Analysis of Studens' Difficulties in Understanding

Procedural Texts in Listening Classes

Divana Tazkiya Adnin Niza

IAIN Kediri

E-mail : tazkiyaniza@gmail.com

Abstract

Understanding procedural texts is an important component of listening comprehension, as it enables students to follow instructions in everyday life. This study investigates the challenges faced by 11th grade high school students in Kediri in comprehending procedural texts during listening classes. Using a qualitative case study approach, data were collected through interviews with five 11th grade high school students. The findings revealed several major challenges, namely lack of specific vocabulary, lack of contextual knowledge or material to be practiced, and complex language and delivery that were not understood by respondents including the speaker's speed and accent. Despite these challenges, students agreed that in order to better understand procedural texts in listening classes, they considered visual aids, such as videos and diagrams, as important tools to improve comprehension. This study emphasizes the importance of teaching strategies in listening classes, especially for understanding procedural texts, which require a lot of targeted vocabulary development exercises, pre-listening contextual guidance, and the incorporation of audio-visual materials. By addressing these factors, educators can improve students' listening skills and foster more effective comprehension of procedural texts.

Keywords: *Studens' Difficulties. Procedural Texts, Listening Classes*

1. Introduction

Listening comprehension is the foundation of effective communication, especially in language learning, as it supports the ability to understand and respond well in conversations. According to Hamouda (2013) listening skill is very important in acquiring understandable input. Learning does not occur if there will not be any input. Pourhosein Gilakjani and Mohammadreza Ahmadi (2011) assumed that listening has

an important role in the communication process. In listening classes, procedural texts or texts that present step-by-step instructions for doing something also play an important role. Procedural texts are part of daily life and are often encountered in situations such as following recipes, understanding how to use something, and carrying out directions. Mastering the understanding of procedural texts allows students to be more confident in practical tasks in real-life settings. However, despite the importance of this skill, comprehension of procedural texts in the context of listening remains a challenge for most students, presenting one of the most significant barriers to their progress in listening skills and overall language development.

There are several general challenges in listening skills that most people face, especially upper secondary school students. These challenges include aspects of speech delivery, such as accent, intonation, or speaking speed. When students listen to a native speaker with an unfamiliar accent or intonation, they may struggle to distinguish words that sometimes sound similar. This is particularly challenging for non-native speakers. Apart from delivery challenges, listening skills are also related to memory strength. Listening comprehension requires active brain memory to store all information.

From the statements above, there are quite a few challenges related to general listening skills. These challenges become even more numerous and specific when it comes to understanding procedural texts in listening. One of the main challenges students face in understanding procedural texts is the complex language and common structural patterns used. Procedural texts often use specialized vocabulary and detailed instructions, requiring an understanding of such terminology. Students may also struggle to process this structure directly, especially if they are not familiar with specific words in context. For instance, in measuring quantities, such as "add 200 grams of flour," many students may not know how specific the measurement of 200 grams is.

Another factor that complicates comprehension is the lack of understanding of context or knowledge about the task at hand. Procedural texts require listeners to visualize the steps described, which can be challenging for students unfamiliar with the context or material contained within those instructions. For example, following a recipe from another culture that involves processes like fermentation or marination

may be new knowledge for students, making it difficult for them to visualize the steps. This unfamiliarity can lead to confusion and misunderstanding for students.

These challenges highlight many issues in listening comprehension. Specifically, for 11th-grade high school students in the city of Kediri, who are in the stage of self-discovery and often uncertain about making decisions for their future. Therefore, many of them frequently disregard their listening abilities and comprehension in listening classes. Considering these challenges, this study is conducted to explore the difficulties faced by 11th-grade high school students in Kediri in understanding procedural texts in listening classes. Consequently, this research aims to conduct an in-depth analysis of the challenges faced by 11th-grade high school students in Kediri when interacting with procedural texts in listening classes.

2.   Theory

Listening has been defined by many researches. As stated by Bowen et al. (1985) listening is understanding the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening stening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. Rost (2002) argued listening complex process of interpretation in which listeners match what they hear with what they already know. According to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements in Jafari and Hashim (2015) emphasized that listening channel for creating successful communication, comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is devoted to listening. According to Helgesen (2003:24) listening is an active, purposeful method of making sense of what we hear. We hear more often than not, we can comprehend something more. With regard to that quotation, although listening is receptive, it is very active because listeners can believe and comprehend stuff at greater rates than they have heard. As they listen, they not only process what they hear, but also link it with other data they have already known. Since listeners combine what they have listened to their current understanding and experiences, they figure of create some kind of significance in their own minds in a very true sense.

According to Azmi et al. (2014) there are a lot of difficulties that learners may

encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

a. Quality of Recorded Materials In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact comprehending of the learners' listening (Azmi Bingol et al., 2014).

b.   Cultural Differences Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners. may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance (Azmi et al., 2014).

c. Accent

Munro and Derwing (1999) assumed that too many accented speech can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension.

d. Unfamiliar Vocabulary

According to Azmi et al. (2014) when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

e. Length and Speed of Listening

Azmi et al. (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness.

Listening comprehension is the different processes of understanding the spoken language. Listening comprehension is defined as one's ability to comprehend spoken

language. It means that a person understands what it has heard. If it learns the text through hearing it, it will understand it. Listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception.

Procedure text is a text that explains something works or how to use instruction/operation manual, example how to use the telephone, the mouse, and the car. Then, instruction how to do a particular activity, example recipes, rules of games, science experiments, and the last dealing with human behavior, example how to live happily, how to be a good online students, and how to sleep well. According to Iwuk (2007:54), "Procedure text is a text that contain about information that can help us to do something or to make something". Next Setyawan (2008:3) argued that "Procedure text is a text that explained about the way to do or result something through an action or steps". Next, Maharani (2007:70) assumed that "Procedure text contains the direction or instruction to do something". A procedure text is arranged of three main parts: aim or goal of the procedure, list of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task. According to Setyawan (2008:4) "The aim/goal of procedure text usually stated clearly as the title of the text, or sometimes in introduction sentence form". Next, Pardiyono (2007:128) argued that "Topic statement of purpose contains a topic about work or something that will be do or finish".

3.   Method

3.1 Research Approach

This study uses a qualitative approach with a case study method. According to Sharan Merriam (2009) qualitative case study research as "particularistic, descriptive, and heuristic." This means that it focuses on specific instances to provide rich descriptions and insights that can lead to new understandings or theories about the phenomenon under investigation. Baxter and Jack (2008) argued the importance of context in qualitative case studies, stating that this methodology provides tools for researchers to study complex phenomena within their specific environments. The case study will focus on a group of 11th-grade high school students in Kediri City to identify their difficulties in understanding procedural texts in listening classes. This method was chosen to delve deeper into specific factors that cause comprehension

difficulties for the students.

3.2 Research Subjects

The subjects of this research are 11th-grade high school students in Kediri who experience difficulties in understanding procedural texts in listening classes. The selected students are those who have shown comprehension challenges in listening tests and are non-native English learners. The sample consists of 4-5 students from the 11th grade in Kediri City.

3.3 Data Collection Techniques

Data will be collected using the following techniques:

In-depth Interviews: Conducted with 11th-grade high school students in Kediri City to understand their perceptions, experiences, and challenges in comprehending procedural texts.

3.4 Data Analysis Techniques

The collected data will be analyzed using thematic analysis with the following steps:

Data Reduction: Sorting and simplifying interview data relevant to the research focus.

Data Categorization: Identifying themes or categories of difficulties faced by students (for example, difficulties in understanding specific words, lack of knowledge about the topic, or understanding complex language).

Conclusion Drawing: Formulating conclusions that reflect the main factors causing students' difficulties in understanding procedural texts in listening classes.

3.5 Expected Results

By using this case study method, the research aims to provide a detailed overview of the factors that cause 11th-grade high school students in Kediri to struggle with understanding procedural texts in listening classes.

4.   Research Finding

The research data was collected through interviews with five 11th grade high

school students in Kediri. The interview included six questions to find out students' perspectives, challenges experienced by students, factors causing students' difficulties, students' opinions, and to find out students' experiences with procedural texts. The results of this interview are expected to be able to find out students' difficulties in understanding procedural texts in listening classes. The following are the main findings from the results of the analysis of students' responses.

From the first question, which is about students' perspectives when hearing procedural texts, whether they find it difficult or easy to follow. It was found that the three respondents, namely respondents AL, AR, and KF answered that their perspective on procedural texts was easy to follow and understand. Meanwhile, respondent AM answered that whether or not the procedural text was easy to follow and understand depended on the speaker's explanation, and respondent SF answered that her perspective on the procedural text was still confusing or not yet understood.

Regarding the challenges in understanding procedural texts such as complex language and common structures, the use of specialized vocabulary, or lack of knowledge of the given material which is also the second question, the researcher found that three respondents, namely respondents AL, AM, and KF answered that their challenges in procedural texts were the lack of specialized vocabulary used and their lack of knowledge of the procedural texts that were listened to. Meanwhile, respondent AR answered that the challenge she faced was when what she had imagined carefully did not match the reality and for respondent SF answered that the challenge she experienced was the speed of the speaker.

From the third question, namely about the difficulty factors faced by students when listening to and understanding procedural texts. it was found that the three respondents, namely respondents SF, AM, and KF answered that the factors causing their difficulties in procedural texts were the lack of vocabulary they had and they did not explore enough in special vocabulary. Meanwhile, respondents AL and AR answered that the factors causing their difficulties were the lack of knowledge they had about the material explained in the procedural text.

It was found that all five respondents, namely respondents AL, AR, SF, KF, and AM agreed with the fourth question, namely regarding the respondents' opinions regarding visual aids or examples that can help in understanding procedural texts and

the reasons. The respondents answered that the presence of audio-visual aids would greatly help them in understanding the procedural text because with the visual aids or examples in the procedural text, they would get a better picture of how the process of the procedural text and if they missed one of the steps, they could see the visual aids or examples.

To find out how well the students understood procedural text, the researcher asked about the respondents' experience in listening to and understanding procedural text, whether they had succeeded and if so how. It was found that all respondents had different answers. Respondent AL answered that her experience was successful in understanding procedural text because the explanation was easy and used common vocabulary. Respondent AR answered that her experience was successful if she could practice it well and thoroughly and all questions were complete. Respondent SF has not found a successful experience in listening to procedural text. Respondent KF had a successful experience in listening to audio procedural text so that she could make the right and delicious food. The last respondent, AM, can successfully understand procedural texts because they use audio visuals so that he can successfully perform the steps.

From the sixth question, namely about the respondents' opinions on solutions in dealing with students' difficulties in listening to and understanding procedural texts. It was found that the four respondents, namely respondents AL, SF, KF, and AM answered that the solution to understanding the text procedure is to listen to the stages in detail, and the speaker uses language that is easy for the listener to understand, while respondent AR said that if visual aids are not supportive, they can show the items described in the procedural text directly.

From the respondents' statements above, it can be concluded that the main difficulty for students in understanding procedural texts is the lack of vocabulary and knowledge they have. They also feel that the explanation, accent, and speed of the speaker also affect their difficulty in understanding procedural texts. All respondents chose to use the audio-visual method to better understand procedural texts in listening classes.

5. Discussions

Difficulty Understanding Procedure Text

The results showed that students' main difficulties in understanding procedural texts were the lack of specialized vocabulary and knowledge of the material. Respondents AL, AM, and KF revealed that limited vocabulary was a significant challenge for them. Respondents AL and AR also added that the lack of prior knowledge about the topic made it difficult for them to follow the procedure text. This is in line with Ur's (1996) theory, which states that vocabulary and familiarity with the topic are very influential in listening comprehension. In addition, respondent SF mentioned that the speaker's speaking speed was a major challenge for him, which indicates the importance of speed adjustment in listening learning.

The Role of Visual Media in Learning

All respondents (AL, AR, SF, KF and AM) agreed that the use of visual aids, such as pictures or videos, was helpful in understanding procedure texts. They stated that visual media provided a clearer picture of the steps in the text and served as a reference when they missed certain details. This supports the findings of Mayer (2009), who emphasized that the use of multimodal media can strengthen students' understanding and memory. Respondents' statements show that visual aids not only help overcome vocabulary limitations, but also make it easier for students to visualize the process being explained.

Success and Supporting Factors

There were many variations in the success of understanding procedure texts as seen from the respondents' answers. Respondent AL felt successful because the procedure text she heard was delivered with easy language and common vocabulary, while AR stated that her success came from being able to practice what she heard thoroughly. On the other hand, AM shared her success in understanding the procedure text when using audio-visual aids, and KF stated that a good understanding enabled her to follow the procedure to cook the food correctly. This shows that clarity of explanation, availability of media, and practical experience have a great influence on students' success. In contrast, SF respondents admitted that they had not had successful experiences in understanding procedure texts, indicating the need for additional support.

Challenges in Learning Procedural Text

Challenges faced by students include lack of exploration of specialized vocabulary (AL, AM, KF, SF) and lack of prior knowledge (AL, AR). In addition, respondent AR noted that what she imagines often does not match reality when listening to procedure texts, which suggests that procedure texts require more explicit explanations. This is in line with Nation's (2001) theory, which emphasizes the importance of vocabulary development and familiarity with context to improve listening skills.

Implications for Education

This study shows that success in understanding procedure texts is greatly influenced by the clarity of the explanation, the use of visual aids, and students' vocabulary skills. All respondents agreed that audio-visual aids helped them understand the steps in procedure texts better, especially when oral explanations lacked support. Respondent AR even suggested that if visual aids are not available, teachers can use real objects to show the steps in the procedure text. This shows that teaching listening needs to be done in a flexible and creative way.

Recommended Learning Strategies

Based on the respondents' statements, several strategies can be recommended:

1. **Increase Vocabulary**: Referring to the statements of AL, AM, and KF, learning specific vocabulary needs to be increased before listening activities are carried out.

2. **Audio-Visual Media**: As expressed by all respondents, the use of videos or pictures can help students understand the steps in the procedure text better.

3. **Repetitive and Gradual Practice**: SF respondents noted difficulties due to speaking speed, so repeated practice with adjusted speaking speed can be a solution.

4. **Provision of Materials before Practice** : As suggested by respondents AL and AR, the introduction of materials before listening to the procedure text can help students understand the topic more easily.

With the implementation of this strategy, students are expected to overcome their challenges and improve their overall listening skills, especially in understanding procedure texts.

6, Conclusion

This study concluded that the main difficulties of students in understanding procedural texts stem from limited specific vocabulary and lack of knowledge about the material or the material to be practiced. The use of visual aids, such as videos and real objects, greatly helped respondents' understanding of procedural texts in listening classes by providing clarity of listening and visualizing the steps. The findings emphasize the need for vocabulary enhancement, pre-listening preparation, and repeated practice to overcome these challenges. Implementing these strategies in listening classes can improve students' overall understanding and confidence in dealing with procedural texts, which ultimately fosters listening skills so that communication becomes better.

Reference

Hasan, A. S. (n.d.). Learners' Perceptions of Listening Comprehension Problems. *Faculty of Education, Damascus University, Damascus, Syria*.

Husnul Hatimah, H. K. (n.d.). Song-Based Lesson in Improving Vocabulary: "An Experimental Study of The Second Year Students of MTS Negeri Bantaeng.

Ismail, E. M. (2022). An Analysis on Students' Listening Comprehension Problems at the Third Semester English Language Education of Universitas Islam Riau. *Jurnal Kependidikan DISCOVERY*, 12.

Mayer, R. E. (2009). Multimedia Learning. Inggris: Cambridge University Press.

Rintaningrum, R. (2018). Investigating Reasons Why Listening in English is Difficult: Voice from Foreign Language Learners. *ASIAN ELF JOURNAL*.

Sabouri, A. P. (2016). Learners' Liatening Comprehension Difficulties in English Language Learning; A Literature Review . *Lahijan Branch, Islamic Azad University, Lajihan, Iran* , 11.

Suci Kaniadewi, W. S. (2017). Improving Students' Speaking Ability In Reporting Procedural Text By Using Videos. *Journal of English and Education* .

Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Inggris: Cambridge University Press.