

ERROR ANALYSIS IN LISTENING COMPREHENSION TEST ANSWERS AMONG LEVEL CEFR A2 TO B1 UNIVERSITI SAINS MALAYSIA UNDERGRADUATES

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ABSTRACT

Listening comprehension is typically one of the course assessment contents in language teaching. Many studies of language learning showed that listening comprehension plays an important role in the language learning process (Ahmadi, 2016). An error analysis of a mixed of quantitative and qualitative research method was done by reviewing the answers from the listening comprehension test questions completed by the undergraduates and a back-to-back comparison with the listening comprehension test transcript. This research was conducted in order to find out the problems that has occurred among the undergraduates' listening comprehension capabilities in understanding words and vocabulary usage that pertains to the content and context of the listening comprehension test recordings. The document analysis used are samples of the answered listening comprehension test that involved 48 students from the CEFR A2 to B1 level that has taken the LSP101 course in Universiti Sains Malaysia. The analysed answers in the listening comprehension test papers were compared to the listening comprehension test recording transcripts and it was found that the answers in the test papers have a multitude of incorrect answers in it. The findings elaborated that 20% undergraduates misunderstood the recorded texts' contexts thus answering the questions wrongly, a lower percentage of 13% of students have given a recurrence of misspelled words and the highest error is 21% of students who have given random responses or leave blank for the answer which in response shows a lack of required vocabulary to answer the test questions. As Gilakjani and Sabouri (2016) said, listening comprehension skill development assists learners to succeed in language learning to enhance comprehensible input. Therefore, as a conclusion, efforts must be taken to help improve students listening capabilities especially as this skill in language use is important in every day communication.

Keywords: error analysis; listening comprehension; Level CEFR A2; Universiti Sains Malaysia undergraduates

1. INTRODUCTION

A skill that is often overlooked in the learning process of the English language is the listening skill. According to Ho (2018), it is an important skill that requires more emphasis but the exposure to oral language is limited and it needs immediate attention. This makes it hard for some students to be able to communicate in verbal communication effectively as the listening process that needs constant development of understanding the receiving and delivering process of verbal words is lacking.

Therefore, it is important that this research on finding out students' weakness in answering the listening comprehension test particularly in open-ended questions is done. This research is limited to only the LSP101 course students with a lower CEFR level A2 to B1. This research is done to pinpoint students' limitations in their listening comprehension practice so efforts to improve it can be taken.

Speaking requires learners to firstly understand the spoken language they hear (Ahmadi, 2016). Basic prior knowledge is often needed concerning what is being communicated in a conversation. What is

heard must be understood for better comprehension of the topic in hand and the response must answer the previously mentioned information. This is why, Ho (2018) mentioned that learners' home (the basic language in use) language's background and understanding of the languages' background effects the spoken discourse and thus effecting the understood content in communication.

Students' listening comprehension skills need to be improved by familiarising themselves with the original languages' cultural background. The application of the languages' contextual, linguistic and background knowledge information will make the understanding and clarification of information easier (Gilakjani and Sabouri, 2016). To pick up the important information, Gilakjani and Sabouri (2016) also mentioned that students need to have better concentration and quick understanding by giving better attention to what they are listening to.

2. LITERATURE REVIEW

Listening is very important in language because it provides input towards understanding content in reaching the learning outcome (Gilakjani and Sabouri, 2016). The development of the listening comprehension skill by increasing their comprehensible input will help learners be successful in language learning (Ahmadi, 2016). The listening process improvement activities must be done exponentially in an effort to better students' ability in this language skill. Ahmadi (2016) also mentioned that practicing a lot in concern to the target language's listening skill by listening especially to native speaker's speech is important. This can develop a better listening comprehension skill in life. With better listening skills, communication can be established and miscommunications can be avoided. According to Jaya et. al. (2021), listeners' language proficiency can interfere with the listening comprehension process, exposure to native speakers' pronunciation impacted listeners' comprehension of what's communicated and the lower the listeners' level of mastery in English language vocabulary may hinder the understanding of the spoken discourse.

3. RESEARCH METHOD

The method chosen to do this research is a mixed method of both the qualitative and quantitative method. Document analysis was chosen in this error analysis research. A review of 48 students' written answer responses in the listening comprehension test questions and a back-to-back comparison with the listening transcript of the listening comprehension test was done to find out the mistakes that has occurred among the undergraduates concerning their listening comprehension abilities. The samples of this test involved the listening test papers that were completely answered by students from the CEFR A2 to B1 level who has taken the LSP101 course in Universiti Sains Malaysia.

There were 18 open-ended questions that were analysed from two different listening comprehension texts that were recorded. The questions in the test were paraphrased sentences and arranged according to its appearance in the spoken recording. No questions were arranged randomly. The completed answers in the test papers were analysed and they were compared to the listening comprehension test recording transcripts.

4. RESULTS AND DISCUSSION

The answers in the listening comprehension test questions of the 48 students from the CEFR A2 to B1 level who have taken the LSP101 course in Universiti Sains Malaysia has been analysed and it brought along the results as shown below.

It was found that the answers in the 18 open-ended questions in the listening comprehension test papers contained a multitude of incorrect answers. The issues found are misspelling of words like words with missing prefixes or suffixes and also words that sounds the same but is not related to the context of the recorded text. These can change the context of the word usage and thus changing the meaning of the sentence in comparison to the main idea presented in the recording text. This also highlight students' limited vocabulary range that brings out the issue of misunderstanding content and context of the recorded text and thus made the students either leaving the answers blank or randomly insert any answers to fill the space provided.

The findings elaborated a 54% incorrect answers given in comparison to 46% correct answers for the listening comprehension test. They are classified into three sections that covers 20% undergraduates misunderstanding the recorded texts' contexts and thus answered the questions wrongly, 13% given a recurrence of misspelling of words and 21% giving random guesswork that covers incomplete answers or leave the answer space blank. This answer response shows a lack of having required vocabulary to answer the test questions.

Table 1 to 5 below are the examples of answers written down by the students. The table below are labelled as transcript (T), question (Q), correct answer (C) and the indicators of wrong answers given by the students are shown as 1. Misunderstanding the recorded text, 2. Misspelling of words and 3. Random guesswork.

Table 1

		1	2	3
T	I only really use Facebook to keep up with friends who have moved abroad or live too far away for us to meet regularly.	abroad friends	regularly regularly regularly ricently broad	frequently real far away them recently
Q	Uses Facebook for friends who are unable to meet ...			
C	regularly			

Table 2

		1	2	3
T	Linda Blair argues that our position in the family is possibly the strongest influence on our character and personality.	strongest character	opipsition operation	opposition attitude range narrate academic sibling(s) children order family life
Q	Your character or personality is influenced by your ... in your family.			
C	position			

Table 3

		1	2	3
T	This is because when the second child was born, they lost some of their parents' attention and maybe they felt rejected.	tension	adjected rejectite progeted	protected projected insecure secure responsible
Q	May feel ... with the presence of their younger sibling.			
C	rejected			

Table 4

		1	2	3
T	They are usually very sociable, the kind of people who get on with everybody and they're also usually sensitive.	sociable very social	socialable socialble sustable socalnal socable sensitive sesetive sensetive	sensible balance
Q	Usually ... to the needs of others.			
C	sensitive			

Table 5

		1	2	3
T	For the same reason, they are often quite good at sorting out arguments and they're always sympathetic to the ones on the losing side or in general, to people who are having problems.	problem(s)	arrguement arguements site son	side documents life thing
Q	Growing up between older and younger siblings make them rather capable of resolving ...			
C	arguments			

Table 1 until 5 above are examples of answers that was given by the students. The issues in answering some of the listening comprehension test questions here can be seen and students need to put the extra efforts in improving their listening comprehension ability.

The answers given by the students that cover the first area (1) above that is misunderstanding the recorded text happens because the context of the spoken text was not understood. The answers given by the students that cover the second area (2) above that is misspelling of words for correct and incorrect answers happens because students lack the vocabulary and exposure to the spelling of words. That's the reason the words were spelt incorrectly. The answers given by the students that cover the third and final area (3) above that is random guesswork happens because students have missed to pick up the important points that they need to use to fulfil the requirement to answer the listening test question.

5. CONCLUSION

According to Fromkin & Rodman (1998), as different sounds are unsystematically represented by spelling, it may therefore be confusing and difficult to refer to sounds as they are spelled in English. Therefore, listening comprehension practice is important in assisting students to practice in preparation of facing real life situations. Teachers and students must be aware that a conversation in exchanging information between people goes both ways which is to deliver and to receive information. This is important to ensure that effective communication happens. A component of listening comprehension such as vocabulary is expansive, and continues throughout the lifetime, and so would listening comprehension skill (Kim & Pilcher, 2016).

Teachers and students should put in the efforts of improving students' knowledge in terms of language content and cultural content information to try to avoid misunderstandings and error issues from occurring in a conversation. Students must also encourage themselves to learn independently to improve their language ability. More research must be done in other English courses that cover from the lower until intermediate and until the higher English CEFR level to see the issues that is occurring and to find solutions to these problems especially in the listening comprehension area.

6. REFERENCES

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