

THE LISTENING COMPREHENSION PROBLEM OF VOCATIONAL STUDENTS

Asnawi¹, Rumaidin Sikumbang², Say Pulma Tamba³, Yurika Rahayu Ritonga⁴ and
Irwansyah Zega⁵

English Language Education Department, Post-Graduated Program,
Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia

ABSTRACT

Studying English in Vocational high school has certain characteristics related to the novices' major. English as a foreign language has an essential role to be mastered by the students. The orientation of the students after graduating from school commonly gets a job related to their competency. This research investigated the main problem of listening comprehension in English as a foreign language faced through vocational high school students. The qualitative methodologies have been implemented in this examine with questionnaires and interviews used an instruments for collecting information. The findings display that the foremost troubles of information the spoken text are the vocabulary and pronunciation. The findings of this observe is expected to provide valuable information for English teachers regarding to the listening difficulties faced by vocational students, which enable them to help students to improve their listening capabilities.

Keywords: Teaching Listening, Listening Comprehension, Listening Vocational problem

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INTRODUCTION

Listening is an essential functionality of social interaction among speaking, reading, and writing, and it has been diagnosed that human beings get hold of new messages are more powerful by listening than reading. Listening materials in vocational high school are hard for maximum of the students. As the language that they do no longer use it in everyday conversation and they simply use it in the English class, English for listening is not familiar to the students.

It is stated that a number of experts, listening comprehension in the context of English as a Foreign Language (EFL) is one of the many methods for understanding spoken language. Nadig (2013) in Gilakjani and Sabouri (2016), these processes include identifying speech sounds, comprehending the meaning of each word, and comprehending the sentence structure. Vanderplank (2012), listening comprehension is a sequential process in which listeners go forward with what they have heard by applying their perceptions and comprehension of the presented theme. In this instance, the listeners are expected to possess strong linguistic skills, including vocabulary, in order to infer the proper meaning from the speaker's words. Additionally, Lynch (2012) provides an alternative definition of listening comprehension in Azizinia, Sadeghoghli, and Mohebkah (2017). Stated that, the skill is the ability to understand spoken words in different spoken languages.

Throughout the listening comprehension process, students may encounter difficulties. However, several professionals provided a detailed explanation of what listening comprehension issues are. Goh (2000),

Vandergrift (2003), Anderson (1995), and Nowrouzi & Tam (2015), listening comprehension problems are challenges that arise concurrently with the process of understanding spoken text. Bingol, Mart, Celik, and Yildiz (2014), second or foreign language learners will encounter a number of issues. The quality of the audio equipment, cultural variations, accents, unfamiliar terminology, listening duration and speed, physical condition, and lack of focus are some potential problems they identified in the language classroom. A study by Ghoneim (2013), advanced and intermediate students had distinct ratios of listening comprehension issues. Lack of previous knowledge and the inability to identify stress in word pronunciation are the main issues with listening comprehension.

LITERATURE REVIEW

LISTENING SKILL

Listening capabilities is defined as making an attempt to listen something to pay attention (Gaskel, 2017). Listening now not only focuses on understanding the phrase however additionally to recognize the meaning of message that we listen. Listening is the receptive use of language because the intention is to make experience of the speech, and the point of interest listening is on the meaning rather than language itself (Cameron, 2001). Nagendra (2014) said that listening makes the listeners sensitive to arguments and language. Besides, listening is a part of the basic skills to understand English language. Listening could be very useful to communicate with other people, and it will give an excellent impact in any fields especially in the teaching and learning process.

Accurate listening ability will help people interact with others easily, and students can understand the thoughts and emotions that the students convey without problems. Except, it additionally enables the listener to distinguish truth from opinion. The advantage of accurate listening ability is that, it is established higher relationships among human beings and family participants (Iwankovitsch, 2001). Individuals who listen nicely may additionally acquire both informational and relational benefits that make them more influential (Ames, Maissen & Brockner, 2012). Hence, understanding a foreign language speech is a key moment to develop speak abilities (Artyushina, Sheypak & Spektor, 2011).

TEACHING LISTENING

Teaching listening is the method of understanding speech in a first or second language. Sontag (2015) asserted that when teaching listening, it will become a physiological process, and listening is a conscious method which requires the students to be mentally attentive. Moreover, listening competencies need also to be primarily based on understanding consisting of vocabulary if you want to apprehend students' capability to capture the factor of conversation and might reply to spoken messages acquired. Frommer (2006) said that teaching listening is aimed to have learners' understanding at the sound properties of the language which they learn, and it's far frequently quite different from the sounds in their first language. Siegel (2011) introduced that teaching of listening is recognized to have transferability beyond the second language classroom, and the suggestions are made for the making plans and implementation of an

integrated listening method aspect within an existing curriculum.

Teaching listening skill is considered as an important conversation skill in a selection of occupational and therapeutic fields, few experiments compared to the companions' perceptions of active listening with different kinds of listening responses (Weger, Bell, & Robinson, 2014). Teaching listening is not as easier as people see, teachers should face a lot of conflict throughout teaching listening skills.

MATERIAL LISTENING

TEACHING

The Material teaching become a consideration for the English teachers and school institution in enhancing the skill of listening for the students. Data observation in the English class identifies that students mostly use the textbook published by the ministry of education and culture. There are no listening materials in the textbook. In certain chapters, there is some written conversation with the instruction to complete and reenact the complete conversation in front of the class. There is no audio recording for the conversations. It becomes the difficulty for the students to decide how to pronounce the words. The teacher helps the students by reading first the dialog. But, it will have a different result when the English language is spoken by the native rather than the Indonesian people.

In order to supply the students' materials for listening skills, the teacher finds the materials by adopting from the other books and sources of references. The materials that the teacher adopts from the other references have fulfilled the syllabus model of the 2013

curriculum. This fact supports the idea to supply the listening materials in order to facilitate the teaching-learning of English listening skill. The supporting materials which are needed can fill the needs of listening skill that is in accordance with the learning objectives written in the 2013 curriculum.

Students find that materials of listening they got are different from the English listening skill they practice in the daily conversation. Listening materials do not meet their needs as students. The teacher needs to find the materials that suitable with the students' daily activities and regards to the major study of their vocational high school. By choosing the appropriate materials, the advantages of the listening skills of the students can be implemented in their later workplace after they graduated from school.

CHALLENGING IN TEACHING LISTENING

Teaching listening has a few challenges, there are four demanding situations in teaching listening skills. First, the media elements. Inside the process of teaching listening ability, the media is needed inside the teaching and mastering system inside the classroom. The function of media in teaching listening ability is needed as a handing over motion from teachers' to students. Rositasari (2013) explained that media can be useful in teaching listening procedure, and it is able to additionally assist the learners to create an easier way to examine listening comprehension.

Second, Vocabulary. Teaching listening is identifying and information what others say about their personal opinion. Students generally tend to try and recognize each phrase, even though

what they need to do is understand the contents of the message in general and a few information specifically. Nation, P (2001) stated that getting to know vocabulary is a cumulative system and that it should be deliberately taught, found out, and recycled. Vocabulary is a constant challenge for teachers in addition to students due to the fact historically, there has been a minimum recognition on vocabulary practice in the English as second Language (ESL) classroom (Mukoroli, 2011).

Third, problem focus and environment surroundings in teaching listening. A comfortable and attractive study room ecosystem can assist teacher practice teaching strategies that could increase students' interest in learning listening. Further to the teaching methods delivered by the teachers, a conducive classroom ecosystem will make classroom learning more focus. The challenges associated with massive instructions and many students make the teachers' ability to be disproportionate in teaching (Anyiendah, 2017). As a result, terrible conduct in the classroom will make the teachers feel difficult to manipulate students' learning surroundings (Ozben, 2010).

Four, Pronunciation. Pronunciation is the manner in which phrases or languages are spoken correctly. Pronunciation is a key element of mastering oral abilities in a second language (Macdonald, 2002). Teachers must be professional in teaching students about pronunciation. Pronunciation is very essential in listening, Frasser (1999) explained that pronunciation is one of the difficult areas for learners as well as for teachers in search of effective teaching, it's miles worth diagnosing carefully the character of the difficulties that they face. Mistakes pronunciaton will make

students more confused about what the teacher is pronouncing. Students have a mistake in pronunciation, and that makes a challenge for teachers so that teachers improve teaching pronunciation to the students. Pronunciation is essential in English especially listening.

METHODOLOGY

This study carried out qualitative methods in order to achieve the research ambitions. The research setting of this study is in SMK YPK in Medan. This study implemented observation and interview. To ensure the questionnaire changed into understood via the key informant and to avoid false impression, it turned into translated into Bahasa Indonesia.

The data were analysed using qualitative data, Miles, Huberman, and Saldana technique (2014) was implemented namely, data condensation, data display, and data verification. In order to establish the trustworthiness of the data, this study utilized the triangulation method consisting of the source, method, and theory.

FINDINGS AND DISCUSSION

Classroom Observation

Researcher How can teachers engage students in listening activities to ensure they remain focused and interested?

Teacher I involve students in listening, whether in the form of conversations based, after which there will be a written or oral test or it could be a practical test so that they

will focus and be interested in it.

Researcher Does teacher notice particular patterns in students' listening difficulties, for example related to specific topics or types of listening activities?

Teacher Patterns of difficulty often emerge in types of activities such as listening to complex explanations or certain accents, as well as topics that students are less familiar with.

Researcher How does teacher assess the effectiveness of the teaching methods used in teaching English listening?

Teacher Assessing the effectiveness of the method is done by observing students' ability to grasp the main points, answer audio-based questions, and their active participation during learning.

Researcher Are there special techniques that teachers use to help students who have difficulty listening

Teacher Of course there is, first we teach from the easy things like vocabulary, students listen to the vocabulary from native speakers, repeat it again, write down the teacher's words and do exercises with the same material,

then they get to the dialogue, then they increase the difficulty of hearing the text and answered it

Researcher in your opinion, why do students have difficulty listening to English

Teacher Students find it difficult to learn listening English because students are not used to listening to English dialogue, it is rarely done by teachers, teachers present directly at a medium or difficult level, they must listen from the basics such as vocabulary

Student Yes, like noise or unclear pronunciation

Researcher Do you feel there is a difference when listening to a teacher speak in English compared to audio or video?

Student Yes, sir, it is much different listen to the teacher with audio or video

Researcher Why do you think listening to English is difficult?

Student There are still many unknown vocabulary words in English and some English pronunciations are difficult to write.

Student Interview

Researcher Do you feel that visual aids (for example, pictures or text) help you understand the English you listen to?

Student Yes, because of the pictures or visuals, it will be easy for me to understand it

Researcher How do you overcome difficulties listening to English?

Student Often listen to conversations in English or by watching films

Researcher Are there any distractions that make it difficult for you to focus while listening? If yes, what are they?

After analysing the data of the observation, interview, and document, there are 8 findings about the implementation of the listening comprehension problem of vocational students

1. Difficulty of complex accent and less familiar
2. Assessing effectiveness observe, answer and participation
3. Practice vocabulary, repeat dialogue
4. Students are not used to and rarely listen even to the difficult level
5. Listen through visual picture and text
6. Often listen conversation, watching film
7. Difficult focus of noise and unclear
8. Difficulty of unknown vocabulary and pronunciation

CONCLUSION

Based on the information in exploring listening comprehension problems, all the students experience problems in understanding the spoken text. It could be classified into two main findings problem and solving. Problem finding in students' listening comprehension, are: (1) difficulty of complex accent and less familiar, (2) rarely listen, (3) difficult focus of noise and unclear, (4) unknown vocabulary and pronunciation.

- (1) Difficulty of complex accent and less familiar such as pronouncing vowels, consonants, and syllables, making it hard to recognize familiar words and Local slang, idioms, and cultural references can be confusing if students are not familiar with them.
- (2) Rarely listen it means that students don't often have opportunities to hear or engage with certain accents or types of speech.
- (3) Difficult focus of background noise and unclear audio can definitely make it challenging to focus and understand what's being said.
- (4) Unknown vocabulary and pronunciation are some words include sounds that are not present in native language.

Listening comprehension can be solved through six steps, (1) listening will be fun with work-based conversations, (2) repeat audio dialogue several times, (3) listen through visual picture and text, (4) often listen conversation or watching film, (5) listening through teacher (6) assessing

effectiveness observe, answer and participation.

- (1) Listening will be fun with work-based conversations, students will be involved in real conversation in world of work.
- (2) Repeat audio dialogue several times can be incredibly beneficial for improving listening and pronunciation skills.
- (3) Listen through visual picture and text such as watch videos or movies with subtitles in the target language. This allows students to see the words as they are spoken.
- (4) Often listen conversation or watching film such as listen to podcasts or talk shows where people have natural conversations. Some good platforms are Spotify, Apple Podcasts, and Google Podcasts. Rewatch scenes to catch details students might have missed. Focus on dialogue-heavy scenes for practice.
- (5) Listening through teacher such as engage actively in class by asking questions and participating in discussions. Write down key points and new vocabulary during the lesson.
- (6) Assessing effectiveness observe, answer and participation in a learning context is crucial for measuring progress and identifying areas for improvement.

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