AN ANALYSIS OF SENIOR HIGH SCHOOL STUDENTS' LISTENING FACTORS IN LEARNING LISTENING

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Abstract: This study investigates students' behavior in English class when learning to listen. Using qualitative paradigm with the type of case study, this study employed 15 students as participants from the Eleventh Grade of Islamic Senior High School in Ciamis, Indonesia. The instrument of the research involved classroom observations; open-ended and semi-structured interviews administered to teachers to explore students' behavior in learning to listen in English class. Coding and reducing data entailed selecting and simplifying data, and classifying the remaining data into more specific categories are data analysis of this research. These themes included incorporating listening practice into English learning, providing a comprehensive approach to language acquisition, and helping students build a solid foundation for effective communication and comprehension. The research findings based on the information gathered reveal that students' behavior during listening activities in English learning can vary, but certain patterns and tendencies are commonly observed. Understanding these behaviors can help educators tailor their teaching methods to better support students. The analysis of student listening behavior in learning English includes, among others, active engagement, listening strategies, reaction to difficulty, use of supplementary resources, behavioral adaptations, interaction and feedback, responses, frustration, and satisfaction. By understanding these behaviors, educators can address students' needs more effectively, adapt teaching methods to improve listening skills and overall language proficiency, and offer significant benefits that can greatly enhance a student's language acquisition.

: listening behaviors, nature of listening, listening skill, teaching of listening skills

INTRODUCTION

Listening comprehension is a fundamental skill in second language acquisition, forming the basis for developing other linguistic competencies such as speaking, reading, writing, and translation. Its significance is widely acknowledged by scholars and educators due to its dominant

role in language use—individuals spend approximately 42% of their communication time on listening, surpassing speaking, reading, and writing (Rochaeti et al., 2021). Effective listening enables learners to decode phonemes, grasp meaning, and engage in meaningful dialogue (Hogan et al., 2016; Hughes et al., 2022). Consequently, listening has attracted substantial attention in language pedagogy, particularly within the context of English as a Foreign Language (EFL) classroom.

Despite its importance, listening comprehension remains one of the most overlooked skills in ESL and EFL education. Studies reveal that many students face substantial barriers such as limited vocabulary, difficulties in phonemic discrimination, and challenges in grasping the general meaning of spoken language (Rodríguez-González & Castañeda, 2018; Gilakjani & Sabouri, 2016). This issue is compounded by a lack of emphasis in instructional materials and classroom practice, leading to inadequate improvement in students' listening abilities. Buck (2010) emphasizes that listening is not a passive activity but rather a cognitive process that involves interpreting spoken input using both linguistic and nonlinguistic knowledge, such as grammar, vocabulary, context, and background information.

To address these challenges, scholars have proposed more comprehensive and active approaches to listening pedagogy. Hue (2019) critiques traditional passive models of listening, arguing for a dynamic framework that regards learners as active meaning-makers who integrate prior knowledge with incoming information. This perspective is further supported by Fajriati et al. (n.d.), who outline a model of active listening involving phonological decoding, contextual inference, and real-time comprehension adjustment. Furthermore, nonlinguistic elements such as body language, facial expression, and tone also contribute to the listener's understanding, requiring learners to synthesize verbal and nonverbal input simultaneously (Hue, 2019).

Multiple recent studies offer insight into the intricacies of listening in language learning contexts. First, Wise et al. (2013) examined listening behavior in asynchronous online discussions, identifying indicators such as timing, engagement, reflection, and participation as critical to understanding listening interaction. Second, Kussusanti (2022) found that students' level of response and attentiveness to peers' input reflects their cognitive involvement and listening efficacy. Third, Suwannasit, (2019) affirmed the role of active listening in language comprehension, particularly how visual and contextual cues support meaning construction. Fourth, Maulina et al., (2022) emphasized the cumulative nature of listening development through exposure to various auditory environments. Fifth, Schmidt (2016) defined listening comprehension as a multifaceted process involving linguistic and contextual interpretation. Sixth, Hughes et al. (2022) introduced the distinction between micro-skills (e.g., recognizing intonation and discourse markers) and macro-skills (e.g., extracting the general idea and following instructions), both of which are crucial for holistic comprehension.

However, while the aforementioned studies explore different facets of listening comprehension, few have focused on student listening behaviors in the classroom context, especially during actual listening instruction. Most existing research emphasizes cognitive or material-related factors but overlooks how students act, adapt, or respond during listening activities in class. Furthermore, there is limited qualitative research from the Indonesian EFL classroom context that explores students' behavioral patterns while learning to listen in a structured English class. Therefore, this study aims to address that gap by analyzing the listening behavior of senior high school students in English listening classes. In particular, the study investigates how students engage with listening tasks, respond to challenges, and utilize strategies or external resources to improve comprehension.

METHOD

The writer utilizes qualitative research, as defined by Corbin (2017) & Wallen & Fraenkel (2013), exploring phenomena from various educational perspectives and examining the quality of relationships and situations. A case study design was selected to offer a detailed analysis of a

specific unit, such as an individual or group, aligning with Ary et al. (2010) and (Wallen & Fraenkel, 2013) view that this method provides comprehensive insights into cases. This approach was chosen for its capacity to deliver an in-depth understanding of the subject matter.

Cresswell cited in Corbin, (2017) stated that in any given qualitative study, we may decide to study a site, several sites, an individual, or a group. This research was carried out at Sirnarasa Islamic Senior High School in Ciamis. The reason why this school because their listening skill is considered lacking, therefore the writer tries to analyze what are the types that influence students' listening skill behavior in English class. According to Creswell (2012, p. 206), "In any given qualitative study, you may decide to study a site, several sites, individuals, or groups."

The writer determines some individuals of the population as representative samples based on their judgment to focus on students' listening skill behaviour. Wallen & Fraenkel, (2013) explained that purposive sampling differs from convenience sampling in that it involves the deliberate selection of participants based on the researcher's judgment and prior knowledge, rather than merely choosing those who are readily available. Accordingly, the participants in this study are 15 students from the Eleventh Grade of Islamic Senior High School in Ciamis."

In the study, the writer employed two primary data collection methods: observation and interviews. The observation was conducted through a checklist to track these aspects and to refine the interview questions based on classroom experiences and student responses (Hu & Chang, 2017). For in-depth data, the writer conducted open-ended and semi-structured interviews with intermediate-listening students. In analyzing the data, the study employed basic tools such as paper and pens, following a structured three-step process outlined by Asipi et al. (2022). The first step, familiarizing and organizing, involved collecting, reading, and noting the data from observations and interviews to focus on the study's problems. This stage aimed to organize the data to align with the research objectives.

Step number two, coding and reducing, entailed selecting and simplifying data by setting aside irrelevant information and classifying the remaining data into more specific categories. Coding, as described by Corbin (2017), involves breaking down text data into smaller, manageable units. The third step, interpreting and representing, involved analyzing the data through the writer's expertise and presenting the results. To ensure accuracy, the findings were tested using triangulation, which employs multiple instruments to validate the data, as suggested by Mirhosseini & Pearson (2024). The final analysis resulted in the presentation of the study's outcomes.

RESULTS AND DISCUSSION

This study focuses on investigating students' behavior in English class when learning to listen utilizing observation and interview to collect the data. Observation, a common research tool in education, was used to monitor student behavior and classroom dynamics, focusing on factors such as student attitudes, concentration, and motivation during listening activities. The semi structured and open-ended interviews aimed to explore students' listening difficulties, the causes of these challenges, and the strategies they use to overcome them. By focusing on students' experiences and responses, the interviews provided valuable insights into their listening skills and the difficulties they encountered, helping to identify effective strategies for improvement. The result of the data collection is discussed in the following organization:

The Interview Result

The data from interviews revealed that students frequently use new vocabulary, such as "innovative" or "disagreement," to enhance their understanding and retention of new information. Incorporating new words helps them grasp context and application, contributing to improved fluency and comprehension. Effective teaching methods, including interactive techniques and practical exercises, support better learning outcomes. Motivation plays a key role in enhancing students' focus and understanding, with teachers often discussing topics and using online resources

to reinforce learning. The study underscores the importance of well-structured, engaging lessons, clear subject matter understanding, and the integration of new vocabulary and idiomatic expressions, along with the use of intonation and expression in mastering English. The findings of this research showed that the research findings showed that students' behavior during listening activities in English learning can vary, but certain patterns and tendencies are commonly observed. Understanding these behaviors can help educators tailor their teaching methods to better support students. The analysis of student listening behavior in learning English includes, among others, active engagement, listening strategies, reaction to difficulty, use of supplementary resources, behavioral adaptations, interaction and feedback, responses, Frustration, and Satisfaction.

In line with this research, Herlina (2023) found that students' behavior in Listening can be upgraded using the technique of bottom-up, which highlights the distinction between micro-skills and macro-skills, and highlights the different levels of listening required for various contexts. Micro-skills are essential for detailed comprehension and interpreting the subtleties of spoken language, while macro-skills enable listeners to grasp the overall meaning and follow broader directives. Developing proficiency in both areas enhances a learner's ability to understand and engage with spoken language in a more holistic manner. This balanced skill set is crucial for effective communication, whether in everyday conversations, academic settings, or professional environments. This can also eliminate some insignificant factors in listening.

Another research from Welz et al. (2023), provides a different perspective by identifying four primary listening styles: people-oriented, which focuses on the speaker's emotions; action-oriented, which prioritizes actionable information; content-oriented, which emphasizes detailed and complex information; and time-oriented, which is concerned with efficiency and brevity. Franz also mentions additional listening types such as pseudo listening, where the listener pretends to pay attention; appreciative listening, aimed at enjoyment; empathetic and comprehensive listening, which focuses on understanding and support; and critical listening, which involves judgment and evaluation. Regardless of the type, effective listening remains a crucial component of successful communication, as it is fundamental to accurately understanding and responding to others.

Furthermore, Maulina et al., (2022) elaborates on the development of listening skills, emphasizing that this ability is built through a cumulative process of listening experiences over time. Individuals encounter various auditory challenges, including sound distortions, frequency imbalances, and background noise, which shape their listening abilities. These experiences contribute to the refinement of listening skills, as individuals learn to navigate and adapt to different listening environments. By continually engaging with and overcoming these auditory challenges, individuals enhance their listening proficiency and ability to comprehend and respond to spoken communication effectively.

Hughes et al. (2022) introduces the concept of micro-skills and macro-skills in listening. Micro-skills involve the detailed aspects of listening, such as interpreting intonation patterns, recognizing linguistic functions and structures, detecting cohesive devices, and identifying discourse markers. These elements are crucial for understanding the nuances of spoken language and its various components. Macro skills, on the other hand, focus on broader aspects such as listening for specific information, obtaining the general gist, and following instructions. Mastery both micro-skills and macro-skills are necessary for comprehensive listening and effective communication.

In this study, the writer found that students' behavior during listening activities in English learning can vary, but certain patterns and tendencies are commonly observed. Understanding these behaviors can help educators tailor their teaching methods to better support students. Motivation is crucial for students to succeed in learning, as it increases their focus and ability to understand information better. Teachers often discuss topics with students after learning or use online resources for learning. A well-structured and engaging language lesson is essential, emphasizing a clear understanding of the subject matter and different ways students can express

themselves. New vocabulary, idiomatic skills, and understanding of the use of intonation and expression in English are also essential.

The Observation Result

The data from the observation revealed that students' behavior during listening activities in English learning can vary, but certain patterns and tendencies are commonly observed. Understanding these behaviors can help educators tailor their teaching methods to better support students. Common behaviors include active engagement, such as taking notes, asking questions, and using listening strategies like predicting content and using context clues. Students may also react to the difficulty by replaying audio, distancing themselves, using supplementary resources like dictionaries or translation tools, and using transcripts or subtitles to follow along with the audio.

The study also shows that a variety of elements, such as personal traits, motivation, prior experience, listening tactics, attention and focus, and the role of the teacher, affect students' behavior when developing listening skills. Personal characteristics, including hobbies, personality traits, and cognitive styles, might affect how pupils' approach and complete listening exercises. These several factors can influence students' behavior in listening. Listening is a complex skill that involves more than just hearing sounds; it requires active interpretation and engagement. Understanding and developing both micro-skills and macro-skills are essential for achieving effective communication and comprehension. As Hughes et al. (2022) outline, effective listening is integral to understanding spoken language and ensuring clear, meaningful interactions. This comprehensive approach to listening facilitates better communication, reduces misunderstandings, and supports successful language acquisition and use.

Behavior in learning listening skills can vary depending on individual characteristics and contextual elements. Behavioral adaptations include adjusting the speed of the audio to match students' comprehension level, engaging in group discussions, seeking feedback, and experiencing emotional responses such as frustration and satisfaction. By understanding these behaviors, educators can address students' needs more effectively, adapt teaching methods to improve listening skills and overall language proficiency, and offer significant benefits that can greatly enhance a student's language acquisition.

Effective listening engages more than just hearing words; it requires an understanding of new vocabulary, idiomatic expressions, and intonation patterns. Students typically engage in behaviours such as actively taking notes and asking questions to aid their comprehension. They also employ strategies like predicting content and using context clues to make sense of the listening material. These active engagement methods are crucial for helping students process and retain information from listening exercises. By focusing on these aspects, educators can more effectively assist students in cultivating strong listening skills.

Students often adjust their listening behaviors based on the complexity of the content and their individual needs. For example, they might replay audio to clarify difficult segments, use supplementary resources like dictionaries for unfamiliar terms, or adjust the audio speed to better match their comprehension level. These adaptations reflect students' efforts to manage the challenges they face during listening activities and highlight the importance of personalized support in the learning process. Educators should recognize and facilitate these adaptive behaviors to enhance students' listening experiences.

Factors such as personal traits, prior experiences, and the teacher's role significantly influence students' listening behaviors. Personal characteristics, including cognitive styles and interests, can affect how students' approach and respond to listening activities. Previous experiences, such as exposure to different languages or listening environments, also play a role in shaping students' listening strategies. The teacher's involvement, including the type of feedback provided and the methods used to engage students, impacts how effectively students develop their listening skills.

By understanding these influences and observing students' behavioral adaptations, educators can refine their teaching methods to better support individual needs. Addressing factors such as motivation, personal traits, and the use of various listening strategies will help in designing more effective listening instruction. Additionally, recognizing how students manage their emotional responses and seek feedback allows teachers to create a better, supportive learning atmosphere, ultimately leading to improved listening skills and enhanced overall language proficiency.

CONCLUSION

The study highlights that while students' behaviors during English listening activities can differ, certain recurring patterns offer valuable insights for educators aiming to improve teaching strategies. One of the key findings is the significant role of motivation in influencing students' focus and comprehension. An engaging and motivating learning environment is essential for maximizing students' listening effectiveness. Motivation not only enhances their attention but also encourages active participation in listening activities. Teachers can foster such an environment by incorporating diverse and stimulating listening materials and by creating a classroom atmosphere that supports and values student engagement.

Overall, listening is a complex skill that involves more than just hearing sounds; it requires active interpretation and engagement. Understanding and developing both micro-skills and macro-skills are essential for achieving effective communication and comprehension. As Nunan, Brown, and Hughes outline, effective listening is integral to understanding spoken language and ensuring clear, meaningful interactions. This comprehensive approach to listening facilitates better communication, reduces misunderstandings, and supports successful language acquisition and use.

The findings of this research could prompt further research regarding English Listening in English education in the future, and this research is highly recommended for English teachers to always consider all students' factors in learning listening. The writer offers several recommendations for enhancing listening education, aimed at both teachers and future researchers. Teachers are encouraged to use diverse listening materials, such as podcasts, videos, and talks, to expose students to different accents, speeds, and contexts. This diversity helps students adapt to various listening situations and improves their overall comprehension. Additionally, implementing active listening techniques, such as summarizing, predicting, and inferring, can significantly enhance student engagement and understanding. Teachers should also provide supplementary support, like vocabulary lists and comprehension questions, to prepare students for the listening material and aid in their comprehension. Creating a supportive classroom environment where students feel comfortable discussing difficulties and asking for help is crucial for fostering effective learning.

For future researchers, several areas are recommended for investigation to deepen the understanding of listening behaviors. One suggestion is to analyze how different classroom settings, including noise levels and seating arrangements, impact students' ability to listen and engage. Another important area is exploring the effects of technology and media, such as podcasts and audiobooks, on listening skills and behaviors. Researchers should also consider how various learning styles and levels of language proficiency influence students' listening comprehension and performance.

Additionally, examining strategies for addressing and modifying disruptive or inattentive behaviors that hinder effective listening can provide valuable insights. Evaluating different assessment methods and feedback approaches is also essential to determine how they impact listening skills and overall student performance. By investigating these factors, researchers can contribute to the development of more effective listening instruction and support strategies, leading to improved listening skills and better educational outcomes

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