

**AN ANALYSIS OF LISTENING COMPREHENSION
PROBLEM ON COMMUNICATIVE LISTENING SUBJECT
AT THE SECOND SEMESTER OF ENGLISH LANGUAGE
EDUCATION PROGRAM**

A THESIS

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



ANGELINA KUSUMA NINGRUM
NPM 176310610

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

2022

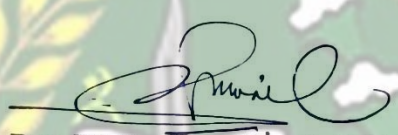
THESIS APPROVAL

TITLE

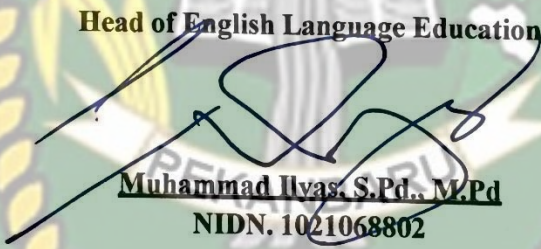
AN ANALYSIS OF LISTENING COMPREHENSION PROBLEM ON COMMUNICATIVE LISTENING SUBJECT AT THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION PROGRAM

Name : Angelina Kusuma Ningrum
Place/date of Birth : Lombok/ July 6th 1999
Student Number : 176310610
Faculty : Faculty of Teacher Training and Education
Study Program : English Education

Advisor


Dr. Dra. Hj. Syofianis Ismail, M.Ed
NIDN. 0023045901

Head of English Language Education


Muhammad Ilyas, S.Pd., M.Pd
NIDN. 1021068802

Penata/Lector/IIIC

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

Pekanbaru, 15 August 2022
The Vice Dean of Academic


Dr. Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201

THESIS

AN ANALYSIS OF LISTENING COMPREHENSION PROBLEM ON COMMUNICATIVE LISTENING SUBJECT AT THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION PROGRAM

Name : Angelina Kusuma Ningrum
Student Number : 176310610
Study Program : English Education

THE CANDIDATE HAS BEEN EXAMINED

Thursday, 18 August 2022

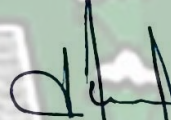
THE EXAMINERS COMMITTEE

Head Advisor

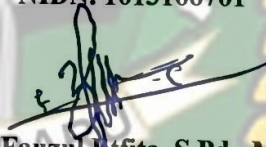


Dr. Hj. Syofianis Ismail, M.Ed
NIDN. 0023045901

Examiners



Johari Afrizal, S.Pd., M.Ed.
NIDN. 1013106701



Fanzul Efita, S.Pd., M.Ed
NIDN. 1030098901

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, 18 August 2022

The Vice Dean of Academic



Dr. Miranti Eka Putri, S.Pd., M.Pd
NIDN. 100506201

LETTER OF NOTICE

The advisor here by notice that:

Name : Angelina Kusuma Ningrum
Student Number : 176310610
Place/date of birth : Lombok/ July, 6th 1999
Faculty : Teachers Training and Education Faculty
Study Program : English Education

Has completely written a thesis which entitled:

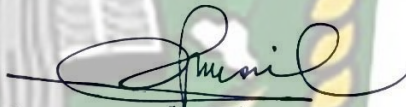
**AN ANALYSIS OF LISTENING COMPREHENSION PROBLEM ON
COMMUNICATIVE LISTENING SUBJECT AT THE SECOND SEMESTER OF
ENGLISH LANGUAGE EDUCATION PROGRAM**

It is ready to be examined.

This letter is made to be used, as it needed.

Pekanbaru, 15 August 2022

Advisor



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

THESIS GUIDENCE AGENDA

Thesis guidance has been implemented to:

Name : Angelina Kusuma Ningrum
 Student Number : 176310610
 Study Program : English Language Education
 Faculty : Education and Teacher Training
 Head Advisor : Dr. Hj. Syofianis Ismail, M.Ed
 Title : An Analysis Of Listening Comprehension Problem on
 Communicative Listening Subject at The Second Semester of
 English Language Education Program

No	Date	Guidance Agenda	Signature
1	July 7 th 2021	Tittle Approval	
2	August 21 st 2021	Revised Chapter I	
3	September 6 th 2021	Revised Chapter II	
4	September 13 th 2021	Revised Chapter III	
5	September 27 th 2021	ACC to Join Proposal Seminar	
6	November 29 th 2021	Join Proposal Seminar	
7	March 4 th 2022	The researcher took the data	
8	June 30 th 2022	Revised Chapter V	
9	July 15 th 2022	ACC to Join Thesis Examination	

Pekanbaru, 15 August 2022

The Vice Dean of Academic

Dr. Miranti Eka Putri, S.Pd., M.Ed

NIDN. 1005068201

DECLARATION

The undersigned researcher :

Name : Angelina Kusuma Ningrum

Student Number : 176310610

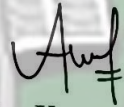
Study Program : English Language Education

Faculty : Education and Teacher Training

I truly that this paper writing derived from my own ideas, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the "references". Scientifically, I took responsible for truthfulness of the data presented in this paper.

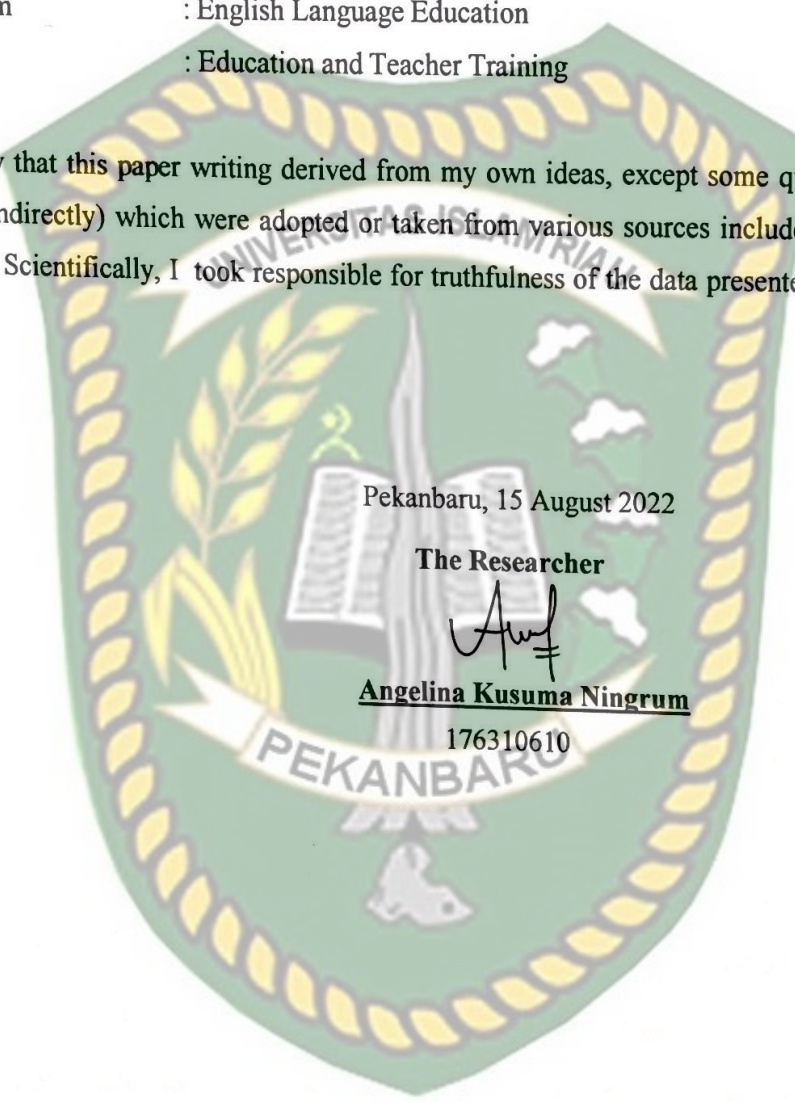
Pekanbaru, 15 August 2022

The Researcher



Angelina Kusuma Ningrum

176310610





YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2022/2023

NPM : 176310610
Nama Mahasiswa : ANGELINA KUSUMA NINGRUM
Dosen Pembimbing : 1. Dr. Dra. SYOFIANIS ISMAIL M.Ed 2.
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir : Analisis Masalah Listening Comprehension Pada Mata Pelajaran Communicative
Listening Siswa Semester II di Prodi Bahasa Inggris
Judul Tugas Akhir (Bahasa Inggris) : An Analysis of Listening Comprehension Problem on Communicative Subject at
The Second Semester of English Language Education Program
Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	07 Juli 2021	Title Approval	Title approved .	
2	21 Agustus 21	Revised Chapter I	Revised research questions	
3	13 September 21	Revised Chapter III	Revised research instrument	
4	27 September 21	ACC to Join Proposal Seminar	The advisor signed the proposal .	
5	29 November 21	Join Proposal Seminar	Join seminar proposal	
6	4 Maret 22	The researcher took the data	The researcher took the data .	
7	30 Juni 22	Revised Chapter V	Revised conclusion	
8	15 Juli 22	ACC to Join Thesis Examination	The advisor signed to join thesis examination .	



MTC2MZEWNJEW

Pekanbaru, July 2022
Wakil Dekan I/Ketua Departemen/Ketua Prodi

(Dr. Miranti Eka Putri, S.Pd, M. Ed)

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 disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah portomuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, I would like to thank Allah SWT 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. Dr. Sri Amnah, S.Pd., M.Si as Dean of Teacher Training and Education Faculty and Dr. Miranti Eka Putri, S.Pd., M.Ed as the vice Dean of academic of Teacher Training and Education Faculty 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 Program and Sri Wahyuni, S.Pd., M.Pd as the secretary of English Language Education Program 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 Subhanawata'ala will repay all your kindness. Thank you very much.
4. The examiners, Johari Afrizal, S.Pd., M.Ed. and Fauzul Etfita, S.Pd, M.Ed who gave valuable advices and suggestions in completing this thesis.
5. All lecturers in English Language Education Teacher Training And Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.
6. My beloved parents Tri Mulyaning Wahyuni and Suharyadi, my brother Ferdian

Wicaksono, S.E and Haryawan Yulianto, and also my sister in law Ziola Ivolyanti S.H and Elmayanti thanks a lot for greatly supporting me either materially and spiritually.

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



Pekanbaru, 15 August 2022

The Researcher

Angelina Kusuma Ningrum

176310610

TABLE OF CONTENT

THESIS APPROVAL	i
THESIS	ii
LETTER OF NOTICE	iii
THESIS GUIDENCE AGENDA	iv
DECLARATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENT	viii
LIST OF TABLE	xi
ABSTRACT	xii
ABSTRAK	xiii
CHAPTER I	1
1.1 Background of the Problem	1
1.2 Identification of the Problem	3
1.3 Focus of the Problem	3
1.4 Research Question	4
1.5 Objective of the Research	4
1.6 Significant of the Research	4
1.7 Definition of Key Term	5
CHAPTER II	6
2.1 Definition of Listening	6
2.2 Listening Comprehension	7
2.3 Indicators of Listening Comprehension	9
2.4 Listening Comprehension Problem	10

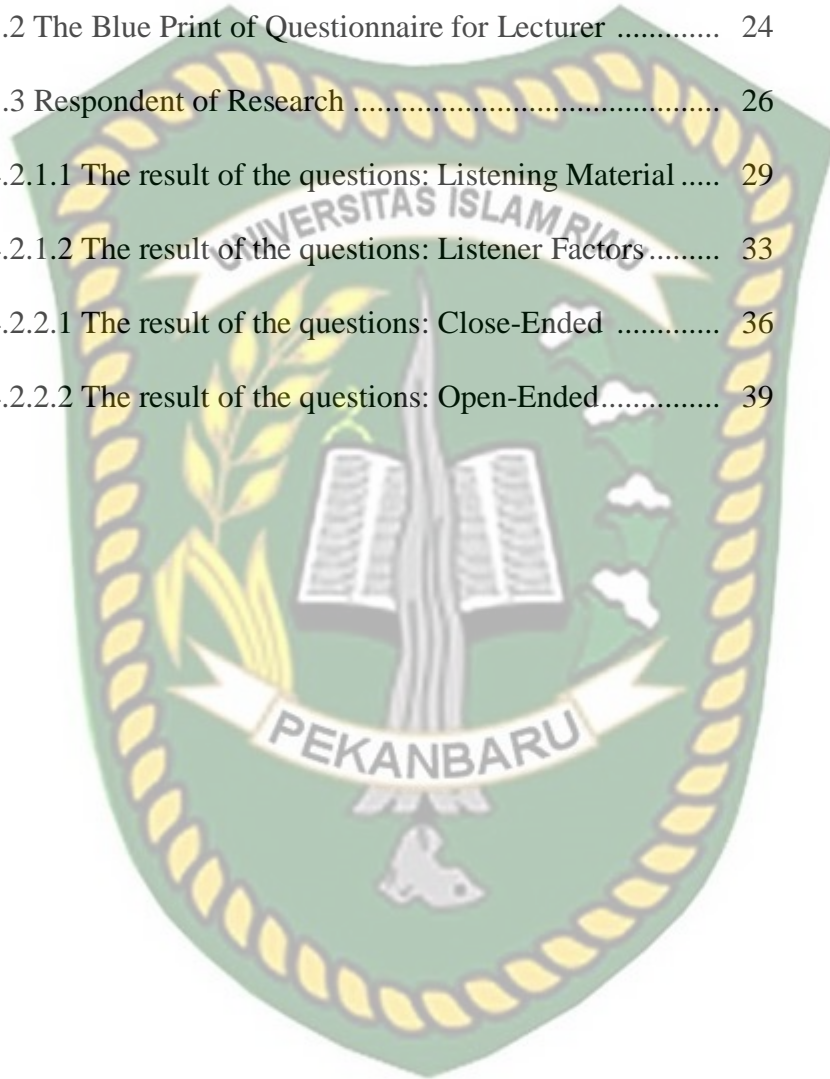
2.4.1 Native Speakers.....	12
2.4.2 Listening Test	12
2.4.3 Listener	13
2.5 Communication Listening.....	14
2.6 Solving Problem for Listening.....	14
2.7 Past Studies	16
2.8 Conceptual Framework.....	17
CHAPTER III	19
3.1 Research Design.....	19
3.2 Source of The Data	20
3.3 Research Instrument.....	20
3.3.1 Questionnaire	21
3.4 Population And Sample of The Research	26
3.4.1 Population.....	26
3.4.2 Sample	26
3.5 Data Collection Technique.....	27
3.6 Technique of Data Analysis	27
CHAPTER IV	28
4.1 Data Description	28
4.2 Data Analysis	28
4.2.1 Questionnaire for the Students	28
4.2.1.1 Listening Materials.....	29
4.2.1.2 Listeners Factor	32
4.2.2 Questionnaire for the Lecturer.....	35
4.2.2.1 Close-Ended Questions	35

4.2.2.2 Open-Ended Questions	38
CHAPTER V	41
5.1 Conclusion	41
5.2 Implication	42
5.3 Suggestion.....	42
REFERENCES.....	44
APPENDICES	46



LIST OF TABLE

Table	Page
Table 3.1 The Blue Print of Questionnaire for Students	22
Table 3.2 The Blue Print of Questionnaire for Lecturer	24
Table 3.3 Respondent of Research	26
Table 4.2.1.1 The result of the questions: Listening Material	29
Table 4.2.1.2 The result of the questions: Listener Factors	33
Table 4.2.2.1 The result of the questions: Close-Ended	36
Table 4.2.2.2 The result of the questions: Open-Ended.....	39



ABSTRACT

ANGELINA KUSUMA NINGRUM. 2022. An Analysis of Listening Comprehension Problem on Communicative Listening Subject at The Second Semester of English Language Education Program. Thesis

Key Words: *Listening Comprehension, Problem, Communicative Listening*

This research analyzed of the problems in listening comprehension that faced by the students on communicative listening subject at the second semester of English education program and find the solution use by lecturer to overcome students listening comprehension problem. This research was done under a descriptive and qualitative methodology.

This research was took 59 students from A and B class on second semester in English language education program and one lecturer who's teaching communicative listening subject. There are two questionnaires one for the students that was given by WhatsApp application to distribute link of questionnaire on Google Form for them. Second questionnaire is for the lecturer that was given out through paper for fill the answer.

The result of the questionnaire for the students showed that 47,5% of them sometimes hard or difficult to hear what the topic about. For the result of the questionnaire for the lecturer showed that solution for that problem by giving a good strategy by using tool where the students can understand by seeing the picture / speaker, which match to what students listen. The result revealed how important it is especially to the second semester students should have more learn and practice their listening skills on everywhere, so they can be better on their listening class, and the last is lots practice can reduce their problem on listening skill.

ABSTRAK

ANGELINA KUSUMA NINGRUM. 2022. Analisis Masalah Listening Comprehension Pada Mata Pelajaran Communicative Listening Siswa Semester II Di Prodi Bahasa Inggris. Skripsi.

Kata Kunci: *Listening Comprehension, Masalah, Communicative Listening.*

Penelitian ini menganalisis masalah-masalah dalam Listening Comprehension yang dihadapi oleh siswa pada mata pelajaran Communicative Listening pada semester kedua program pendidikan bahasa Inggris dan cara untuk menemukan solusi yang digunakan oleh dosen untuk mengatasi masalah siswa dalam Listening Comprehension. Penelitian ini dilakukan dengan metode deskriptif dan kualitatif.

Penelitian ini mengambil 59 mahasiswa dari kelas A dan B pada semester kedua di program pendidikan bahasa Inggris dan satu dosen yang mengajar mata pelajaran Communicative Listening. Penelitian ini menggunakan dua kuesioner satu untuk siswa yang diberikan oleh aplikasi WhatsApp untuk menyebarkan link kuesioner di Google Form. Kuesioner kedua adalah untuk dosen yang diberikan melalui media kertas untuk mengisi jawabannya

Hasil angket untuk siswa menunjukkan bahwa 47,5% dari mereka kadang-kadang sulit untuk mendengarkan tentang topik apa. Hasil angket untuk dosen menunjukkan bahwa solusi untuk masalah tersebut dengan memberikan strategi yang baik dengan menggunakan alat di mana siswa dapat memahami dengan melihat gambar / pembicara, yang sesuai dengan apa yang siswa dengarkan. Hasil penelitian mengungkapkan betapa pentingnya terutama bagi mahasiswa semester dua harus lebih banyak belajar dan melatih keterampilan mendengarkan mereka di mana-mana, sehingga mereka dapat lebih baik di kelas mendengarkan mereka, dan yang terakhir adalah banyak latihan dapat mengurangi masalah mereka pada keterampilan mendengarkan.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Listening, speaking, reading, and writing are the four fundamental language skills that teachers must teach and students must learn in English. Since these abilities are crucial in the teaching of English. Those abilities are inextricably linked and cannot be removed. In all elements of language acquisition, students need to be able to understand what they are listening. That because, separate from reading, listening is one of most essential information windows.

Learning to listen will significantly boost our speech ability. If people are to talk correctly, meaningfully, and naturally, they must hear different varieties of English constantly and continuously. It ensures that people who do not understand may be unable to learn a language because listening offers language feedback. As Rost in Hien (2015) said, listening is critical for foreign language learning because it offers language feedback. Listening is an important feedback capability for students' language learning.

Were on the second semester the researcher was learned communicative listening subject on laboratory. Communicative listening is the important subject that students must learn on the second semester. Based on the researcher experience, communicative listening is the important subject because the students start learning English with that subject. With communicative listening subject students can learning English easily because the lecturer give the students a good audio and good explanation for the students. Although that some students have problems on communicative listening subject.

The problems are, including a lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose of trust, maintaining concentration, and poor recording. According to Hamouda (2013), reasons affecting students' listening comprehension difficulties can be divided into four categories: problems with the listening text, listening problems with tasks and events, listener problems with the listener, and teacher technique. As a result, it was possible to determine the students' challenges based on three major conditions: listener factors, listening content, and physical environment.

On this pandemic era the students also have a problem on learning process because they can't come to campus and then they learnt on Google meet. Therefore the lecturer should be able to use social media for learning process. According to Ismail (2020) Students' listening comprehension abilities were expressed in the development of a social media-based listening teaching model and the delivery of listening courses over the internet or university network. As a result, the researcher must recognize the students listening comprehension problems on communicative listening subject and then find the solution use by lectures to overcome students listening comprehension problem.

In this study researcher focuses on listening comprehension problem on communicative listening subject. Then, as the students are doing the listening task, determine what problems they are having with listening comprehension on communicative listening subject. The researcher would conduct the research in English Education Program of University of Riau. So, that's why the researcher took this title: **AN ANALYSIS OF LISTENING COMPREHENSION PROBLEM ON COMMUNICATIVE LISTENING SUBJECT AT THE**

SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION PROGRAM

1.2 Identification of the Problem

The problem statement that should be developed based on the previously described context is what are the problem of listening comprehension on communicative listening subject and the solution use by lectures to overcome students listening comprehension problem.

1.3 Focus of the Problem

In this study, the researcher just focused on the analysis of students' problem in listening comprehension for communicative listening subject and find the solution that use by lecturer to solve the problem.

1.4 Research Question

Based on the background and the problem of the study above, the research question of this research are:

1. What are the problems found by the second semester students in communicative listening?
2. What is the solution use by lectures to overcome students' listening comprehension problem ?

1.5 Objective of the Research

Based on the research statement, this particular study aimed at finding out

1. To know what are the problems found by the second's semester student in communicative listening.
2. To know about the solution use by lectures to overcome students' listening comprehension problem.

1.6 Significant of the Research

The result of this research is to expect to be use theoretical and practically:

1. Theoretical Significance

The aim of this study was to contribute and include some useful information in the field of teaching foreign language listening comprehension. In terms of theory, this study added to theories about how to teach listening comprehension. Learners who understand the listening process and feel they can achieve their objectives. It made it easy for them to manage their listening. Furthermore, teachers who are aware of their students' difficulties make it easier for them to devise better strategies. Above all, it will allow the lecturer to emphasize the importance of teaching listening comprehension.

2. Practically Significance

It contains two key focuses that produced beneficial result, as well as several advantages gained from understanding the students' problems with listening comprehension. The lecturers and the students were also present.

1. For student

Students should work hard to develop their listening skills and continue listening to become good listeners so that they are aware of the reasons that affected their difficulties. As a result, they would find it simple to comprehend what they learn in class through listening comprehension.

2. For lecturer

Hopefully, this research would help the lecturers to guide their students in listening comprehension because the lecturers know what the difficulties faced by the students. Then, the lecturers could handle their students easily and achieve the goals of learning effectively. It was also hoped that

findings about students' difficulties provide English teacher with some guideline for material evaluation and selection.

1.7 Definition of the Key Term

To prevent misunderstandings over the meaning of the words used in this study, the researcher presents the following meanings of main expressions.

1. Problem is a trait or state of being hard to complete, communicate with, or understand.
2. Listening comprehension is the ability to understand and comprehend what other people are saying. Understanding the speaker's accent or pronunciation, as well as the speaker's grammar and vocabulary, and comprehending the meaning, are all part of this process.



CHAPTER II

LITERATURE REVIEW CONCEPTUAL FRAMEWORK

This chapter discusses several previous findings, important theories, and the research's theoretical context.

2.1 Definition of Listening

Listening is the first skill that students must learn, since the conversation mechanism cannot function properly without it (Hamouda, 2013). For example, due to a lack of comprehension skills, the listener is unable to comprehend what the speaker is saying.

According to Morley (2001) listening entails auditory discrimination, aural grammar, selecting appropriate knowledge, recalling it, and associating it with the method. Listening is an exercise in which students are required to hear the key point. It's also a means of getting details from the speaker. Nunan backs it up, saying that listening is an intentional, purposeful method of making sense of what one hears. It necessitates a person's capacity to obtain and comprehend data (input).

According to Brown and Helgesen (2007) Listeners are constantly listening and attempting to comprehend and perceive what they hear. Listening is a method of learning that is dependent on a process. Metacognition was the term used to describe it. Listening is how we comprehend what we learn in English. On the person or by channels such as music or film. Students in English classrooms often struggle with listening lessons; this is attributed to the fact that the students are unfamiliar with the language they are speaking. According to Malkawi (2010) listening is a fundamental skill that can help students learn a language by including

simple language and cognitive components. The listener must concentrate in order to receive input from the speaker, since listening aids communicating.

According to Napikul (2018), foreign language learning can be categorized into four categories: listening, speaking, reading, and writing. Of these, listening is an important social skill. When hearing information from the speaker, the listener, especially students, must consider what the speaker means and attempt to create the context.

According to the definition above, one of the most important skills that students should master is listening. Because listening is essential for students to communicate with one another and aids in the development of the other English skill.

2.2 Listening Comprehension

According to Rost (2002) and Hamouda (2013), listening comprehension is an immersive mechanism in which listeners participate in the construction of language. Sound discrimination, previous understanding, grammatical structures, stress and intonation, and other linguistic or non-linguistic hints all help listeners understand what they're hearing. In a phrase, listening comprehension consists of the processes of learning and analyzing spoken language. Knowing speech sounds, comprehending the meaning of individual words, and comprehending the grammar of sentences are all part of this.

According to Fang (2008) listening comprehension is an effective process that requires learners/listeners to concentrate on the sense of aural input and correlate it with their previous experience. To put it another way, listening comprehension necessitates learners' ability to conclude meaning from a range of

outlets, including verbal, listening strategy, and affective factors (Bang and Hiver, 2016).

Listening comprehension can be inferred based on the concept above that the process of listeners focuses on meaning from the knowledge and that the listeners are also interested in constructing the meaning. Learners must be able to deduce meaning and comprehend the meaning of individual words, as well as comprehend syntax. Several aspects, such as linguistic, strategic, and affective factors, should be understood by the listeners.

Vocabulary and grammatical interpretation are important components of listening comprehension. The students' listening proficiency can also be affected by listening technique, which can be highly useful in the comprehension process. The versatility in which students apply techniques in all phases of listening characterizes their high proficiency in listening (Vandegift and Tafaghodtari (2010) in Bang and Hiver) (2016).

Listening comprehension is described as an intentional mechanism in which people concentrate on specific elements of 'aural information,' create context from passages, and connect what they hear to prior understanding. (O'malley, 2009).

In the oral mode, listening comprehension is the receptive capacity. When we say we're listening, we just mean we're listening and comprehending what we're doing. There are two stages in the listening comprehension process. The first part entails receiving, memorizing, and repeating sounds, while the second part involves receiving, memorizing, and repeating the sounds. Second, comprehension entails the capacity to explain the message aspect to which the listener is subjected (Zhang, 2001).

As Hasan (2000) put it "listening comprehension offers the best conditions for language learning and development of other language skills,". As a result, listening is necessary not only as a receptive ability but also for the growth of spoken language proficiency. According to Rost (2002) the trick to gaining proficiency in speaking is to acquire proficiency.

The key goal of college-level listening comprehension instruction is for students to understand how to function effectively in real-life situations. The aim of the listening exercise is for students to be able to follow instructions or learn knowledge from various types of listening texts or genres. Furthermore, they are able to fill in blanks and respond to questions. In order to accomplish the objectives, the professor must consider many aspects, including the students' enthusiasm, curiosity, and learning style.

The fundamental for listening comprehension, depending on the concept above, is vocabulary and grammatical interpretation. Students should be able to follow the lecturer's instructions and extract material from a variety of listening texts or genres.

2.3 Indicators of Listening Comprehension

Taped content is the most common way of introducing students to spoken English (Harmer 2001). It suggests that the media encourages people to use spoken content. As a result, learners pay close attention to the spoken materials in order to process knowledge and sustain social relationships.

Listening skills such as listening for gist, listening for details, and inferring meaning from context are all developed through the listening exercises (Nunan, 2003). Listening for gist is a form of listening comprehension that focuses on recognizing key concepts, noting events in a series, and other related activities.

The resources used in gist listening may include announcements, ads, and short usable texts.

The materials for listening for information are several monologue texts. Film can be used to introduce ten different styles of texts: narration, literary, dramatic, reaction, interpretation, detail, conversation, exposition, recount, objective summary, process, and procedural recount (Anderson and Anderson, 2002:2).

Listening for specifics, on the other hand, is listening for basic information such as addresses, dates, language types, etc. After that, listening by inference in detail entails hearing the explicit interpretation of conversations in context. It is inferred but not explicitly specified.

Eventually, film clips may be used to incorporate certain tasks such as listening for gist, listening for details, and listening by inferring in meaning. It can be applied by choosing products that correspond to the Standard of Competence and Basic Competence metrics.

2.4 Listening Comprehension Problem

Most students will have trouble knowing what they are hearing. According to Elkhafafi (2005) in Bagheri and Kharami (2014) listening is one of the causes of students' tension, which arises as a consequence of their inability to comprehend spoken knowledge.

Listening problems are an internal and external trait that interferes with text comprehension and is linked to cognitive difficulties. According to Hamouda (2013) reasons affecting students' listening comprehension difficulties can be grouped into four categories: problems with the listening text, listening problems with tasks and events, listener problems with listeners, and lecture technique.

The problems that the student faces during the listening comprehension phase can disrupt the process, particularly for those who are learning English as a foreign language in a non-native environment. According to Lindsay, one of the big issues students face, in comparison to students studying English, is that they have little or no prior familiarity with 'real' listening, as well as little recollection of previous learning or social interactions. Their hearing difficulties were compounded by the fact that they lived in a non-English speaking world.

C. Goh (2010) When doing her role, the listener must be mindful of what is going on around her. Learners who grasp the mechanisms of learning and feel they have the potential to achieve their goals would be more likely to take on difficult listening tasks and set demanding listening goals.

According to I. Syofianis (2020) Another main factor that relates to students' problems in listening is teachers or lectures. If teachers' or lecturers' pronunciation isn't clear and excellent enough, the students' listening will fall short of the teachers' quality. This is due to the fact that the students should copy their teacher's pronunciation. If they do not correctly speak kinds of words, the students would do the same.

Most students still complain that listening is the most complex of the four language skills they can learn. They normally attribute the only problem with their listening to the recording from the microphones. According to Ghaderpanahi (2012) a variety of factors influence students' listening comprehension, including native speakers' volume, speed rate, accents, intonation, listening techniques, and pronunciation.

2.4.1 Native Speaker

According to Hasan (2000) the message itself can be the primary cause of listening comprehension issues. Unfamiliar phrases, slang or idiom sounds, complicated grammatical systems, unfamiliar contexts, a long spoken text, and an unorganized text, in particular, may cause learners to have difficulty listening. Unfamiliar words make it difficult for them to understand what they are hearing. Grammatical constructs that are difficult to understand have a similar impact.

Hasan (2000) also claims that learners have difficulty hearing when speakers speak too quickly or with a variety of accents, and emit words that are not clearly pronounced. If the speakers talk quicker than normal, it can be impossible for the listener to hear the target words. According to Underwood, when it comes to listening comprehension, the listener has no control of the speaker's tempo, which causes the most difficulties.

2.4.2 Listening Test

Unfamiliar subjects of listening can also be a challenge for students. Then according study, students are often confronted with this problem. As a result, the only way to solve this issue is to have students practice as much as possible on these different materials. According to Guo and Wills (2005) language knowledge is the cornerstone of studying English; thus, if learners' knowledge of pronunciation, grammar, and vocabulary is inadequate, it is likely that their English listening comprehension will suffer.

According to Butt (2010) one of the biggest obstacles to listening comprehension is that students' vocabulary is too small to comprehend the letter. Even if the subject is unfamiliar to them, learners would find it easier to interpret listening passages of familiar vocabulary. Knowing the meaning of the words can

pique students' interest in learning and improve their listening skills. Another issue is that certain words have multiple meanings, and when they are used with their less common meanings, students get confused. According to Hasan (2000) investigates other causes that impair learners' listening comprehension, such as the difficulty of understanding the text from the first listening, the difficulty of answering questions after listening, and the difficulty of understanding the text from the second listening.

2.4.3 Listener

According to Hermawan (2012) Listening comprehension is influenced by two aspects: internal and external factors.

1. Internal Factors

Hearing difficulties and physical conditions are two internal variables that may impair the listening process. The listening function is interrupted when a person has hearing issues or hearing damage that prevents waves from entering at a certain volume. Furthermore, if the student's physical state is unfit, he or she would be unable to focus on listening material.

The other aspect is that ability to listen to everything we hear at the same time. Often listeners are only able to hear half of what others are saying verbally.

2. External Factor

Environmental conditions, material factors, speakers, design, and speech strategies are also example of external factors. Listening may also be influenced by the material. Listeners will be more interested in new content than in previously released material.

2.5 Communication Listening

Listening is the basic skill that must students have for learning English. Listening also important for communication and learning process. Without good basic listening skill the student can't do communication because listening is the most important skill to do communication on learning process.

With communicative listening subject the students can learn listening skill on the campus and the student also can improve their listening skill on the outside of campus. On the campus the students can learning English on the laboratory, so the students can listening the conversation with tape.

According to Nani Tiono (2001) Students will become accustomed to listening to different types of voices, such as male and female, old and young, coarse and fine, that can always be found in real-life listening by listening to the recorded conversation.

According definition above communication listening is the important skill that make the student able to learning English, because on the campus the students can learning English on communicative listening subject.

2.6 Solving Problem for Listening

According to Dianita Rahmasari (2021) There are some factors that make learning listening skills difficult for people, which include:

1. English sound problem

In general, people have difficulty comprehending native speakers' expressions or speech. This is because they frequently have a misunderstanding between the pronunciations of the first and second languages.

2. English Vocabulary

Most of us struggle with learning listening comprehension because they have a poor English vocabulary. In this situation, it appears that we must comprehend the meaning of every word said by a native speaker.

3. Native speakers talk to fast

Those with a low level of listening comprehension find it difficult, if not impossible, to comprehend the expression of the phrases stated by the native speaker.

4. Concentration

It is true that listening to and understanding a foreign language requires a significant level of attention.

To solve the problem, there are some suggestions can be made in order that the learners of English are able to improve their listening skill Students must spend more time to practicing listening in English. It is related to the reason that time investment has an impact on English success. The more students exercise their listening skills, the more familiar they become with English. Furthermore, students must spend more time to improving their Grammar and vocabulary because it is important. The more advanced the grammar and vocabulary. Students will receive a higher ability in listening.

Students should be exposed to a variety of input, such as lecturing, radio news, videos, films, music, TV plays, announcements, everyday talk and dialogues, some monologs, and interviews. It is important to teach and develop listening methods. Listening methods can be taught independently from the learning process or by incorporating listening strategies within the learning process.

Investment in strategy has a beneficial impact on English learning.

2.7 Past Studies

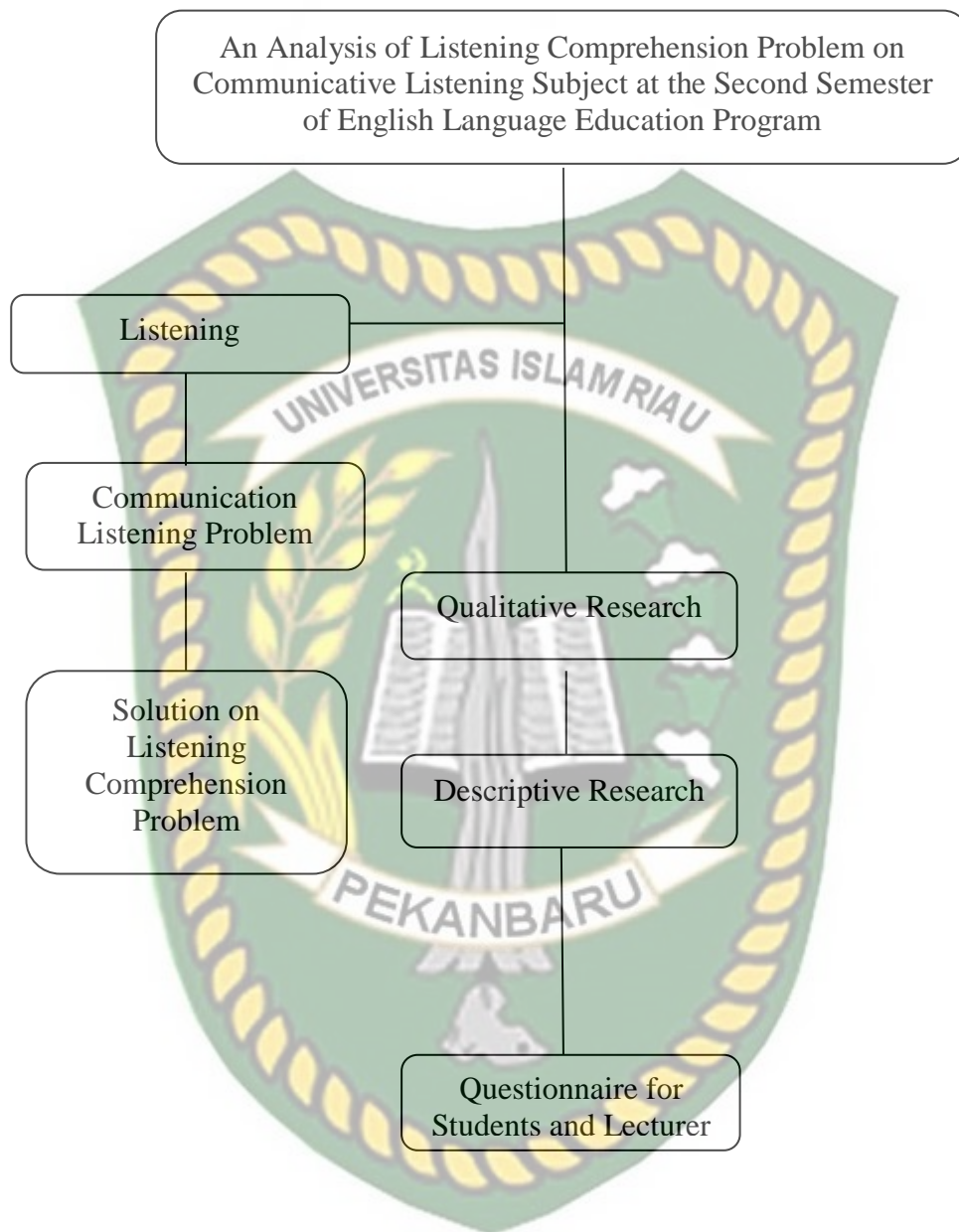
The researcher looks at three previous findings that are linked to this thesis, which the title is An Analysis of Listening Comprehension on Communicative Listening Subject at The Second Semester of English Education Program. The detail is below:

The first journal was written by Hadijah, Sitti, and Shalawati Shalawati. The title is “Listening Comprehension Hindrances of EFL (English Foreign Language) Learners on 2016/2017 in English Study Program of Universitas Islam Riau.” *Journal of English for Academic* 4.1 (2017): 104-114. The purpose is to find out a variety of factors may be influenced good listening in a second language.

The second journal was written by Saraswati, Dwirara. The title is “Learners’ Difficulties and Strategies in Listening Comprehension.” *English Community Journal* 2.1 (2018): 139-152. The purpose is to find out the definition of listening comprehension.

The third journal was written by Syofianis Ismail, M. Zaim, Mukhaiyar and Nurhizrah Gistituati. The title is “An Analysis on Learning Condition in Developing Listening Comprehension Model by Using Social Media for English Students.” *Journal of English for Academic* Vol 7, No 1 (2020). The purpose is to find out listening comprehension problem faced by lectures on Islamic University of Riau.

2.8 Conceptual Framework



Since schools place a greater emphasis on structure, writing, reading, and vocabulary, foreign students have major difficulties with listening comprehension. Listening content, listener influences, speaker factors, and physical context are three factors that learners experience while listening to a spoken text, according to theoretical theories of listening comprehension. To find students' challenges, all of the issues for each element must be established.

The more students listen, the more words they pick up and the better at listening in general they get. The result would be the same if they choose quotations from textbooks, records of condensed readers, listening content tailored to their level, or recordings of radio shows that they might watch. As a result, the students are having trouble doing so. The lecturer's job was to figure out what was bothering their students. According to Harmer (2006) whether the input is understandable, the production can progressively increase.

However, these observations are insufficient to provide a complete justification for these issues. According to Vogely in Hamouda (2013) further research is needed to record empirically the relationship between what theory suggests and what learners really know and do. We must understand the conversation itself in the context of the classroom in order to identify the roots of listening comprehension.

Despite the fact that a variety of experiments have been performed on students' listening comprehension issues. Although the emphasis of this study is on the challenges that students encounter. As a result of the observations, this study aims to understand more about how easily students can listen and how difficult it is for them to listen at English Education Program.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher is going to describe research type, research site and time, research subject, technique of data collection and instruments, technique of data analysis, and validity of research data.

3.1 Research Design

The research design is a strategy for collection and analyzing data in order to meet the research goals. There are many various kinds of research designs that may be used to perform a study. The descriptive research design was used in this research, and with qualitative research. According to Fitrah and Luthfiyah (2017) qualitative research is a method of gathering descriptive knowledge from persons or performers in the form of written or spoken words.

Furthermore, according to Walidin et al. (2015) qualitative analysis seeks to achieve a profound understanding of individual and social problems rather than describing the surface aspect of fact as positivist quantitative research would. It can be deduced that qualitative analysis is a research methodology in which the researcher acts as a research assistant and prioritizes the meaning of words over statistics.

According to Sugiyono (2013) descriptive analysis is a study that uses qualitative or quantitative approaches to explain a phenomenon, symptom, or illness. Descriptive analysis is more straightforward than other types of research since the researchers did not alter the object or region under investigation. The aim of this study is to examine students' listening comprehension problem on communicative listening subject at second semester students' on English Language Education Program of UIR

3.2 Source of the Data

Since the Covid-19 pandemic stops the researcher from moving straight to the field, this analysis is done online, and the participants are students in the second semester of English Language Education Program of UIR and one lecturer who teach communicative listening subject.

This research conducts online because the Covid-19 pandemic does not allow the researcher to go directly to the field and the subjects of this study are second semester students of English Language Education Program in UIR.

3.3 Research instrument

To gather data, this research used one instruments: two questionnaires the first for the students questionnaire was created using Google Form, and the second for the lecturer questionnaire was created on the paper. Raco (2010) claims that data should be gathered provided the research's course and intent are apparent, and the data source, either the informant or subject, has been identified, contacted, and given permission to supply the relevant information.

According to Bolderston (2012) who is questioned is determined by the research's intent. In qualitative research, sampling is usually done with a specific goal in mind. Purposeful sampling entails the researcher identifying prospective candidates to represent the demographic to be studied with the aim of interviewing a representative sample of the population.

The data for this study was collected using two questionnaires. The first is two-sectioned questionnaire was adapted from Hamouda (2013), and the second is questionnaire for the lecturer was adapted from Saidur Rahman (2014). This research will use likert scale type of questionnaire as a tool to collect data from respondents.

3.3.1 Questionnaire

There are two questionnaires, the first questionnaire was used to determine the student's listening problem. It is divided into two sections with close ended questions. There are 9 questions in the first part concerning the listening material, and 6 questions in the second part about the listener problem. The questionnaire for the students was adapted from Hamouda (2013). The second questionnaire was used to know about the solution use by lecturer to overcome students listening comprehension. It is divided into two sections. There are 7 questions in the first part with close ended questions and 3 questions in the second part with open ended questions. The questionnaire for the lecturer was adapted from Saidur Rahman (2014). The students will complete the Google form questionnaire, which is divided into two parts: listening materials and listener effect. The lecturer will complete the questionnaire on the paper. This research will use likert scale type of questionnaire as a tool to collect data from respondents.

Table 3.1
The Blue Print of Questionnaire for Students

Section 1: Listening Materials

No	Statements	Always	Often	Sometimes	Rarely	Never
1	I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and					

	idioms.					
2	Complex grammatical structures interfered with my listening comprehension.					
3	Long spoken text interfered with my listening comprehension.					
4	I find it difficult to interpret the meaning of a long spoken text.					
5	I feel fatigue and distracted when I listen to a long spoken text.					
6	I find it difficult to understand listening texts when the topic is unfamiliar.					
7	I use my experience and background knowledge of the topic to understand the spoken text.					
8	I find it difficult to understand the meaning in context of incoming					

	speech.					
9	I find the listening passage difficult to understand.					

Section 2: Listener factors

No	Statements	Always	Often	Sometimes	Rarely	Never
1	I find it difficult to get a general understanding of the spoken text from the first listening.					
2	At the time of listening I found it difficult to predict what would come next.					
3	I find it difficult to quickly remember words or phrases I have just heard.					
4	I found it difficult to recognize the words I know because of the way they are pronounced.					
5	I find it difficult when listening to English without transcripts.					
6	I find it difficult to answer questions which require other than a short					

	answer (e.g. why or how questions).					
--	-------------------------------------	--	--	--	--	--

Adapted from Hamouda (2013)

Table 3.2

The Blue Print of Questionnaire for the Lecturer

Section 1 : Close Ended Question

No	Statements	Always	Often	Sometimes	Rarely	Never
1	Listening Comprehension is important skill in learning English language.					
2	I use full English in listening class.					
3	I can catch the foreign pronunciation easily.					
4	I can teach my students listening skill without any hesitation because I know the procedure					

	of teaching listening skill.					
5	I need training to learn more about listening skill.					
6	My voice is enough to hear back in the classroom.					

Section 2 : Open Ended Questions

No	Statements	Responses
1	How do you teach your students listening comprehension?	
2	What are the challenges you face while teaching Listening Comprehension in your class?	
3	What is your solution about Listening Comprehension problem if the students feel difficult to interpret the meaning of a long spoken text	

Adapted from Saidur Rahman (2014)

3.4 Population and Sample of the Research

3.4.1 Population

According to Helaluddin and Wijaya (2019) the population is defined as a broad category of objects or subjects that share certain characteristics and qualities. The population of this research is the students of Second Semester of English Language Education Program in UIR. They were split into two groups: A and B. The overall number of students in each class varies.

Table 3.3 Respondent of Research

No	Class	Number of Student
1	A	29
2	B	30
Total		59

3.4.2 Sample

Purposive sampling was used to take samples in this study. According to Arikunto (2013) purposive sampling is the method of choosing a sample by taking a topic that is not dependent on the level or region, but rather on the particular intent with aim sampling, the researcher may select a group of people that are representative of the population. This study focused on the Second Semester students in the English Language Education Program, which had a total 59 students and 1 lecturer who teach communicative listening subject. The topic was chosen because they learn about communicative listening subject.

3.5 Data Collection Technique

The researcher will bring a questionnaire for the lecturer on lecturer house. After finished distribute questionnaire for the lecturer , the researcher distributed link to chairman for a questionnaire about the problem of listening comprehension on google form by WhatsApp. The questionnaire includes 2 sections, the first section is question about listening material and the second section is question about the student problem of listening comprehension on communicative listening subject. This research will use likert scale type of questionnaire as a tool to collect data from respondents. The researcher will collect and analysis score of the questionnaire based on the students fill on Google form.

3.6 Technique of data analysis

Descriptive and qualitative research would be used to analyze the data. In order to know the result of the questionnaire.

After conducting the questionnaire, the researcher presented the data to calculate by formulation to find out percentage of students' score as :

$$P = \frac{F}{N} \times 100\%$$

Where :

- P : Percentage
- F : Frequency
- N : The number of students
- 100 : Constant number

(Anas, 2011:21))

CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This study was carried out using descriptive qualitative research methods. This study reported the results of data based on a formula that had previously been explained. The results of the data were displayed clearly with the results of the data collected in the Second Semester of English Language Education in UIR. The researcher used 59 students and 1 lecturer as a sample for this study. The researcher delivered the findings in order to determine how well students' listening comprehension was and the problems they experienced and find the solution for the lecturer to overcome the students listening comprehension problem.

The researcher conducting this study simply completed two questionnaire the first questionnaire to describe the students' listening comprehension. There are 15 questions in the questionnaire. And the second questionnaire to find the solution for the lecturer to overcome the students listening comprehension problem.

4.2 Data Analysis

4.2.1 Questionnaire for the students

The researcher give a questionnaire with two parts to learn about the students' problems with listening comprehension. There are a few:

4.2.1.1 Listening Materials

The comprehension of the data from the listening test is referred as the listening materials. There are nine elements in listening activity, according to Hamouda (2013)'s questionnaire.

Table 4.2.1.1

The Result of the Questionnaire: Listening Materials

No	Statement	Explanation				
		Always	Often	Sometimes	Rarely	Never
1	1	5 students (8,5%)	20 students (33,9%)	32 students (54,2%)	2 students (3,4%)	0 student (0%)
2	2	4 students (6,8%)	12 students (20,3%)	38 students (64,4%)	5 students (8,5%)	0 student (0%)
3	3	5 students (8,5%)	24 students (40,7%)	26 students (44,1%)	4 students (6,8%)	0 student (0%)
4	4	3 students (5,1%)	22 students (37,3%)	23 students (39%)	11 students (18,6%)	0 student (0%)
5	5	7 students (11,9%)	14 students (23,7%)	28 students (47,5%)	9 students (15,3%)	1 student (1,7%)
6	6	9 students (15,3%)	24 students (40,7%)	20 students (33,9%)	5 students (8,5%)	1 student (1,7%)
7	7	13 students (22%)	22 students (37,3%)	21 students (35,6)	3 students (5,1%)	0 student (0%)
8	8	3 students (5,1%)	18 students (30,5%)	27 students (45,8%)	11 students (18,6%)	0 student (0%)
9	9	0 student (0%)	20 students (33,9%)	30 students (50,8%)	8 students (13,6%)	1 student (1,7%)

1. I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms

The result from the statement 1, the researcher found that there was no one of them chose “Never”, then 2 students or 3,4% chose “Rarely”. For “Often” there were 33,9% or 20 students chose that option, then 5 students or 8,5% chose “Always”. But, there were 32 students or 54,2% chose “Sometimes”. It means that 54,2% of them sometimes difficult to know the meaning from the context and relate on the concentration problem on listening comprehension.

2. Complex grammatical structures interfered with my listening comprehension

From this statement there was no one student chose “Never”. For the total level of “Rarely” there were 5 students or 8,5% and for “Always” there were 4 students or 6,8%. Then 12 students or 20,3% chose “Often and 38 students or 64,4% chose “Sometimes”. From the result showed that 64,4% of them sometimes difficult to complex the grammatical structures that relates on English vocabulary on the problem on listening comprehension.

3. Long spoken text interfered with my listening comprehension

From statement 3 there was no one student chose “Never”. 4 students or 6,8% for chose “Rarely” and for “Always” there were 5 students or 8,5% chose that option. But, there were 24 students or 40,7% chose “Often” and then the last one is “Sometimes” with total percentage 44,1% or 26 students. From the result showed that 44,1% of them interfered with long spoken text that relates on concentration problem in listening comprehension.

4. I find it difficult to interpret the meaning of a long spoken text

The result from this statement. The researcher found that there was no one student chose “Never”. For “Rarely” there were 11 students or 18,6% chose that option and 3 students or 5,1% chose “Always”. But, there were 22 students or 37,3% chose “Often” and then there was 23 students or 39% chose “Sometimes”. It means 39% of them of sometimes got the difficult meaning of long spoken text because native talk to fast.

5. I feel fatigue and distracted when I listen texts when the topic is unfamiliar

From this statement shows only 1 student or 1,7% chose “Never”. Then, 9 students or 15,3% chose “Rarely” as the option and for “Often” there were 14 students or 23,7% chose this option and 7 students or 11,9% chose “Always”. The last one is “Sometimes” there was 28 students or 47,5% chose this option. It means 47,5% of them are sometimes bothered with the topics that are not very well known that relates on the limited English vocabulary of problem in listening comprehension.

6. I find difficult to understand listening texts when the topic is unfamiliar

The result for this statement there was 1 students or 1,7% chose “Never” as the option. But, there were 5 students or 8,5% chose “Rarely” and 20 students or 33,9% chose “Sometimes” as the option. But there was 9 students or 15,3% chose “Always” as the option. The last one is there were 24 students or 40,7% choses “Often”. From the result 40,7% of them often get difficult to understanding listening text with unfamiliar topic because they have limited vocabulary.

7. I use my experience and background knowledge of the topic to understand the spoken text

From this statement there were no one student chose “Never”. For “Rarely” there were 3 students or 5,1% chose this option and there were 21 students or 35,6% chose “Sometimes”. But, in option “Always” there were 13 students or 22% for chose that option and 22 students or 37,3% chose “Often”. It can be conclude, 37,3% of them often use their experience as the background of the topic.

8. I find it difficult to understand the meaning in context of incoming speech

The result of this statement there were no one student chose “Never”. For “Sometimes” there were 27 students or 45,8% chose this option and there were 11 students or 18,6% chose “Rarely”. But, there were 18 students or 30,5% chose “Often”. The last one is “Always”, there were 3 students or 5,1% to chose this option. It means that 45,8% of them sometimes difficult to understand the meaning in context because they have problem on native speakers talk to fast.

9. I find the listening passage difficult to understand

The result for the last statement that there were 1 student or 1,7% chose “Never”. But, there were 50,8% or 30 students chose “Sometimes” and for “Often” there were 20 students or 33,9% chose that option. But, there were no one chose “Always”. The last one is “Rarely” there was 8 students chose that option. It means 50,8% of them sometimes difficult to understand passage because they have limited vocabulary and native speaker talk to fast.

4.2.1.2 Listeners Factors

Listening factors are the elements that make it difficult for learners to take a listening test. Six statements are included in the Hamouda (2013) questionnaire.

Table 4.2.1.2

The Result of the Questionnaire: Listeners Factors

No	Statement	Explanation				
		Always	Often	Sometimes	Rarely	Never
1	1	4 students (6,8%)	16 students (27,1%)	33 students (55,9%)	5 students (8,5%)	1 student (1,7%)
2	2	4 students (6,8%)	19 students (32,2%)	26 students (44,1%)	8 students (13,6%)	2 students (3,4%)
3	3	5 students (8,5%)	13 students (22%)	32 students (54,2%)	8 students (13,6%)	1 student (1,7%)
4	4	6 students (10,2%)	19 students (32,2%)	26 students (44,1%)	8 students (13,6%)	0 student (0%)
5	5	4 students (6,8%)	18 students (30,5%)	31 students (52,5%)	6 students (10,2%)	0 student (0%)
6	6	1 students (1,7%)	16 students (27,1%)	34 students (57,6%)	6 students (10,2%)	2 students (3,4%)

1. I find it difficult to get a general understanding of the spoken text from the first listening

The result of statement 1 there were 1 student or 1,7% chose “Never”. For “Sometimes” there were 26 students or 55,9% chose this option and there were 16 students or 27,1% chose “Often”. But, 4 student or 4% chose “Always” and 5 students or 8,5% chose “Rarely”. It means that 55,9% of them sometimes hard to get a general understanding from the first listening because they have problem in concentration when listening section.

2. At the time of listening I found it difficult to predict what would come next

The result of this statement, the researcher found there were 2 students or 3,4% chose "Never". Also, there were 26 students or 44,1% chose "Sometimes" as the option. And for "Often" there were 19 students or 32,2% chose this option, then there was 8 students or 13,6% chose "Rarely" as the option. The last one is "Always" there were 4 students or 6,8% chose this option. It can be conclude that 44,1% of them sometimes found the difficult to predict what would come next because the native speakers talk to fast.

3. I find it difficult to quickly remember words or phrases I have just heard

From this statement, there were 1 student or 1,7% chose "Never". But, there were 4 students or 6,8% chose "Always" and there were 8 students or 13,6% chose "Rarely" as the option. For "Often" there were 19 students or 32,2% chose this option and for "Sometimes" there were 32 students or 54,2% chose this option. It can be conclude 54,2% of them sometimes to get difficult to remember words or phrases that they heard because they felt difficult on concentration in listening class.

4. I find it to recognize the words I know because of the way they are pronounced

The result from this statement, there were no one student chose "Never", 8 students or 13,6% chose "Rarely" and for "Always" there were 6 students or 10,2% chose this option. But, there were 26 students or 44,1% chose "Sometimes" and there were 19 students or 32,2% chose "Often" as the option. It means that

44,1% of them frequently recognize the words the way it pronounced because they spend more time to learn more about their vocabulary.

5. I find it difficult when listening to English without transcripts

The result from this statement, the researcher found there were no one student chose “Never”. But there were 6 students or 10,2% chose “Rarely”, then 4 there were 4 students or 6,8% chose “Always” as the option. For “Often” there were 18 students or 30,5% chose this option and the last one for “Sometimes” there were 31 students or 52,5% chose this option.. It can be conclude that 52,5 of the students sometimes got difficult if there is no transcripts while listening because they have a problem on concentration when their listening section.

6. I find it difficult to answer questions which require other than a short answer (e.g. why or how question)

From this statement there were 2 students or 3,4% chose “Never”, 6 students or 10,2% chose “Rarely” and for “Always” only 1 student or 1,7% chose this option. But there were 16 students or 27,1% chose “Often” as the option, and the last one is “Sometimes” there were 34 students or 57,6% chose as the option. It means more than half or 57,6% students sometimes got difficult to answer question with short answer because they have a lack of the vocabulary.

4.2.2 Questionnaire for the Lecturer

The researcher give a questionnaire with two sections to learn about the problems on teaching listening comprehension with the lecturer. There are a few:

4.2.2.1 Closes Ended Question

In this section there are six element questions to evaluate the ability of the lecturer. There are six elements in close ended section, according to Saidur Rahman(2014)'s questionnaire.

Table 4.2.2.1

The Result of the Questionnaire (Close Ended Section)

No	Statements	Always	Often	Sometimes	Rarely	Never
1	Listening Comprehension is important skill in learning English language.		✓			
2	I use full English in listening class.	✓				
3	I can catch the foreign pronunciation easily.	✓				
4	I can teach my students listening skill without any hesitation because I know the procedure of teaching	✓				

	listening skill.					
5	I need training to learn more about listening skill.			✓		
6	My voice is enough to hear back in the classroom.	✓				

1. Listening Comprehension is important skill in learning English Language.

In this statement the lecturer was choose “Often” as the answer. Because listening is important skill that’s students have in learning English. That’s why the lecturer feel listening comprehension is important in learning English Language.

2. I use full English in listening class.

The result on this statement is the lecturer chooses “Always” as the answer. It means the lecturer always use English when teaching in listening class. This is one of way the lecturer makes a great listening class.

3. I can catch the foreign pronunciation easily.

In this statement the lecturer was choose “Always” as the answer. So the lecturer always can catch the foreign pronunciation easily. It is important thing when learning English because the lecturer pronunciation can influence the student pronunciation.

4. I can teach my students listening skill without any hesitation because I know the procedure of teaching listening skill.

From this statement the lecturer was choose “Always” as the answer. So the lecturer always can teach their students without any hesitation. As the lecturer on listening comprehension the lecturer should can teach their student without any hesitation because the lecturer know about the procedure on teaching listening skill.

5. I need training to learn more about listening skill.

In this statement the lecturer was choose “Sometimes” as the answer. Although the lecturer know about how to teach their students but the lecturer sometimes feel need training learn about their listening skill.

6. My voice is enough to hear back in the classroom.

The result from this statement is the teacher chooses “Always” as the answer. It means the lecturer feel sure about their voice is enough to hear back in the classroom. Because it is important thing in listening class, if the lecturer voices doesn’t hear at the back its make the students can’t listen to lecturer voice.

4.2.2.2 Open Ended Question.

In this section there are six element questions to evaluate the ability of the lecturer. There are six elements in close ended section, according to Saidur Rahman (2014)'s questionnaire.

Table 4.2.2.2

The Result of the Questionnaire (Open Ended Section)

No	Statements	Responses
1	How do you teach your students listening comprehension?	<p>1. By using TPS strategy assisted by social media.</p> <p>2. Using audio with aural oral approach.</p> <p>3. Intensive Listening Strategy.</p> <p>4. Bottom up – Top down strategy.</p>
2	What are the challenges you face while teaching Listening Comprehension in your class?	<p>1. Students are not bravely enough to speak up after listening -> to encounter age students to explore their understanding.</p> <p>2. Students need to be able to understand / comprehend the spoken text that listened by them.</p>
3	What is your solution about Listening Comprehension problem if the students feel difficult to interpret the meaning of a long spoken text	<p>1. Giving a good strategy by using tool where the students can understand by seeing the picture / speaker, which match to what students listen. So students will catch the idea of what speaker said.</p>

		2. Giving variety material from any media that can help students comprehend their listening material.
--	--	---

1. How do you teach your students listening comprehension?

In this question the lecturer give the answer is the first by using TPS strategy assisted by social media, the second is by using audio with aural oral approach, the third is using Intensive Listening Strategy, and the last answer is using Bottom up – Top down strategy.

2. What are the challenges you face while the teaching Listening Comprehension in your class?

The result on this question is the first the students are not bravely enough to speak up after listening and to encounter age students to explore their understanding, and the second is the students need to be able to understand / comprehend the spoken text that listened by them.

3. What is you solution about Listening Comprehension problem if the students feel difficult to interpret the meaning of a long spoken text

In this question the lecturer give two answers, the first is giving a good strategy by using tool where the students can understand by seeing the picture / speaker, which match to what students listen. So students will catch the idea of what speaker said, and the second is giving variety material from any media that can help students comprehend their listening material.

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

5.1 Conclusions

After collecting the data about the questionnaire, it could be found that the result of students' questionnaire about the students listening comprehension problem from listening materials and listeners factors. Most of the students sometimes to find the problems on listening materials, based on statement 5 of listening materials section, 47,5% of them sometimes hard or difficult to hear what the topic about, it makes them feel fatigue and distracted. But, on the listeners factors section of questionnaire, most of them chose sometimes during the listening test process that is as a listener. Based on statement 1 of listeners factors section, 55,9% of them sometimes hard to get a general understanding from the first listening.

Based on the journal that was the researcher read the other problem on listening comprehension the first is English sound problem, they have problem in comprehending native speakers' expression or speech. The second is English vocabulary, in average the students have a problem with listening comprehension because they have a limited vocabulary. And to solve the problem, there are some suggestions can be made in order that the learners of English are able to improve their listening skill Students must spend more time to practicing listening in English. Furthermore, students must spend more time to improving their Grammar and vocabulary because it is important. The other way students should be exposed to a variety of learning listening, such as listen or watch videos, films, music, announcements, everyday talk and dialogues, some monologs, and interviews in another word students must being active listening. It is important to improve and develop their listening skill.

The result of questionnaire for the lecturer to evaluate the ability of the lecturer. Based on the statement 4 on the close ended section the lecturer said always can teach their students without any hesitation because the lecturer know the procedure of teaching listening skill. But, on the 5 statement the lecturer said sometimes still need the training to learn more about listening skill. Based on the 3 statement on the open ended question the lecturer give the solution about Listening Comprehension problem if the students feel difficult to interpret the meaning of a long spoken text. The first by giving a good strategy by using tool where the students can understand by seeing the picture / speaker, which match to what students listen. So students will catch the idea of what speaker said and the second by giving variety material from any media that can help students comprehend their listening material.

5.2 Implication

The result of this research about listening comprehension problem on the second semester students in communicative listening subject, half of the students sometimes feel hard or difficult during learning listening but the lecturer also have the solution about students problem.

5.3 Suggestion

From the result of the research, the writer would like to give some suggestion as follows:

1. English Lecturer

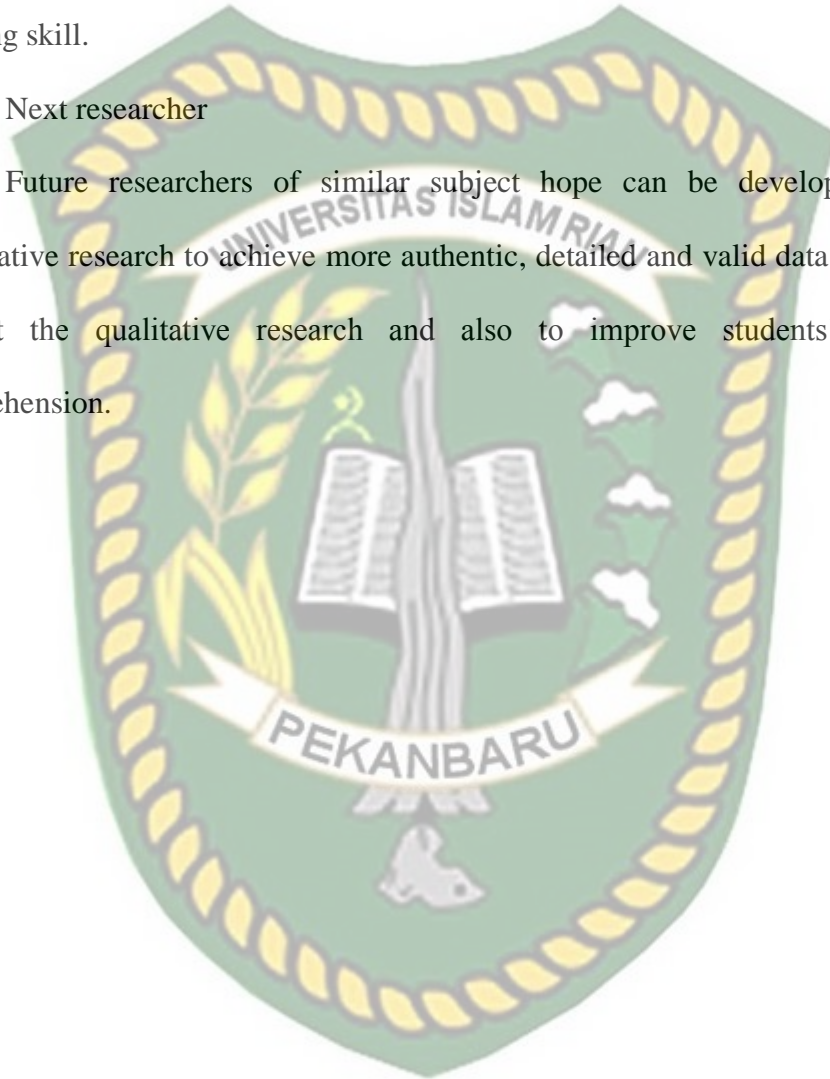
For the lecturer in English Department are hope to always give the students great and interactive class in learning listening section. The lecturer might be able to use Social Media as strategy to bring interesting class for the students.

2. English department students of FKIP UIR

For English department students of FKIP UIR should have more learn and practice your listening skills wherever you are, so you can be better on your listening class and the last is lots practice can reduce your problem on your listening skill.

3. Next researcher

Future researchers of similar subject hope can be developed to the quantitative research to achieve more authentic, detailed and valid data in order to support the qualitative research and also to improve students' listening comprehension.



REFERENCES

- Anadapong, Suradej. 2011. *A study of English Listening Problems and Listening Proficiency of Bussines Students At Bangkok*. Thammasat University, Bangkok.
- Arikunto, Suharsimi. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. RinekaCipta.
- Asmawati, Andi&Darti. 2017. *Analyzing Students' Difficulties Toward Listening Comprehension*. Comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar, Vol. 3, No. 02.
- Bang, Hiver. 2016. *Investigating The Structural Relationship of Cognitive and Affective Domains for L2 Listening*.
- Bolderston A.2012. Conducting a Research Interview. *Journal of Medical Imaging and Radiation Sciences*.
- Darmaji. Kurniawan, D, A. Suryani, A&Lestari, Ayu. 2018. *An Identification of Physics Pre-Service Teachers' Science Process Skill Through Science Process Skills-Based Practicum Guide Book*.
- Fitrah, M., &Luthfiyah. 2017. *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*. Sukabumi: CV Jejak.
- G, P, Abbas & N, B, Sabouri. 2016. *Learns' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. English Language Teaching, Vol. 2, No. 6.
- Goh, C. *Listening as Process: Learning Activities for self-appraisal and self regulation*, in Nigel Harwood and Jack C. Richard ed, *English language Teaching Materials*. Amerika :Cambridge University Press.2010.
- Hadijjah, Sitti&Shalawati. 2018. *Listening Comprehension Strategies Applied By English Language Learners*. Jurnal Pendidikan, Vol. 5, No. 1.
- Hamouda, A. 2003. *An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. HR Mars: International Journal of Academic Research in Progressive and Development.
- Harmer, J. 2001. *The Practice of English Language Teaching*.
- Harmer, J. 2006. *The Practice of English Language Teaching*.
- Helgesen, M and Steven Brown. 2007. *Practical English language Teaching Listening*. David Nunan, ed. The McGraw-Hill Companies.

- Helaluddin, & Wijaya, H. 2019. *Analisis Data Kualitatif: Sebuah Tinjauan Teoridan Praktik*. Makassar: Universitas Negeri Makassar.
- Hwaider, M, S. 2017. *Problem of Teaching The Listening Skill to Yemeni EFL Learners*. International Journal of Scientific and Research Publication, Vol 7, No 6.
- Ismail, S.Zaim, M. Mukhaiyar & G, Nurhizrah. 2020. *An Analysis on Learning Condition in Developing Listening Comprehension*. J-SHMIC : Journal of English for Academic, Vol. 7, No 1.
- M, L, Agia & Adnan, Aryuliva. 2013. *Teaching Listening News Item Text By Giving News Video And WH Question To Senior High School*. Journal Of English Language Teaching, Vol. 2, No.1.
- Miles & Huberman. 2014. *Qualitatif Data Analysis: A Methods Sourcebook Third Edition*. SAGE Publication, Inc.
- Tiono, Nani. 2001. *Communicative Listening in the Language Laboratory*, Vol. 3, No 2.
- O, T, Rezaabadi. 2016. *The Relationships Between Social Class, Listening Test Anxiety and Test Score*. Advance in Language and Literary Studies, Vol 7, No 5.
- Osada, Nobuko. 2004. *Listening Comprehension Research: A Brief Review of the Part Thirty Years*. Waseda university.
- Raco, J. 2013. *Metode Penelitian Kualitatif: Jenis, Karakteristik dan Keunggulannya*. Jakarta: Grasindo.
- Rahmasari, Dianita. 2021. *Problem and Solve in Listening Comprehension*. Sepuluh November Institute Technology.
- Rahman, Md. Saidur. 2014. *Difficulties Teachers and Students Face in Efl/Esl Listening Classroom at Secondary Level Education in Bangladesh*.
- Saraswaty, Dwirara. 2018. *Learners' Difficulties and Strategies in Listening Comprehension*. English Community Journal 2.1 (2018): 139-152
- Shalawati & Hadijjah, Sitti. 2017. *Listening Comprehension Hindrances of EFL (English Foreign Language) Learners on 2016/2017 Academic Year in English Study Program at Universitas Islam Riau*. J-SHMIC, Vol. 4, No. 1.
- Walidin, W., Saifullah, & Tabrani. ZA. 2015. *Metodologi Penelitian Kualitatif dan Grounded Theory*. Banda Aceh: UIN Ar-Raniry.
- Wong, L, C, Lilian & Nunan, David. 2011. *The Learning Styles and Strategies of Effective Language Learners*.