
Problematics Listening Learning in University

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Abstract- This study aims to explain the problem of listening learning at the higher education. The method used is a descriptive qualitative method. The data source was obtained based on the results of interviews or questionnaires with Listening lecturers in 5 universities. The determination of the sample is based on purposive sampling because it relates to experts in the field of science. Data collection techniques are carried out through the distribution of questionnaires from google forms. The questionnaire consisted of 11 questions regarding difficulties or obstacles in the listening learning process. Data analysis techniques through the stages of recording data, organizing data by category, and describing data. The results of data analysis showed that there were some weaknesses in listening learning: (1) teaching materials, (2) learning media, and (3) facilities and infrastructure, and (4) listening learning evaluation. The results of this study are part of the research stage of developing interactive learning media for listening to higher institutions so that they become input in the design of listening learning media design intended for students of Indonesian Language and Literature Education study programs in higher education.

Keywords: Problematics, Listening, University

1. Introduction

The learning process in the 4.0 era demands an active and innovative learning process accompanied by interesting learning media. Many choices are presented by software providers and can be utilized in learning in higher education. Not only that, the internet network from various providers is expanding the network not only in big cities but also in the regions. This condition helps teachers in utilizing the internet network and software media. Of course, at the level of higher education it becomes a matter of fact and even becomes a necessity for lecturers to compile and design the learning process as attractive as possible.

Listening learning is one of the courses in the Indonesian Language and Literature Education study program. As one of the language skills, Listening is a basic course that students must master. Nurjamal, et al (in Prihatin, 2017) argued that in the listening learning stage is a requirement for someone to master information, even the mastery of knowledge begins with the willingness to listen seriously. The more someone listens to positive things, the more knowledge is mastered. This learning is also accompanied by learning innovations that include the utilization of communication and information technology (ICT) in accordance with the current development. Thus, the implementation of learning is in line with the 4.0 era and expected graduate outcomes (Nurani, Nugraha, & Sidik, 2018).

Listening learning are expected to provide critical listening knowledge and skills for students. Critical listening is an activity of listening in order to find fault or even find the goodness of someone's utterance (Wiranty, 2018). Listening activities are not just listening activities but also understanding the contents of the conversation delivered and interpreting the contents of the discussion being listened to, evaluating and responding to the simulations put forth by the speaker. One alternative is to make students more motivated to participate in learning by making the learning atmosphere more

communicative. One feature of the communicative approach is that meaning is the most important thing. This can be related to the opinion (Sehalwati et al, 2016), which states that the learning process will not be carried out if what is heard by students is not associated with a word, idea, or action that contains meaning for students. In practice, this learning is a process of training for students so that listening skills become more adequate and useful in other fields. Exploring Personal Reading Histories is useful for English Study Program (Delfi, 2017)

For example, to take the Indonesian Language Proficiency Test (UKBI). UKBI is a proficiency test to measure a person's language proficiency in communicating using Indonesian, both Indonesian speakers and foreign speakers. This certainly becomes a challenge for students of the Indonesian Language and Literature Education study program. In addition, rules that are always dynamic, are likely in the future this proficiency test will be used as an employee recruitment instrument and a condition for foreigners who want to study and work in Indonesia, as is the TOEFL in English. Therefore, listening courses also become important things to note. Education plays as an important role in the life of a nation and country because of progress and the dignity of a country lies in education. School is a formal educational institution that allows ongoing education to be able to achieve teaching goals efficiently which has an impact on learning outcomes (Erwiza, 2019)

In addition, listening competency measurement can be done in the form of billing understanding and responses to messages conveyed by responding to answers. However, this activity can not only be done by responding to answers given by speakers but also students can respond to these answers into bills of productive active language performance, both delivered orally and in writing. This activity can be used to train one's listening power. In addition, the activity integrates various language skills into one activity because it reflects language activities in daily reality (Nurgiyantoro, 2011: 57).

However, problems arise in the implementation. Both the learner and the infrastructure available during the learning process are part of the problem. (Pabumbun and Ambo Dalle, 2018) states that the problem is a deviation that occurs between expectations and what happens, a deviation between theory and practice, deviation of rules and implementation. That is, problems occur because problems arise that cannot be solved. These problems become weaknesses or obstacles in the learning process. Therefore, the problem can be used as an analysis of needs in the development of the listening learning process subsequently for lecturers supporting the listening subject. Therefore, based on the problems carried out by the lecturers of listening courses so far, the researchers hope that further research can minimize these problems, especially in the 4.0 era.

2. Methodology

This research method is a qualitative descriptive method through survey methods. This method is used to evaluate one's feelings, behaviour, thoughts, and opinions on certain subjects (Widi, 2009). The data source was obtained based on the results of an open interview with Listening lecturers in 5 universities, like University of Riau, Islamic University of Riau, UIN Suska, University of Tridianti Palembang, University of Bina Dharma Palembang. Determination of the sample based on purposive sampling because it relates to experts in the field of science (Sugiyono, 2012). Data collection techniques are carried out through the distribution of questionnaires. The questionnaire consisted of 11 questions regarding difficulties or obstacles in the listening learning process. The interview procedure in question is (a) identification of participants based on the selected sample, (b) provide Google forms to participants with questions that have been determined according to the needs of the research objectives, and (c) ask directly in an effort to clarify the answers to the questionnaire given by telephone. Data analysis techniques through the stages of recording data, organizing data by category, and describing data.

3. Result and Discussion

3.1 Result

Based on the results of the study, the description in this study covers the problem of listening to learning in higher education, seen from teaching materials, learning media, facilities and infrastructure, and learning evaluation.

a) Teaching Materials

In the learning process, the Listener lecturer in the university prepares several teaching materials, such as handouts in the form of a summary of learning materials, the use of textbooks written by H.R. Tarigan, reading text for students as an effort to increase the power of reference, the material which raised elements of Indonesian culture, and additional references in the form of news, biographies, stories, and the like as a reference material for students.

Teaching materials used in the form of books, handouts, and summaries. Lecturers have not yet developed teaching material in lectures especially in the use of technology as learning media (Res01)

Based on the selection of teaching materials that have been given to students, the problem that arises is that some of the alternatives chosen by the lecturers are still considered incomplete by the Listening lecturers. References regarding listening material have not been developed much. Listening theory and concepts are still based on old books to be conveyed to students. Match material is selected based on shows that can be used as teaching material.

Facilities in learning to listen are very difficult and require a lot of money, for that in teaching listening skills only provide theory without doing exercises in improving listening skills (Res05)

This smulation material has not been developed by the lecturer in accordance with the needs and local cultural richness of each region. This is not yet effective enough, especially listening learning should be facilitated with teaching materials and conducive teaching materials so that the implementation of learning is carried out as needed so that students have listening skills in accordance with the criteria of listening in higher education (Kurniaman et al., 2018). This problem becomes a challenge for course subjects to always develop teaching materials in accordance with the needs of students and in accordance with the challenges of the 4.0 era

b) Learning Media

In the learning process, the listening learning media presented by lecturers supporting the lecture are in the form of (1) display of teaching materials through power points designed by the lecturer and (2) Youtube shows from the internet as learning media.

Learning media used in lectures using information, recordings from YouTube and the internet as reference material (Res04)

Student learning experiences in the Listening course are obtained from the presentation of a summary of the material prepared by the lecturer only through infocus. On the other hand, not all students receive impressions as reference material as learning media. Although in some universities there are already facilitating video shows as reference material. Even though considered to be one of the important elements in listening material. This has become one of the problems of listening learning because the students only get a summary of teaching material related to theories and concepts. If

lectures are always carried out like this, listening to learning certainly will not be interesting among students. Students also will not know that the importance of listening is important for the field of science. Especially considering the importance of listening skills for the learners themselves. Listening learning will be assessed as static and not meaningful. In fact, meaningfulness in listening activities is very important so that one's listening power can be measured.

c) Facilities and Infrastructure

Some universities have facilitated language laboratories or special rooms to listen to students of the Indonesian Language and Literature Education study program. However, not all lecturers utilize available room facilities. Lectures usually remain in ordinary classrooms.

There are several obstacles when the listening practice is carried out, namely the unavailability of a special room to listen and make a reference material for students. So that, making a reference material is done by a student by recording his voice using a cellphone (Res02)

The obstacle was caused by the listening room which was separated from the normal lecture building. In practice, such conditions are not enough to get listen by audio. Referring to other skills tests, such as UKBI and TOEFL, listening sessions are an important part and should always be trained so that one's listening skills continue to be honed.

Not all universities have room facilities or language laboratories for Indonesian Language and Literature Education study programs. This does not provide an option for lecturers to carry out learning activities in a language room or laboratory. Meaning, lectures are certainly carried out in ordinary classrooms. Similar to study programs that have room facilities but are not utilized during the lecture process, the reference materials tend to be delivered visually and / or visually audio. Moreover, for higher education institutions that have just established Indonesian Language and Literature Education study programs, the problem of this facility is an input to provide listening facilities that can be used as lecture activities.

d) Learning Evaluation

In listening learning, assessment of listening skills becomes important to see the achievement of the learning objectives of Listening for students. Based on the results of the questionnaire, the assessment of lecturers in the listening class is based on a written test in the form of an essay test.

The form of evaluation in listening skills is in the form of written tests, listening practices, and practice of making reference materials (Res03)

The test includes questions of listening knowledge and skills based on matching material, such as news, biography, saga, and so on. However, the tendency of the form of questions given to students is in the form of essay questions to measure knowledge. In fact, the purpose of listening that students can listen critically (Fadhillah, 2017). That is, Need an implementation in listening activities as a measure of student listening power. Next, the assessment of students' listening skills is determined based on the number of correct answers to the questions given to students. There are no specific criteria related to the criteria of students' referencing in higher education. The listening assessment process does not yet represent the assessment of listening skills should be.

3.2 Discuccion

The limited teaching material in listening lectures requires the development of teaching materials that are in accordance with the times, the development of information and communication technology, and based on local culture. The teaching material referred to can be in the form of books that are renewable (Kurniaman, & Zufriady, 2019). The development of teaching materials in the form of books can be an additional reference for lecturers who have been lacking in reference to listening skills. This has become one of the solutions so that Listening Learning in higher education can be meaningful for lecturers and students of course.

In the digital era and the development of ICT, listening media should not only rely on shows that originate from youtube (Noviana, Kurniaman & Huda, 2018). Supporting lecturers can develop learning media so that lectures are more interactive. Especially, currently, the blended learning system has also begun to be applied to several universities. Of course, the use of applications, internet networks, and software can be chosen as consideration for developing interactive and innovative learning media. Lecture listening can also be adjusted to the demands of the current era.

Supporting lecturers need to design and determine the assessment criteria for referencing (Susani, 2018). For example, the UKBI and TOEFL tests. In the UKBI, scores and titles are determined for UKBI participants. For example, the predicate: limited (score 162-246), marginal (score 247-345), cement (score 346-465), intermediate (score 466-592), superior (score 593-716), very superior (score 717- 815), up to special 9816-900). Likewise with the TOEFL with grades 400, 450, 500, 530, to 600. Determination of this criterion can be adapted for lecturers supporting the Listening course so that students' listening power can be measured and determined each student's listening power criteria. It also makes it easier for lecturers to assess students' listening power at the end of the lecture. Therefore, the assessment of the Listening course cannot only be done through a written test in the form of an essay test. This test is not enough with a knowledge test, but also the need for a listening ability test that can be measured by the lecturer concerned.

thus, from the weaknesses so far from teaching materials, learning media, learning infrastructure, and assessment, lecturers should innovate learning.

4. Conclusion

This research describes weaknesses in listening learning in higher education. This becomes a material consideration for lecturers and researchers to design learning media that can be used in class so that it becomes an alternative implementation of learning in the classroom. Furthermore, in assessment, listening learning also has the criteria for someone's success in listening. This is to answer the challenges of the 4.0 era to pass innovations in listening learning.

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