

## The Lecturer's Strategies in Overcoming the Obstacles in Teaching Listening

Vebiyanti Nasir

Universitas Bumi Hijrah Tidore

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### Abstract

The aims of the research were to know (1) the lecturer's obstacles in teaching listening, (2) the lecturer's strategies in overcoming the obstacles, and (3) the students' motivation and attitude in learning listening. The data was conducted by interview in semi-structured interview with the lecturer and structured interviewed with the students, and doing the observation toward the lecturer's obstacles and the strategies, and the students' motivation and attitude. The result of the research found that the lecturer's obstacles in teaching listening were in four factors. The first was students factors: the students' lack in vocabularies and grammar, and the students' low motivation in learning listening. The second was speakers factor: the speakers' accent especially the native speakers' accent in conversation make the students difficult and can not catched the utterances by the speakers because they speak too fast. The third was teaching methods factors: the lecturer used inappropriate material for the college students. The fourth was classroom facilities: unreadiness of listening material books, unreadiness of language laboratory and unreadiness of listening module for the students. Furthermore, the strategies used by the lecturer in overcoming the obstacles consisted of predicting strategy to overcome the students' low motivation. Monitoring, evaluating and clarifying strategy to solve the obstacle with students' lack in grammar and vocabularies. Responding and monitoring strategy to overcome the problem about the speakers. The lecturer used material based on students' level to solve the teaching method problem about in appropriate listening materials for college students. The lecturer used material from another resources to taught the students, the using of language laboratory from other school for teaching listening and gave materials for the students to independent study to overcome the unreadiness of listening module. In addition, the result of the research also found that the students' motivation in learning listening were in moderate level and the students' attitude toward learning listening were in high positive attitude.

**Keywords:** : lecturer's obstacles and strategies, teaching listening, students' motivation

(\*) Corresponding Author: [veebby16@gmail.com](mailto:veebby16@gmail.com)

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### INTRODUCTION

Listening is the most important thing in our life, because the conversation will be running well when we can understand what the speaker says. In human activities, listening is an important part in communication. We communicate with other people because of having a good listening. Marley (cited in Ratminingsih, 2011) says "listen activities occurred twice more than speaking, four times happened more than read, and five times occurred more than write." (p. 67). In our

daily life, we use four language skills, such as speaking, listening, writing and reading. These four skills are important to be mastered, especially listening.

A great number of the English Department students of Universitas Bumi Hijrah believe that listening is the most difficult skill, so they start to panic when they are listening a passage or see a CD player. They are affraid of unable to understand what the speakers say, answering the questions, or even responding the instructions. By seeing the students' difficulties in listening, the lecturers are supposed to provide a good strategy in teaching listening. The lecturers should develop the students' ability, in this case the students are unable to identify the topic of conversation by giving them an appropriate source and information. Besides, the lecturers are also demanded to develop the students' ability to predict the developmental topic and helping them to prepare a suitable response in advanced. The lecturers have to notice what the student s' reason for listening every time they listen, then the lecturers can build the students' skill after knowing their purpose.

In North Maluku, students are mostly having English as their foreign language eventhough it has many big universities which provide them with English as one of their subjects. Universitas Bumi Hijrah in Sofifi for example is the only university which has an English Department. It is a new university, so that it has obstacles in many aspects. They among other are infrastructure and facilities in supporting teaching and learning process. Those aspects covers the less facilities in the classroom (language laboratory), the unavailable of tape recorder and CD player, being demand the lecturers to apply some good strategies in teaching listening to increase the students' ability. Those obstacles above cause the lecturer restricted in carrying out their teaching. As a matter of fact teaching listening is complicated thing because it should be support either teaching facility or basic students competences.

Because of the cases, the researcher is interested in exploring what the obstacles faced by the lecturers in teaching listening, how the strategies used by the lecturers to overcome the obstacles and how the students' motivation and attitude during teaching learning listening process. So, the focus of this research are the lecturer's obstacles and its strategies in teaching listening, and the students' motivation and attitude in learning listening.

The research proposed three research questions, they are: (1) What kinds of the lecturers' obstacles in teaching listening at English Department of Universitas Bumi Hijrah?, (2) How are the lecturers' strategies used in overcoming the obstacles of teaching listening at English Department of Universitas Bumi Hijrah?, and (3) How are the the students' motivation and attitude in learning listening at English Department of Universitas Bumi Hijrah?. With the objectives are to know the lecturers' obstacles in teaching listening, to know the stategies in overcoming the obstacles of teaching listening, and to know the students' motivation and attitude in learning listening in English Department of Universitas Bumi Hijrah.

### **Definition of Listening**

Listening is essential element of interpersonal communication skills. Listening is the process of engaging the production of the spoken language, go together with the aid of someone's previous knowledge generally and the situation

which she or he listen to. Yet, instead of assuming that listening as one single process, it is easier to comprehend that listening as a set of related process which covers the process of recognizing an utterance produced by a speaker, a perception towards any certain focus information by considering the intonation patterns, and the process of interpreting any relevants information about something being talked toward any certain topic, and etc.

As Anderson and Lynch (as cited in Gilakjani and Ahmadi, 2011) argued that a successful listening is not measured from the way speakers deliver the speech, but it might rather be involving the listeners to have themselves to activate their comprehension in line to what they really know about something being talked from moment to moment to understand the speakers meant when they hear the speech (p.978). The listeners have to pay attention when they are listening someone's speech, they are also must be able to connect their knowledge with what speaker says and try to understand it.

In addition, Underwood (as cited in Gilakjani and Ahmadi, 2011) simplified that listening is a strategy in gathering the information from the speaker by paying their attention (p.978). Furthermore, Mendelson (as cited in Gilakjani and Ahmadi, 2011) added that listening comprehension is an ability to get the meaning of the speakers' speech as a native speaker (p.978). Moreover, Buck and Hadley ( as cited in Ratminingsih, 2011) explained that listening comprehension is the process when the listeners activating their knowledge in understanding the message delivered by the speakers (p. 67). From the previous definitions, the researcher can conclude that listening is an activity to understand what the speaker meant by activating the knowledge of the listener. And the listeners can facilitate the communication by having a good listening, the listeners should be able to understand what they heard and respond the speakers' speech by get the meaning of the speakers meant.

### **Listening Activities**

Hedge (2003) developed three stages in listening activities as following:

The first is pre – listening stage. At pre – listening stage, the lecturer will choose what types of listening purpose that suitable with the text the lecturer will teach. The students should 'tune in' to the context and the topic of the text, might be convey attitude in relation to the topic, definitely lead their minds to anything that they know about the topic previously, and perhaps pay attention to and apply some of the less familiar language in the text which would otherwise divert or make anxiety during listening.

Second, while – listening stage. The activity in while – listening stage have to connect with the same activity in pre – listening stage. While the students listen, they should be able to engage their purpose in listening and have to concentrate more intensively and more extensively for gist or detailed information. The selection of activity in while – listening stage will depend on the level of response which is suitable, not only the kind of text the lecturer teach but also to the level of the students.

The last is post – listening stage. In post – listening stage, the students can apply bottom – up process of listening more intensively, the activity such as note taking, helping students to summarize the content of lesson. Post – listening stage

also effective include combination of other skills through development of the topic into, reading, speaking, and writing.

### **The Concept of Strategy and Obstacles**

#### **Definition of strategy.**

Suyono and Hariyanto (2011) stated that learning strategy is “the combination of activity in teaching learning process include the organizing of students, teachers, teaching learning activity, learning environment, learning resources, and assessment in order to teaching and learning to be more effective and efficient that appropriate with the aims of learning.” p.(20).

#### **Definition of obstacles.**

According to Aunurrahman (2009), in teaching and learning process, an obstacle can occur before learning activity about organizing the learning, during learning process about learning resources and learning materials and after learning activity about the evaluation of learning result. There are two kind of obstacles that influence the teachers in teaching, namely internally and externally. Internally consist of the students and teaching methods, and the externally is classroom facilities (p.177).

#### **Teaching Listening Strategies**

In teaching listening, Rost (as cited in Nunan, 2003, p.35) identified some strategies such as predicting, inferring, monitoring, clarifying, responding and evaluating strategy. The first strategy is predicting. Predicting means that the listeners suppose and try to predict what they will hear. In real life situation people usually have some ideas what they are going to hear before they begin. The fact that they can predict what the speaker will say helps them to understand and to focus on the information. In classroom this strategy is useful in beginning of teaching or always mentioned as pre listening where the lecturers guide the the students to predict what will they hear. This strategy can help the students to listen effectively if the lecturer starts with an activity which gets them to make predictions or guesses about the content of conversation. This also a good way to increase motivation and gets the students to engage more actively in listening.

Second, inferring means that the relationship between two pieces information may not be directly stated, but instead to be figured out by the listener, from clues. Listener has to listen not for only what is said, but how it is said, where and when it is said, why it is said. Often, the information is not directly stated. In inferring strategy the lecturer has to guide the students to infer what the speakers says. The lecturer help the students how to infer the meaning of the conversation spoke by speakers on the tape recorder, and how to make a correlation between a message to other message in getting the meaning of the message.

Third, in monitoring, lecturers making sure the talk heard by the students is clear and focused. Because listeners pay attention to what they hear but sometimes they do not understand the meaning of message. In order to help the students comprehend in listening class, lecturers also making sure that the students know how to listen, and ask if they do not understand. Many the students with language impairment will have difficulty in ‘keeping on track’ when listening in classroom. And the lecturers can overcome the problem by helping the

students to recognise that they have not understood completely and to indicate when there is a problem.

Fourth, clarifying means that the listener asking the other party to provide more information, to elaborate upon their statement or answer specific questions. Sometimes, when the listeners clarifying what they hear they also seeds an idea or suggestion. The lecturer in this strategy let the students to ask about what they do not know and guide the students to clarify what they hear to build their ideas about what the speaker says.

Fifth, responding is important in listening because it is the way to share feelings, inform or control other person. To join a conversation, the listeners must be able to express their ideas clearly but it is also important the listeners listen carefully to what the others say so that they can make a relevant comment or response. Conversation work well if the listeners listen carefully to the other people and try to respond to what others have said. In this strategy, the lecturer guide the students to respond what they hear on the tape recorder by giving a relevant comment.

The last is evaluating. In evaluating, the listener critically assesses the information they received from the speakers. They check on how well they have understood the information. When the students understand the information, they can evaluate themselves to measure how well their listening, and the lecturers can help them to evaluate themselves in listening comprehension.

### **Teaching Listening Obstacles**

According to Yagang (as cited in Renukadevi, 2014), there are some obstacles in teaching listening. The obstacles are believed to cause the teaching listening will not successfull, the obstacles namely: the students' factor, the speakers factor, teaching methods factor and classroom facilities. First, students' factors. Ur (2007) identified the students' problem in listening classroom, such as trouble with sounds, have to understand every word, can not understand fast natural native speech, need to hear things more than one, find the information difficult to keep up and get tired when the passage is too long.

Second, speakers factor. The students are used to listen to their teachers' accents or standard variety of British and American English, and thus it is difficult to listen to other accent of English (Yagang, as cited in Bennui, 2007, p.6). The total speakers in a conversation on the tape recorder the students hear also have to be considered, such as their speed and the clearness of the speaking (Anderson and Lynch, as cited in Bennui, 2007, p.6).

Third, Teaching methods factor. Suk-kaew et al (as cited in Bennui, 2007, p.7) described that "most of students in their educational areas in Bangkok had low listening proficiency in English due to the teachers' traditional methods: grammar translation method (GTM). The focus of GTM was more on reading – writing and grammar practice through L1 instruction than listening speaking via target language. In other words, the students have no opportunities in practice their listening to the teachers." Next, Classroom facilities or physical setting includes noises, ausio – visual aids and time. According to Yagang et al. (as cited in Bennui, 2007).

## **METHOD**

The researcher used qualitative research method to conduct the data in this research. Creswell (2009) stated that qualitative research is “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data” (p.4).

The researcher site the research at English Department of Universitas Bumi Hijrah, Sofifi, North Maluku. The researcher took fourth semester as the subject of the research. The listening subject was taught twice in a week on Tuesday and Friday. The participants of this research were the lecturer who taught listening in English Department of Universitas Bumi Hijrah and the students who took the listening subject in the fourth semester.

In this research, the data collection procedure consist of three ways, such as, observation, interview, and document analysis. The researcher did the observation twice on Tuesday, 5th May 2015 and Friday, 12th May 2015. The researcher observed about the process of teaching and learning listening, the obstacles that appeared in teaching listening, the strategies the lecturer used in overcoming the obstacles, and the students’ motivation and attitude toward learning listening.

In interviewing the participants, the researcher did the interview after the lecturer finished her teaching. The interview did twice, the first was on Tuesday, 26th May 2015 and the second interview was interviewed on Friday 29th May 2015 about the obstacles the lecturer found in teaching listening and the strategies the lecturer used to overcome the obstacles. Furthermore, the interview for the students only once on Tuesday, 2nd June 2015 about their motivation and attitude. The researcher used structure interview to interviewed the students.

In this research, the researcher gathered the document about the college, English Department, teaching listening schedule, and document of the lecturer on Tuesday, 28th April 2015. During the data collection, the researcher analyzed the lecturers’ document such as the lesson plan. The researcher wanted to know whether the lecturer taught in the same way with what the lecturer wrote in the lesson plan or not. The researcher also wanted to know the history of the college and the structure of English Department, also about the schedule of listening subject. In analysing the data the researcher used Creswell’s theory of data analysis. The component of the data analysis based on Creswell (2009, p.185) consist of raw data, organizing and preparing, reading through all the data, coding the data, description, and interpreting the meaning of description.

## **RESULT AND DISCUSSION**

### **The lecturer’s obstacles.**

#### **Students factor.**

The first obstacle in teaching listening was the students, generally the students should have knowledge when they were learning listening. However, in the fact, the students got many troubles when they were learning listening. They got the problem when they had to listen to a long passage. Some of them

understood the utterances word by word, they were also late in catching the meaning of the utterances. Because of their understanding to the utterances was still in word by word, they had to arrange the word and translate it. It was finally caused by their lateness in getting the meaning of an utterances. The second students factor. The students were affraid of speaking because they thought that their grammar was wrong. When the lecturer asked them to speak they seldom did it, some of students were shy and chosing to be silent. The lecturer stated that they were afraid because they believed that their grammar in speaking were wrong.

The last obstacle of the students was the students' motivation. The students mostly believed that listening was only listening to the sound, they had not attitude in how to learn listening. Their low motivation influenced their ability in learning listening. The students with high ability were more easy in learning listening because they had their own way in learning listening such as listening to the songs everyday and wacthing the movies. They also often came into the class because of their motivation, the low motivation influenced the students' ability in learning listening. From the fact above, the researcher could conclude that the students' problem in learning listening was based on their ability in learning listening. If they had good ability, they could have a good listening and if they had low ability, they would be low in listening. Vocabulary was a main point here, the students had to master the vocabulary to be fluent in learning listening.

The researcher found the similar obstacles about the students factor in the listening class which similar to Ur (2007) statement. Ur stated that the students always had trouble with sounds when they were listening to the sound speaker, and they also had to understand every word not the whole of sentence. The students could not understand fast natural native speech, they needed to hear things more than one to catch the meaning of the conversation or story.

#### **Speakers factor.**

The speakers on the tape recorder might be too fast in speaking when the students were listening to the conversation, so the students were difficult in catching the meaning of what speaker says. The students are unfamiliar with the native speakers' accent and it made them difficult in catching the native speakers' meaning. The students' lack in vocabulary also make they were more difficult in understanding the meaning of the native speakers utarrance on the tape recorder. On the observation, the students need more times in listening a conversation or a story.

Anderson and Lynch (as cited in Bennui, 2007, p.6) explained that the total speakers in a conversation on the sound speaker as the students hear also had to be considered, but in fact the lecturer in teaching listening did not consider the total number of speakers. She considered about the speakers' fast speaking that influenced the students' listening.

#### **Teaching methods factor.**

Based on the observation the lecturer taught in bilingual. Sometimes, she explained the material in Indonesian and sometimes in English. The method she used was communicative method, she was the center of the activity. The students just sit on their desk and listened to the audio she played. Sometimes, she asked the students to read the passage as they heard before. In the interview, she said that writing, speaking and reading were supporting her in teaching listening.

The conclusion was teaching methods factor did not become a problem for the lecturer and the students. The lecturer taught listening clustered with writing and reading, it became her teaching method in teaching listening. The teaching listening method by the lecturer also happened in Bangkok as Suk-kaew et al (as cited in Bennui, 2007, p.7) found that teaching learning listening by using GTM (Grammar Translation Method), reading and writing more consider than listening and speaking in target language.

However, the problem came from the inappropriate materials based on students' level for the college students, the lecturer thought that the students still had low ability in listening, so she gave materials based on the students' level of ability. The lecturer is assuming that the students' ability made her consider the level of materials she will give. In pre – listening she taught for all the students and she would repeat if there were some words that were difficult for the students. She took the “narrative” story as material in teaching listening.

The data from observation and interview were supported by data analysis of the lecturer's lesson plan that the lecturer gave the students “narrative” story as material of teaching listening and the material based on the students' ability in listening. It could be assumed that the lecturer might have not enough knowledge in teaching listening, she might believe that the materials of teaching listening she can arrange based on the students' ability in listening but in the fact that the students in listening 3 should be taught by listening materials that were appropriate with their level of listening comprehension

#### **Classroom facilities.**

Based on the observation, the lecturer used language laboratory from other school in teaching listening while the researcher asked about that the lecturer stated that she got permission from the headmaster of the school to use the laboratory. However, she explained that she had not many references in teaching listening, only some books she had. Sometimes she taught the students by combining the materials from Cambridge University books for college students and sometimes she used Junior High School books.

Classroom facilities such as sound speakers, cassettes and language laboratory were not the problems anymore when the lecturer could solve them, but she needed many references in teaching listening. In solving the problem with unreadiness of teaching listening module for independent study, she gave the students listening materials to study at house. She said that the students could learn by themselves by listening to the songs or watching the movies.

The first perception was the lecturer did not have many times to arrange a teaching listening module because of she had many classes for teaching, as the researcher said before that she was a teacher of Junior High School too beside she taught at college. The second perception was the lecturer might believe that the students were still low in learning listening, so never mind if she taught them with the materials she took from Junior High School books.

Yagang et al. (as cited in Bennui, 2007) stated that classroom facilities in teaching listening included noises, audio visual aids, and time. But in the fact, the lecturer also needed many listening material books and teaching listening module for the students' independent study. The noises in the classroom during the teaching learning listening, audio – visual aids the lecturer would use, and the time the lecturer needs to teach listening were not became an obstacles in teaching listening because as she stated that she never got the problem in her teaching listening process.

In conclusion, there are many obstacles in teaching listening faced by the lecturer. The lecturer had to prepare appropriate strategies in overcoming those obstacles to make the students are successful in listening and to make the teaching and learning listening more effective and successful.

### **The lecturer's strategies.**

#### **Predicting strategy.**

Based on the observation, the researcher found that the lecturer gave the students activities such as listening a story in pre - listening and let them to predict what will happen next on this story. After that she helped the students in predicting what they heard in the story. Then they would answer together in while listening. This activity on the class while observation was supported by the lecturer statement on the interview. The lecturer explained that in the beginning of the class, she played a story on the tape in English but the students ever heard the story before in Indonesian. Then she asked them to predict what will happen next in the story.

It could be assumed that the lecturer used this strategy to make sure that the students followed her teaching and they were motivated with the material she gave. Rost (as cited in Nunan, 2003, p.35) stated that the listeners supposed what they will hear and tried to predict what they will hear. In fact, the lecturer aims in using this strategy were same with Rost's statement. This strategy was used to make the students predictable to what will happen next in a story or in a conversation. This strategy also increased the students' motivation in learning listening because they would be excited when the lecturer gave them materials and let them to predict, they also would good in listening because they are learnt to focus on the information the speaker says.

#### **Monitoring strategy.**

During observation in the class the research found that the lecturer always monitored the students, how they listen to the story or conversation and always helped the students when they got problems in listening. The lecturer would repeat the sounds three or more times to make sure the students understood the meaning of the words and helped the students in recognising and indicating their problems in listening such as their lack in vocabulary. This activity proved by checking the lecturer statement in the interview, the lecturer stated in the interview that she monitored the students while they were listening by recognizing the students' problems and solving the problems by making them understand. When the students got problems with the sound, she would help them by playing the sound three or more times to make the students understand. The lecturer believed that the monitor strategy can overcome her obstacles in teaching about the students and the speakers factor.

Rost (as cited in Nunan, 2003, p.35) stated that sometimes the listeners in listening they paid attention to what they heard but they did not understand the meaning. So that, the lecturer had to monitor the students to make sure they understood the utterances they heard.

#### **Clarifying strategy.**

On the observation, in the end of the teaching learning process the lecturer always clarified the students' listening process by asking them to read the conversation or text they completed with the answer. When the students read the

text for example, she would pay her attention to find the mistake while students were reading. If the students make the mistakes with the words, she would clarify with the correct answers. The data from observation was confirmed by interviewing the lecturer, the lecturer explained that she always checked the students' listening then she asked the students to read again what they caught from their listening. The lecturer used this strategy to clarify the students' grammar while they read their result of listening.

Related to Rost's statement (as cited in Nunan, 2003, p.35) that clarifying was meant that listeners asked the lecturer in order to provide more information, to elaborate more upon their statement or answer specific questions. In fact, the lecturer did the clarifying strategy by checking the students' listening. This reality was contradicted with the expert says, the lecturer did not let the students to ask but she monitored how to clarify the students's listening by her own strategy.

#### **Responding strategy.**

When the students gave feedback, the lecturer responded with answer the students' questions. This activity happen during the listening activities, when the students found some difficulty words, they will asked the lecturer and the lecturer served the questions. In teaching and learning listening process, the lecturer used this strategy to overcome the problem about the speakers. The lecturer assumed that responding strategy was a strategy she answered the students' questions about their difficulties in listening. However, the essence of giving responding was how the students responded a conversation by giving a relevant comment. This strategy did not appear during the observation. The students did not give correct response in learning listening, so the lecturer only gave feedback when they asked about their problem in listening such as the difficult words the students did not understand not about the comment of the conversation.

As Rost (as cited in Nunan, 2003, p.35) stated that responding is the way to share feelings, inform or control other person. The students only asked what they did not know, they did not inform and control the person who speak with them. The perception was in the teaching learning listening process, the lecturer did not push the students to speak each other but only listen to the conversation on the tape, the students did not have time to speak and listen their friends speaking. So, they could not inform what they know and control the person when they are speaking.

#### **Evaluating strategy.**

The lecturer evaluated the students by asking the students to read the story they heard from the speakers on the tape recorder, and then she would check the pronunciation and the students' writing. She pushed the students to read the text with correct pronunciation. When the researcher checked the activity in observation to the lecturer in the interview, she explained that the students' pronunciation, writing and speaking she evaluated. As a result of the evaluation, she calculated these skills to measure the students' ability in listening. She believed that evaluating strategy can solved the problem about the students factor.

In evaluating strategy, the students checked how well they understand the speaker says and the lecturer helped them by checking their pronunciation, writing and reading. Rost (as cited in Nunan, 2003, p.35) stated that evaluating in learning listening was the listener critically assessed the information they received from

the speaker. In fact, the lecturer believed this strategy could help the students when they lacked in vocabulary, because when the lecturer checked the pronunciation, writing and reading the students would know their mistake in listening.

Based on the above discussion, it could be concluded that the lecturer in teaching listening mostly understood how to teach listening by using Rost's strategies above. She only to be more creative in teaching listening and find out the strategies that could help the students' problems or the strategies in overcoming the obstacles that occurred in teaching listening process. However, she used the Rost's strategies to overcome obstacles about the students factor and the speakers factor, while she used her own strategies to overcome the obstacles about teaching methods and classroom facilities.

### **Students' motivation and attitude**

#### **Students' motivation.**

The first indicator of motivation was about learning desire and willing to be success in learning listening. Most of the students had strong desire in learning listening. It could be assumed that the students' learning desire and willing to be success were in moderate level toward learning listening. Furthermore, the second indicator was the needs to learn. In this indicator, most of the students had strong need to learn listening. It could be concluded that all of the students had strong needs in learning listening.

The third indicator in motivation was hope for the future. On the observation, all of the participant had hope in learning listening. It could be assumed that all of the students had hope in learning listening, they wanted to be successful in the future. In fifth indicator about interesting learning activity. The lecturer built an interesting learning activity to engage the students' motivation in learning listening and the observation also supported by the students' statement in the interview. All of them said that learning activity was interesting, it could be seen from the lecturer attitude in the class by serving the students' questions in every teaching learning process. The students had strong interest in learning listening because of the lecturer knew how to motivate the students in learning listening. The last indicator was about conducive learning environment. All of the students had not conducive learning environment to learn listening.

Based on the data above, there were some perceptions appeared here. The first was the students had motivation in learning listening but they did not have facilities to improve their listening. The facilities did not complete, so that they can not study as they want to improve their listening ability. The second was the students did not have motivation because of they really thought that listening was not important in their learning English. The students probably believed that listening in learning English was not important as speaking, because in daily life people thought that learn English is how to speak fluently. However, in learning English we have to master four skills such as listening, speaking, reading, and writing.

From the discussion, the researcher concluded that the students' motivation in learning listening was in moderate level of motivation. Furthermore, according to Sofyan and Uno (2004, p.23), there were two factors which were

affecting the learning motivation. The first was intrinsic factors that was covering the learning desire, willing to be success, the needs to learn and hope for the future. Then, the second was extrinsic factors such as a conducive learning environment and interesting learning activities. The students' intrinsic and extrinsic factors were balanced, they realized their responsibility in learning.

#### **Students' attitude.**

The first attitude was about students' attitude toward learning listening. The students' attitude in learning listening was in moderate level. Next, the second indicator was following the instructional activity. All of the students were in high attitude in following the lecturer instruction in learning listening. As Purwanto (2011) stated that attitude was a way to respond a stimulus. A tendency for reaction with a certain way toward a stimulus or situation that faced. The researcher found that students had stimulus in reacting the lecturer's instructions, they had the good attitude in learning listening but some of them did not really like in learning listening. It could be concluded that the students' attitude in learning listening was a high positive attitude.

#### **CONCLUSION**

Some factors that had become the obstacles in teaching listening those are (1) students factors; the students always lack in vocabulary and grammar while they were listening to the conversation or the story, the students also got troubles with the sounds and they understood word by word what they heard. (2) Speakers factor; in teaching listening process, the speakers on the tape recorder spoke too fast. It caused the students got problem in listening. (3) Teaching methods factors; the students' ability was in low level, so that the lecturer taught them in low level too. And it was not appropriate with the students' level in college. In addition, the lecturer pushed the students to be able in reading – writing more that listening – speaking via target language. It showed while the lecturer always asked the students to read and write correctly what the students heard. (4) Classroom facilities; the lack of listening materials caused the lecturer taught with inappropriate listening materials for the students, the lack of teaching listening modules for the students and the lack of language laboratory for teaching listening.

The strategies used in overcoming the obstacles mentioned above, namely: (1) predicting; the lecturer used this strategy to engage the students' motivation in learning listening by giving them materials that made them enthusiastic and motivated with the materials they would learn. (2) Monitoring; the lecturer applied this strategy to solve the students' problem while they were listening, the students' problem was lack in vocabulary and grammar. The lecturer would know the problems and handled them. (3) Clarifying; by asking the students read the result of their listening, the lecturer clarified the students' mistake in grammar and how to pronounce the words. (4) Responding; the lecturer responded the students' feedback such as answering the questions. (5) Evaluating; the strategy was used by the lecturer when the lecturer wanted to evaluate the students' listening, by checking the students' pronounce while they were reading and the lecturer would know the students' problem with vocabulary when their words were wrong.

Besides, the lecturer had own strategies such as to overcome the problem about inappropriate materials at college students by choosing materials that were appropriate with students' ability in learning listening, the less of listening material books by using the materials she took from other sources, the unreadiness of language laboratory she solved by used the laboratory from other school and the last was unreadiness of teaching listening modules for the students by giving the students materials to study at their house.

The internal students' factors that could be determining the students' success in learning listening were motivation and attitude. In this research, it had been found that the students' motivation in learning listening in moderate or average level. However, the students' attitude was high positive attitude.

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