Picture 5 and 6 are similar to picture 1 and 2. They are also an instructional multimedia for English learning, developed by using Macromedia Flash 8. Picture 5 shows direction screen that consist of several symbols to enter the program. This direction is important because instructional multimedia in a CD is usually designed for self-learning. Students can explore the material without a tutor or a teacher. They also can study based on their own daily schedule. This media encourage students to build their own knowledge based on what they have learned. This is the application of constructivist theory. Based on Smaldino (2005: 6), constructivist perspective emphasize that learners create their own interpretations of the world of information. Students situate their learning experience within their own experience. Thus, the goal of instruction is to create a situation so that students can interpret information based on their understanding (Smaldino, 2005: 6).

Moreover, self-learning instructional multimedia is also the application of social-psychological perspective. This learning theory emphasizes on social skill such as team work or group discussion (Smaldino, 2005: 7). By using multimedia product without any teacher or tutor, students are encouraged to work with other students and to conduct group discussion among them to solve the problems and master the material.

Picture 6. Practice test in instructional multimedia product

Listening is one of the fundamental skills in language learning, in addition to speaking, reading, and writing. This skill has been learned since young age. Burhan (1971:81) explained that the basic ability to listen is innate and will be developed through a learning process. The learning process will make a child has the ability to listen effectively. Early listening development provides the foundation on which a child's speech and language abilities and literacy skills are built. The early-childhood-education stage is a time to build listening skills in children. However, a child is not going to be able to build these listening skills on
his own. It is the responsibility of the teacher in the classroom to present children with activities that help build and enhance listening skills.

The development of listening skill is related to communication ability. Communication has an important role in learning English language. There must be an interaction between at least two or more people involving a speaker and a listener. The speaker expresses her or his ideas by introducing utterances, and the listener receives the messages, keeps the utterances in memory, analyzes and identifies lexical illocutionary meaning. Communication skill is necessary to master for college student because they need to do some academic activities that involves attending lectures or speeches, presenting materials or finding some resources to do their assignments.

However, the communication skill of college students cannot develop well in some cases due to some listening skills issues or problem, such as physical and psychological aspect of the listeners. Physical factors include hearing problem. Meanwhile, psychological factors involve intelligence, interest, attitude, motivation, and readiness to learn. In addition, listening problems also include native speaker, environment, facility and teachers' teaching strategies. To overcome the challenges, lecturer should choose appropriate material that includes the basic concept of listening skill, for example: pre-listening stage, while-listening stage and post-listening activities stage. These concepts can be applied in some learning activities such as comprehending listening texts effectively and efficiently from words, parsing, and memory processes. In each of the processes, the listeners will use some strategies including receiving the message, grouping, and centering the learning process, analyzing, cooperation with others, arranging the learning activities and practicing and reviewing their learning strategy. Those strategies are important factors in developing listening comprehension. They support the listeners in listening processes in order to get a high achievement in listening skill.

Moreover, these basic skills should be arranged based on students' interest to improve their achievement and motivation. Listening is a problematic skill to the students. If lecturers do not consider students' need and character, the learning process will not be success. Students' input data is one of the important considerations among teaching components such as materials, media, learning strategies and environment. Instructional design that is organized based on students' learning problems or character will support the development of readiness instructor may deal with heterogeneous groups which have different background, knowledge, expectation and motivation. Thus, superficial analysis of learner characteristics can provide helpful leads in selecting instructional methods and media.

2. Specific entry competencies: it is suggested that instructors must verify assumptions about entry competencies through informational means (such as in-class questioning or out-of-class interviews) or more formal means (such as testing with standardized or teacher-made tests). By analyzing specific entry competencies, an instructor can select appropriate methods and media.

3. Learning style: learning style refers to cluster of psychological traits that determine how an individual perceives, interacts with and responds emotionally to learning environments. There are four categories of learning styles such as perceptual preferences and strength (e.g. auditory, visual, tactile and kinesthetic), information processing habit (e.g. concrete sequential, concrete random, abstract sequential and abstract random), motivational factors (e.g. intrinsic motivators and extrinsic motivators) and psychological factors (gender, health and environment) (Smaldino, 2005: 49-52).

Look at another example below.
Picture 3 and 4 are power point presentation and picture about English Speaking activity. This material is for students in pre intermediate and intermediate level. The material uses simple sentences and general vocabulary. The images contain thematic pictures with simple speaking task. Based on the description, this material is assumed to be an appropriate method for beginner level in English learning. In some cases, this material can be used for Junior High School students.

Choosing relevant content for students is the application of cognitive theory in multimedia product. It is supported by cognitive concept, described by Mayer (2007:54).

Mayer states that there are five stages in integrating cognitive theory in multimedia product: a) selected relevant words; b) selecting relevant images; c) organizing selected words; d) organizing selected images and e) integrating word-based and images-based representation. Selecting content can be based on:

1. General characteristic: learners characteristics can be influenced by competency level, ethnic or culture. As the impact of these factors, an in learning. The learners should be ready to deal with mistakes or difficulties in listening activities. To have this willingness, inhibition of learning should be eliminated. One of the inhibitions of learning is difficulty. It is in fact impossible for everyone to know everything about a listening text. To be ready to deal with difficulties in listening activities people should have a risk-taking plan. In a listening process, someone who is ready to deal with mistakes and difficulties in learning activities are called a risk taking activity. It is related with the students’ self-confidence and also their low anxiety.

Based on the description above, this paper will discuss about more issues or problems in learning listening by correlating students' problem in listening skill and their achievement in the class.

DISCUSSION

Listening

Listening is the ability to receive, comprehend and understand the message in spoken language (Yagang, 1993:1). On other words, listening is the activity of paying attention to and trying to get the meaning from the information that has been heard. According to Howatt and Dakin (1974:93) listening is the process of a person understanding the meaning of the spoken language. The aim of listening for comprehension is to get the meaning of what the listeners hear and then produce a response to show what they have understood.

Listening is an important role in mastering a target language in spoken forms. By mastering listening skills, English learners will be able to grasp the message sent by speakers and able to respond logically to what is meant by the speakers. In a listening process the listeners understand and translate the messages addressed to them.

According to Byrne (1981:42) states that listening is a process of orally grasping and decoding the signs a listener directly hears. In a listening process, a listener understands and translates the message addressed to him and gets the meaning in the listeners' mind. To conclude, the purpose of listening involves the process of hearing, understanding, evaluating, and responding to the message.

Listening Skill

Listening skill is the prosperity of a person to understand the meaning of the spoken language. Listening is the ability to identify and understand what others
are saying. This involves understanding the speakers’ accent of pronunciation, grammar, vocabulary, and grasping the meaning (Howatt and Dakin, 1974:93). Meanwhile, Widdowson (1978:60) states that listening skill is a skill to understand the spoken language of a particular sentence to be used in an interaction. This means that understanding the context of the sentence to recognize of the significance of the speaker’s meaning. In addition, Brown (2001:256), as quoted from Richards (1983), says that the micro-skills of listening have the goals that can be used as testing criteria, for example: the ability of understanding speech, stress pattern, intonation, pauses, error, grammatical rules and meaning. The micro skills are useful in an effective listening comprehension and can be applied in learning listening to:
1. Recognize a particular meaning expressed in grammatical forms.
2. Infer goal using the real knowledge.
3. Detect the main ideas.
4. Generalize and use some strategies of listening such as guessing, grouping, detect the key words and taking notes.

In the process of developing listening skills, the listeners need some process that can be facilitated by functional and formal practicing. According to Krashen and Terrel (1983:19) acquisition or development of a language can take place only when people understand the message in the target language. They also write that listening is an activity to get the message and information of what is heard in the target language. Therefore, the efforts to develop listening skill include some basic knowledge such as pre-listening, while-listening, and post-listening (Cook, 2001:132). Each of the stages is explained as follows:

a) Pre-listening
   Pre-listening activities help students make decisions about what to listen, and subsequently, to focus attention on meaning while listening. A purpose for listening must be established, so that students know the specific information they need to listen to or the degree of details are required. The students are expected to be able to activate their background knowledge and vocabulary mastery.

b) While-listening
   The technique in this stage includes listen to a dialogue and decide where the conversation occurred, listen to a conversation and decide what the people are application of behaviorist theory. In this theory, material are presented in sequence from the beginning (introduction) until the end (test or practice). This is usually called tutorial method.

   Tutorial method is one of the methods in learning that uses tutor in a learning process in the form of person, computer or special print material. This method usually presents material from content, question and problem, students’ responses, analysis and feedback (Newby et.al, 2000: 96). It is suggested to use this method to teach basic skills such as reading comprehension (Newby et.al, 2000: 97). The advantages of using tutorial method are provide optimum individualized instruction, provide the highest degree of students participation, expands the number of “teacher” in the classroom by using students or computers as tutors and introduce new concept in a sequenced and interactive way (Newby et.al, 2000: 99). However, it is difficult to choose appropriate material for students in specific instructional condition. In some cases, it may be impractical since there is no specific material to support the content.

   It is now the role of cognitive theory in determining appropriate content for specific learning. Analyze picture 3 below.

   ![Power Point presentation](image-url)
Picture 1 and 2 are instructional multimedia for English learning. This is a CD (Compact Disk) product, developed by using Macromedia Flash 8 (Gay, 2001: 1). The picture shows main menu screen that consist of five sections such as introduction, content, exercise, test and profile. These sections are arranged in sequence based on lesson plan or instructional design. This design is the talking about. In while-listening activities, it focuses their attention on key ideas in the text such as asking the students to find how many speakers and how often they hear certain words, and how many questions they hear, etc.

c) Post-listening

This activity is to ensure the students' comprehension and retention of the message. It consists of extension and development of the listening task. Students need to evaluate the results of decisions made during a listening task. In this part, the lesson is about giving a task related to the topic to ensure the students' comprehension and retention of the message and reflection on the language of the passage, asking the students to express and develop the listening task in spoken/written forms.

Listening Problem in University Level

The discussion of listening problems in university level was taken from a research, conducted in 2007 at English Language Education Department of Sarjanawiyata Tamaniswa University, Yogyakarta, in academic year 2006/2007. The data was taken by conducting listening comprehension test and filling questionnaires. The objective test was designed to collect the data about the students' problems in listening. The listening test that was given to the third semester students of English language education department, UST was taken from “How to Prepare the TOEFL” by Morphy Baron (1985). The test consisted of statements, dialogues, short and long stories. Meanwhile, the questionnaire was about the students' learning problems in listening III that is used to investigate a certain alternative strategies that could use to solve the problems in the teaching of listening. The questionnaire was based on the Micro-Skills of Listening (Brown, 2001:256).

The population of this study included the third semester English language education department students of Sarjanawiyata Tamaniswa University in academic year 2006/2007. The data used random sampling technique to get the sample of this study. The sample were 26 students. The techniques of data analysis were used to describe and investigate the correlation between the students' learning problems in listening III and their achievements. The inferential correlation analysis was utilized to provide the information about the correlation between the students' learning problems in listening III and their achievements to provide
alternative solutions in the teaching and learning of listening process in the classroom. This study used Product Moment Correlation formula after the analysis the normality and the linearity were processed.

The result showed that most of the listening problems of the students include:
1. Lack of vocabulary mastery
2. Less understanding grammatical forms, speakers' utterances, unclear pronunciation and speed of speech, unclear contents of the passages, and physical setting including uncomfortable class.
3. Lack of facility and background noise.

As the impact, some students had low motivation in learning and it affects their achievement. The scores of the students' learning problems in listening III and their achievements by using questionnaire and listening comprehension tests indicated that the students' listening learning problems were at the low level and their listening comprehension test scores showing their achievements were in moderate level. The result was shown in the table below:

Table 1. Score Listening Comprehension Test and Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>Listening Comprehension Test</th>
<th>Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>56.67</td>
<td>89.71</td>
</tr>
<tr>
<td>Student 2</td>
<td><strong>20.00</strong></td>
<td>81.71</td>
</tr>
<tr>
<td>Student 3</td>
<td>26.67</td>
<td>79.43</td>
</tr>
<tr>
<td>Student 4</td>
<td>33.33</td>
<td><strong>94.86</strong></td>
</tr>
<tr>
<td>Student 5</td>
<td>56.67</td>
<td>72.57</td>
</tr>
<tr>
<td>Student 6</td>
<td>40.00</td>
<td><strong>67.43</strong></td>
</tr>
<tr>
<td>Student 7</td>
<td>40.00</td>
<td>77.71</td>
</tr>
<tr>
<td>Student 8</td>
<td>33.33</td>
<td>72.57</td>
</tr>
<tr>
<td>Student 9</td>
<td>40.00</td>
<td>68.57</td>
</tr>
<tr>
<td>Student 10</td>
<td>33.33</td>
<td>81.14</td>
</tr>
<tr>
<td>Student 11</td>
<td>30.00</td>
<td>72.57</td>
</tr>
<tr>
<td>Student 12</td>
<td>33.33</td>
<td>81.71</td>
</tr>
<tr>
<td>Student 13</td>
<td>50.00</td>
<td>74.86</td>
</tr>
<tr>
<td>Student 14</td>
<td>60.00</td>
<td>73.14</td>
</tr>
<tr>
<td>Student 15</td>
<td>46.67</td>
<td>76.00</td>
</tr>
</tbody>
</table>
Muslim, while significant minorities are to be found in the Soviet Union, China, North and South America and Europe (Quoted from: Azhar Arsyad. Step by Step Readings in English for IAIN Students. 2006: 123).

Passage 3

Islam views a woman, whether single or married, as an individual in her own right, with the right to own and dispose of her property and earnings. A marriage dowry is given by the groom to the bride for her own personal use, and she keeps her own family name rather than adopting her husband's. Both men and women are expected to dress in a way which is modest and dignified. The traditions of female dress found in some Muslim countries are often the expression of local customs. (Quoted from: Arsyad, Azhar. Step by Step Readings in English for IAIN Students, 2006: 125).

Passage 1, 2 and 3 are selected materials about Islam. The purpose of choosing Islamic passage is to increase students' motivation in learning English with familiar content. They can read, analyze and widen the passage to discuss Islamic issues.

In addition, constructivist and social-psychological perspective roles in building students' knowledge and encourage team work. The application is usually shown in the method of instruction. One of the examples is the development of Contextual Teaching and Learning (CTL). CTL is learning concept that helps teacher to connect material to the real world and encourage students to analyze the connection and apply the skills in real condition. In this case, learning strategies is more important that learning achievement. The learning strategies usually consists of 7 steps such as constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment (Nurhadi et.al, 2004 in Warsita, 2008:137).

In computer program, constructivist theory is usually shown in educational simulation. Educational simulations are structured environments, abstracted from some specific real-life activities, with stated levels and goals. This simulation allows participant to practice real world skills with appropriate feedback without affecting real process or people, for example educational simulation games about showing direction (Aldrich, 2009:7-8). Learner will learn the vocabulary and the expression to show direction from one place to another place by clicking a button to move people around. By doing this activity, student will learn how to use the

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 16</td>
<td>33.33</td>
<td>80.00</td>
</tr>
<tr>
<td>Student 17</td>
<td>36.67</td>
<td>79.43</td>
</tr>
<tr>
<td>Student 18</td>
<td>60.00</td>
<td>78.29</td>
</tr>
<tr>
<td>Student 19</td>
<td>50.00</td>
<td>76.57</td>
</tr>
<tr>
<td>Student 20</td>
<td>46.67</td>
<td>78.86</td>
</tr>
<tr>
<td>Student 21</td>
<td>50.00</td>
<td>75.43</td>
</tr>
<tr>
<td>Student 22</td>
<td>30.00</td>
<td>70.29</td>
</tr>
<tr>
<td>Student 23</td>
<td>63.33</td>
<td>82.29</td>
</tr>
<tr>
<td>Student 24</td>
<td>36.67</td>
<td>78.29</td>
</tr>
<tr>
<td>Student 25</td>
<td>46.67</td>
<td>78.86</td>
</tr>
<tr>
<td>Student 26</td>
<td>40.00</td>
<td>74.29</td>
</tr>
</tbody>
</table>

The result of the analysis stated that “there is a positive and significant correlation between the students' learning problems in Listening III and their achievements.”

**Strategies to Overcome the Problems**

In listening activities, the students need to pay attention, concentration and focus on the native speaker's utterances that were presented by the teacher or using a tape recorder. Listening activities require an understanding of phonetics (pronunciation) and vocabulary mastery. The students also need to understand grammatical forms that can speed up their language learning activities. The knowledge of grammar can help the students comprehend some ways of using language more effectively.

Listening can be learnt from elementary up to advanced level. At university level, listening can be learnt from the first up to forth semesters. The lecturer has to encourage them by selecting and presenting interesting listening materials. The lecturer has to apply certain alternative strategies and give some exercises that can measure their ability and motivate the students in learning listening. Providing the high quality of facility and media can improve the students' willingness to learn listening.

The lecturer has to develop and improve the techniques and strategies in the teaching of listening, for instance:
1. Preparing a tape recorder and selecting the various appropriate listening materials to be given to the students.
2. Establishing a positive interaction between the teacher and students.
3. Giving a clear instruction and explanation and giving an opportunity to use dictionary.
4. Making an interesting atmosphere in listening activity and improving the right and various techniques that can motivate the students as listeners in order to make them more comfortable in learning listening materials.
5. Introducing the real use of spoken English in classroom and asking the students to have a real English conversation.
6. Sending real native speaker and recorded materials to provide opportunities for the students to listen to the native speaker’s voice.

**CONCLUSION**

Based on the research findings and discussions in the previous chapter, the writer tries to make some conclusions as follows:

1. Listening is an important skill and a basic skill in language learning. Without an effective listening skill, learners will not be able to learn to communicate effectively. The students have some problems in comprehending the speech of the native speaker. The lack in contextual knowledge is an obstruction in listening comprehension activity.
2. Listening skills are developed through three elements. They are access to words, parsing, memory and cognitive. The listening process can be divided into two classifications of approaches. They are bottom up and top down approach. The selection of the materials has to comply with the students’ level, and the exercises must be able to measure the students’ ability. A new style in teaching listening in the class should be appropriate with the stages or the principles of a listening lesson (Pre-listening, while-listening, and post-listening) that can motivate the students in learning listening.
3. Successful teaching of listening depends on the techniques that are used in teaching methods. So, the teacher has to apply an appropriate technique that can make the students more interested in listening activity. The key of interest in listening is an important factor to make the students pay attention to the materials. The teacher should not give exercises or tasks provided in textbooks without thinking about whether they are suitable for the students or not. The strategy that can be applied by the students is how to make them motivated in learning listening.

The advantages of using multimedia in learning are provide various information sources and instructional methods, stimulate more closely to the conditions of real-world learning and a world of multisensory all at once experience. Multimedia also addresses different learning styles such as auditory learners, visual learners or tactile learners. By using multimedia, students can choose the most meaningful sensory mode for them (Smaldino et.al, 2005: 142).

The aspect of learning theories can be found in several multimedia products, for example computer-based instruction and web-based courses. Behaviorist theory is basic concept in designing computer-based activity or web-based task because it leads student to a series of instructional steps to a desired level of performance (Smaldino, 2005: 8). When students study English by using computer-based instruction or multimedia program, they should follow certain instruction such as open computer software or files, login to a link in a website or register in social networks. If they do not follow the steps, they cannot access the material.

Furthermore, other theories also play significant roles as a bridge to enhance students' mastery by using multimedia. Cognitive theory usually focuses on choosing appropriate material for students based on students’ interest and demand. Two passages below are two examples of specific reading passage for students in Islamic institution.

**Passage 1**

Our national history shows that non formal education such as Islamic boarding school (Pesantren) contributes a great movement to our nation in preparing community leaders and propagating religion. This institution educates people to be volunteers, teachers, propagators, informal leaders or social workers. Usually, these people dedicate themselves at religious institutions and non-governmental organizations. Their devotion, dedication and commitment have been taken for granted by the government. (Quoted from: Muhibbin Syah. Islamic English. 2005:89).

**Passage 2**

One billion people from a vast range of races, nationalities and cultures across the globe, from the southern Philippines to Nigeria are united by their common Islamic faith. About 18% live in the Arab world. The world's largest Muslim community is in Indonesia. Substantial parts of Asia and most of Africa are
The second theory is cognitive perspective that focuses on how people receive process and manipulate information (Piaget in Smaldino et.al, 2005: 6). This perspective also concerns about how people think, solve problems and making decisions. Thus, the principles of cognitive theory are understanding ideas or concepts and finding the connection among them (Warsita, 2008:69). The third theory is constructivist theory. It is a movement that extends beyond the beliefs of the cognitive. It considers the engagement of students in meaningful experiences as the essence of experiential learning (Smaldino et.al, 2005: 6). In learning process, this theory encourages students to do a group discussion, find solution for problems and integrate some new information (Nurhadi et.al, 2004 in Warsita, 2008:137).

The last perspective, that is social-psychological perspective looks at the effect of social organization of the classroom on learning, for instance: group structure in the classroom, authority structure of the class and reward structure. The example of social-psychological perspective is the research conducted by Robert Slavin that says cooperative learning is both more effective and more socially beneficial than competitive and individualist learning (Slavin in Smaldino et.al, 2005: 7).

The learning perspectives above create different approaches in designing instruction for learning based on the focus of each perspective. However, successful instructional practices have features that are supported by virtually all the various perspectives, such as active participation, practice, individual differences, feedback, realistic contexts and social interaction. These features are accommodated by instructional media and technologies for learning that can help provide a learning atmosphere in which students actively participate (Smaldino et.al, 2005: 4-9).

Learning Theories in Instructional Multimedia

The application of technology in learning leads us to the application of multimedia. Multimedia is the presentation of material using both words and pictures (Mayer, 2007; 2). In learning process, presenting material in multimedia product gives opportunity for learners to process the information. It means multimedia product gives interactive channel for learners to comprehend the material in various aspects such as text, images, video, audio and animation.

4. In this research, the writer investigated two variables. They are the students’ problems in listening III and the students’ achievements. So, based on the findings and discussions above, she could conclude that there is a positive and significant correlation between the students’ learning problems in Listening III and their achievements.

REFERENCES


