ERROR ANALYSIS IN LISTENING TEACHING LEARNING PROCESS: A CASE STUDY IN ENGLISH LEARNING PROCESS: A CASE STUDY IN ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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Abstract. This research paper elaborates some errors and strategies in learning listening skill for College students, a case study. The case will be analyzed using the theory of error analysis. The objectives of the study are to analyze the error made by college students in learning listening and to introduce some solutions and strategies to cope the difficulties in learning listening.

This study belongs to a descriptive qualitative one. The data of the study are the English Department students of Muhammadiyah University, Surakarta. While the data are taken through interview and observation during the listening teaching learning process in English Department of the University of Muhammadiyah Surakarta. The method to analyze the data is descriptive analysis.

Having analyzed the data, the writer comes to the conclusion that students have lack opportunity to listen to native speakers, have no habit of listening and watching English program, and also have difficulties of coordinating the listening and writing skills. While the solutions and strategies suitable to cope the problems are by giving them more opportunity to speak with native speakers, making the listen more to some English materials and drilling them.

A. BACKGROUND

Listening is the language skill that is used most frequently. Human being used most of his time listening to others. In short, we may say that listening is the most important skill in learning any knowledge. That’s why, every subject in schools and colleges which is presented in English require students to have good English listening skill. Yet most students tend to make mistakes during the teaching learning process and there are many problems are believed to be the reasons.

Based on research students may receive as much as 90% of their in school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of efforts that goes into developing listening ability. Since the 1970, the listening comprehension has become an important part in foreign language teaching methodology. Instructional program expanded their focus on language skills to include listening as well as reading, writing and speaking. In the 1980s listening was given special attention and it was incorporated into new instructional frameworks as in communicative approaches. Throughout the 1990s, attention to listening in language teaching increased dramatically. It was an integral part in language instruction. Listening
comprehension is now regarded as a prerequisite for oral proficiency as well as an important skill in its own right. (Celce-Murcia in Fauziati, 2010:2)

In learning language, especially listening, students make errors. It might be because of several reasons. Among others are the listening habit, interference of mother tongue, or may be because of the sound system. In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too much with theories without thinking about their application to teaching, or by following the dull routines of playing the tape recorder and asking some questions to the students. It is essential for language teachers to have thorough understanding of the nature of listening (psycholinguistics perspective of listening) as well as several activities which help the students develop their listening comprehension skills. Consequently, the teachers can vary their classroom presentation that result in the more interesting classroom activities.

**B. ERROR**

The learners make error because of their lacks of knowledge of the languages rules they are learning. When the learners make errors, they will not be able to correct it by themselves. As stated by James in Afida (2006:12) errors require further relevant learning to take place before they can be self corrected. It means that the students will probably make some at other time so the errors should be corrected as soon as possible.

The Error can be the part of language learning activity. As stated by Selinker (1992:119), errors are the part of circular progression in learning viewing them as a dynamic process involved in the learning process. An error is a deviation from what is correct, accurate and believe in something untrue.

**B.1 Classification of Error**

According to Dulay, Burt and Krashen (1982) in Afida (2006:15) the classification of error can be divided into four, they are:

1. Linguistic category
2. Surface strategy Taxonomy
3. Comparative Taxonomy
4. Communicative effect Taxonomy

**B.2 Sources of Error**

According to Brown (1993:213) there are three sources of error:

1) Interlingual Transfer

James in Afida (2006:20) describes it as mother tongue influence. Larsen (1997:58) states that the interlingual error are the errors committed by the learner, which could be traced by native language interference. According to Brown (1993:213), in this stage, before the system of the
second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

2) Intralingual Transfer

James ((18998:179) describes it as target language causes. Brown (1993:213) noted that it is caused by the negative transfer between the elements in the target language itself. According to Brown, (1993:214), once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalisation within the target language is manifested.

C. ERROR ANALYSIS

Error analysis was established in the 1960s by Stephen Pit Corder and colleagues. Error analysis was an alternative to contrastive analysis. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although its more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language. Although error analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been abandoned. Contrastive analysis emphasized the study of phonology and morphology. It did not address communicative contexts, i.e. contrasting socio-pragmatic conditions that influence linguistic production. Recent work in error analysis has emphasized errors as a source of knowledge of a learner’s interlanguage and linguistic hypotheses. (http://en.wikipedia.org/wiki/Second_language_acquisition).

Brown (1993: 205) in Rustipa (2006) differentiates between mistakes and errors. A mistake refers to a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown in the process of production. Corder in Larsen (1992) claims that a mistake is a random performance slip caused by fatigue, excitement, etc. and therefore can be readily self-corrected. An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence (Larsen, 1992: 59).

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. These errors can be divided into three subcategories: overgeneralization, incomplete rule application, and the hypothesizing of false concepts, reflected a learner's competence at a certain stage and thereby differed from learner to learner (findarticles.com/p/articles/mi_7571/, January 26th, 2011).

The methodology of error analysis (traditional error analysis) can be said to have followed the steps below:

1. Collection of data
2. Identification of errors (labeling with varying degree of precision depending on the linguistic sophistication brought to bear upon the task, with respect to the exact nature of the deviation.
3. Classification into error types
4. Statement of relative frequency of error types
5. Identification of the areas of difficulty in the target language;
6. Therapy (remedial drills, lessons, etc.).

While the above methodology is roughly representative of the majority of error analyses in the traditional framework, the more sophisticated investigations went further, to include one or both of the following:
1. Analysis of the source of the errors (e.g. mother tongue interference, overgeneralization, inconsistencies in the spelling system of the target language, etc.);  
2. Determination of the degree of disturbance caused by the error (or the seriousness of the error in terms of communication, norm, etc.).

Error analysis was criticized for misdiagnosing student learning problems due to their "avoidance" of certain difficult L2 elements. The result today is that both contrastive analysis and error analysis are rarely used in identifying L2 learner problem areas. The debate over contrastive analysis and error analysis has virtually disappeared in the last ten years. Most researchers agree that contrastive analysis and error analysis alone can't predict or account for the myriad errors encountered in learning English (Schackne, in Rustipa:2006).

D. METHODS

D.1 Participants
The participants were students of English Department students of Muhammadiyah University Surakarta. There are at least 150 students were observed by the writer.

D.2 Data and Sources of Data
The data are collected by interviewing the students on their way of learning English especially listening. The data are also taken through an observation during the teaching learning process.

E. DISCUSSION
A great deal of research has thus investigated listening difficulties EFL and ESL learners have confronted. There are numerous factors affecting L2 listening. Some researchers investigate the problems from the perspectives of listener factors, speaker factors or text factors while others identify the difficulties through the aspects of learners’ background knowledge such as linguistic information, knowledge of the world and knowledge of discourse structure.
The present writer herself has made some interviews and observations in the listening class during the Teaching Learning Process. The followings are some problems and errors found in learning listening:

1. Communication with Native Speaker

   Most students feel hesitate when they have to communicate with native speaker. They’re too afraid of bungling the grammar or mispronouncing words in a way that would embarrass them. They feel shy even before they see the native speaker.

2. Having no habit of Watching and Listening to English Programs

   There’s a school of linguistics that believes language learning begins with a “silent period”. Just as babies learn to produce language by hearing and parroting sounds, language learners need to practice listening in order to learn. This can reinforce learned vocabulary and example.

   Listening is the communicative skill we use most in daily life, yet it can be difficult to practise unless you live in a foreign country or attend immersive language classes. The solution is by finding music, podcasts, TV shows and movies in the target language, and listen, listen, listen, as often as possible. (Hoge:2012)

   In fact, most learners of English seldom use their time practicing their English especially listening. When they are listening to English songs and watching English program, it is merely for the sake of entertainment. Very few of them really make the most of these activities to enrich their skill of listening.

3. Coordination between Listening and Writing Skill

   Students commonly make mistakes in converting the listening materials in the written form. They tend to make mistakes in spelling the English words for example:

   1. What does the woman *implay*? (should be: imply) - spelling
   2. Do you think I should *shoe* the company? (should be: sue) – minimal pair
   3. *Are* you have a few minutes? (should be: Do) – grammar
   4. Is it *plank done*? (should be: plugged in) - vocabulary
4. Translating in Their Heads

Some students have the habit of translating what every English word they hear in their heads. Actually, it does not help students develop fluency, and in fact, it hinders it as they must constantly pause to translate before they can reply.

5. Being too Ambitious

Sometimes students do not recognize their own limitations. They buy audio and video CDs, listen to music or podcasts or even watch entire movies in English. They buy things that are not appropriate for their level. It is due to the fact that sometimes those materials do not use standardized English.

6. Consulting to Dictionaries Very Often

Most students take notes during the process of listening. It depends on the listening strategies they choose. But the problem arises when students look up at the dictionary very often to translate English words. Though it is useful for them to find out the meaning of a word they don’t understand, this type of behavior won’t help them improve overall listening comprehension.

7. Not Using the Right Listening Strategies

A lot of students don’t know that there are some strategies in learning listening. Even how to use them.

8. Relying on English Schools

Most English learners rely totally on schools. They think the teacher and the school are responsible for their success. So they tend to ignore other resources of knowledge.

WHAT TO DO TO OVERCOME THE PROBLEMS

1. Tell students that in a real life situation, there’s nothing wrong with asking the native English speaker to slow down, repeat or rephrase. Native speakers are often polite, understanding and absolutely willing to help out. Students must be taught right from the start to lose the fear of asking for repetition or clarification.
2. Teach students early on (even if they’re beginners!) about the importance of thinking in English. Translating is hard enough as it is; it takes professional interpreters years of practice to get simultaneous translation just right.
Remind them that they are not training to become translators; they are learning to speak English. And if they want to speak it, they have to think it.

3. When you catch students biting off more than they can chew in terms of listening you’ll need to steer them in the right direction. Recommend films where the actors speak very, clear educated English and instruct them to approach the listening in steps. First they watch with subtitles in English and then they turn off the subtitles. Maybe they should watch the movie in parts and not all of it in one sitting. Also, tell them that a short, but focused listening exercise is a lot better than a longer listening where you have more chances of getting lost.

4. Students must understand that sometimes it’s more important for them to understand the conversation in general, than the meaning of a single word. Suggest to your students that, in fact, it’s not necessary for them to understand every single word all the time. Listening comprehension takes time to build, and they start by listening and getting the gist of a conversation. Then, they are able to listen and pick up more details. In time, there will be few words they won’t understand.

5. One of the hardest things about improving listening comprehension is that you can’t give your students a set of rules like the ones you give them for correct grammar and proper speaking. Students simply practice listening – either they get it or they don’t. Now, there is of course a set of things you can do, certain ways to approach listening exercises to maximize the listening comprehension potential. Here, I’ll focus on the mistakes ESL students make when approaching listening practice. Teach them to work on eliminating these, and they’ll be better prepared to meet a listening challenge.

6. Familiarize students with the different types of listening strategies, which include:

- Listening for gist – students try to get the main idea/context.
- Listening for key words – students try to listen for a specific word, idea or thought, for example, a date, historical fact or piece of information
- Listening/checking for comprehension – a great strategy is listening to what someone has to say, like directions to get to a place, and then saying them back to check for comprehension (Anne, 2010:1)

CONCLUSION

Listening is often considered to be one of the most difficult skills in learning English. Students tend to make mistakes and have wrong perception in Learning Listening. As Teachers, we have responsibilities to guide them to the right way. Show them that listening is the key to be a good English speaker. At the same time, learning listening can be fun. It’s not too complex as they imagine
in their mind. In teaching listening, you can’t give your students rules like you do for speaking or writing, but you can give them a powerful set of tools.

Listening comprehension is not an exact science, not in any language, and not even for native speakers. Sometimes we hear what we want to hear. Help students set realistic expectations and goals, and provide them with the set of tools that will get them there.

In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too much with theories without thinking about their application to teaching, or by following the dull routines of playing the tape recorder and asking some questions to the students. It is essential for language teachers to have thorough understanding of the nature of listening (psycholinguistics perspective of listening) as well as several activities which help the students develop their listening comprehension skills. Consequently, the teachers can vary their classroom presentation that result in the more interesting classroom activities.

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