AN ANALYSIS ON STUDENTS’ LISTENING COMPREHENSION PROBLEMS AT THE THIRD SEMESTER ENGLISH LANGUAGE EDUCATION OF ISLAMIC UNIVERSITY OF RIAU

A THESIS

Intended to fulfill one of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Universitas Islam Riau

ERZA MUHAMMAD IKHSAN
156311143

ENGLISH STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ISLAMIC UNIVERSITY OF RIAU
2021
THESIS APPROVAL

TITLE

“AN ANALYSIS ON STUDENTS’ LISTENING COMPREHENSION PROBLEMS AT THE THIRD SEMESTER ENGLISH LANGUAGE EDUCATION OF ISLAMIC UNIVERSITY OF RIAU”

Name: Erza Muhammad Ikhsan
Student Number: 156311143
Study Program: Teacher Training and Education

Advisor
Drs. Hj. Syofianis, M.Ed
NIDN.0023045901
Head of English Language Education

Muhammad Ilwas, S.Pd., M.Pd
NPK. 160702565
NIDN. 1021068802
Penata/Lektor/I11c

This thesis is submitted in partial fulfillment of the requirement for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, December 2020
Dean

Dr. Hj. Sri Amnah, S.Pd., M.Si
NIP. 1970 10071998 032002
NIDN. 00071998032002
THESIS

AN ANALYSIS ON STUDENTS’ LISTENING COMPREHENSION PROBLEMS AT THE THIRD SEMESTER ENGLISH LANGUAGE EDUCATION OF ISLAMIC UNIVERSITY OF RIAU

Name : Erza Muhammad Ikhsan
Index Number : 156311143
Study Program : English Education

THE CANDIDATE HAS BEEN EXAMINED

Wednesday, January 27 2021

THE EXAMINERS COMMITTEE

Head Advisor
Dr. Hj. Syofianis Ismail, M.Ed
NIDN. 0023045901

Examiners
Yulianto, S.Pd., M.Pd.
NIDN. 0018078901

Sri Wahyuni, S.Pd., M.Pd
NIDN. 1023098901

The thesis has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher and Education Universitas Islam Riau.

Pekanbaru, March 2021

Dean
Dr. Hj. Sri Amnah, S.Pd., M.Si
NIP. 1970 10071998 032002
NIDN.00071998032002
LETTER OF NOTICE

We, that the Advisor hereby notice that:

Name : Erza Muhammad Ikhsan
Index Number : 156311143
Faculty : Teacher Training and Education
Subject : English Language Education
Study Program : English

Has been completely written a thesis which entitled:

AN ANALYSIS ON STUDENTS’ LISTENING COMPREHENSION PROBLEMS AT THE THIRD SEMESTER ENGLISH LANGUAGE EDUCATION OF ISLAMIC UNIVERSITY OF RIAU

It has been to be examined. This letter is made to be used as it is needed.

Pekanbaru, December 2020

Advisor

Drs. Hj. Svojunis, M.Ed
NIDN. 1013106701
**KARTU BIMBINGAN TUGAS AKHIR**  
**SEMESTER GENAP TA 2020/2021**

<table>
<thead>
<tr>
<th>NO</th>
<th>Hari/Tanggal Bimbingan</th>
<th>Materi Bimbingan</th>
<th>Hasil / Saran Bimbingan</th>
<th>Paraf Dosen Pembimbing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22-October-2019</td>
<td>Discussion about the title</td>
<td>Acc the title</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>25-November-2019</td>
<td>Discussion about chapter II (theory)</td>
<td>Revised Chapter II (complete the theory)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>02-December-2019</td>
<td>Discussion about chapter I, II, and III</td>
<td>Approved to join seminar</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>22-August-2020</td>
<td>Discussion about research method</td>
<td>Acc for doing research/take the data</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>31-October-2020</td>
<td>Discussion about finding</td>
<td>Revised Chapter IV and change the tenses (past tense)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7-January-2021</td>
<td>discussion about chapter I, II, III, IV and V</td>
<td>Approve to join thesis examination</td>
<td></td>
</tr>
</tbody>
</table>

Catatan:
1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi diselesaikan (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan sasi yang telah ditandatangani diserahkan kepada Ketua Program Studi dan dipinjamkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

Pekanbaru, ........................................
Wakil Dekan / Ketua Departemen/Ketua Prodi

pr. Hj. Sri Amaluth, S.Pd., M.Si

---

**MTU2MZXEMTQZ**
DECLARATION

The undersigned researcher:

Name : Erza Muhammad Ikhsan
Index Number : 156310662
Place/Date of Birth : Pekanbaru/29 April 1997
Study Program : English Education (S1)
Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, December 2020

The researcher

Erza Muhammad Ikhsan
NPM. 156310662
ACKNOWLEDGEMENTS

Alhamdulillah, I would like to thank Allah Subhanahu wata’ala for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

In this memorable moment, I would like to express my deepest gratitude to the very adorable.

1. The Dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.

2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education who gave support and permission to write the thesis.

3. Dra. Hj. Syofianis Ismail, M.Ed as an advisor in my thesis, I would like to say a big thank you to the mother for the support, criticism, advice, and convenience in the guidance period in my thesis. I will never forget the kindness that you gave me. Hopefully, Allah Subhanahu wata’ala will repay all your kindness. Thank you very much.

4. All lecturers in English Language Education, The Faculty of Teacher Training and Education Universitas Islam Riau who gave contributed their knowledge to me during the course.
5. My beloved parents Erwin and Neliza, my sister Erza Winy Rampita, my young brother Erza Taufiq Urrahman, my brother-in-law Sugeng Riono, and my beloved niece and nephew Intan Nur Habibah and Muhammad Reyno Habibi, my support system Windi Arsa thanks a lot for greatly supporting me either materially and spiritually.

6. Thanks for Aditya Vadzrio Firdaus, Muhammad Ikhsan, Afrizal, Diwa, Jepri, Efriyana Oklandari, Muhammad Hariri Waldy, Mikael Lauda, Isna Dwi Setianingsih, as my best support friends. Thanks a lot for the support and motivation so this research could be done as the research's expectation.

7. Special thanks to Third Semester A and B class of English Language Education FKIP UIR, thanks a lot for the support so this research could be done.

8. All of my friends and my classmates of D class 2015 of English Language Education FKIP UIR, I couldn’t mention their name, thanks for these stunning four years we have been through together and hopefully we can reassemble in another time.

Pekanbaru, December 2020

The researcher
TABLE OF CONTENTS

THESIS APPROVAL......................................................................................... i
THE EXAMINERS COMMITTEE...................................................................... ii
LETTER OF NOTICE .................................................................................... iii
THESIS GUIDANCE AGENDA...................................................................... iv
DECLARATION .............................................................................................. v
ACKNOWLEDGEMENTS ............................................................................. vi
TABLE OF CONTENTS ............................................................................... viii
LIST OF TABLES ........................................................................................ x
ABSTRACT ................................................................................................. xi
CHAPTER I INTRODUCTION....................................................................... 1
  1.1 Background of the Problem ............................................................. 1
  1.2 Identification of the Problem ......................................................... 2
  1.3 Limitation of the Problem............................................................... 3
  1.4 Research Question ......................................................................... 5
  1.5 Objectives of the Research ............................................................. 5
  1.6 The significance of the Research ................................................... 5
  1.7 Definition of the Key Term ............................................................. 6
CHAPTER II REVIEW OF RELATED LITERATURE ................................. 7
  2.1 Listening .......................................................................................... 7
  2.2 Listening Comprehension ............................................................... 17
  2.3 Relevance Studies .......................................................................... 26
  2.4 Conceptual Framework .................................................................. 28
2.5 Assumption ................................................................. 28

CHAPTER III RESEARCH METHODOLOGY .................... 29
3.1 Research Design .......................................................... 29
3.2 Location of the Research ............................................. 29
3.3 Participants of the Research ........................................ 29
3.4 The instrument of the Research ................................. 30
3.5 Data Collection Technique .......................................... 33
3.6 Data Analysis Technique ............................................. 34

CHAPTER IV RESEARCH FINDINGS ............................... 36
4.1 Data Description ......................................................... 36
4.2 Data Analysis ............................................................. 58

CHAPTER V CONCLUSION AND SUGGESTION ............ 65
5.1 Conclusion ................................................................. 65
5.4 Suggestion ................................................................. 65

REFERENCES ................................................................. 67

APPENDIX ........................................................................ 71
LIST OF TABLES

Table | Page
--- | ---
Table 1 QUESTIONNAIRE | 31
Table 2 Data Description of Problems Related to The Quality of Recorded Material | 37
Table 3 Data Description of Problems Related to the Unfamiliar Vocabulary | 41
Table 4 Data Description of Problems Related to The Length and Speed of Listening | 46
Table 5 Listening Problems Frequency Per Indicator | 59
Table 6 Listening Problems Frequency Per Question | 60
ABSTRACT

ERZA MUHAMMAD IKHSAN. 2021. An Analysis on Students’ Listening Comprehension Problems at the Third Semester English Language Education of Islamic University of Riau. Thesis

Key Words: Analysis, Listening Comprehension, Problem

Thesis discussed about Difficulties Faced by Third Semester Students toward Listening Comprehension. The aim of the study were to find out the problems most encountered by students from three major problems, there are Quality of Listening material, Unfamiliar Vocabulary, Length and Speed of Listening. The research was conducted in State Islamic University of Riau.

Descriptive method was used to analyze and to find the result about the problems. The population of this study was third semester students of English Language Education Department of teacher training and education faculty Academic year 2019/2020. The number of population was 98 students from two classes. Total sampling technique was used to select all students as the subject in this study. Data was gathered by questionnaire and interview was used to confirm students’ answer.

The data showed that the quality of recorded material was problem faced by most students. The conclusion is Quality of recorded material was the main problem that most frequently encountered by students, followed by unfamiliar vocabulary, length and speed of listening. Knowing about students’ major problems can motivate and help the lecturers to develop effective learning strategies for the students to improve their listening abilities. It provided solutions also to overcome the problems were: the teacher should adapt and improve listening material, activate students’ vocabulary, give some strategies in listening and always motivate students. The results of the study may also be useful for those who are interested in this study.
CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Learning English in this era is very important. This is because English is the language of the world. When learn a language, there are four skills that need for complete communication. When students learn their native language, they usually learn to listen first, then to speak, then to read, and finally to write. These were called the four "language skills". There are four skills need to be learned by the students in English. Listening skill, Speaking skill, Reading skill and Writing skill. Learning all the skills in English is important including learning listening.

Listening skill is one of important skill that must be mastered by students if they want to be able to use English well. Whereas, Students need listening skills to obtain a variety of information from various sources. Learning listening will help them to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because listening provides language input. As Rost in Hien (2015) stated listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students’ language development.

Accordingly, teaching listening needs more attention in order to develop students’ language. In some cases of the language classroom, listening was considered to be the most difficult language skill for students because it needs
more attention and concentration to comprehend the material that included understanding dialogue and monologue text. It could be said that listening is a complex process in which many things happen simultaneously inside the mind.

When researcher interviewed several students in English program of Islamic University of Riau, the researcher found some facts that students had some difficulties learning the listening course such as difficult to listen to recorded conversation with low sound quality, learners mentioned a speaker’s accent as one of the most significant factors that affect listener comprehension, unfamiliar vocabulary they hear, Length and Speed of Listening is one of their most frightening difficulties.

In this case, the researcher is interested in analyzing students’ listening comprehension. For that reason, the writer presents a research entitled “An Analysis on Students’ Listening Comprehension Problems at the Third Semester English Language Education of Islamic University of Riau”.

1.2 Identification of the Problem

When researcher interviewed several students in English program of Islamic University of Riau, the researcher found some facts that students had some difficulties when learning the listening course, it can be identified as below:

Some of them said they had difficulties; first, they often found it difficult to listen to a recorded conversation with low sound quality. This could be due to the low quality of the recorded voice, or could also be due to the poor quality of the recording player. Second, the concentration of students can also be affected by accent that used by the speaker. This indicated that when listeners hear an
unfamiliar accent such as British English for the first time after studying only American English will encounter critical difficulties in listening. Third, they have difficulties to understand conversations where they listened to unfamiliar vocabulary. This could be when listening texts contain known words it would be very easy for students. Fourth, students are very worried about the speed and length of the text spoken by native speakers. Quite hard for them to listen to the listening task that are long enough.

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes. Some of these problems are as follows:

First, 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 the comprehending of learners’ listening. Second, Cultural Differences. 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. Third, accent. indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. Fourth, Unfamiliar vocabulary. when listening texts contain known words it would be very easy for students to them. Fifth, Length and Speed of Listening 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.

There are another several problems which may appear during or before listening. Some of these problems are as follows:

First, Physical Conditions. According to Bloomfield et al (2011), noise or distortion in the audio signal interferes with listening comprehension for listeners. Second, Problems Pertaining to Noise. According to Hamouda (2013), Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension. This interrupts the students from hearing and focusing on the task.

So, in this case, the researcher gets a point to analyze, that there are many listening comprehension problems which is going to analyze that occurred at the Third Semester English Study Program of Islamic University of Riau.

1.3 Limitation of the Problem

Based on the explanation above, the researcher know that there are many difficulties faced by students in listening. To avoid misunderstanding and to clarify the problem, it is necessary to make the limitation of the problem. The researcher focus on the Quality of Recorded Material, Unfamiliar Vocabulary, and Length and Speed of Listening and uses them as indicators of the research. The researcher limited the problem on Problems with Listening Comprehension that faced by The Third Semester English Study Program of Islamic University of Riau.
1.4 Research Question

According to the limitation of the problem above, the researcher can be formulated the problem as the following question: “what are the major problems that dominate faced by students among 3 indicators; The Quality of Recorded Material, Unfamiliar Vocabulary, and Length and Speed of Listening in learning listening at the Third Semester English Study Program of Islamic University of Riau?”.

1.5 Objectives of the Research

The objective of this research can be conveyed as following:

to identify the major problems that dominate in the listening comprehension problems faced by students at the Third Semester English Study Program of Islamic University of Riau.

1.6 The significance of the Research

1.6.1 Theoretically

The study enriched the information about the problems commonly happen in teaching and learning, especially in learning listening for foreign language learner.

1.6.2 Practically

a. identifying students’ learning difficulties may enable EFL teacher to help students develop an effective learning strategies and ultimately will improve their English listening abilities.

b. It is useful for students; to inform students what is the problem they usually faced in listening.
c. The results of this study are also be useful for those who are interested in this field.

1.7 Definition of the Key Term

The key-words available in the title can be defined as in the following:

**Analysis** is a detailed examination of anything complex in order to understand its nature or to determine its essential features: a thorough study. [http://www.merriam-webster.com/dictionary/analysis](http://www.merriam-webster.com/dictionary/analysis). In this research, the analysis will be done on listening comprehension.

**Listening Comprehension.** Listening comprehension is the different process of understanding spoken language, which includes recognizing speech sounds, understanding the meaning of individual words, and understanding the grammar of sentences (Nadig, 2013 as stated in Pourhossein Gilakiani & Sabouri, 2016). In this research listening comprehension is the ability to understand spoken language includes the recognition of speech sounds, the understanding of the meaning of individual words, and the understanding of the grammar of sentences.

**Problem** is a difficulty in understanding or accepting. [http://www.merriam-webster.com/dictionary/problem](http://www.merriam-webster.com/dictionary/problem). In this research, the problems discussed are problems in listening comprehension. There are the quality of recorded material, unfamiliar vocabulary, and length and speed of listening.
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Listening

2.1.1 Definition Listening

Listening is one of the topics studied in the field of language research and in the conversation analysis discipline. Practice can improve this skill and there are many benefits to develop your listening skills. It's the active method of obtaining and reacting to spoken (and sometimes unspoken) messages.

Helgesen (2003:24) says 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 or create some kind of significance in their own minds in a very true sense.

Rost (2002:177) defines listening in its broadest sense as a method of obtaining what the speaker actually says (receptive orientation) ; building and representing significance (positive orientation) ; negotiating significance with the speaker and reacting (cooperative orientation) ; and generating significance through participation, imagination and compassion
(transformative orientation). Listening, then, is a complicated, active process of interpretation in which listeners match what they hear with what they have already known.

Rivers in Hasyuni (2006: 8) states that listening is a creative skill. It implies we understand the sound falling on our ears and take the raw material of words, word agreements, and the voice rise and fall, and from this material we generate meaning. So, we can say listening is like a cooking method, there's the recipe, and then we collect the ingredients, begin cooking processes, and lastly we eat that. The method will be effective if we prepare the correct dose and listen, if we listen well and understand all the phrases, we can get the correct words.

From the above definition, it can be concluded that listening is a complicated, active method of interpretation in which listeners match what they have heard with what they have already known. Starting mind is a method. First we have to pay attention with listening, then we can study the other abilities readily.

2.1.2 The important of listening

Listening comprehension is basically a method of understanding what the speaker said. This means understanding pronunciation, vocabulary, grammar, and grasping the significance of the speaker's utterance.

Acquiring excellent listening and speaking abilities in English is the primary problem of many second and foreign language students, and
today's English teacher needs to be well educated about present approaches to hearing and oral skills. When we concentrate on using our communication skills on an average day, we quickly understand that we're listening more than or reading. We can hear and decipher what another individual is saying when we listen. Therefore, listening is a key component in the communication process.

According to multiple researches, many of us spend 70 to 80 percent of our waking hours in some type of communication. We spend about 9 percent of that moment writing, 16 percent reading, 30 percent talking, and 45 percent listening. Studies also confirm that most of us are bad listeners (Hatesohl and Lee) According to the newsletter (1952) as quoted in An investigation of factors influencing English listening comprehension and possible measures for improvement, listening is the basic language skill. It is the medium through which individuals obtain a big part of their schooling, data and knowledge of the globe of human affairs. Much of it is oral in this day's mass of communication and it is essential for learners to be taught to listen efficiently and critically.

Rost in petr bartos (2008) emphasizes that listening is crucial in the language classroom because it offers feedback for the learner. "without understanding input at the right level, learning cannot begin".

The results of countless trials highlight two facts about listening. First, it shows that listening skills are as important as speaking skills; we can not interact face-to-face unless the two skill kinds are created. The
second point about listening is that, it is reciprocal ability in many conditions. We can't practice listening the same way we can rehearse speaking, or at least the part that has to do with pronunciation, because we can't generally predict what we'll have to listen to. (Anne Anderson & Lynch, 1988:3-4)

2.1.3 Types of Listening

We all know that we don't pay the same attention to everything we hear while listening. Vandergrift (2002), argues that individuals "listen selectively to the purpose of the task." This determines the sort of listening needed and how listeners approach an assignment.

Brown and yule (1983), as cited in Anderson and lynch (1988: 5), differentiate between two kinds of interaction: interactional and transactional. While the interactional language is "listener-oriented," the transactional language is "message-oriented."

Vandergrift (2002), states that "the interactional listening generally satisfies the social requirements of the respondents ; e.g., small talk and casual discussions. Therefore, interactional listening is extremely contextualized and two-way, involving communication with the speaker."

On the other side, the transactional language is mainly used to transmit data; e.g., news broadcasts and presentations. In comparison to interactional listening, transactional listening needs precise understanding of a message with no chance for clarification with a speaker;
2.1.3.1 one-way listening

One-way or non-reciprocal listening happens when we do not actively participate in the exchange of a message. One listens without speaking and without offering the speaker a nonverbal direction (Moore, 2005:363). The scenario in which we typically participate in one-way listening is as follows:

a) Telephone customer service recordings
b) speeches and lectures
c) public address announcements
d) radio and television programs

2.1.3.2 two-way listening

Dual or reciprocal hearing actively includes the listener in the exchange of data. In practice, listeners provide the speaker with feedback by requesting for more data or by paraphrasing the speaker’s message (Moore, 2005: 363). The circumstances in which we typically participate in one-way listening are as follows:

a) face-to-face conversation
b) telephone interaction

2.1.4 Stage in teaching listening

Vandergrifft (1999) notes that listening sequences enhance students’ metacognitive abilities, especially in the first two years of language learning. This listening can be separated into statistics that have their own specific purpose (underwood, 1989).
While-Listening activities are the core aspects for communication tasks. Learners listen to the feedback and make decisions on the approach to be used in accordance with the requirements of the project. Ultimately, in post-listening activities, listening to their address and analyze their policy options and their effectiveness. Feedback is given by self-assessment and also by group discussions. (The Guan, 2015).

2.1.4.1 Pre-listening

Pre-listening activities help to hear and provide some information about the task goals, mostly by triggering schematographs. Imagine that you're a little late in the classroom, and you see that the teacher has already begun to lecture. Most probably, it will be difficult for you to grasp the subject and understand what's going on. Why do you think this is going to happen? Since you do not know the context and have no prior knowledge of the context, the context would initially be unavailable. As a result, pre-listening activities serve the purpose of ensuring that students know what they need to learn before they listen. Listeners need to know things like the way they talk, the length of the message, the position of the listener, the subject details, advanced vocabulary, and the relationship between the listener and the speaker (Wilson, 2008). In a study conducted by Zohrabi et al. (2015), learners subjected to pre-listening activities performed better than those who did not take pre-listening activities. We also claim that pre-listening
activities are important for students to understand authentic English films.

Pre-listening activities will trigger the schema and help students anticipate what they will hear. Removal of schemata requires the removal of students' prior knowledge. Activities to enable the learning schema may include brainstorming, images, truth, text and phrases, circumstances and opinions, ideas and facts. Brainstorming practices seek to generate ideas based on a subject or an issue. Brainstorming can be achieved through a poster show in which students prepare a poster based on the subject. Brain walking in which they walk around the classroom and enlarge ideas collaboratively, board writing in which they work in groups and collaborate on the same or different subject, and from one to many in which students work individually, take notes and then share ideas with the team (Wilson, 2008).

Including brainstorming, images are also useful for pre-listening activities. There's an axiom saying, "A picture is worth a thousand words. For example, an image can be shown to students and they can predict what's going on. Alternatively, a sequence of pictures can be given to students, and they can tell a story about the sequence of pictures.

The use of realia is also helpful in enabling schemata. For example, a picture, a map, a brochure or any other object related to
listening text would allow students to trigger their prior knowledge and help them better understand listening (Wilson, 2008).

2.1.4.1.1 Things to avoid during the pre-listening stage.

- The pre-listening period should not be too long. It's expected to be specific and simple.
- The activity should not provide too much information about listening to the document. It's just supposed to introduce the subject.
- The instructor shouldn't talk too much: he or she should let the students talk and share their ideas.
- The topic of the pre-listening activity should not be too general and not related to the listening text (Wilson, 2008).

2.1.4.2 While-Listening

While-listening activity are directly related to listening text, students perform the activity either during the listening process or immediately after listening. As a result, the educator needs to match the exercises with the academic goal, the listening intent and the level of competence of the students. Underwood (1989) describes the purpose of while-listening tasks as something that helps learners understand the meanings of the listening text. It also provides some specific examples of listening activities:

- form/chart completion
• completing grids
• Predicting
• carrying out actions
• “making/checking items in pictures
• Which picture?
• storyline picture sets
• putting pictures in order
• true/false
• multiple choice completion” (p. 49-72).

Well-designed while-listening activities help students understand the text they are listening to, provide information about how to react, concentrate, identify important parts while listening, keep listeners alert and encourage them to understand the structure of the text (Wilson, 2008). The example of the while-listening activity is "bingo." This activity is particularly enjoyable for the young learners. In this function, the instructor writes a list of the words on the board that are included in the listening message. Students pick and write seven words on a piece of paper individually. Instead, when the word is said, they listen to the passage and place a tick on that specific word. When all the words are ticked, "bingo" is yelled. It is a good activity to listen selectively, even if it hinders listening widely (Wilson, 2008).
2.1.4.3 Post-Listening

In the post-Listening process, students work throughout depth by applying both top-down and bottom-up strategies to connect classroom activities and their real lives (Wilson, 2008).

Underwood (1989) defines the post-listening task as an activity that takes place after listening, integrating all the work performed. Post-listening tasks may be directly related to pre-and while-listening activities, or may be indirectly linked to those activities. She also suggests that post-listening task require more time than other tasks as students are involved in thought, debating, reflecting and writing processes.

"Checking and summarizing" is a type of activity that can be done as a post-listening task. In this practice, the educator puts students during small groups to reduce the anxiety of the pupil. The teacher's function here is to track and encourage students by drawing their attention to relevant and interesting points. Students then share their ideas as a team, and then students will summarize the important parts of the lesson. Other forms of post-listening activities include conversations, innovative responses, constructive responses, exchanges of information, problem-solving, deconstructing listening texts and reconstructing listening texts (Wilson, 2008).
2.1.5 The Significance of Listening

Listening plays an important role in second-language instruction for several reasons (Rost, 2002). Listening is the first language mode that students acquire. It provides the foundation of all aspects of language and cognitive development, and it plays a life-long role in the processes of the communication. A study by Wilt (1950), found that people listen 45% of the time they spend communicating, speak 30% of communication time, read 16% and 9% is writing.

Students are not being taught to listen. In school, they are taught speaking, reading, and writing skill, but, in general, there are few courses devoted to listening. Moreover, most students are so busy talking or thinking about what they are going to say next that they miss out many wonderful opportunities to learn about new things, ideas, and people.

2.2 Listening Comprehension

There are different definitions of “listening Comprehension”. Listening comprehension is the different process of understanding spoken language, which includes recognizing speech sounds, understanding the meaning of individual words, and understanding the grammar of sentences (Nadig, 2013 as stated in Pourhosein Gilakiani & Sabouri, 2016). According to Hamouda (2013), listening comprehension refers to the interpretation of what the listener has learned. And it is his/her capacity to repeat the text despite the fact that listener can repeat the sounds without real understanding.
O’Malley, Chamot, and Kupper (1989), stated in Pourhossein Gilakjani & Ahmadi. 2011) argued that listening comprehension is an active process in which the listener constructs meaning through the use of cues from contextual information and existing knowledge, while relying on a number of strategic resources to fulfill the task requirement.

2.2.1 Components of Listening Comprehension

According to Chastain (1988), listening comprehension is split into four components:

2.2.1.1. The Ability to Distinguish All Sounds, Intonation Patterns and Voice Qualities in the Second Language and to Distinguish Between Them and the Same Sounds in the Native Language.

a. Sounds

There’s sound everywhere. There is constant motion and activity in the world around us and this creates a variety of sounds, such as those originating from nature, from animals, from humans in the form of speech and music, from cars, computers, devices used for warmth, recreation or ease. What’s interesting or important about the sound? Sound is part of our lives. Whether we like it or not, the echoes of these sounds affect us. Not only through the sense of hearing but also through touch with physical body. “the sensation produced by stimulation of the organs of hearing by
vibrations transmitted through the air or other medium.”

https://www.dictionary.com/browse/sound.

b. Intonation Pattern

Currently, there is no universally accepted definition of intonation. The term may be strictly limited to the perceived Fo pattern, or may include the perception of other prosodic parameters performing the same functions; pause, relative loudness, voice quality, duration, and segmental phenomena related to the varying enhancement of speech organs.

In addition, there is no broad consensus as to the purpose and aim of in-national studies. Pierrehumbert considers “that it is just the grammatical intonation distinctions which are properly of interest for linguists” (Pierrehumbert, 1980: 60), whereas other researchers emphasize that “the grammatical functions of intonation are secondary to the emotional one” (Bolinger, 1986: 260: see also Fonagy, 1983). Intonation is “a symptom of how we feel about we say, and how you feel when you say it” (Bolinger, 1989).

c. Voice Qualities

Sound produced by vertebrates by means of lungs, larynx, or syrinx especially; sound so produced by human beings (https://www.merriamwebster.com/dictionary/voice).
The speaker’s voice is a premise for speech. For the recognition of the person, the voice is one of the most important cues and includes information on the long-term characteristics of the person, such as personality, sex and age, and the identification of the speaker is mostly based on the characteristics of the vocal tract, and the voice identity of the speaker may differ in acoustic characteristics.

2.2.1.2. The Comprehension of the Entire Message Delivered by the Speaker.

Rivers (1981) said that the comprehension of spoken messages depends on the comprehension of semantic meaning, moving from what one understands in the sound sequence to the knowledge of syntax only when the meaning is not understandable.

2.2.1.3. The Ability to Hold the Message in One’s Sensory Memory Until It Can be Interpreted.

Teacher should know that they use as much vocabulary as possible in order to improve the linguistic memory of the students.

2.2.1.4. Comprehension.

It involves different steps. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speaker’s message. The second step is to activate related background knowledge and use it to predict the ideas the message
may have. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation (Kaspar, 1984).

2.2.2 Problems in Listening Comprehension

Listening difficulties is internal and external characteristic that interrupt text understanding directly related to cognitive. Hamouda (2013) stated that factors causing students listening comprehension problem were categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listeners and lecture’s methodology.

The difficulties that faced by the student would interrupt during the process listening comprehension especially those who learn English as foreign language in non-native setting. According to Lindsay, a major problem students have, in contrast to students studying English is that they have little or no experience in ‘real’ listening to fall back on, no memory of past learning or social experiences. The facts that they lived in non-English speaking country were major factor to their listening problems.

Goh, C (2010) Listener awareness while doing her task needed. With respect to listening, learners who understand the processes of listening and believe they had ability to reach their goals would be more
willing to handle challenging listening task and set demanding their goal for their listening.

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (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 the comprehending of learners’ listening (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 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, Celik, Yidliz, & Tugrul, 2014).

c. **Accent**

   Munro and Derwing (1999) expressed 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. Unfamiliar
accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners’ listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

d. Unfamiliar Vocabulary

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (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 Bingol, Celik, Yidliz, and Tugrul Mart (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. According to Underwood (1989), speed
can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

There are several problems which may appear during or before listening.

a. Physical Conditions

Not only the difficulties come from the message, the listener or the speaker but also come from the environment surrounding the students. According to Bloomfield et al (2011), noise or distortion in the audio signal interferes with listening comprehension for listeners.

Sometimes inconvenience of classrooms affects students listening comprehension. In the large classrooms students who are sitting on the back rows may not hear the recording as students sit in front. Students who prefer to stay next to the windows also affected by the noise that come from outside. As a teacher we have to take into account all this conditions in a body.

The size of the classroom also makes difficult for teacher to manage the all class in group activity or to get feedback from students. The temperature of class can be counted as a factor that makes listening comprehension difficult.
b. Problems Pertaining to Noise

Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension. Noise, including both background noises on the recording and environmental noises, can take the listener’s mind off the content of the listening passage. With the noise coming from corridors and other classes some students experience difficulty in listening to the teachers’ voices. Because of the noise in classroom and the poorly preparation of lab, students cannot be concentrated on listening to the recording material. If the listening task is carried out with noises around, it is for sure they will not have a good result in listening. First, they are distracted by the noise no matter how hard they try to focus on the task. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. This interrupts the students from hearing and focusing on the task (Hamouda, 2013).

c. Lack of Concentration

Students’ motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.
According to Yagang (1993), the listening comprehension process is also a relatively complex psychological process. In psychology, it is stated that when a person feels nervous or anxious he or she may not be concentrated. When one felt uncomfortable, his or her ability to listen is greatly reduced.

Boredom and frustration are other barriers to listening comprehension. Boredom and frustration may affect the extent to which attention is paid to listening. This occurs as a result of poor stimulation caused by disinterest in the topic, lack of motivation, failure in the part of the teacher to present meaningful material in a stimulating manner, or presenting the lecture in a monotone instigating sleep.

2.3 Relevance Studies

In this part, the writer presents the research result related to the research of the writer. Some researchers have been doing the same research before, they were:

Darti write a research about “ANALYZING STUDENTS’ DIFFICULTIES TOWARD LISTENING COMPREHENSION OF ENGLISH EDUCATION DEPARTMENT OF TARBIYAH AND TEACHING FACULTY AT UIN ALAUDDIN MAKASSAR” that tell us about understanding about students’ difficulties can motivate and help the lecturers to develop effective learning strategies for the students to improve their listening abilities. and the research provided solutions also to overcome the problems were: the teacher should adapt and improve listening material, activate students’ vocabulary, give the students variety of accent while practice listening in language laboratory, improve their
pronunciation by training from native speakers, building students’ knowledge about the topic, give some strategy in listening, always motivate students.

On the other research who did by Raihan Maulida about “AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN LEARNING LISTENING (A Study at SMAN 11 Banda Aceh)” give us a result conclusion that Students sometimes encounter unfamiliar words which caused them to stop and think about the meaning of those words and they missed the next part of the speech. In the same way, paralinguistic features such as the accent, noise, rate of delivery, pronunciation, and intonation caused students difficulties while doing listening exercises.

From the data that collected by work on research “A STUDY ON LISTENING COMPREHENSION PROBLEMS FACED BY SECOND YEAR STUDENTS OF ENGLISH STUDY PROGRAM FKIP – UR” The research findings showed that 90.22% of students responded that they realized the importance of English listening skill. It was also found that poor quality of equipment, lack of concentration, un-clear pronunciation, speed rate, unfamiliar word and topic, and psychological problem were the major problems of Listening Comprehension faced by second year students of English study program FKIP University of Riau.
2.4 Conceptual Framework

2.5 Assumption

Listening is a significant skill that should be mastered at all levels of education by the learners. The learners should understand the significance of what they have heard to be a good listener. It is one of the topics studied in the field of language arts and discussion analysis. There are four elements of good listening such as attention, hearing, understanding, and remembering. There are also four levels of listening such as acknowledging, sympathizing, paraphrasing, and empathizing. However, the most effective listeners are able to project all four levels at the same time. That means they show they're paying attention, they show interest, and they convey they are working to understand the speaker's message.

The researcher assumes that The Third Semester students English Study Program Of Islamic University Of Riau are able to be good listeners.
CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

Qualitative research was the design of this research. The aim of this research was to use these research designs in order to know students listening comprehension problems. It was only one variable, which was student listening comprehension problems in the Third Semester of the English Study Program of the Islamic University of Riau. According to Creswell (2014), qualitative research focuses on data collection, analysis and writing, but organizes disciplines and flows throughout the research process. In other words, Seno (2014:32) indicates that the data analyzed was not used statistical calculations (statistical formula or numbers).

This research gave a description of the analysis of students listening comprehension problems at the third semester of English study program of the Islamic University of Riau. This research was carried out in the classroom.

3.2 Location of the Research

This research activity was carried out at the Islamic University of Riau, located on Jalan Kaharudin Nasution, in the academic year 2020/2021.

3.3 Participants of the Research

This research was carried out in the third semester of English study program of the Islamic University of Riau.

In the selection of the sample based on the total sampling, the researcher decided to take all students on Class A and B in the third semester of the English
study program. As part of this research, there were 49 students in the class A and 49 students in the class B third semester of the English study program at the Islamic University of Riau.

Total sampling, according to Sugiyono, (2007), was a technique used when the number of subpopulations was small, generally not more than 100. If all members of the subpopulation were sampled, this sampling technique called total sampling.

3.4 The instrument of the Research

This research conducted by using two instruments to collect the data. There were questionnaire and interview. The first, questionnaire adapted from Hamouda (2013) that consists of three sections. The second, interview adapted from Hamouda (2013) as supporting of questionnaire about students difficulties.

3.4.1 Questionnaire

The questionnaire used to identify the difficulty faced by the student while listening. It consists of three sections. First section asked about the quality of recorded material consists of 10 questions, second section was about the unfamiliar vocabulary consists of 10 questions, and the third section about length and speed of listening consists of 10 questions.
TABLE 1. QUESTIONNAIRE  
(Adapted from Hamouda, 2013)

I. Section 1 Listening Problems related to the quality of recorded material

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you unable to understand the unclear recorded material?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Are you unable to focus when recorded material is unclear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Are you unable to concentration when recording material is unclear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Are you unable to understand the spoken word when full of breakup and pauses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Are you unable to understand When unclear sounds is from a poor quality CD player?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Are you unable to understand when unclear sounds is from poor equipment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Do you feel worried if you hear material with low quality?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Are you unable to understand when you do listening in noisy place?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Are you unable to understand when Unclear sounds is from noisy conditions of the classroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Are you unable to understand when recorded material can not be repeated?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Section 2 listening problems related to the unfamiliar vocabulary.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you understand listening text when there are too many unfamiliar vocabulary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Are you unable to understand every single word of incoming speech?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Are you unable to understand listening text when the word is unfamiliar?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you find the pronunciation familiar but you can not recognize the word?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>you stop listening and think about the meaning of the word, when you hear unknown word?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Are you unable to understand the meaning of unknown word while listening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Does listening comprehension have many unfamiliar words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Are you unable to understand active form?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Do you use your own personal experience and background knowledge of the topic to understand the unknown word?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do you feel worried if you don’t understand the spoken word?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Section 3 listening problems related to the length and speed of listening.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you unable to understand When spoken text too long?</td>
</tr>
<tr>
<td>2</td>
<td>Are you unable to interpret the meaning of a long spoken text?</td>
</tr>
<tr>
<td>3</td>
<td>Do you feel tired and distracted when you listening a long spoken text?</td>
</tr>
<tr>
<td>4</td>
<td>Are you unable to understand long conversation?</td>
</tr>
<tr>
<td>5</td>
<td>Are you unable to understand when the speaker speak too fast?</td>
</tr>
<tr>
<td>6</td>
<td>Are you unable to understand when the speaker does not pause long enough?</td>
</tr>
<tr>
<td>7</td>
<td>Are you unable to follow the spoken text when the sentences are too long and fast?</td>
</tr>
<tr>
<td>8</td>
<td>I lose my concentration when the text is too long</td>
</tr>
<tr>
<td>9</td>
<td>I feel nervous and worried when the speaker speak too fast</td>
</tr>
<tr>
<td>10</td>
<td>I feel nervous and worried when the text spoken too long.</td>
</tr>
</tbody>
</table>

3.4.2 Interview

Interview chose to know deeply about students’ difficulties in listening comprehension. It was consists of 5 questions about three factors that influence students’ difficulties were quality of recorded material, unfamiliar vocabulary, and length and speed of listening.
INTERVIEW

(Adapted from Hamouda, 2013)

1. What are problems that affect your listening comprehension as a listener?
2. What are the difficulties in listening material?
3. What make you difficult to answer questions from the speaker during listening?
4. What make you lose concentration during listening comprehension?
5. Do you feel worried if you hear listening material with low quality?

3.5 Data Collection Technique

In obtaining data that has been done by researcher. The researcher had some procedures to conduct this research as a process. The data collection techniques follow the following procedure:

3.5.1 Questionnaire

The questionnaire was distributed to know the students’ difficulties. It was consists of some stages; first stage, The researcher tried to contact the lecturer who teaches listening courses in 3A and 3B class. Second stage, The researcher provided a google form link that contains a questionnaire to the lecturer which will be distributed to students via messages in the WhatsApp group class. The last stage, The student opened the link and answered the questionnaire and submitted it.
3.5.2 Interview

There were some stages that held in interview process; First stage, the researcher chose 10 students to be interviewed. It held to know deeply students’ difficulties. Second stage, after chose the students, researcher tried to contact students via voice calls and asked some questions to them one by one and recorded their answer. The last stage, all of the result questionnaire and interview were analyzed.

3.6 Data Analysis Technique

This research utilized the qualitative data. As Miles and Huberman (1994:4) stated that the qualitative data consist of four concurrent flows of the activity: data collection, data reduction, data display, drawing and conclusions.

First phase was data collections, all data were submitted according to data collection procedure. It became basis to analyze in the next phase.

Second phase, data reduction occurs continually throughout the analysis. It was not something separate from the analyses. The process of selecting were, focusing, simplifying, abstracting, and transforming the ‘raw’ of data that appear in written-up field notes. Data reduction occur continuously throughout the life of any qualitatively oriented project.

Third phase data display, display was used at all of phase. Data was organized and summarized to help draw conclusions. Then show what stage the analysis has reached. Data Display Drawing and Conclusions Data Reduction and Data Collection.
The last phase drawing and verifying conclusions, after reduction and display, the data was drawn from the beginning of data collection, the qualitative analyst was began to decide what things mean, was noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection was over.
CHAPTER IV
RESEARCH FINDINGS

This chapter discusses two sections, namely data description and data analysis. The findings of the research deal with result of data analysis about the major problems that dominate in the listening comprehension problems faced by students at the Third Semester English Study Program of Islamic University of Riau. The researcher limited it to three indicators, the first was Listening Problems related to the quality of recorded material, second was listening problems related to the unfamiliar vocabulary, third was listening problems related to the length and speed of listening. The discussion covered interpretation of the findings and further information was given.

4.1 Data Description

in the data description contains the results of the data analysis from questionnaire and interview. It was held to answer the research question, what were the major problems faced by students in learning listening at the Third Semester English Study Program of Islamic University of Riau?

4.1.1 Data Description of data collection from questionnaire

a. Listening Problems related to the quality of recorded material

Not only the problems come from the vocabulary, length and speed of listening, but also come from environment the students it called quality of recorded material. Noise and poor quality CD player disturb students in listening comprehension. The researcher distributed the questionnaire via Google Form to 98 students, but in the collection the researcher only got 87
respondents. Problems related to the quality of recorded material can be seen in the table below:

**TABLE 2.**

Data Description of Problems Related to The Quality of Recorded Material

*(Adapted from Hamouda, 2013)*

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Answered Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you unable to understand the unclear recorded material?</td>
<td>63 (72%)</td>
<td>21 (24%)</td>
<td>3 (4%)</td>
</tr>
<tr>
<td>2</td>
<td>Are you unable to focus when recorded material is unclear?</td>
<td>70 (80%)</td>
<td>17 (20%)</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Are you unable to concentration when recording material is unclear?</td>
<td>74 (85%)</td>
<td>13 (15%)</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Are you unable to understand the spoken word when full of breakup and pauses?</td>
<td>50 (57%)</td>
<td>37 (43%)</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Are you unable to understand When unclear sounds is from a poor quality CD player?</td>
<td>76 (87%)</td>
<td>10 (12%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>6</td>
<td>Are you unable to understand when unclear sounds is from poor equipment?</td>
<td>70 (81%)</td>
<td>16 (18%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>7</td>
<td>Do you feel worried if you hear material with low quality?</td>
<td>82 (94%)</td>
<td>5 (6%)</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Are you unable to understand when you do listening in noisy place?</td>
<td>73 (84%)</td>
<td>14 (16%)</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Are you unable to understand when Unclear sounds is from noisy conditions of the classroom?</td>
<td>79 (91%)</td>
<td>8 (9%)</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Are you unable to understand when recorded material can not be repeated?</td>
<td>73 (84%)</td>
<td>14 (16%)</td>
<td>-</td>
</tr>
</tbody>
</table>
1) Problems pertinent to listening comprehension because the low quality of recorded material

The result of the questionnaire that can be seen on the table, there were 63 students said Yes, 21 students said No and 3 students answered both. Many students have answered that poor quality of recording interfere their listening comprehension because they lose concentration. They cannot focus what the speaker said.

2) Problems pertinent to focus because the low quality of recorded material.

From the table, there were 70 students from 87 respondents lose focus when listening to the unclear listening material. This problem will interrupt their listening because they can unable to concentrate and miss their listening. They spend much time to choose the correct answer. Finally, they miss next question.

3) Problem pertinent to concentration because the low quality of recorded material

From the table, there were only 13 students said no and 74 said yes. It means that many students find difficulties to concentrate when answer and listen unclear recording material. They did not have time to think what the correct answer. It shows that the students were not able to concentrate because they search the answer, at the same time, listen to the dialogue.

4) Problem pertinent to breakup and pauses

The table shows that, 50 students said yes and 37 students said No. It means that many students have responded that they found difficult to
understand the listening text which is full breakup and pauses. It was because breakup and pause will make them difficult to interpret meaning what the speaker said.

5) **Problem pertinent to poor quality tapes or disks**

Another problem connected with listening was poor quality of the tapes. The table indicates that there were 76 students said yes, 10 students said No and 1 student answered both. students have responded that the difficulties that they faced in listening comprehension because poor quality tapes or disks. Poor quality of tape will make sounds of the speaker is not clear and make us lose concentration.

6) **Problem pertinent to poor equipment**

Table 2 also shows that, there were 70 students said yes, 16 said no and 1 student answered both. It means that not only poor-quality of the tapes disturbed listening comprehension but also unclear sounds resulting from poor quality equipment.

7) **Problem pertinent to anxiety**

Based on the questionnaire, there were 82 students have responded that they feel worried if they have to face unclear listening material. The students panic when they fail to understand spoken text because they fear to get lower score in listening. These figures point out this factor creates psychological problems of the learners. The lecturer had to motivate them and making sure to provide non-low quality listening material in order to make them feel relax during listening.
8) **Problem pertinent to noisy situation from outside of the class**

Noise around listening test is an obstacle to comprehension. Table indicates that there were 73 students said yes and 14 students said no. when there is no lab and students are forced to do listening in the classroom, will make the students cannot concentration on listening to the recording material. lecturers must ensure the availability of a lab to carry out listening activities.

9) **Problem pertinent to noisy situation resulting from inside of the class**

It is sure that noises around will not have good result in listening. Based on the table, there were 79 students said yes and 8 students said no. this situation may have been caused by some students starting a noisy sound by starting to chat with their chair mate about topics that were outside the context of listening. The lecturer must ensure that this does not happen by keeping a good eye on listening activities.

10) **Problem pertinent inability to get repeated**

According to the students’ responses, the problem that interfere their listening comprehension was inability to get repeated. Nearly 75 of 87 students find difficult to understand the spoken text if they are unable to get repeated. When they get repeated their listening will make easy to complete idea in listening but the fact that the listener cannot make the speaker repeat what they have just said. In listening comprehension test there are only once to listen one question, decision to replay the recording not in the hands of listeners. Accordingly, the students need to practice more and more listening TOEFL test without replay the recording.
b. Listening problems related to the unfamiliar vocabulary

Unfamiliar vocabulary became one of source of listening comprehension problems. To know the results of students’ difficulties in unfamiliar vocabulary, the researcher used the following table which consisted of the students’ answer of the question.

**TABLE 3.**
Data Description of Problems Related to The Unfamiliar Vocabulary
(Adapted from Hamouda, 2013)

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Answered Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you understand listening text when there are too many unfamiliar vocabulary?</td>
<td>44 (51%)</td>
<td>42 (48%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>2</td>
<td>Are you unable to understand every single word of incoming speech?</td>
<td>29 (33%)</td>
<td>55 (63%)</td>
<td>3 (4%)</td>
</tr>
<tr>
<td>3</td>
<td>Are you unable to understand listening text when the topic is unfamiliar?</td>
<td>64 (74%)</td>
<td>23 (26%)</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Do you find the pronunciation familiar but you can not recognize the word?</td>
<td>64 (74%)</td>
<td>22 (25%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>5</td>
<td>You stop listening and think about the meaning of the word, when you hear unknown word?</td>
<td>69 (79%)</td>
<td>17 (20%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>6</td>
<td>Are you unable to understand the meaning of unknown word while listening?</td>
<td>64 (74%)</td>
<td>23 (26%)</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Does listening comprehension have many unfamiliar words?</td>
<td>48 (55%)</td>
<td>38 (44%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>8</td>
<td>Are you unable to understand active form?</td>
<td>36 (41%)</td>
<td>50 (58%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>9</td>
<td>Do you use your own personal experience and background knowledge of the topic to understand the unknown word?</td>
<td>71 (82%)</td>
<td>15 (17%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>10</td>
<td>Do you feel worried if you don’t understand the spoken word?</td>
<td>72 (83%)</td>
<td>14 (16%)</td>
<td>1 (1%)</td>
</tr>
</tbody>
</table>

1) Problem pertinent to unfamiliar vocabulary

The first question were asked to know unfamiliar vocabulary interfered the learners’ listening comprehension. There were 44 from 87 student have responded that unfamiliar vocabulary interfered with their listening
comprehension. These results tend to be balanced. It means that vocabulary was not a big obstacle to most students in listening comprehension.

2) **Problem pertinent to understand every single word in the text**

   Based on the respondents’ answer about the difficulties to understand every single word in the speech, there were 29 students said yes, 55 students said no and only 3 students were in doubts. From these results we can see that only a few students had difficulty understanding every single word of incoming speech.

3) **Problem pertinent to unfamiliar topic**

   From the results of questionnaire, unfamiliar topic is one of students’ difficulties in listening comprehension. There were 64 students have responded yes. The table 3 indicates that many students find difficult in listening when the topic is unfamiliar. It means that the student construct their understanding basis on their experience. Sometimes there were dialog and talks about different topic such as economy, so many students do not know any of the words related to economy. The problems may affect them because they lack of read about that. They had to increase their lexical knowledge by reading and listening.

4) **Problem pertinent to unclear pronunciation of word**

   64 students from 87 students have responded that they difficult in listening because unclear pronunciation. They recognized the words in written text but they couldn’t understand what they hear. It means that unclear pronunciation of some speaker is also considered as a source of listening
problem. Many students’ said they were not successful since it was impossible for them to know what the speaker said because they lack of pronunciation ability. They need to practice the words with pronunciation clearly.

5) Problem pertinent to the use of unknown words

When encountering an unknown word, many students stop listening and think about the meaning of new word. There were 20 students said yes and 17 students answered no. This problem interrupting their listening and make them miss some information in listening. There were so many unfamiliar words in listening comprehension. When they listening long conversation and talk, they try to understand all of the speakers said to get the correct answer, then when they got an unknown words they focus to find the meaning that words.

6) Problem pertinent to infer meaning

All of the listener have a problem to infer meaning in listening comprehension. Based on the questionnaire, there were 64 students have responded said that they difficult to infer meaning while listening. The students did not know how to infer meaning because they have no much knowledge about listening and they limited English vocabulary. The students have to know how to infer meaning because understanding spoken language is essentially an inferential process based on perception.

7) Problem pertinent to poor vocabulary

The seventh question was asked to know whether unknown vocabulary interfered with the learner’s listening comprehension. There are 48 from 87
students have responded that unknown vocabulary interfered their listening comprehension. The student’s answer point out unknown vocabulary caused much trouble to students. It means that know about more vocabulary most important in listening comprehension. Some students found difficulties because they poor of vocabulary so their ability to listen sentence too bad. Understand sentence spend much time also.

8) **Problem pertinent to use active form**

   active forms are an important thing listening comprehension, but all students did not understand about that. It can be known from the result of the questionnaire. From 87 students, there were only 36 students answered yes, 50 answered no and 1 student were in doubts. Many students answered no because Their vocabulary abilities are pretty good. It shows the students need to keep improving their vocabulary form in order to make them easy to answer the question in listening comprehension.

9) **Problem pertinent to basic background knowledge**

   Background knowledge is an important thing that can influence students’ listening comprehension. Even if they have mastered of the skill, lack of background knowledge can cause reduced their listening comprehension. The result of questionnaire shows that from 87 respondents there are 71 students answered yes. The students who answer yes lack of knowledge about that. It shows that background knowledge is very important thing to get meaning of the listening text.
10) Problem pertinent to inability of understand the spoken word

Before doing listening comprehension tasks, there were 72 students have responded they fear that they cannot understand what they will hear. Lack of confidence the students before doing listening comprehension because they have no much knowledge and lack of practice in listening. They were shy with her friends also when they don’t understand something. It is the lecturer’s job to arouse the students’ interest, help them gain confidence and make sure that they can achieve success in listening with the limited amount of English. It means that the lecturer have to find good strategy to make the class enjoyable and relaxing.

c. Listening problems related to the length and speed of listening

Students’ difficulties in listening not only from the material and vocabulary of the listening but also from the length and speed of listening. Understanding listening also need concentration, time and focus. The problems included in The length of spoken text, duration of spoken text, and feeling of students when faced spoken text that have particularly length and speed. To make it clear, researcher show in the table as follows:
TABLE 4.

Data Description of Problems Related to The Length and Speed of Listening

(Adapted from Hamouda, 2013)

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Answered Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you unable to understand When spoken text too long?</td>
<td>54</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(62%)</td>
<td></td>
<td></td>
<td>(2%)</td>
</tr>
<tr>
<td>2</td>
<td>Are you unable to interpret the meaning of a long spoken text?</td>
<td>58</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(67%)</td>
<td></td>
<td></td>
<td>(2%)</td>
</tr>
<tr>
<td>3</td>
<td>Do you feel tired and distracted when you listening a long spoken text?</td>
<td>56</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(64%)</td>
<td></td>
<td></td>
<td>(1%)</td>
</tr>
<tr>
<td>4</td>
<td>Are you unable to understand long conversation?</td>
<td>41</td>
<td>44</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(47%)</td>
<td></td>
<td></td>
<td>(2%)</td>
</tr>
<tr>
<td>5</td>
<td>Are you unable to understand when the speaker speak too fast?</td>
<td>76</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(87%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Are you unable to understand when the speaker does not pause long enough?</td>
<td>72</td>
<td>15</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(83%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Are you unable to follow the spoken text when the sentences are too long and fast?</td>
<td>66</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(76%)</td>
<td></td>
<td></td>
<td>(1%)</td>
</tr>
<tr>
<td>8</td>
<td>I lose my concentration when the text is too long</td>
<td>48</td>
<td>39</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>(55%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I feel nervous and worried when the speaker speak too fast</td>
<td>71</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(82%)</td>
<td></td>
<td></td>
<td>(1%)</td>
</tr>
<tr>
<td>10</td>
<td>I feel nervous and worried when the text spoken too long</td>
<td>63</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(72%)</td>
<td></td>
<td></td>
<td>(1%)</td>
</tr>
</tbody>
</table>

1) Problem pertinent length of spoken text

Both vocabulary and the quality of recorded material, the length of the spoken text was one of main reasons why the student difficult to understand most of the talk. Based on the 87 respondents, there were only 31 students answered No this question. This result clearly shows that the length spoken text can be one major factor interfere the learners’ listening comprehension because it distracted their concentration. Long spoken text bore the student
also. Therefore, it is possible to infer that long spoken text interfere learners’ listening comprehension.

2) **Problem pertinent to interpret the meaning of spoken text**

Long spoken text was one factor distract concentration of the student during listening comprehension. It is also make the student difficult to interpret what the speaker said. The result of 87 students show that, there were 58 students answer yes, 27 students answer no and 2 students were in doubts. Thus, know about interpret the meaning of the spoken text very important in listening comprehension. The 58 students’ found difficult to interpret meaning of spoken text because they limited English vocabulary and there were many unfamiliar topic.

3) **Problem pertinent fatigue when listen long spoken text**

Foreign language learners felt fatigue and distracted when they listen a long spoken text because they tried to understand unfamiliar sounds. The results from 56 respondents had answered yes, 30 students answered no and only 1 student were in doubts. Thus, felt fatigue distract students’ attention from interpret the meaning of the text and made them loss concentration. Listening long spoken text make the listener felt tired because they tried to understand the unfamiliar sounds, lexis, and syntax for long stretches of time. The learners’ might miss the text also when there was a lapse in concentration.

4) **Problem pertinent long conversation**

Long conversation is one of students’ difficulties to get meaning in listening comprehension. Even if it hard to understand it, also have difficult
grammatical. But From the questionnaire shows that only 41 students have responded yes in this section. It means that long conversation is not hardest students’ difficulties in listening comprehension.

5) **Problem pertinent speed of delivery**

Speaker speak too fast is factor that interfere the students’ comprehension in listening. The table indicates that there were 76 students said yes and only 11 students said no. Many students point out that when the speaker speak too fast, it is difficult for them to understand what is being said, even if the words are familiar for them. Native speaker speak too fast make the students sometimes hear all the words as a single unit. At this point, difficulty with speed delivery because unfamiliarity with listening to native speaker. The students need to practice their listening by listen native speaker.

6) **Problem pertinent lack of pauses**

Lack of pauses is also considered as source of listening problems. Result shows that there were 72 students said yes and 15 students said no. Many students found difficult to understand the listening text when the speaker does not pause long enough.

7) **Problem pertinent speaker’s phase**

From 87 students, there were 66 students said yes. The Students do not have capabilities to follow the speaker phase. They fail to recognize the signal which indicated that the speaker was moving from one point to another, giving an example, or repeating a point. It means that the lecturer and the students have to pay attention about that.
8) **Problem pertinent to lose concentration in long text**

Based on the table, there were 48 students have responded the students lose concentration when they hear long text spoken. They lose their concentration because they think too much to find a better answer. It shows that the students need good strategy so that they will be able keep concentration. They often tried to catch everything they heard, they felt panic when they failed to recognize a word or a structure.

9) **Problem pertinent to anxiety from fast spoken text**

Based on the questionnaire, there were 71 students have responded that they feel nervous and worried if they faced fast spoken text. The students panic when they fail to understand spoken text because they fear to get lower score in listening.

10) **Problem pertinent to anxiety from long spoken text**

Based on table 4, there were 63 students have responded they fear that they cannot understand what they will hear. Lack of confidence of the students cause they have no much knowledge and lack of practice in listening. Students practicing listening to long spoken text is a good place to start improving listening comprehension.

4.1.2 **The Result of Interview**

The interview was carried out with 10 volunteer students as discussed in research methodology. These interview due to know deeply about students’ difficulties in listening comprehension. The questions from interview generally were taken from questionnaire. There are five question to know
about students difficulties, the first question was: “What problems that affect your listening comprehension as a listener?”, the second question was “What are the difficulties in listening material?”, the third question was “What make you difficult to answer the question from the speaker during listening?”, the fourth question was “What make you lose concentration during listening comprehension?”, the last question was “do you feel worried if you heard listening material with low quality?” All of the questions in interview used English because the volunteer students from English education department but when they were asked to respond in English, they felt shy. So, they were allowed to use Indonesia.

a. Problems Affect Listening Comprehension

First question were asked to know the problems affect students listening comprehension as the listeners. The result showed all of the interviewee have various answer, they were:

“considering from the situation, its like from the audio because when the teacher is turn on the audio its difficult to understand because the audio its not really louder than offline class” (interviewee 01)

“I have some problems that affect my listening comprehension, The first problem during this Pandemi we all have to learn to use the google meet so sometimes I get stuck by signal which make the speakers sound not very clear, and the second problem the speaker sound given by our lecturer is not directly from the laptop but from another audio devices so the sound its not very clear” (interviewee 02)
“there are several things that affect my listening comprehension as a listener, the first thing is unfamiliar vocabulary and then quality of recorded materials, Sometimes when I am studying listening some recorded materials do not have high quality so I cannot listen clearly, and the third is accent, unfamiliar accents both native and non-native speakers can cause serious problems in my listening comprehension, and the last is when speaker speak to fast I may have the serious problem to understand the words” (interviewee 03)

“the speaker speak too fast, and I am lack of vocabulary” (interviewee 04)

“as a listener I have problems to understand the speaker when the speaker speak too fast and the second the speaker use British accent and the last is lack of vocabulary.” (interviewee 05)

"for me is the audio of course because if the audio is not clearly it will disturb me so much and then the grammar and the accent of course I think thats all” (interviewee 06)

“I have some problems, the first is lack of concentration and lack of vocabulary, the second is accent of native speakers make me unable to differentiate between British and American” (interviewee 07)

“the accent of the speakers make me confuse sometimes” (interviewee 08)

“I think the first reason that really has a big impact to my listening comprehension is the quality of recorded material because sometimes the
audio that I have to listen that do not have the high quality so it make me difficult to listen and the next reason yes accents, for me an unfamiliar accents make me difficult to understand what are the speakers are saying, and the last reason yes the speed of listening, sometimes I need more times to think to understand what are the speakers are saying, if the recorder too fast I cannot get the point what are the speakers are saying” (interviewee 09)

“the problem that affect my listening comprehension as a listener is during this pandemic if we do the meeting via zoom it is so very not clear and noisy and the second is listening without know the expression from the speaker, we only listen from audio it so very not good because from look at the speakers expression can make me more understand about what the speaker said” (interviewee 10)

The comments above showed that almost all students found difficult in listening comprehension because they have problem with the quality of recorded material and accent of native speaker. There were 4 students’ said the difficulties that affect their listening comprehension are the unfamiliar vocabulary and speaker spoke too fast, there were only one student for each these problems said grammar structure, lack of concentration and visual problem become problems in their listening comprehension.

b. Problems toward Listening Material

The second questions were asked to know what make them difficult in content material of listening comprehension. The students’ respond about the difficulties of the listening process as indicated by the following:
“the first is quality of audio, the second is vocabulary because when the lecture turn on the audio most of native speakers used British accent not American, so its difficult to understand the vocabulary” (interviewee 01)

“the accent used by the speaker is British so I had a hard time to understand their conversation” (interviewee 02)

“I have a problem in the part of write a statement “true or false based on listening” because I can not replay the recording section so I must listen very carefully and very very focus on what I hear” (interviewee 03)

“speaker speak too fast and second is unknown vocabulary” (interviewee 04)

“I lack of listening concentration because I often think the listening is difficult because need a lot of focus so I failure to focus the second I do not understand the English accent and the last I lack of vocabulary and lack of pronunciation” (interviewee 05)

“the unclear audio, the volume is too low” (interviewee 06)

“speakers speak too fast and the direction of the material explained by lecture is less clear” (interviewee 07)

“when the speakers talking too fast, I found it difficult so I became confused” (interviewee 08)

“when I listen the unfamiliar word or vocabulary” (interviewee 09)

“listen without look the expression of the speaker” (interviewee 10)

The result of the second question showed, from 10 participants four students responded that the difficulties in content material are unfamiliar
vocabulary. There were three students responded to the speaker's speaking speed is a problem they faced in listening material. only two students said that the listening problems in listening material came from the quality of the recorded material.

c. Problems toward speaker

The third questions were asked to find out what problems they had when they listened to the speaker. There were some good comments given by the students:

“many unfamiliar vocabulary for me as a beginner in English, I am guessing which answer is the best” (interviewee 01)

“the speaker speak too fast and I am unable to get repetition” (interviewee 02)

“I am not sure and I am afraid of making mistakes this is usually happens when the speakers speak too fast and there are some words that I do not understand the meaning or we can called it with unfamiliar vocabulary” (interviewee 03)

“the vocabulary is too difficult maybe thats all” (interviewee 04)

“my environment is not supportive with view distractions that can make it difficult for me to hear” (interviewee 05)

“if audio recording is not clear it is very hard for me to understand what are the speakers said” (interviewee 06)
“the native speaker is talking too fast and the conversation is too long and make me difficult to answer the question and then lecture give short time to answer the question” (interviewee 07)

“when the speaker talk too fast and using some accents like British accent” (interviewee 08)

“I think the length and speed of the questions, because sometimes in listening the speakers are not repeating the questions so it make me think more and more again before answer the questions” (interviewee 09)

“I only know a small amount of vocabularies and than sometimes that vocabularies with different accents is so very hard to understand that especially British and Australian and then yes same like I said before, without expression it is very hard to understand what the speakers are said” (interviewee 10)

It can be drawn from results above that there were some problems the students cannot answer the question from the speaker. Among these, difficult to catch meaning because unfamiliar vocabulary, length and speed of listening. they also feel difficulty if they have to listen the low quality of recorded audio. Other problems are does not get repetition, and accent of the speakers. Consequently, they missed what the speaker said in the next question and so on, so they felt panic and make them difficult to answer the question.
d. Problems Lose Concentration during Listening

The fourth questions were asked to know what problems that make students lose concentration during listening comprehension. The students have various answers as following below:

“because there is in offline class, in my class there are more than 40 people in one class so I think the noisy of the class” (interviewee 01)

“I have to answer the question quickly but I have interpreted what the speaker said even though sometimes I do not know what they are saying, because if I don’t answer the question quickly I will miss the next question” (interviewee 02)

“when people around me make noise it makes hard for me to concentrate when listening and when the recorded material is low” (interviewee 03)

“noisy situation in area where I do listening affect my concentration” (interviewee 04)

“when my mind wander to another place and does not pay attention to what other people are saying” (interviewee 05)

“the noisy of course, listening requires high concentration so the surroundings must be really quiet no one is allowed to make a sound like chating or something else” (interviewee 06)

“sometimes feeling lazy, tired and also bored with the method so that I am less interested” (interviewee 07)
“sometimes when someone do talking maybe my friends, sometimes they asked me to do something, that actually make me confuse to answer, they ask me what is my answer” (interviewee 08)

“when the condition is too noise” (interviewee 09)

“because in my class there are many people, a large amount of people it is so noise, and sometimes the accent” (interviewee 10)

The students’ answer showed that average of them said the problems make them lose concentration is noisy situation. The others problems are quality of recorded material, speaker accent, limited of time, tired and daydreaming. these interrupts their heard. It means that failure concentrate will make them missing what the speaker said.

e. Quality of Recorded Material Problems Related to Anxiety

The fifth questions were asked to find out how the students felt when they listened to recorded material with low quality. This was clear the comment of the interviewed students:

“I think I am not really worried, because I am very confidence about my answer and also my ability about English” (interviewee 01)

“of course I am very worried, when I heard listening material in low quality because I need to hear clearly to understand their conversations, not only that, the low qualities make me confuse, in the end, my concentration was divided because the next question I had not answered appeared” (interviewee 02)
“yes of course I feel worried if listening material with low quality because I can not hear the voice clearly so I can not answer the question with correct” (interviewee 03)

“maybe yes I am not really worried about that, I think thats all” (interviewee 04)

“yes I am worried because I am afraid because I will not be able to listen to the conversation” (interviewee 05)

“yes it is worrying if listening material is unclear” (interviewee 06)

“yes I do, maybe it will make difficult for me to understand and answer the question from material” (interviewee 07)

“of course, of course I am worried, because it is low quality I can not hear it” (interviewee 08)

“yes I feel worried, and I feel confusion and then I lost my confidence to answer the questions” (interviewee 09)

“sure I feel that because it is very hard to understand when it is low quality” (interviewee 10)

The students’ respond indicated that almost all students feel anxious if they have to deal with listening material with low quality, this can affect their listening comprehension for sure.

4.2 Data Analysis

Based on the results of the data description above, it can be stated that the opinion of Azmi Bingol, Celik, Yidliz, and Tugrul Mart (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 - can be proven

Based on data description of questionnaire above, the researcher considered to made the students' listening problems data to interpreted the whole problems frequency.

**TABLE 5. Listening Problems Frequency Per Indicator**

<table>
<thead>
<tr>
<th>No</th>
<th>Question Indicators</th>
<th>10 Questions answered from each indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Listening Problems related to the quality of recorded material (consist of 10 questions)</td>
<td>710 (82%)</td>
</tr>
<tr>
<td>2</td>
<td>Listening problems related to the unfamiliar vocabulary (consist of 10 questions)</td>
<td>561 (64%)</td>
</tr>
<tr>
<td>3</td>
<td>Listening problems related to the length and speed of listening (consist of 10 questions)</td>
<td>605 (70%)</td>
</tr>
</tbody>
</table>

The researcher described, based on the data above, that the most listening difficulties encountered by students are listening problems related to the quality of recorded material. This could be seen in the data above where 10 questions related to the quality of recorded material get 710 "Yes" marks. This indicates that most students believed that the quality of recorded material was the issue that most affected their comprehension of listening. This correlated with the opinion of Hamouda (2013) stated that most students assume the difficulties they encountered in listening comprehension were due to the bad recording quality / poor-quality tapes or disks.

The second highest difficulties faced by students are listening problems related to the length and speed of listening. Based on data above, where 10
questions related to the length and speed of listening get 605 “Yes” mark. This indicated that students had low abilities when listening to high-speed and long-term spoken text.

The lowest difficulties faced by students are listening problems related to unfamiliar vocabulary. Based on table 5, 10 questions related to unfamiliar vocabulary only get 605 “Yes” mark. However, it cannot be said that students have no problem with unfamiliar vocabulary because the number of "Yes" marks is still more than the "No" mark. Students still had to improve their knowledge of vocabulary to support their listening comprehension to be better. This correlated with opinion of Butt (2010) reported that the major problem hindering listening comprehension was that the students’ vocabulary was too limited to understand the message.

In more detail, researchers displayed the information in the table below. The information on this table contains the questions contained in the questionnaire that was arranged by the researcher starting from the questions that were considered to be the biggest problems for students in their listening comprehension to the questions that are not the biggest problem for students in their listening comprehension.

**TABLE 6. Listening Problems Frequency Per Question**

<table>
<thead>
<tr>
<th>No</th>
<th>Related Indicators</th>
<th>number on questionnaire</th>
<th>Questions</th>
<th>Answer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Do you feel worried if you hear material with low quality?</td>
<td>yes</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>no</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Are you unable to understand when Unclear sounds is from noisy conditions of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>79</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Quality of Recorded Material</td>
<td>Length and Speed</td>
<td>Unfamiliar Vocabulary</td>
<td>Length and Speed</td>
<td>Quality of Recorded Material</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Quality of Recorded Material</td>
<td>5</td>
<td>Are you unable to understand when unclear sounds is from a poor quality CD player?</td>
<td>76 (87%)</td>
<td>10 (12%)</td>
</tr>
<tr>
<td>4</td>
<td>Length and Speed</td>
<td>5</td>
<td>Are you unable to understand when the speaker speaks too fast?</td>
<td>76 (87%)</td>
<td>11 (13%)</td>
</tr>
<tr>
<td>5</td>
<td>Quality of Recorded Material</td>
<td>3</td>
<td>Are you unable to concentrate when recording material is unclear?</td>
<td>74 (85%)</td>
<td>13 (15%)</td>
</tr>
<tr>
<td>6</td>
<td>Quality of Recorded Material</td>
<td>8</td>
<td>Are you unable to understand when you do listening in noisy place?</td>
<td>73 (84%)</td>
<td>14 (16%)</td>
</tr>
<tr>
<td>7</td>
<td>Quality of Recorded Material</td>
<td>10</td>
<td>Are you unable to understand when recorded material can not be repeated?</td>
<td>73 (84%)</td>
<td>14 (16%)</td>
</tr>
<tr>
<td>8</td>
<td>Unfamiliar Vocabulary</td>
<td>10</td>
<td>Do you feel worried if you don’t understand the spoken word?</td>
<td>72 (83%)</td>
<td>14 (16%)</td>
</tr>
<tr>
<td>9</td>
<td>Length and Speed</td>
<td>6</td>
<td>Are you unable to understand when the speaker does not pause long enough?</td>
<td>72 (83%)</td>
<td>15 (17%)</td>
</tr>
<tr>
<td>10</td>
<td>Unfamiliar Vocabulary</td>
<td>9</td>
<td>Do you use your own personal experience and background knowledge of the topic to understand the unknown word?</td>
<td>71 (82%)</td>
<td>15 (17%)</td>
</tr>
<tr>
<td>11</td>
<td>Length and Speed</td>
<td>9</td>
<td>I feel nervous and worried when the speaker speaks too fast</td>
<td>71 (82%)</td>
<td>15 (17%)</td>
</tr>
<tr>
<td>12</td>
<td>Quality of Recorded Material</td>
<td>6</td>
<td>Are you unable to understand when unclear sounds is from poor equipment?</td>
<td>70 (81%)</td>
<td>16 (18%)</td>
</tr>
<tr>
<td>13</td>
<td>Quality of Recorded Material</td>
<td>2</td>
<td>Are you unable to focus when recorded material is unclear?</td>
<td>70 (81%)</td>
<td>17 (19%)</td>
</tr>
<tr>
<td>14</td>
<td>Unfamiliar Vocabulary</td>
<td>5</td>
<td>you stop listening and think about the meaning of the word, when you hear unknown word?</td>
<td>69 (80%)</td>
<td>17 (19%)</td>
</tr>
<tr>
<td>15</td>
<td>Length and Speed</td>
<td>7</td>
<td>Are you unable to follow the spoken text when the sentences are too long and fast?</td>
<td>66 (76%)</td>
<td>20 (23%)</td>
</tr>
<tr>
<td>16</td>
<td>Unfamiliar Vocabulary</td>
<td>3</td>
<td>Are you unable to</td>
<td>64</td>
<td>23</td>
</tr>
<tr>
<td>17</td>
<td>Vocabulary</td>
<td>Unfamiliar Vocabulary</td>
<td>4</td>
<td>Do you find the pronunciation familiar but you can not recognize the word?</td>
<td>(74%)</td>
</tr>
<tr>
<td>18</td>
<td>Vocabulary</td>
<td>Unfamiliar Vocabulary</td>
<td>6</td>
<td>Are you unable to understand the meaning of unknown word while listening?</td>
<td>(74%)</td>
</tr>
<tr>
<td>19</td>
<td>Quality of Recorded Material</td>
<td>4</td>
<td>Are you unable to understand the unclear recorded material?</td>
<td>(72%)</td>
<td>(24%)</td>
</tr>
<tr>
<td>20</td>
<td>Length and Speed</td>
<td>10</td>
<td>I feel nervous and worried when the text spoken too long.</td>
<td>(72%)</td>
<td>(27%)</td>
</tr>
<tr>
<td>21</td>
<td>Length and Speed</td>
<td>2</td>
<td>Are you unable to interpret the meaning of a long spoken text?</td>
<td>(67%)</td>
<td>(31%)</td>
</tr>
<tr>
<td>22</td>
<td>Length and Speed</td>
<td>3</td>
<td>Do you feel tired and distracted when you listening a long spoken text?</td>
<td>(64%)</td>
<td>(35%)</td>
</tr>
<tr>
<td>23</td>
<td>Length and Speed</td>
<td>1</td>
<td>Are you unable to understand When spoken text too long?</td>
<td>(62%)</td>
<td>(36%)</td>
</tr>
<tr>
<td>24</td>
<td>Quality of Recorded Material</td>
<td>4</td>
<td>Are you unable to understand the spoken word when full of breakup and pauses?</td>
<td>(57%)</td>
<td>(43%)</td>
</tr>
<tr>
<td>25</td>
<td>Vocabulary</td>
<td>Unfamiliar Vocabulary</td>
<td>7</td>
<td>Does listening comprehension have many unfamiliar words?</td>
<td>(55%)</td>
</tr>
<tr>
<td>26</td>
<td>Length and Speed</td>
<td>8</td>
<td>I lose my concentration when the text is too long</td>
<td>(55%)</td>
<td>(45%)</td>
</tr>
<tr>
<td>27</td>
<td>Vocabulary</td>
<td>Unfamiliar Vocabulary</td>
<td>1</td>
<td>Do you understand listening text when there are too many unfamiliar vocabulary?</td>
<td>(51%)</td>
</tr>
<tr>
<td>28</td>
<td>Length and Speed</td>
<td>4</td>
<td>Are you unable to understand long conversation?</td>
<td>(47%)</td>
<td>(51%)</td>
</tr>
<tr>
<td>29</td>
<td>Vocabulary</td>
<td>Unfamiliar Vocabulary</td>
<td>8</td>
<td>Are you unable to understand active form?</td>
<td>(42%)</td>
</tr>
<tr>
<td>30</td>
<td>Vocabulary</td>
<td>Unfamiliar Vocabulary</td>
<td>2</td>
<td>Are you unable to understand every single word of incoming speech?</td>
<td>(34%)</td>
</tr>
</tbody>
</table>
Based on the data shown in table 6, could saw that the question which was the highest listening comprehension problem faced by students was in question number 7 with indicators related to the Quality of Recorded Material. Where there were 82 students out of 87 students or 94% of students assumed that they feel worried if they hear low-quality listening material. This means that their anxiety about the quality of recorded material they will face in listening activities was the problem that most affects the listening comprehension of students. Lecturers need to have high quality sources of listening materials. Of course, low quality of listening content would offer bad results.

The second highest was still from the same indicator, it related to the quality of recorded material, which in question number 9 contains 79 out of 87 students who think that they have difficulty doing listening activities if the situation in the room was noisy. This indicated that in a noisy situation, only 8 students thought they could participate in listening activities well. It was important for all of us, especially lecturers, to be able to provide a place for good listening activities and to be able to maintain a calm and conducive situation in the classroom during the listening activity so that it can run smoothly and can also provide good results.

The third highest problem was come from 2 different indicators, they were quality of recorded material and length and speed of listening. could see in question number 5 relating to the quality of recording material, where 76 students state that if the quality of the recorded material was not good due to the poor quality of the CD player, it was difficult to understand the material. Therefore, it
was necessary to provide a good quality CD player to support the improvement of students' listening comprehension. The next discussion was on question number 5 relating to length and speed of listening where 76 students answered yes and 11 students answered no. This concludes that the Speaker speak too fast was a factor that interfere with the students' comprehension in listening. Many students point out that when the speaker speak too fast, it was difficult for them to understand what was being said, even if the words were familiar for them. Native speaker speak too fast make the students sometimes hear all the words as a single unit. At this point, difficulty with speed delivery because unfamiliarity with listening to native speaker. The students need to practice their listening by listened native speaker.

From the explanation, it can be concluded that the quality of recorded material was the problem most often faced by students. This was in accordance with the opinion of Hamouda (2013) stated that the majority of the students think the difficulties they encountered in listening comprehension were due to the bad recording quality/poor-quality tapes or disks.

Based on data description of interview, Problems with listening comprehension relating to the quality of recorded material always emerge from questions 1 to 4. The problem of listening comprehension related to unfamiliar vocabulary and listening length and speed does not even appear in question number 4. it can be concluded that the quality of recorded material was the most common problem that could affect students' listening comprehension.
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

As stated in the previous chapter, the aim of this study is to identify the listening problems that most frequently occur from the three research-focused problems, including listening problems related to the quality of recorded material, listening problems related to unfamiliar vocabulary, and listening problems related to listening length and speed.

Based on the data analyzes in chapter IV, it can be concluded that:

All of students was unable to comprehend listening. There was one problem most students face from the 3 main problems studied, that was Listening Problems Related to the Quality of Recorded Material. Followed by unfamiliar vocabulary and length and speed of listening were also problems faced by students. It was corrected based on Hamouda (2013) stated that the majority of the students think the difficulties they encountered in listening comprehension were due to the bad recording quality / poor-quality tapes or disks. Hence, the students have to study hard and have more practice to improve their listening comprehension.

5.4 Suggestion

From the result, the researcher liked to give some suggestions for the students that hopefully useful in the process of learning English in the class.
1. For the students

The researcher was hope the students increase their listening skill with practice more English listening to know more what are the speaker saying about, more study about vocabulary, open dictionary more often and learn some new vocabulary because it will help them to understand the main idea of what they hear in listening.

2. For the next researcher

The researcher was hope this thesis could be useful reference for those who are interested in conducting analysis in Listening Problem.
REFERENCES


Sarlina. (2017). An Analysis on Students’ Problems in Listening Comprehension (A research conducted at MAN Batudaa) Skripsi. English Department, Letters and Culture Faculty, Gorontalo State University, Principal Advisor, Dra. Elsje L.Sambouw, M.Hum; and Nurlaila Husain,S.S.,M.Pd.


