importance of English was outlined in the 1996 GBPP where "English is the first foreign language to be considered as an important language for acquiring and developing science and technology to establish good relations with other countries". There are four indispensable skills for learning English, namely listening, speaking, reading and writing. Among these four skills, listening has become one of the most important skill to master.

Listening is an important skill that can help students understanding lesson and receiving information along as the goal of language teaching. According to Yavuz and Celik (2017) listening covers a significant portion of the input and serves as an important agent in the learning process.

Additionally, listening comprehension is essential for the acquisition of language input. As such, improving students' acquisition competence will certainly become the mission for many schools in Indonesia. Listening skill is one of skills in English to deep learn. Perception is the process of selecting, receiving, organizing, and interpreting information from the external environment to make it meaningful to people. According to Hong in Juhairiyah et al (2022) stated that perception is somebody supposed about they learn to assess how their view toward using something, whether they agree or not about they learn. It can be conclude that the students had their own belief toward something that they catch form teaching and learning process and how they extend toward it.

“If students have good perception, then student achievement will be better” (Ningsih, 2019). In teaching learning activities, students' perception gives positive impact on the quality of interaction and communication. It is indicated that if the individual has a good view of something or other people, it will also benefit him/herself. In this research, the researcher interest to identify the students' perception on the listening class at SMAN 1 Tembilahan.

The researcher did an interview with some students of the eleventh grade at SMAN 1 Tembilahan. Most of the students have negative perception with listening English in the classroom. They said that English is hard to be learned, it has big impact with their listening score. Most of them got 50 in listening in the classroom and it is under standard value; the standard score is 70.

According to the researcher's observations during PPL, several problems occurred in the continuity of English language learning, namely insufficient motivation to learn English, which reduced students' enthusiasm for learning English, and insufficient vocabulary. Students' fear of listening unfamiliar words,

accent and being nervous when listening is certainly a problem that needs to be addressed.

The researcher wants to find out about the students perception with listening English at eleventh grade of SMAN 1 Tembilahan. That's why this research is conducted.

Based on the problem depicted in the background, the researcher formulated the research question as follow: "How is students' perception in listening English of the eleventh grade at SMAN 1 Tembilahan?"

LITERATURE REVIEW

Definition of Perception

Perception is a person's assumption about something, whether a person's perception is good or bad depends on that person's point of view. This is in line with what is stated by Rohmah and Marimin (2015) "if an individual's perception of an object is positive then he tend to have a positive attitude towards the object and vice versa". While Kartono and Gulo in Sumarandak (2021), Agustina (2022) stated that perception is a person's conscious response to something in their environment through their senses or the result of the interpretation of their senses.

Moreover, based on Salma (2018) the process by which information from the outside world is chosen, received, arranged, and interpreted so that it has meaning for individuals is known as perception.

From the foregoing discussion, it is clear that perception is a process that begins with vision and ends with a response that an individual experiences as a result of both internal and external elements through their senses.

Definition of Listening

There are many definitions of listening that have been proposed by some experts. listening covers a significant portion of the input and serves as an important agent in the learning process. Additionally, listening comprehension is essential for the acquisition of language input (Yavuz and Celik, 2017), (Diora and Rosa, 2020), (Hien, 2015). It means that listening is a person's skills to receive sounds that exist at the meaning understood from others, so that able to receive of

correct information. Furthermore, listening is a fundamental skill that everyone possesses when communicating (Gultom et al, 2023). In addition to improving one's comprehension of others, listening is essential for fostering relationships, settling disputes, improving work output, preventing misunderstandings, and treating others with respect. We may improve our communication skills in both our personal and professional spheres by developing our listening abilities.

According to Suri et al (2022), Gilakjani & Ahmadi (2011) It may be difficult for other language abilities to develop and function properly if listening is not learned initially. Learners may struggle with understanding spoken language, which impedes their ability to produce coherent speech and grasp grammar and vocabulary effectively. Listening provides essential input and without it, learners will miss the understanding necessary for language proficiency.

From those theories, it can be concluded that listening skill is related to our daily lives and receiving information. Listening is a skill to obtain language input from others and the first skill that should be mastered by the language learner.

RESEARCH METHOD

The design of this research is descriptive quantitative method. According to Sahir (2021), Soesana (2023) research that accurately and methodically studies a phenomenon and provides a description of it is known as descriptive research. Then she add Quantitative research method is research method with more complicated levels of variation, due to examining a larger sample, however Quantitative research is more systematic in conducting research from start to finish (Sahir, 2021).

Based on the definition above it concluded that descriptive quantitative research is simply a quantitative research method, descriptive quantitative research attempts to collect quantifiable data of the population sample for statistical analysis. The descriptive method of research is used to describe a population or situation accurately.

This research was conducted at SMAN 1 Tembilahan. This is located on Keritang Street Tembilahan. The researcher started the research on January 2025. The population is from the eleventh grade of SMAN 1 Tembilahan. It consist of

nine classes. The total number of population are 306 students. In this research, the writer used systematic random sampling. Systematic random sampling is a sampling technique that take the first sample randomly from 1-10 and uses certain intervals from the second sample to the next (Fauzy, 2019). There are 60 students at the eleventh grade of SMAN 1 Tembilihan as the sample for this research.

In this research, the researcher used questionnaire as a techniques in collecting the data. To get specific information about the students' perception at the eleventh grade of SMAN 1 Tembilihan. On the listening English the researcher used the questionnaire. According to Sekaran and Bougie (2017) questionnaire is a pre-formulated list of written questions where respondents will record their answer, usually in clearly defined alternatives.

Table 1. The result of students' questionnaire

No.	Indicators	Percentages (%)	Classification	Overall Mean Score	Criteria
1.	Selection	57,66%	Enough	55,82%	Less
2.	Absorption	61,11%	Enough		
3.	Arrangement	49,77%	Less		
4.	Interpretation	52,55%	Less		
5.	Behavior	58%	Enough		

From the overall results of each indicator, it informs the students' perception in listening English of the eleventh grade at SMAN 1 Tembilihan. The indicators describe the students' perception in listening English evidenced by sharing each indicator, namely 57,66%, 61,11%, 49,77%, 52,55%, 58% these are classified as enough and less responses. For the overall mean score is 55,82% which is categorized as less response.

FINDING AND DISCUSSION

Listening English is the right activity to be implemented at school because this activity can train students to practice English for receiving the information from outside. Based on the results of the questionnaire, the majority of the students have a negative response to listening English in the classroom. But there are many

students who gave a good response to listening English in the classroom. The researcher presented the result of the questionnaire that had been distributed to students, it was found that the overall perception of students in listening English in the classroom was low. It had been seen in the response percentages of selection owned score 57,66% which is categorized as “enough” response. Then the score of absorption was 61,11% and it is in the “enough” category. The next is arrangement 49,77% which is categorized as “less” response. For interpretation the score was 52,55% and it is also categorized as “less” response. The last is behavior which score was 58% it is categorized as “enough” response. After calculating the score from every indicator, it was found that the students’ perception is 55,82% where this number is in the 55% position in the interval score table.

CONCLUSION

This research was conducted to find out the students' perception in listening English of the eleventh grade at SMAN 1 Tembilahan. After the researcher distributing questionnaires to 60 students as the sample of this research, the results showed that on average all of them agree. This can be seen from the final percentage, which is 55,82% where the number in the interval table is in the range of "less". Because the students' having can improve their listening skills in English and also make them understand the meaning of time discipline and build cohesiveness and good teamwork. Therefore, the students agree if this activity continues. And then the total sum of all scores for each statement from the questionnaire that has been distributed showed the number 55,82% where this number is in positions 55% in the interval score table, which means that the students' perception in listening English of the eleventh grade at SMAN 1 Tembilahan is less.

REFERENCES

- Agustina, N., Samsul, A., Agus, M. (2022). The Students' Perception on the Implementation of English Days Activity at English Study Program Islamic University of Indragiri. *J-SHELVES OF INDRAGIRI (JSI)*. Volume 4. (1), 62-76

- Diora, L. & Rosa, R. T. (2020). An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP. *Journal of English Language Teaching*. Volume 9. (1), 87-98
- Fauzy, A. (2019). *Metode Sampling*. Banten: Universitas Terbuka
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5), 977– 988. <https://doi.org/10.4304/jltr.2.5.977-988>
- Hien, T. V (2015). *Difficulties and Strategies in Listening Comprehension*. Available at: <http://dx.doi.org/10.1017/CBO9780511732959> <https://openlibrary.telkomuniversity.ac.id/pustaka/143365/metode-penelitian-untuk-bisnis-pendekatan-pengembangan-keahlian-edisi-6-buku-1.html>
- Juhairiyah. S., Mardiana., Nurpahmi. S., & Nur. N. A. (2022). Students' Perceptions Toward the Use of Blended Learning in Teaching English of English Education Department Students at Uin Alauddin Makassar. *Elstic-II*, Volume 2. (1), 70-78
- Ningsih, D. K. (2019). Pengaruh Persepsi Siswa Terhadap Prestasi Belajar Siswa di Sekolah Menengah Atas Negeri 9 Pekanbaru
- Rohmah, K. K., Marimin. (2015). Pengaruh Persepsi Siswa Mengenai Keterampilan Mengajar, Kompetensi Kepribadian, Dan Kompetensi Sosial Guru, Terhadap Prestasi Belajar Siswa Program Studi Administrasi Perkantoran Di Smk Negeri 1 Purwodadi. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, Volume 10. (1), 28-41
- Sahir, S. H. (2021). *Metodologi Penelitian*. Jogjakarta: KBM Indonesia
- Salma, N. (2018). *Students Perception On English Club As Extracurricular in Speaking Practice*. Makassar: Muhammadiyah University (1)
- Sekaran, U. & Bougie, R. (2017). *Metode Penelitian untuk Bisnis: Pendekatan Pengembangan-Keahlian*. Jakarta: Salemba Empat. Retrieved from: <https://openlibrary.telkomuniversity.ac.id/pustaka/143365/metode-penelitian-untuk-bisnis-pendekatan-pengembangan-keahlian-edisi-6-buku-1.html>
- Soesana, A., Subakti, H., Karwanto, Fitri, A., Kuswandi, S., Sastri, L., et al. (2023). *Metodologi Penelitian Kuantitatif*. Medan: Yayasan Kita Menulis.
- Sumarandak, M. E., Tungka, A. E., & Egam, P. P. (2021). Persepsi Masyarakat terhadap Kawasan Monumen di Manado. *Jurnal Spasial* Vol. 8 No. 2, 256.
- Suri, D., Zulkarnain, I., & Rahmawati, W. T. (2022). The Effect of Power Point Yavuz, F., & Celik, O. (2017). The importance of listening in communication. *Global Journal of Psychology Research: New Trends and Issues*, Volume 7. (1),8-11. Retrieved from <https://doi.org/10.18844/gjpr.v7i1.243>. Accessed on May 29 2024.