

**AN ANALYSIS ON STUDENTS' LISTENING COMPREHENSION  
PROBLEMS AT THE YEAR ELEVENTH OF SMAN 1 TUALANG**

**A THESIS**

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



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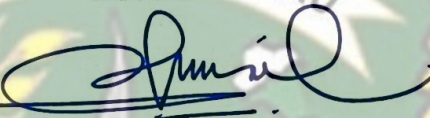
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**ENGLISH LANGUAGE EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
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2022**

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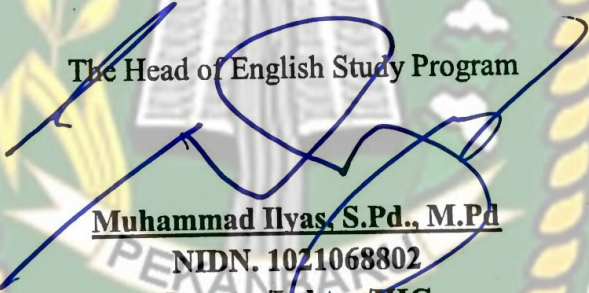
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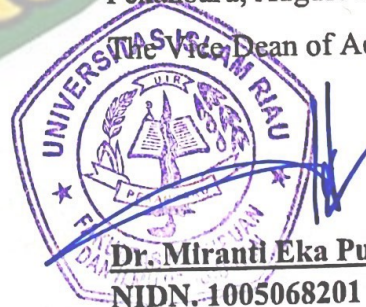


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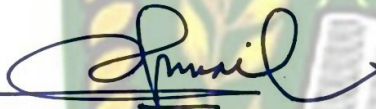
THESIS

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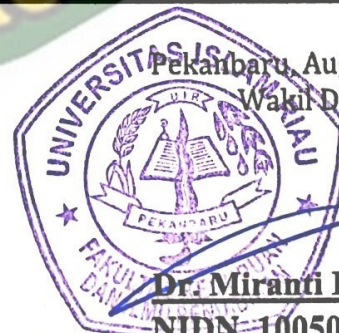
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2.	07-02-2022	Revised chapter II	Revised relevance studies and the assumptions	
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## DECLARATION

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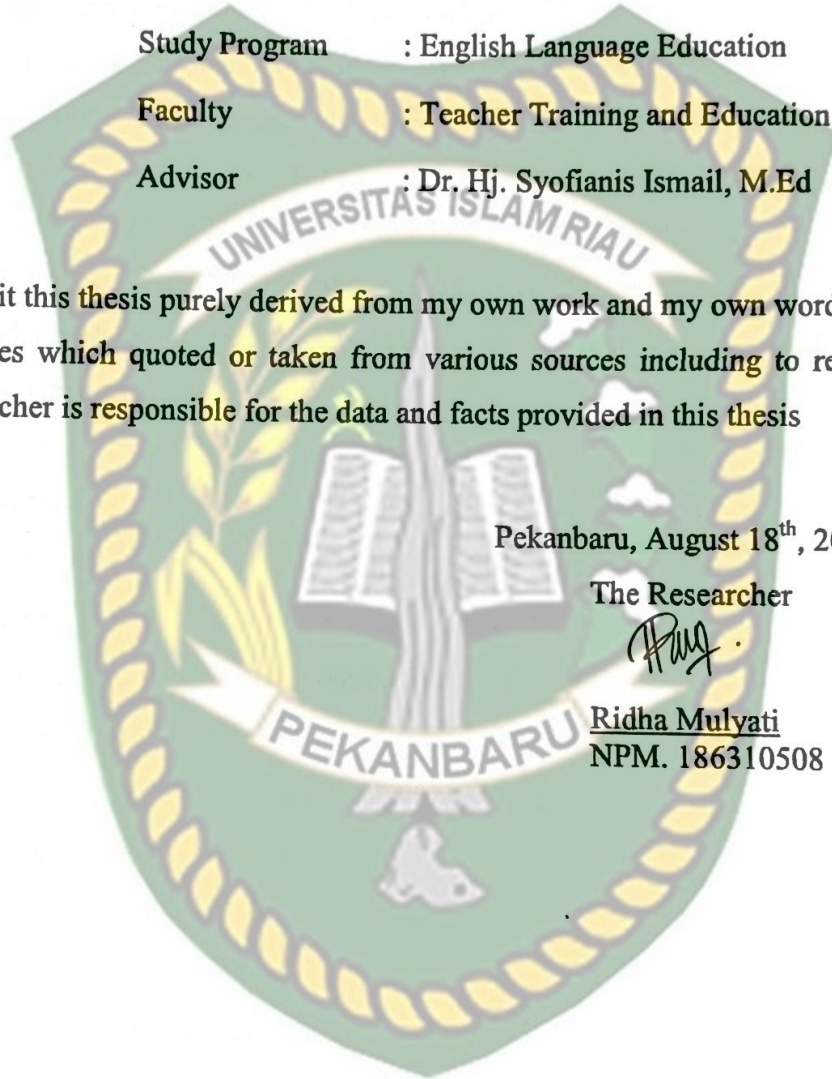
I admit this thesis purely derived from my own work and my own word, except some theories which quoted or taken from various sources including to references. The researcher is responsible for the data and facts provided in this thesis

Pekanbaru, August 18<sup>th</sup>, 2022

The Researcher



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This undergraduate thesis entitled "AN ANALYSIS ON STUDENTS' LISTENING COMPREHENSION PROBLEMS AT THE YEAR ELEVENTH OF SMAN 1 TUALANG" is submitted as the final requirement for accomplishing an undergraduate degree at the Faculty of Teacher Training and Education, Islamic University of Riau.

In arranging this thesis, many people have contributed motivation, advice, and support for the researcher. The researcher sought to convey his gratitude and admiration to all of them for this valuable chance.

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Finally, the researcher wishes to express gratitude to everyone who contributed to the successful completion of this undergraduate thesis. This undergraduate thesis is far from faultless, but it is anticipated that both the researcher and the readers will find it helpful. Therefore, severe recommendations and constructive criticism are encouraged.

Pekanbaru, August 18<sup>th</sup>, 2022

The Researcher



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## ABSTRACT

### **Ridha Mulyati, 2022. An Analysis on Students' Listening Comprehension Problems at The Year Eleventh of SMAN 1 Tualang**

*Listening comprehension is the learning process will really help students to understand the topic or lesson being studied. The purpose of this research to find out students' problems in listening comprehension. Based on what the researcher observed when doing field practice experience (PPL), some students' have problems when doing an exercise in listening comprehension.*

*In this research, the researcher was used quantitative descriptive method. The researcher took 30 sample in random from 30 students' at the year eleventh of SMAN 1 Tualang. The data collected by using questionnaire adapted from Hamouda (2013 ) in the classroom.*

*Based on the research finding, the researcher found that the most of students at the year eleventh of SMAN 1 Tualang have various problems in listening comprehension; poor quality of the recorded, unclearly pronounced, the speed of the sounds, and noises around in the classroom.*

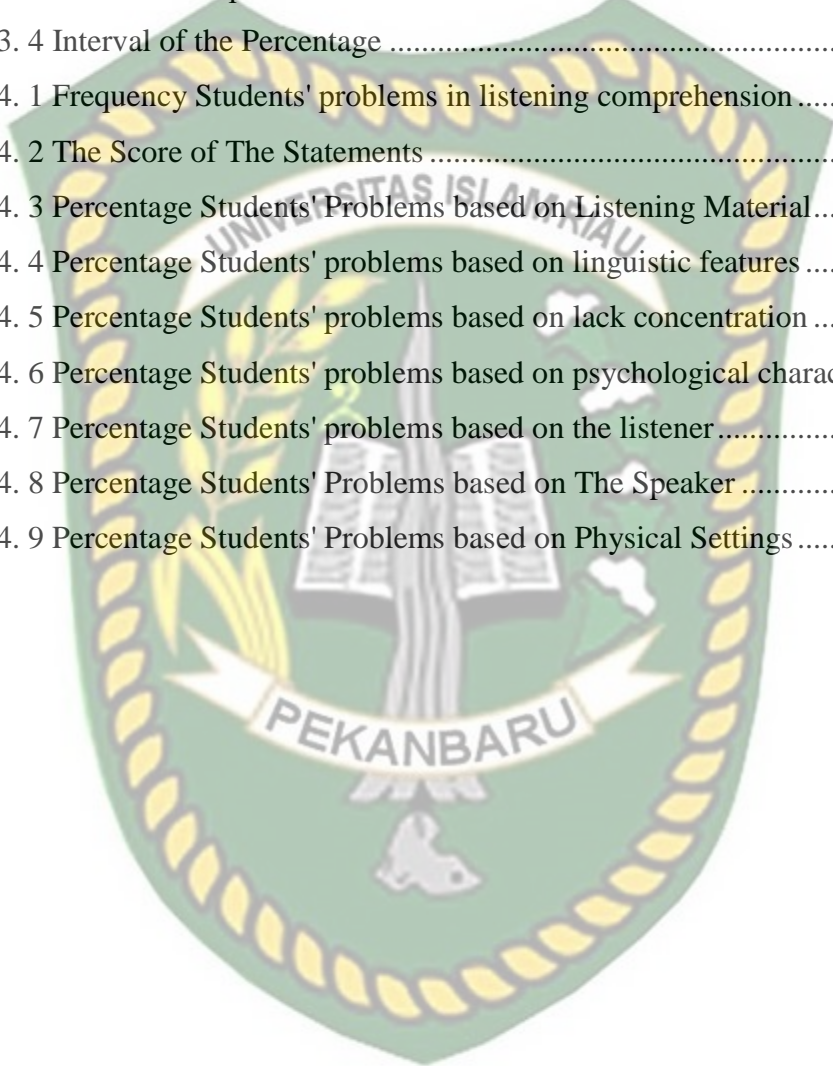
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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Problem

English is one of the foreign language subjects learned in senior high school. In English there are four important skills that students learn: listening, speaking, reading and writing. By mastering these four skills, language learners should be able to communicate orally and in writing. There are two types of communication: verbal communication and written communication. Humans use verbal communication every day in the form of conversation and listening activities, and it is also known as direct communication. All good communication begins with listening. Listening is the first skill that must be mastered before mastering the next skill.

Listening comprehension in the learning process will really help students to understand the topic or lesson being studied. Considering the four skills, the researcher chose listening as the focus study in this research to find out the problems students face in the listening section. In recent research, listening comprehension has been shown to have an important role in language learning. The students really need to pay attention to listening comprehension, especially in the school, because there is a listening section in their final examination school. Having good listening skills could help the student do their examination. However, the listening section is still a difficult task for the majority of the students. They also have difficulty with listening comprehension, as a result of which they are unable to do well in the listening section.

According to the resulting study by Hamouda (2013), major listening comprehension problems are pronunciation, accent, speed of speech, insufficient vocabulary, different accents of speakers, lack of concentration, anxiety, and bad quality of the recording. Furthermore, Amir et al., (2019) also stated in their study that there were some problems students faced when listening in the classroom process such as speed speaker, limited vocabulary, interpretation, established language, and accent.

According to the researcher observed doing practice field experience (PPL), some students have problems when they did an exercise with listening comprehension. The students' are still confused when the exercise contains a listening section. The students' have problems with a lack of vocabulary to understand the meaning of the sentences. The students also have problems listening to the recorded conversation; when they miss the conversation, there is no chance to re-listen. Their concentration level is also impacted when they do exercise in the listening section. There are more various students' problems in listening comprehension. However, not all students can do well during the listening section.

Based on the previous explanation, the researcher is interested in finding students' problems in the listening section on the classroom. Therefore, the researcher is curious and try to analyse with a research entitled **“An Analysis on Students' Listening Comprehension Problems at The Year Eleventh of SMA N 1 Tualang”**.

## **1.2 Setting of the Problem**

Based on the background of the problem described above, the researcher wants to know students' problems in listening comprehension. The students' have various problems' in listening comprehension. Based on Hamouda (2013) there are seven indicators of students' listening comprehension problems. They are listening material, linguistics features, lack of concentration, psychological characteristics, the listener, the speaker, and physical settings. So in this research, the researcher wants to focus analysis students' problems in listening comprehension at the year eleventh of SMA N 1 Tualang.

## **1.3 Limitation of the Problem**

Based on the problem's setting, the researcher must limit the research. In reference to the background of the problem and setting problem, this research would focus on students' problems in listening comprehension based on seven indicators by Hamouda (2013) The researcher will involve students of the year eleventh of SMA N 1 Tualang.

## **1.4 Research Question**

Based on the limitation of the problems as stated, the objective of this research can be described as the following

1. What are the students' problems faced on listening comprehension?

## **1.5 Objective of the Research**

The research objective is to find out the answer to the problem above. The purposes of conducting this research :



1. To find out the kinds of listening comprehension problems faced by students' of the year eleventh of SMA N 1 Tualang

### 1.6 Significant of the Research

There are three significant of this study :

1. Theoretically, this finding will contribute to the field of listening skills, particularly in terms of listening comprehension.
2. Practically, the research findings are expected to be useful to:
  - a. For English teachers

The result of this research provides for teachers of senior high school that may be useful to recognize students' problems during the listening section. Teachers also will pay more attention to students' ability in listening while giving exercises.

- b. For students

The result of the study will show them what problems are commonly found in listening section. This research is expected to provide knowledge and insight about overcoming their listening problems.

- c. For other researcher

The researcher hopes this study can inspire other researchers to conduct further research on student problem on listening comprehension.

### 1.7 Definition of the Key Terms

1. Analysis

Analysis is a detailed examination of anything complex to understand its nature or determine its essential features: a thorough study.

(<http://www.merriam-webster.com/dictionary/analysis>)

## 2. Listening

Listening is a skill that plays an important role in our daily communication and in the educational process (Gilakjani & Ahmadi, 2011). Listening is an ability that enables people to understand meaning from spoken language by constructing it from the speaker.

## 3. Listening Comprehension

Listening comprehension is the activity of interpreting the meaning of the spoken message in order to get the information from the speaker. Then, the listener gives feedback or response to the speaker (Musfirah et al., 2019)

## 4. Listening Problems

Listening problems are a combination of internal and external factors that obstruct text comprehension and are linked to cognitive problems. Hamouda (2013) stated that factors causing students listening comprehension problems were categorized into different sources, including problems related to the listening text, listening problems related to tasks and activities, listeners problems related to the listeners, and lectures methodology.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

In this chapter, the researcher presents the relevant theories that were used to support this research.

##### 2.1.1 Definition of Listening

Listening is the first and most fundamental skill novices must master when learning a new language. Bowen, Madsen, and Hilferty (1985) established that understanding oral language requires listening. Students listen to oral communication, separate the sounds into lexical and grammatical units, and interpret the message. Receiving what the speaker says, making and showing meaning, negotiating and answering meaning with the speaker, and creating meaning via involvement, creativity, and empathy are all steps in the listening process.

According to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication. Listening as Howat and dakin in Hien (2015) defined the ability to identify and understand what others are saying. Purdy (1997) defines listening as the act of receiving, understanding, and responding to spoken and/or nonverbal messages. In conclusion, Listening is a ability to recognize and understand what other people are talking about.

### 2.1.2 Definition of Listening Comprehension

According to Buck (1978) Listening comprehension is a process, a very complex process, and if they want to measure it, we must first understand how that process works. The purpose of listening comprehension is to understand what people in English are saying. Listening comprehension is the receptive skill in the oral mode (Ismail et al., 2019). As Chastain (1971) in Bingol stated, the aim of listening comprehension is to understand the native conversation at the normal rate in a spontaneous condition. This means understanding the meaning of a speaker's accent and pronunciation, as well as his grammar and vocabulary.

According to Rost (2002), listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Sound discrimination, past knowledge of vocabulary, grammatical structures, stress and intonation, and other linguistic, paralinguistic, and even nonlinguistic indicators in contextual utterances help listeners interpret the oral input. In conclusion, listening comprehension is a product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception.

### 2.1.3 Types of Listening

According to Kline (1996), there are five types of listening: Informative listening, relationship listening, appreciative listening, critical listening, and discriminative listening.

1. Informative listening

Informative listening refers to a situation in which the primary goal of the listener is to comprehend the message. Listeners succeed when the meaning they attribute to messages is as close to the sender's intent as possible. Listening to comprehend or listen to learn is a skill that may be used to any situation. Informative listening is responsible for a substantial part of our learning. For example, we may listen to lectures or instructions from teachers, and what we learn is based on our ability to pay attention. We listen in the workplace to comprehend new practices or procedures, and how effectively we listen determines how well we perform. We pay attention to instructions, briefings, reports, and speeches; if we don't pay attention, we will not get the information we need.

## 2. Relationship listening

The goal of relationship listening is to either help the individual or to improve social interactions. Therapeutic listening is a sort of relational listening that is unique. Therapeutic listening is a circumstance in which a distressed individual is allowed to talk through a problem with the help of counselors, medical staff, or other specialists. However, it can also be used when listening to friends or colleagues and allowing them to "get things off their chest". Although interpersonal listening involves information gathering, the focus is on comprehending the other person. Attending, supporting, and empathizing are three activities that are essential for effective relationship listening.

## 3. Appreciative listening

Listening to music for pleasure, speakers because like their style, and selections in theater, television, radio, or film are all examples of appreciative listening. Appreciative listening is defined by the listener's response rather than the source of the message. That which gives something to someone else. Hard rock music, for example, is not something I enjoy listening to. I'd prefer listen to church, country, jazz, or "golden oldies" than anything else. Appreciative listening's effectiveness is mostly determined by three factors: presentation, perception, and prior experience.

#### 4. Critical listening

In a democracy, the ability to listen critically is crucial. There is basically no place you can go where critical listening is not important: on the job, in the community, at service groups, in places of worship, and in the family. Politicians, the media, salespeople, policy and procedure proponents, as well as our own financial, emotional, intellectual, physical, and spiritual demands, all demand that we prioritize critical listening and the thinking that goes with it. Critical listening is a topic that demands a lot more attention than we can give it. Aristotle, the great Greek rhetorician, outlined three things in his book, the Rhetoric, more than 2,000 years ago. They are: ethos (speaker credibility), logos (logical reasoning), and pathos (psychological appeals).

#### 5. Discriminative listening

Discriminative listening is the final type of listening. The informed listener can identify even minor differences in meaning by being sensitive to variations in the speaker's rate, volume, force, pitch, and emphasis. Relationship listening can

be improved by recognizing the impact of specific responses, such as " uh huh," or " I see " Appreciative listening is enhanced by detecting variations between sounds created by different orchestral instruments or parts sung by an a cappella vocal group. Finally, critical listeners who are sensitive to pauses and other vocal and nonverbal cues can more effectively analyze not only the speaker's content, but also his intentions. Many people, obviously, have excellent discriminate listening abilities in some areas but not in others

#### **2.1.4 Stages of Listening**

According to Tyagi (2013), there are five stages of listening process: hearing, understanding, remembering, evaluating, and responding.

##### **1. Hearing**

Physical responses are the term used to describe hearing. Sound waves stimulate the sensory receptors in the ears, which is referred to as a reaction. Hearing is defined as the perception of sound waves. It indicates that you must prepare up to listen, and that you must hear to tune in, yet you do not need to tune in to hear (perception necessary for listening depends on attention)

##### **2. Understanding**

This stage will help us comprehend the image from what we have seen and heard. We must examine the significance of the stimuli that have been perceived. Symbolic stimuli include not only words but also sound, such as applause, and sight. The listener must comprehend the desired meaning and set expected by the speakers in order for interpersonal communication to be successful.

### 3. Remembering

Because someone has not only received and comprehended a message, but also conveyed and saved it in their mind-brain store, remembering is an important stage in the listening cycle. Our thoughts and memories are made plain as we listen. It's not uncommon for what we remember to be substantially different from what we first saw or heard.

### 4. Evaluating

Because of the substantially varying sets of life experience, examination of similar messages can broadly begin with one audience and then go on to the next.

### 5. Responding

It is the fifth and last step in the listening process, and it's also known as feedback. This stage speaker has no other way of knowing if a message has been received or for the sender to determine the level of success in communicating the message.

#### **2.1.5 Factor of problems in listening comprehension**

Yagang (1994) in Anandapong (2011) indicated that listening problems were accompanied by the four factors mentioned following.: the messages, the speaker, the listener and the physical setting.

#### 1. The messages

Listening comprehension problems may be caused by the message or listening material. Unfamiliar vocabulary, a complex grammatical structure, and the length of the spoken text all contribute to this. moreover, street gossip,



proverbs, and any unexpected situations for the student may be included in the listening material.

## 2. The speaker

Learners are used to their teacher's accent or the normal British or American English variant. They have difficulty understanding speakers with different accents. Spoken prose is distinguished by an even speed, volume, pitch, and intonation, as in news broadcasts and reading out printed materials. Natural dialogues, on the other hand, are littered with pauses, hesitations, and inconsistencies in tone. Students who are used to the former types of listening material may find the latter harder to comprehend at times. The listener

## 3. The listener

Students learning English as a second language are not familiar enough with clichés and collocations to anticipate a missing word or phrase. Foreign language students frequently spend more time reading than listening, thus they aren't exposed to a variety of listening materials. Even our English majors in college receive no more than four hours of regular training per week.

## 4. The physical settings

Noise can distract the listener from the content of the listening sequence, including both background noises on the recording and surrounding noises. The visual and aural surroundings clues are missing when listening to stuff on tape or radio. The listener's ability to interpret the speaker's meaning is hampered by his or her inability to observe the speaker's body language and facial expressions.

Poor-quality equipment might cause unclear sounds, which can make it difficult for the listener to understand.

According to Hamouda (2013), problems related to the listening text, listening problems related to tasks and activities, listening problems related to the listener, and teacher methodology were some of the factors that cause students' listening comprehension problems.

#### 1. Listening Materials

Almost any aspect of life is covered in the listening material. It could contain things like street gossip, proverbs, ordinary dialogue, new products, and circumstances that the learner is not familiar with. Furthermore, speakers in a spontaneous conversation regularly switch subjects. Listening comprehension problems may be caused by the information itself. Unfamiliar words, complex grammatical structures, and the length of the spoken text, in particular, can cause pupils to have difficulty listening.

#### 2. Linguistic features

Brown (1994) in Hamouda (2013) stated that there are various linguistic sources which make listening hard :

- 1) The use colloquial language and slang
- 2) The use of reduced forms
- 3) The “prosodic feature” of English language
- 4) To strange accents

#### 3. The Failure To Concentrate

Students must be attentive during listening sessions because they must process and understand a lot of newly introduced information in a short time. Students who are unable to concentrate will miss some of the session material, which will eventually affect their knowledge of the entire session.

#### 4. Psychological Characteristics

According to Yagang (1993) in Hamouda (2013), 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.

Another barrier to listening comprehension is boredom and dissatisfaction. Boredom and dissatisfaction can influence how much attention is given to listening. This is due to a lack of stimulation caused by a lack of interest in the topic, a lack of drive, a failure on the part of the teacher to provide significant material in a stimulating manner, or a monotone lecture that induces drowsiness.

#### 5. The Listener

Students learning English as a second language are not familiar enough with clichés and collocations to anticipate a missing word or phrase. Foreign language students frequently spend more time reading than listening, thus they are not exposed to a variety of listening materials.

#### 6. The Speaker

Problems of listening comprehension related to speaking can be seen in Natural speech, pronunciation, a variety of accents, and a voice heard just on an audio-tape cassette recorder without seeing the speaker.

#### 7. Physical Settings

The problem stems not just from the message, the listener, or the speaker, but also from the students' immediate surroundings. According to Bloomfield et al., (2010) Distortion and noise can have profound effects on a listener's ability to understand what they are hearing,

Based on the theory of Hamouda, 2013, the researcher decided to use the theory to find out students' problems in listening comprehension

#### 2.2 Relevance studies

This is not the first research to study students' listening problems. The researcher discovers certain researchers or projects that are nearly the same in appearance but significantly different in terms of data. The following studies are referenced by the researcher as references.

The first previous study was done by Desliana, 2016 from English Study Program, Teacher Training and Education Faculty Universitas Riau. The title of the research is "a study on listening comprehension problems faced by second year students of english study program fkipp – ur". The study aims to identifying the students' response to the importance of studying listening comprehension, and finding out problems faced by second year students of English Study Program - FKIP UR in listening comprehension. This study was a descriptive research. The instrument of this research was a set of questionnaire. The result of the study

revealed that there are some indicator student problems in listening comprehension they are: low equipment quality, lack of attention, unclear pronunciation, speed rate, new words and topics, and psychological issues.

The second previous study was done by Darti & Asmawati, 2017 from Universitas Islam Negeri Alauddin Makassar. The title of the research is “analyzing students’ difficulties toward listening comprehension”. This study aims to find out the problems encountered the students from three factors; Listening material, listeners’ factor, and physical setting. The descriptive method was used to analyze and find the solutions to the problems. The research was conducted in State Islamic University of Alauddin Makassar. The population of this study was second semester students of English Education Department of Tarbiyah and Teaching Faculty Academic year 2016/2017. Data were gathered by questionnaire and interview while observation during listening was used to confirm students’ answer. The result of the study showed that the major of problems encountered by students english education are accent, pronunciation, speed of speech, insufficient vocabulary, different accent of the speakers, lack of concentration, and bad quality of recording.

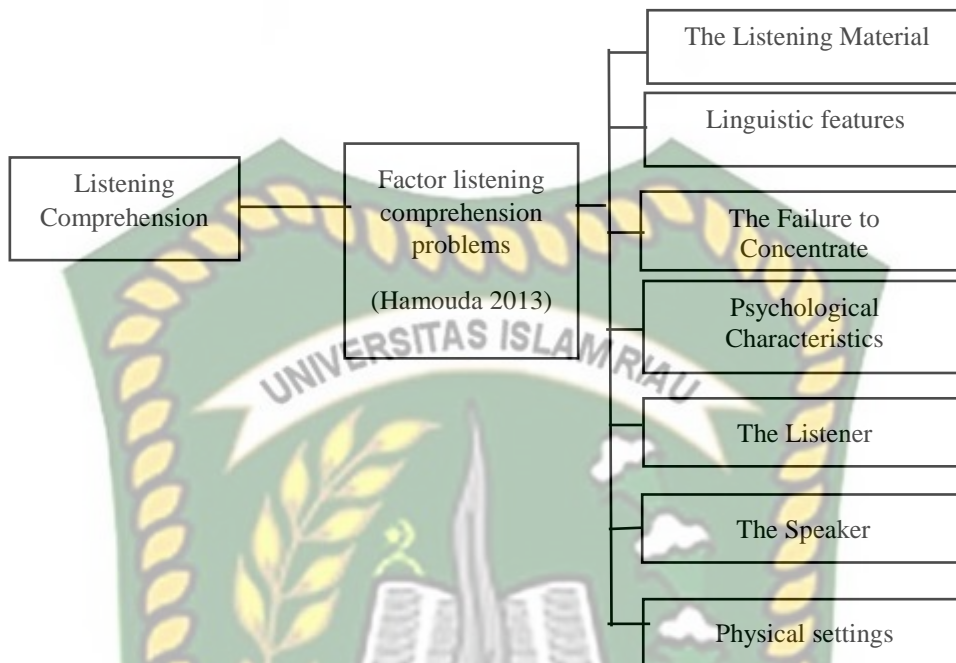
The third previous study was done by Maresta, 2018 from English Education Study Program Language and Arts Education Department. The title of the research is “an investigation of listening comprehension problems encountered by the 4<sup>th</sup> semester of English students at sriwijaya university”. This study aims to find out the perception of the 4<sup>th</sup> semester of English student at Sriwijaya University on listening skill, and kinds of listening comprehension problems

encountered by the 4<sup>th</sup> semester of English students at Sriwijaya University. The samples of this study were from English student at Sriwijaya University who were in academic year 2016. To collect the data descriptive research design was used. The data collected by giving questionnaire and an interview. The result of the study are ; First, English students at Sriwijaya were aware that listening comprehension is important. Second, there were various problems that students faced such as limited vocabulary, unfamiliar words, slang expressions, inability to apply strategies, lack of linguistic knowledge, rate of speech to fast to comprehend, length of the spoken text, speed rate, unclear pronunciation, unclear sound of the tape (poor equipment), variety of accents, lack of concentration.

Based on those researchers, the researcher was interested in the same topic as the previous one but in the different sample, that is, high school at the year eleventh of SMA N 1 Tualang. The researcher wants to analysis about students' problems on listening comprehension.

### **2.3 Conceptual Framework**

According to Hamouda (2013) they are seven indicators students' problems in listening comprehension based on Listening material, Linguistic features, the failure to concentrate, psychological characteristics, the listener, the speaker, physical settings. The researcher analysis students' listening comprehension problems at the year eleventh of SMAN 1 Tualang used questionnaire.



**Figure 1 Conceptual Framework**

#### **2.4 Assumption**

Assumption in this research is to know about students' problems that were faced by the students' at the year eleventh of SMA N 1 Tualang. In this research, the researcher assumes that there were various problem faced by the students in the listening section.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

Research design is a strategy used to arrange the research arrangements to be achieved valid data. Creswell (2008) stated that research means the process or steps used in gathering and analyzing information to improve understanding of a topic or problem. This research analysis students' problems with listening comprehension in class at SMA N 1 Tualang. In class at SMA N 1 Tualang, the researcher focused on students' problems with listening comprehension. The researcher used the descriptive quantitative method. According to Sugiyono (2012), A quantitative method uses research data in the form of numbers and statistical analysis. In this research, the researcher collects data through a questionnaire.

In this case, the researcher surveyed the year eleventh students' of SMA N 1 Tualang by asking their problems when exercise contains listening comprehension. This research was describe the analysis on students listening comprehension problems in at the year eleventh students' of SMA N 1 Tualang.

#### 3.2 Location and Time of the Research

The researcher take place in SMA N 1 Tualang, which is located on Jalan Sultan Allamuddinsyah Km.7 in Perawang Barat. The research began in May 2022 until July 2022.



### 3.3 Population and sample of the research

#### 3.3.1 The Population

Population is a group of persons with the same characteristics (Creswell (2012). In this research, the population will be the students' at the year eleventh of SMA N 1 Tualang. This research was carried out on students' at the year eleventh of SMA N 1 Tualang.

**Table 3. 1 Total Population at the year eleventh of SMA N 1 Tualang**

No	Class	Total
1	XI IPS 1	38
2	XI IPS 2	39
3	XI IPS 3	38
<b>Total</b>		<b>115</b>

#### 3.3.2 The Sample

According to Creswell, (2012) sample is a subset of the target population that was researched by the researcher in order to generalize about the target population. Arikunto (2013) stated that if the number of participants is less than 100, all samples are taken, making the study a population study. Meanwhile, if the number of responders surpasses 100, the sampling is 10% -15%, 20% -25%, and more. In this research, the researcher will use a simple random sampling technique. A simple random sample is one in which each case population has a similar chance of being included in the sample. In this study, the researcher chose 30 students at random as a sample.

### 3.4 Instrument of the Research

In this research, the researcher used questionnaire to collect the data. The questionnaire was adapted from Hamouda (2013) about students' listening comprehension problems.

#### 1. Questionnaire

As defined by Cohen, Manion, and Morison (2007), a questionnaire is a tool for acquiring information from individuals or organizations. The questionnaire is used to identify the students' problems while listening during the exercise. The following questions are related to the problems in listening, which purposes to find out the problems that students faced in the listening section.

**Table 3. 2 Indicators of Questionnaire**

No	Indicators	Item	Number of Questionnaire
1	Students' problems based on listening material	1, 2	2
2	Students' problems based on linguistic features	3, 4, 5, 6, 7, 8, 9,	7
3	Students' problems based on lack concentration	10, 11, 12,	3
4	Students' problems based on psychological characteristics	13, 14	2
5	Students' problems based on the listener	15, 16, 17, 18	4
6	Students' problems based on the speaker	19, 20, 21, 22	4
7	Students' problems based on physical settings	23, 24, 25	3
<b>Total</b>			<b>25</b>

To classify the students' problems on listening comprehension was use questionnaire. The researcher divided it into 7 Indicators.

**Table 3. 3 Students' Respond**

No	Respond	Scale
1	Never	1
2	Rarely	2
3	Sometimes	3
4	Often	4
5	Always	5

*(source: Likert Scale)*

According to Brown (2010), the scale had five points of continuum: Always, Often, Sometimes, Seldom, and Never. To classify the students' and problems on listening comprehension, Table 3.4.2 represents the Scale of student' responds.

### **3.5 Data Collection Technique**

The researcher will give a questionnaire to analyze students' response to students' problems on listening comprehension. The researcher used a questionnaire adapted from Hamouda (2013). First, The researcher will ask for the agreement of the students'. Second, the researcher explains what they have to do on their questionnaire that the researcher gave to the students. Third, the researcher made a schedule with the students to conduct the questionnaire. In this research, the research will provide a questionnaire in the classroom. Fourth, after collecting the data, the researcher analyzed it.

### 3.6 Data Analysis Technique

There are several steps that the researcher conducted in this research. First, the researcher addresses the problems the students faced in listening comprehension. Second, The data were analyzed manually to categorize the problems among students and put them into a percentage. To find out each statement in percentage, the researcher use formula :

$$P = \frac{f}{n} \times 100\%$$

Where :

P = Percentage

F = Frequency

N = Total number of the student

**Table 3. 4 Interval of the Percentage**

No.	Value score	Description
1.	0-19,9%	Never
2.	20-39,9%	Rarely
3.	40-59,9%	Sometimes
4.	60-79,9%	Often
5.	80-100%	Always

(source: Sugioyono, 2012)

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Presentation

In this chapter, the researcher presents the result of the questionnaire. The researcher presented the data results clearly with the data collection procedure of students at the year eleventh on SMA N 1 Tualang. In this research, the researcher took 30 students as the sample. The researcher explained the results to find out students' problems in listening comprehension in the classroom. The research used a questionnaire adapted by Hamouda (2013) and distributed in the classroom.

After the data was collected and processed, the researcher completed the information about the frequency of the students' responses in the Students' Problems in Listening Comprehension at the year eleventh of SMA N 1 Tualang can be seen in the following explanation:

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

F = Frequency of the certain Score

N = Total number of the sample

Last, the researcher calculated each statement's data into percentages and then got the overall percentage of the students' responses to the students' listening comprehension problems at the year eleventh of SMA N 1 Tualang. The following is the formula of the Likert scale:

$$T \times P_n$$

Information:

T: The total number of respondents who voted

Pn: Likert scale score numbers selection

Total score = the sum of the result of each TxPn

Maximum score = number of respondents x highest Likert scale

Minimum score = number of respondents x lowest Likert scale

$$\text{Indeks (\%)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

#### 4.2 Data Analysis

The researcher calculated the data results'. In this research, the researcher calculated students' problems in listening comprehension using quantitative data. The researcher used a questionnaire adapted by Hamouda (2013) to collect the data on the students' problems. This questionnaire received responses from 30 students'. The result of the research can be described as follows:

**Table 4. 1 Frequency Students' problems in listening comprehension**

No	Statements	Never	Rarely	Sometimes	Often	Always
1	I find difficult to understand listening text in which there are too many unfamiliar words including jargon and idioms.	0% (0)	3,33% (1)	50% (15)	33,33% (10)	13,33% (4)
2	I find it difficult to interpret the meaning of a long spoken text.	0% (0)	20% (6)	46,67% (14)	26,67% (8)	6,67% (2)
3	I find difficult to understand reduced forms.	3,33% (1)	13,33% (4)	40% (12)	33,33% (10)	6,67% (2)
4	I find the pronunciation familiar but cannot recognize the words.	6,67% (2)	20% (6)	23,33% (7)	46,67% (14)	3,33% (1)
5	I do not often pay attention to intonation of the speaker.	16,67% (5)	40% (12)	20% (6)	20% (6)	3,33% (1)
6	I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another.	10% (3)	23,33% (7)	23,33% (7)	36,67% (11)	6,67% (2)
7	When encountering an unknown	13,33%	10%	13,33%	50%	13,33%

	word, I stop listening and think about the meaning of the word.	(4)	(3)	(4)	(15)	(4)
8	I find it difficult to infer the meaning of unknown word while listening.	3,33% (1)	23,33% (7)	6,67% (2)	60% (18)	6,67% (2)
9	I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.	3,33% (1)	23,33% (7)	43,3% (13)	23,33% (7)	6,67% (2)
10	I lose focus of the talk when I have got an expected answer in my mind.	10% (3)	33,33% (10)	16,67% (5)	36,67% (11)	3,33% (1)
11	I lose my concentration when I think about meaning of new words.	10% (3)	13,33% (4)	33,33% (10)	43,33% (13)	0% (0)
12	I lose my concentration of the recording is in a poor quality.	13,33% (4)	10% (3)	36,67% (11)	33,33% (10)	6,67% (2)
13	I find it difficult to understand the spoken text which is not of interest to me.	10% (3)	36,67% (11)	13,33% (4)	33,33% (10)	6,67% (2)
14	If I don't arrive at a total comprehension of an oral text, I feel disappointed.	10% (3)	20% (6)	16,67% (5)	23,33% (7)	30% (9)
15	I find it difficult to get a general understanding of the spoken text from the first listening.	6,67% (2)	13,33% (4)	36,67% (11)	36,67% (11)	6,67% (2)
16	At the time of listening I found it difficult to predict what would come next.	3,33% (1)	20% (6)	50% (15)	23,33% (7)	3,33% (1)
17	I find it difficult to quickly remember words I know because of the way they are pronounced.	6,67% (2)	23,33% (7)	26,67% (8)	36,67% (11)	6,67% (2)
18	I find difficult when listening to English without transcripts.	3,33% (1)	13,33% (4)	20% (6)	56,67% (17)	6,67% (2)
19	I find it difficult to understand the natural speech which is full of hesitation and pauses.	6,67% (2)	16,67% (5)	20% (6)	46,67% (14)	10% (3)
20	I find it difficult to understand the meaning of the words which are not pronounced clearly	0% (0)	6,67% (2)	6,67% (2)	76,67% (23)	10% (3)

21	I find it difficult to understand well when speakers speak with a variety accents.	3,33% (3)	13,33% (4)	10% (3)	53,33% (16)	10% (3)
22	I find it difficult to understand well when speakers speak too fast.	6,67% (2)	6,67% (2)	13,33% (4)	40% (12)	33,33% (10)
23	It is difficult for me to concentrate with noises around.	10% (3)	10% (3)	10% (3)	36,67% (11)	33,33% (10)
24	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.	6,67% (2)	16,67% (5)	3,33% (1)	46,67% (14)	26,67% (8)
25	Unclear sounds resulting from poor equipment interfere with my listening comprehension.	3,33% (1)	6,67% (2)	6,67% (2)	63,33% (19)	20% (6)

Based on figure 2, statement number one was asked to know whether unfamiliar words, including jargon and idioms, interfered with the students' listening comprehension. The majority of the students have responded that unfamiliar words, including jargon and idioms (50% sometimes, 33,33% often, 13,33% always) interfered with their listening comprehension meanwhile, 3,33% rarely in that situation.

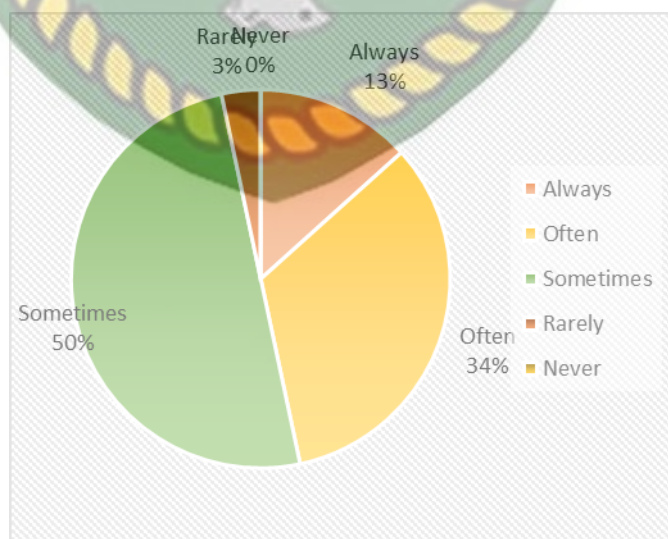
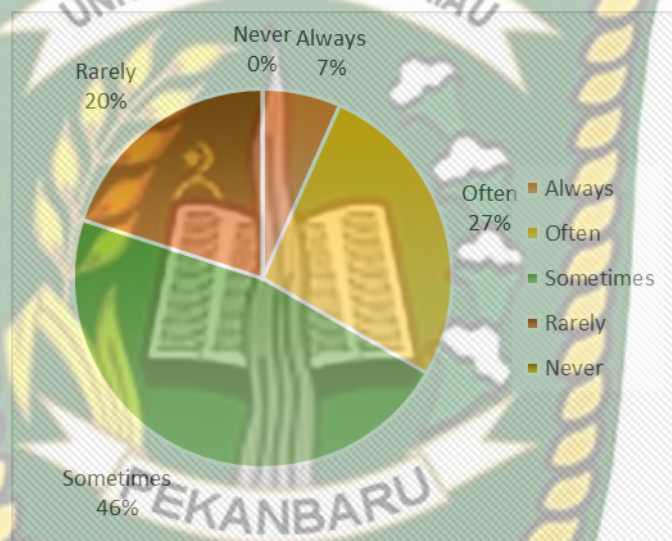


Figure 2 Statement 1

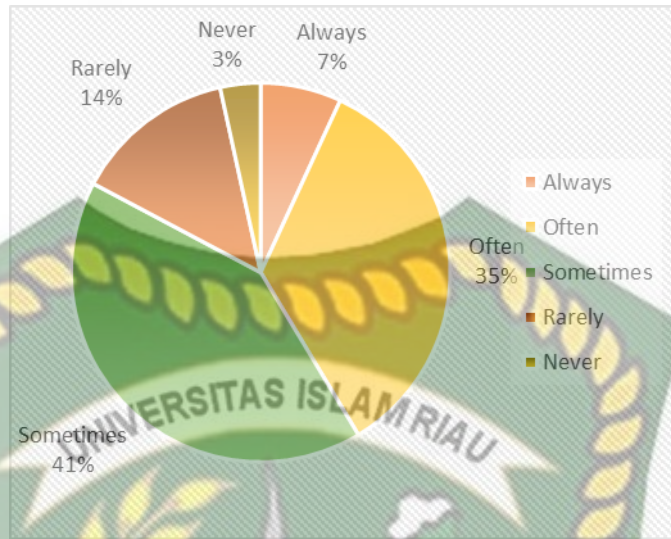


Statement number two was asked about problems with the length of a spoken text. One of the leading causes of students' difficulty understanding most of the talk was the length of the listening text. Figure 3 reveals that the majority of the students responded that a long-spoken text (53,33% rarely, 46,67% sometimes) interfered with their listening comprehension. Meanwhile, 26,67% often and 6,67% are always in that situation.



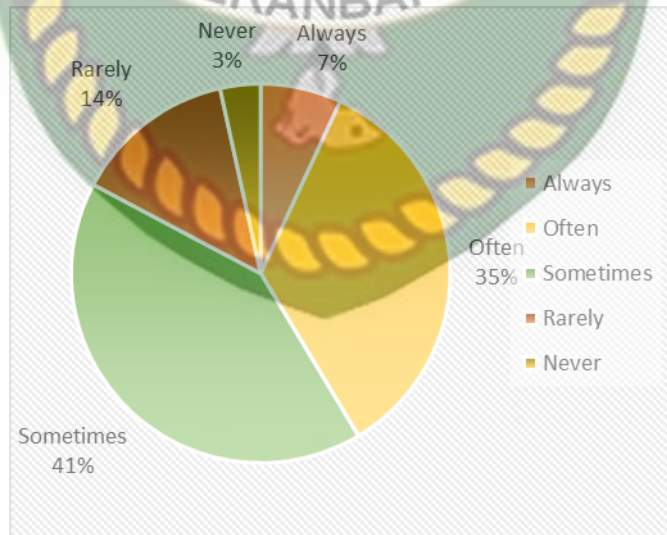
**Figure 3 Statement 2**

Statement number three was asked about problems with the use of reduced forms. Figure 4 reveals that most students responded that reduced forms (13,33% rarely, 40% sometimes, 33,33% often, 6,67% always) interfered with their listening comprehension while 3,33% never it that situation.



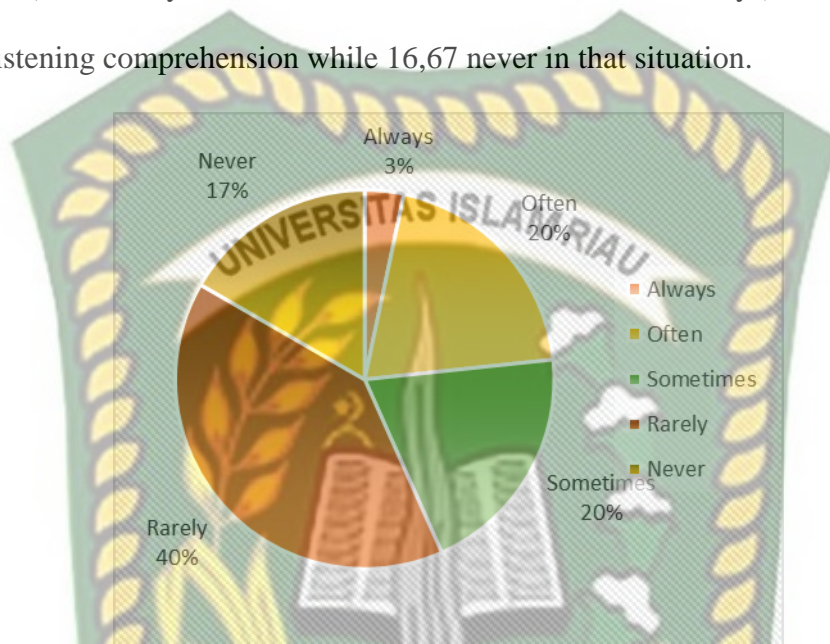
**Figure 4 Statement 3**

Statement four was asked about problems familiar with the pronunciation but cannot recognize the word. Figure 5 reveals that most students responded that (20% rarely, 23,33% sometimes, 46,67% often, 3,33% always) interfered with their listening comprehension while 6,67% never it that situation.



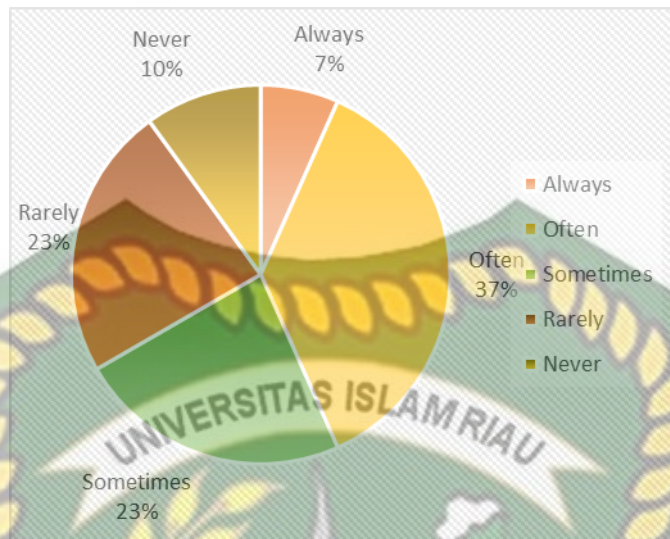
**Figure 5 Statement 4**

Statement number five was asked about problems with the intonation of the speaker. Figure 6 reveals that most students responded that intonation of the speaker (40% rarely, 20% sometimes, 20% often, 3,33% always) interfered with their listening comprehension while 16,67 never in that situation.



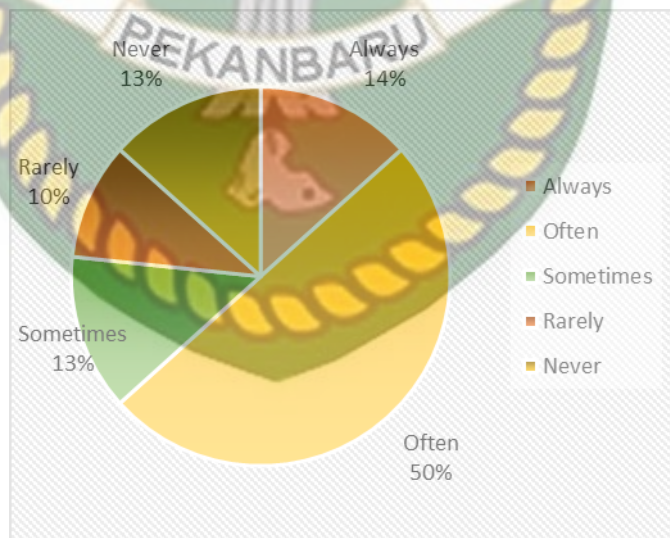
**Figure 6 Statement 5**

Statement number six was asked about problems with using signal words. Figure 7 reveals that most students responded that signal words (23,33% rarely, 23,33% sometimes, 36,67% often, 6,67% always) interfered with their listening comprehension, while 10% never in that situation.



**Figure 7 Statement 6**

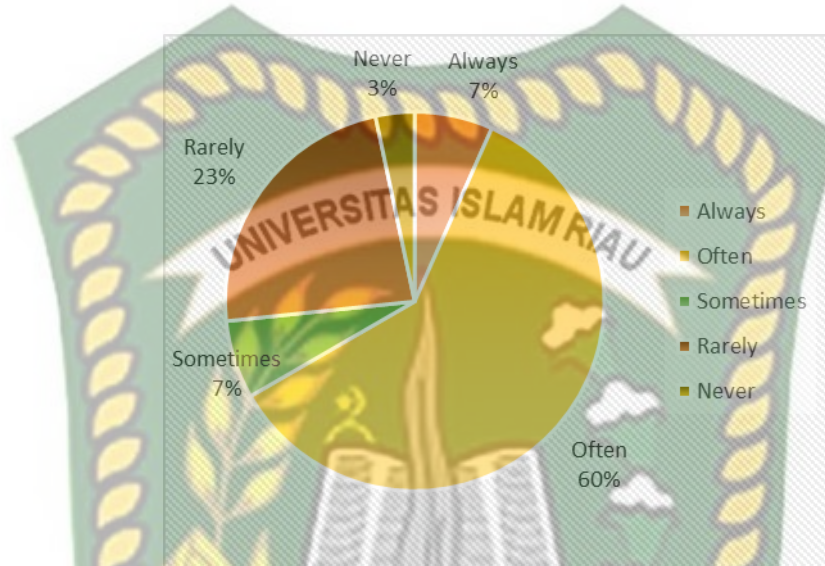
Statement number seven was asked about problems with using unknown words. Figure 8 reveals that most students responded that unknown words (10% rarely, 13,33% sometimes, 50% often, 13,33% always) interfered with their listening comprehension. Meanwhile, 13,33% never in that situation.



**Figure 8 Statement 7**

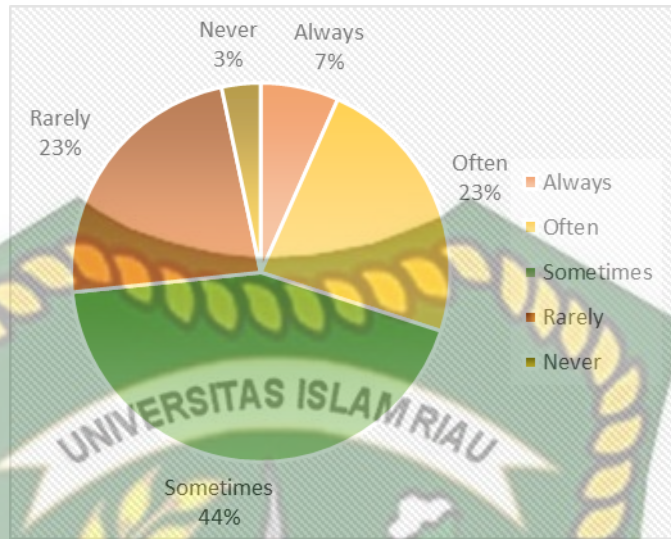
Statement number eight was asked about problems of an inferential process. Figure 9 reveals that most students responded that inferring the meaning

of an unknown word (23,33% rarely, 6,67% sometimes, 60% often, 6,67% always) interfered with their listening comprehension 3,33% never in that situation.



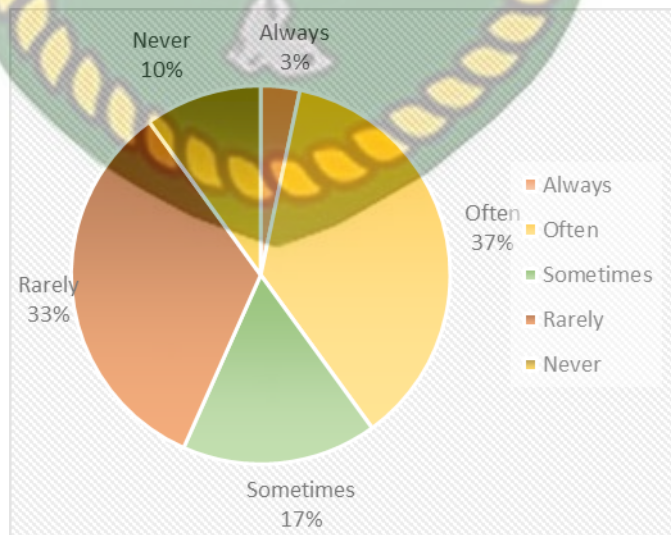
**Figure 9 Statement 8**

Statement number nine was asked about problems with long and complex sentences. Figure 10 reveals that most students responded that long and complex sentences (23,33% rarely, 43,33% sometimes, 23,33% often, 6,67% always) interfered with their listening comprehension meanwhile 3,33% never in that situation.



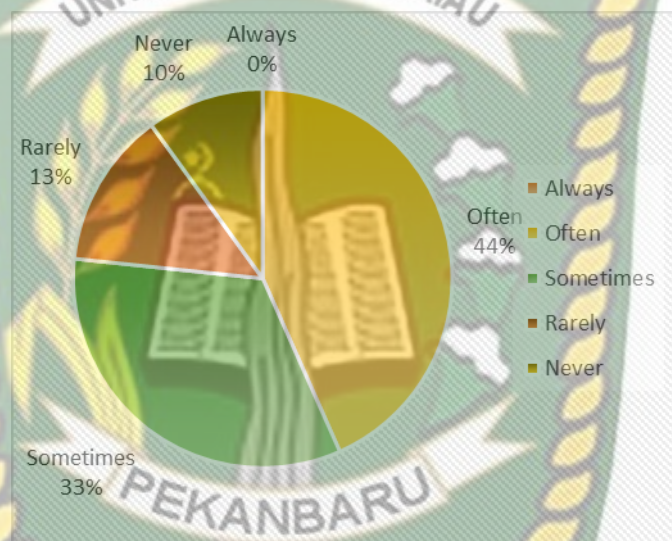
**Figure 10 Statement 9**

Statement number ten was asked about focus loss problems resulting from looking for an answer. Figure 11 reveals that the majority of the students responded (33,33% rarely, 16,67% sometimes, 36,67% often, 3,33% always) and stated that once they have got an expected answer in their mind, they tend to lose focus of the talk meanwhile 10% never in that situation.



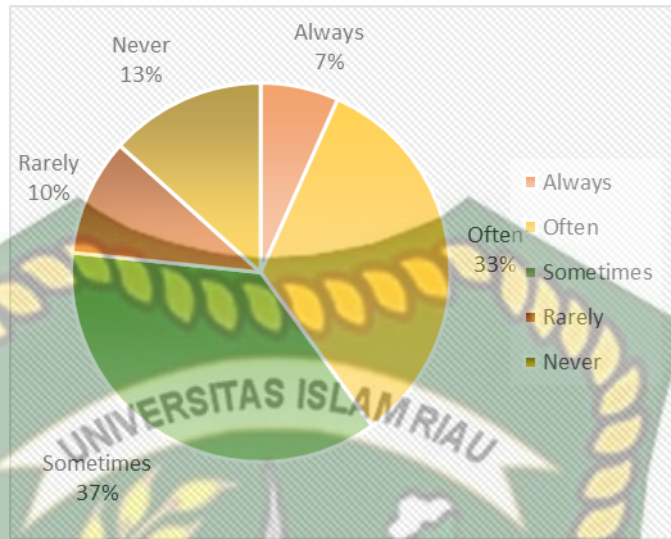
**Figure 11 Statement 10**

Statement number eleven was asked about problems with hearing new words. Figure 12 reveals that the majority of the students (13,33% rarely, 33,33% sometimes, 43,33% often) lose their concentration when they hear new words, and they tend to rely more on analytical processing, which makes it easy for them to become distracted by new words and lose focus on the context is revealing clues meanwhile 10% never in that situation.



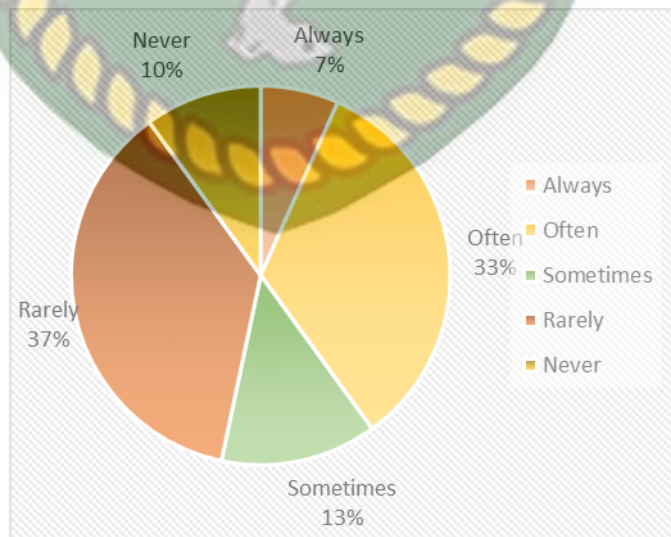
**Figure 12 Statement 11**

Statement number twelve was asked about problems about losing concentration if the recording is poor. Figure 13 reveals that most students responded (10% rarely, 36,67% sometimes, 33,33% often, 6,67% always) while 13,33% never in that situation.



**Figure 13 Statement 12**

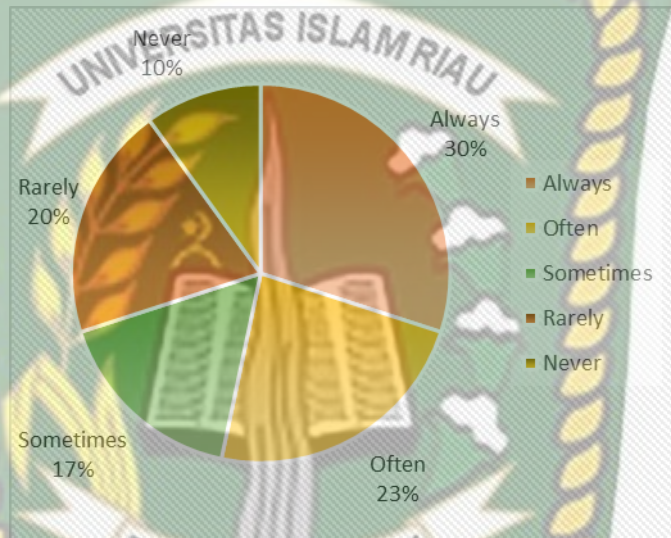
Statement number thirteen was asked about problems about lack of interest. Figure 14 reveals that the majority of the students responded (36,67% rarely, 13,33% sometimes, 33,33% often, 6,67% always) and stated that they find it difficult to understand the spoken text, which is not of interest to them, meanwhile 10% never in that situation.



**Figure 14 Statement 13**

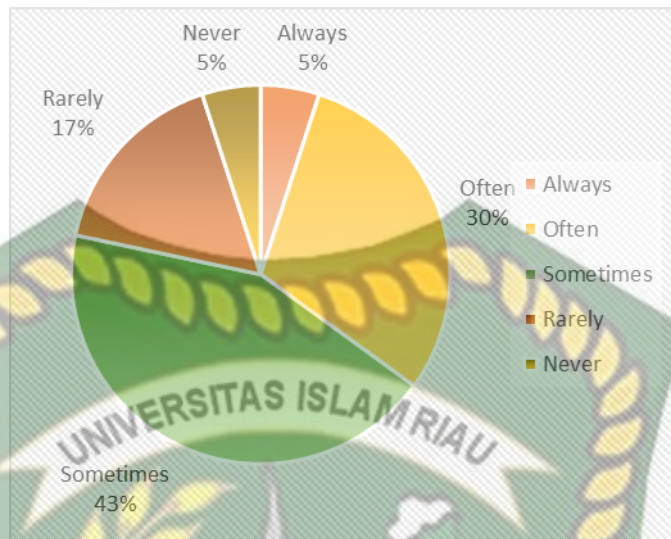


Statement fourteen was asked about the students' inability to understand a listening text. Figure 15 reveals that the majority of the students responded (20% rarely, 16,67% sometimes, 23,33% often, and 30% always) and stated that they were disappointed and could not understand what they heard, while 10% never in that situation.



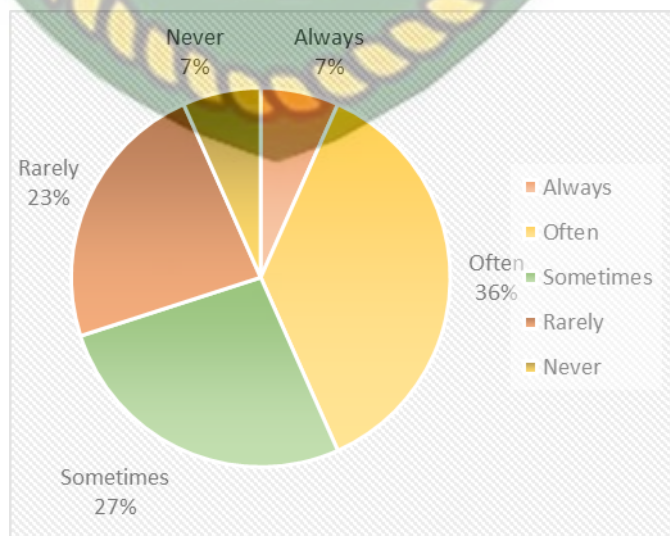
**Figure 15 Statement 14**

Statement number fifteen and sixteen were asked about problems about the inability to get a general understanding of the spoken text and predicting what would come next. Figure 16 reveals that in both statements have the majority of the students responded (16,66% rarely, 43,33% sometimes, 30% often, 5% always) stated that they found it difficult to predict what would come next and to get a general idea from the first listening, respectively meanwhile 5% never in that situation.



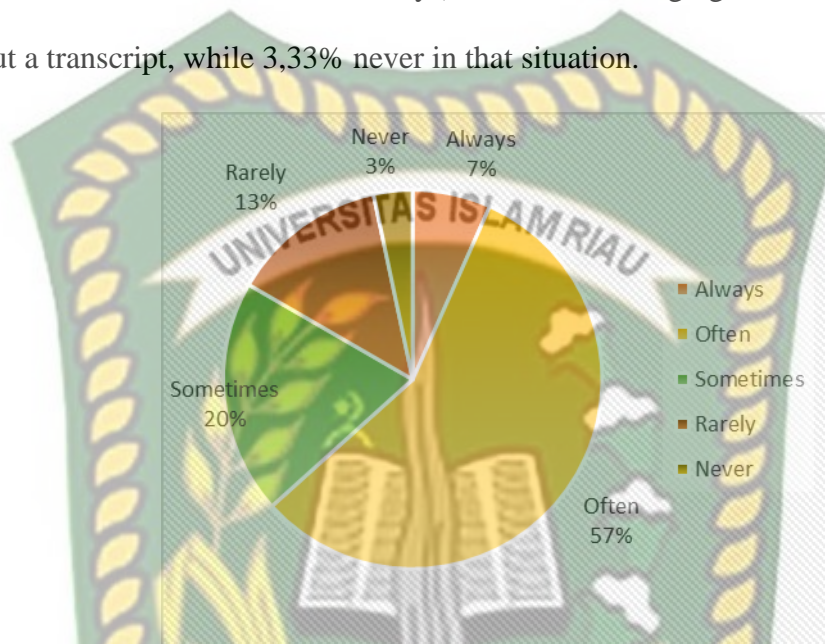
**Figure 16 Statement 15 and 16**

Statement number seventeen was asked for problems pertaining to the inability to recognize the word they knew because of how they were pronounced. Figure 17 reveals that most students responded (23,33% rarely, 26,67% sometimes, 36,67% often, 6,67% always) and stated that it was difficult to recognize the words they knew because of the way they were pronounced 6,67% meanwhile never in that situation.



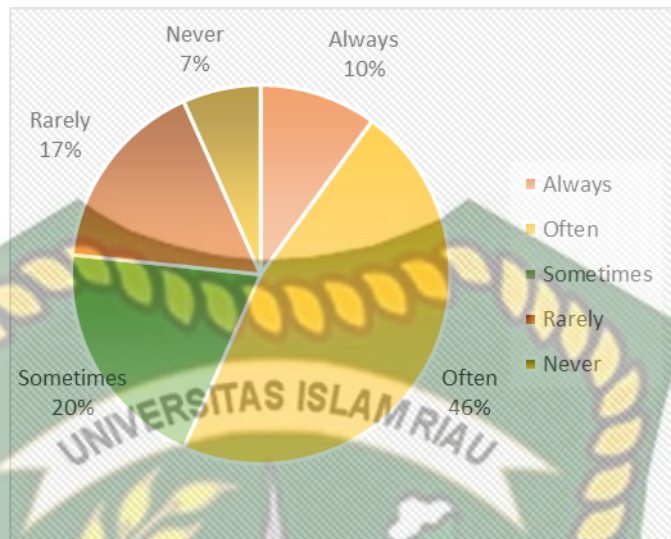
**Figure 17 Statement 17**

Statement number eighteen was asked about problems with the lack of a transcript. Figure 18 reveals that most students responded (13,33% rarely, 20% sometimes, 56,67% often, 6,67% always) that it is challenging to listen to English without a transcript, while 3,33% never in that situation.



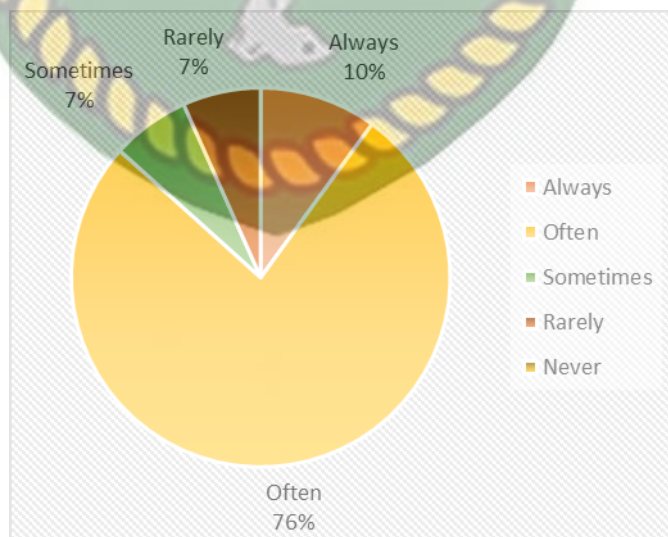
**Figure 18 Statement 18**

Statement number nineteen was asked about problems with hesitations and pauses. Figure 19 reveals that the majority of the students responded (16,67% rarely, 20% sometimes, 46,67% often, 10% always) and stated that it was difficult to understand natural speech full of hesitations and pauses in spontaneous speech meanwhile 6,67% never in that situation.



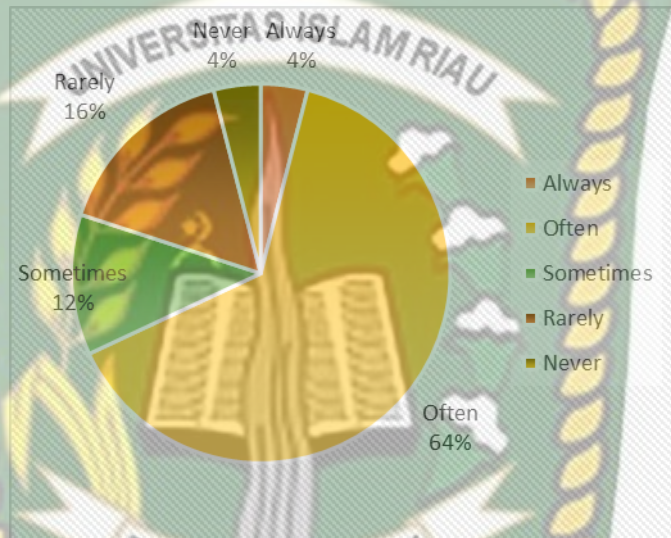
**Figure 19 Statement 19**

Statement number twenty was asked about problems with unclear pronunciation. Figure 20 reveals that the majority of the students responded (6,67% rarely, 6,67% sometimes, 76,67% often, and 10% always) and stated that unclear pronunciation causes difficulties for them in understanding their English listening section.



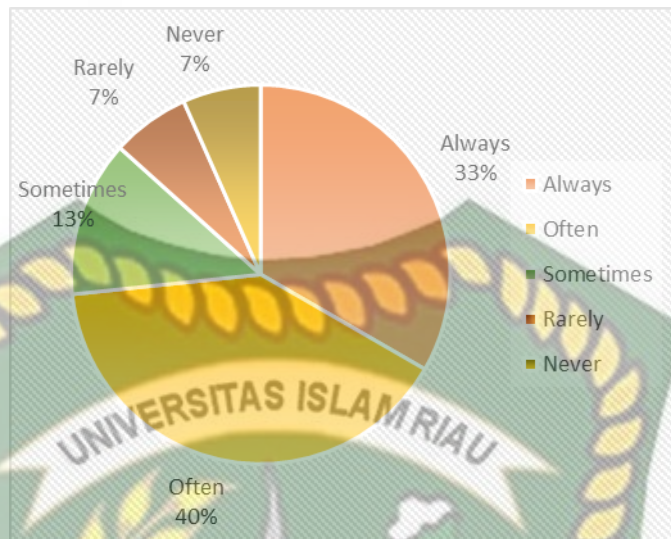
**Figure 20 Statement 20**

Statement number twenty-one was asked about problems with a variety of accents. Figure 21 reveals that the majority of the students responded (13,33% rarely, 10% sometimes, 53,33% often, 3,33% always) and stated that it was difficult because of the variety of accents in listening comprehension. Meanwhile, 3,33% never in that situation.



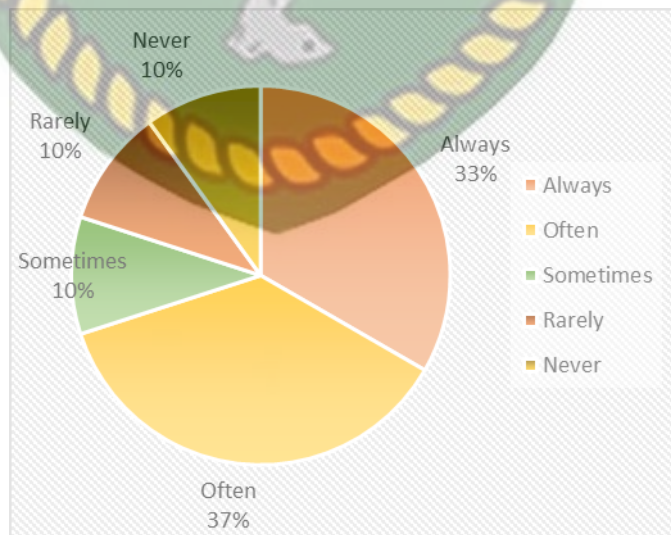
**Figure 21 Statement 21**

Statement number twenty-two was asked about problems with the speed of delivery. Figure 22 reveals that the majority of the students responded (6,67 rarely, 13,33% sometimes, 40% often, 33,33% always) and stated that it was difficult when the speaker speaks at a rapid speed 6,67 never in that situation.



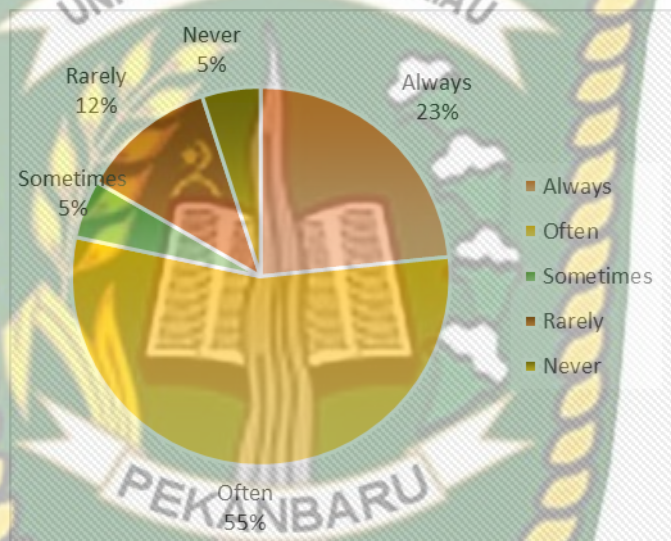
**Figure 22 Statement 22**

Statement number twenty-three was asked about problems with noises. Figure 23 reveals that the majority of the students responded (10% rarely, 10% sometimes, 36,67% often, 33,33% always) and stated that the classroom noise made them unable to concentrate on listening to the recording material, meanwhile 10% never in that situation.



**Figure 23 Statement 23**

Statement numbers twenty-four and twenty-five were asked about problems concerning poor quality tapes or disks. Figure 23 reveals that the majority of students responded (11,67% rarely, 5% sometimes, 55% often, 23,35% always) that the difficulties they encounter in listening comprehension are due to lousy recording quality /poor quality tapes or disks, meanwhile 5% never in that position.



**Figure 24 Statement 24 and 25**

#### 4.2.2 Questionnaire Result Presentation

The researcher calculated the questionnaire of students' problems in listening comprehension data using the Likert scale. The result of the research can be described as follow :

**Table 4. 2 The Score of The Statements**

No	Items	Likert Scale	Sample	Total	Score Max
1.	Always	5	30	150	150
2.	Often	4	30	120	
3.	Sometimes	3	30	90	
4.	Rarely	2	30	60	

5.	Never	1	30	30
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Based on the table presenting students' problems in answering the questionnaire, it can be seen that students' problems in listening comprehension at year eleventh of SMA N 1 Tualang have the highest score of 150, and the lowest score is 30.

#### 1. Students' problems based on listening Material.

**Table 4. 3 Percentage Students' Problems based on Listening Material**

No. Items	Total Score	Percentage	Categorized
1	107	71,33%	Often
2.	64	64%	Often
Overall Percentage		67,65%	Often

From the table shows that the percentage of the index is 67,65%. According to the rating interval, 67,65% is often. In conclusion, from the questions researchers have asked regarding students' problems based on listening material with two statements from 30 students with an index of 67,65% means often. It can be seen from students' responses to all questions. The students stated that they find it challenging to understand listening text with too many unfamiliar words, including jargon and idioms. They are also challenging to interpret the meaning of a long spoken.

#### 2. Students' problems based on linguistic features

**Table 4. 4 Percentage Students' problems based on linguistic features**

No. Items	Total Score	Percentage	Categorized
3	95	63,33%	Often
4	96	64%	Often
5	76	50,67%	Sometimes
6	92	61,33%	Often



7	102	68%	Often
8	103	68,67%	Often
9	92	61,33%	Often
Overall Percentage		62,47	Often

From the table shows that the percentage of indeks is 62,47%. According to rating interval, 62,47% is often. In conclusion, the researcher asked the students' problems term in linguistic features with 7 statements from 30 students with index 62,47% means often. from the table, that the highest percentage with 68,67% which statement students' find difficult to infer the meaning of unfamiliar word.

### 3. Students' problems based on lack concentration

**Table 4. 5 Percentage Students' problems based on lack concentration**

No items	Total Score	Percentage	Categorized
10	87	58%	Sometimes
11	93	62%	Often
12	93	62%	Often
Overall Percentage		60,67%	Often

From the table shows that the percentage of index is 60,67%. According to rating interval, 60,67% is often. In conclusion, the researcher asked the students' problem term in lack concentration with 3 statements from 30 students with index 60,67% means often. the students' pertaining to lose focus when expected the answer in their mind with percentage 58%, and lose the concentration when they think about the new meaning of the word also the recording in poor quality with percentage 62%.

4. Students' problems based on psychological characteristics

**Table 4. 6 Percentage Students' problems based on psychological characteristics**

No. Items	Total Score	Percentage	Categorized
13	87	58%	Sometimes
14	103	68,67%	Often
Overall Percentage		63,35%	Often

From the table shows that the percentage of indeks is 63,35%. According to rating interval, 63,35% is often. in conclusion, the researcher asked the students' problem term on psychological characteristics with 2 statements from 30 students' with index 63,35% means often. in the table shows that the percentage 68,67% the students' will feel disappointed if they are not really get into the oral text.

5. Students' problems based on the listener

**Table 4. 7 Percentage Students' problems based on the listener**

No. Items	Total Score	Percentage	Categorized
15	97	64,67%	Often
16	91	60,67%	Often
17	94	62,67%	Often
18	105	70%	Often
Overall Percentage		64,51%	Often

From the table shows that the percentage of index is 64,51%. According to the rating interval, 64,51% is often. in conclusion, the researcher asked the students' problems term on the listener with 4 statements from 30 students' with

index 64,51% means often. from the table, in shows that the highest percentage is 70% with statements that students find difficult when do the listening section without transcripts.

#### 6. Students' Problems based on The Speaker

**Table 4. 8 Percentage Students' Problems based on The Speaker**

No. Items	Total Score	Percentage	Categorized
19	101	67,33%	Often
20	117	78%	Often
21	99	66%	Often
22	116	77,33%	Often
Overall Percentage		72,17%	Often

From the table shows that the percentage of index is 72,17%. According to the rating interval, 72,17% is often. In conclusion, the researcher asked the students' problems term on the speaker with 4 statements from 30 students' with index 72,17% means often. from the table, it shows that the highest percentage is 78% with statement students find difficult to understand the meaning with unclearly pronounced and 77,33% with statements the students find difficult to understand when the speaker speak too fast.

#### 7. Students' Problems based on Physical Settings

**Table 4. 9 Percentage Students' Problems based on Physical Settings**

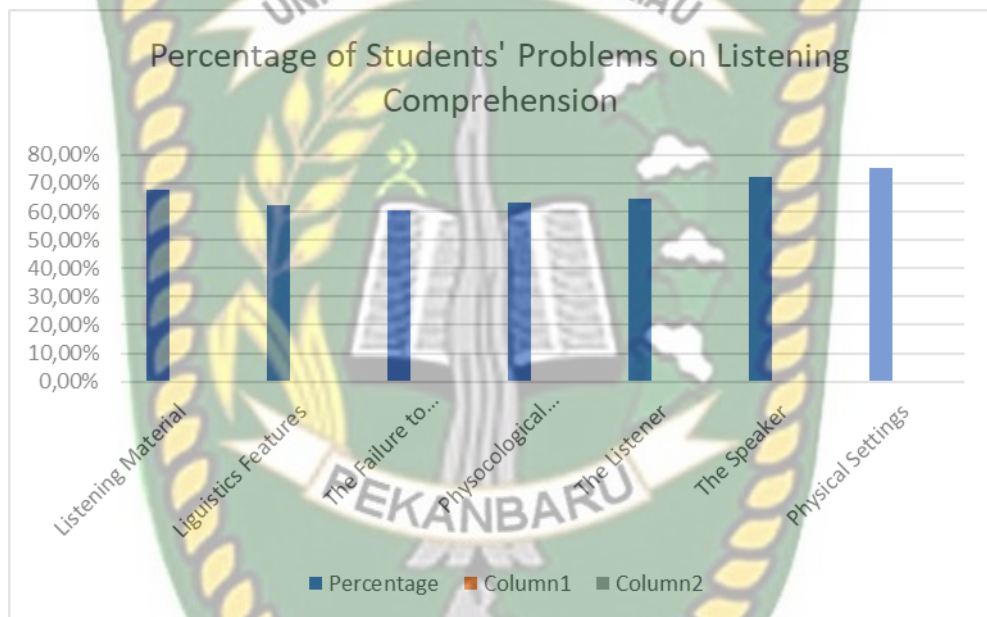
No. Items	Total Score	Percentage	Categorized
23	112	74,67%	Often
24	111	74%	Often

25	117	78%	Often
Overall Percentage		75,57%	Often

The noises in the classroom, the students claim that they cannot be concentrated on listening to the recording material with 74,67% (often). If the listening task with noises around, it is for sure they will not have a good result in listening. The most students think problems they encounter with listening comprehension are due to the bad recording quality/poor-quality tapes or disks. For example, the recording may be recorded while there are noises around, or the cassette is used for such a long time that the quality is worn out.

The figure shows that most of the students' problems in listening comprehension are in physical settings. It shows 75,57% of students' faced problems in listening comprehension contained with physical settings. The data above shows that the percentage of the index is 75,57%. According to the rating interval, 75,57% is often. Second, most of the students' problems in listening comprehension are based on the speaker. The graphic above shows that the percentage of index is 72,17%. According to the rating interval, 72,17% is often. Third, most of the students' problems in listening comprehension are based on listening material. The graphic above shows that the percentage of the index is 67,65%. According to the rating interval, 67,65% is often. Fourth, most students' problems in listening comprehension are based on the listener. The graphic above shows that the percentage of the index is 64,51%. According to the rating interval, 64,51% is often. Fifth, most students' problems in listening comprehension are based on psychological characteristics. The graphic above shows that the

percentage is 63,35%. According to the rating interval, 63,35% is often. Sixth, most of the students' problems in listening comprehension are linguistic features. The graphic above shows that the percentage is 62,47%. According to the rating interval, 62,47% is often. Last, most of the students' problems in listening comprehension are lack of concentration. The graphic above shows that the percentage is 60,67%. According to the rating interval, 60,67% is often.



**Figure 25 Percentage of Students Problems on Listening Comprehension**

## CHAPTER V CONCLUSION AND SUGGESTION

### 5.1 Conclusion

This research focused on student's problems in listening comprehension, the researcher took the sample 30 students' from the year eleventh of SMA N 1 Tualang. The researcher use questionnaire adapted from Hamouda (2013) to analysis the students' problems in listening comprehension with 7 indicators. Based on the research, the writer found that the most of students' problem in listening comprehension at year eleventh in SMA N 1 Tualang were related to two indicators with the overall percentage above 70%. They were related to the speaker (72,71%) and physical settings (75,57%). Students problems in listening comprehension related to the speaker were the pronounced unclearly and the speakers speak to fast. Meanwhile, from students related to physical settings were noise the classroom and poor quality of the record

### 5.2 Suggestions

From this research, the following suggestions from the researcher are offered in the hopes that they would be helpful:

#### 5.2.1 Suggestions for English Teachers

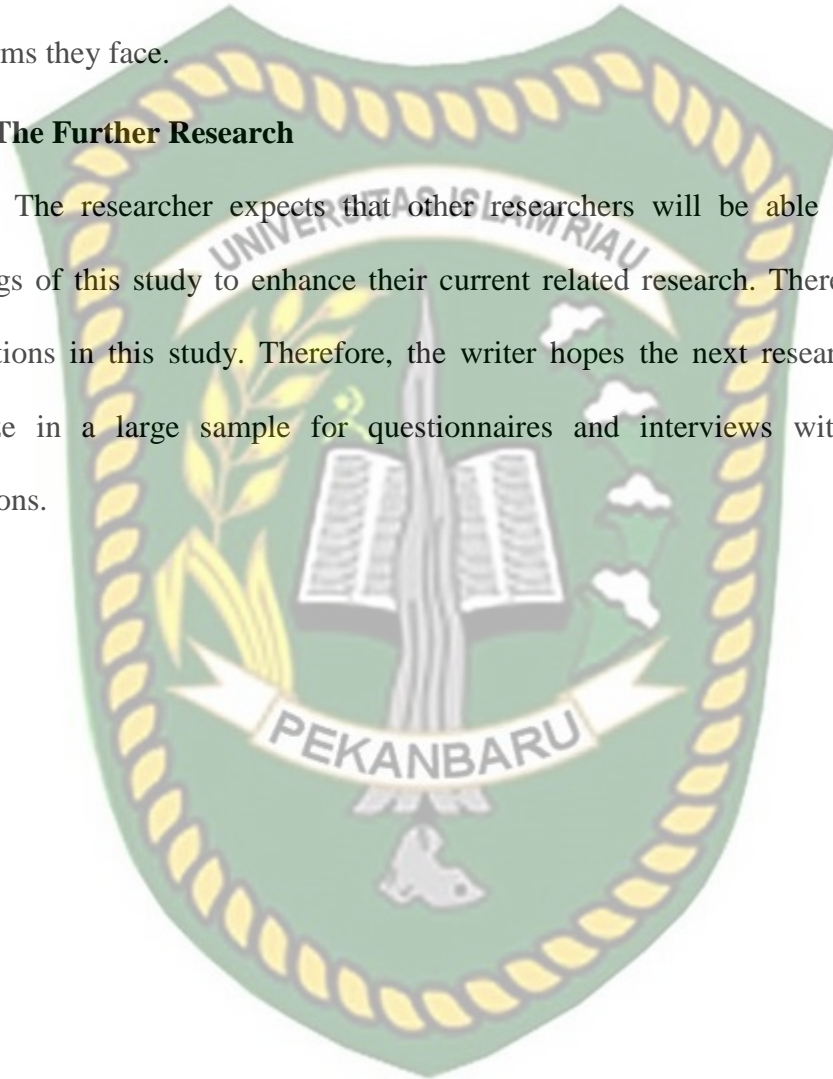
Teachers must be aware of problems in listening comprehension faced by students. So the teacher knows how to solve the problem. For example, by teaching them appropriate strategies for listening comprehension. Then, teachers may be able to provide a different atmosphere to students when teaching them listening that will make them excited to listen.

### 5.2.2 Suggestion for The Students

Knowing the problem The researcher hopes the students can improve their listening comprehension. It will be easier if students know how to deal with the problems they face.

### 5.2.3 The Further Research

The researcher expects that other researchers will be able to use the findings of this study to enhance their current related research. There are many limitations in this study. Therefore, the writer hopes the next researcher could analyze in a large sample for questionnaires and interviews with multiple questions.



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