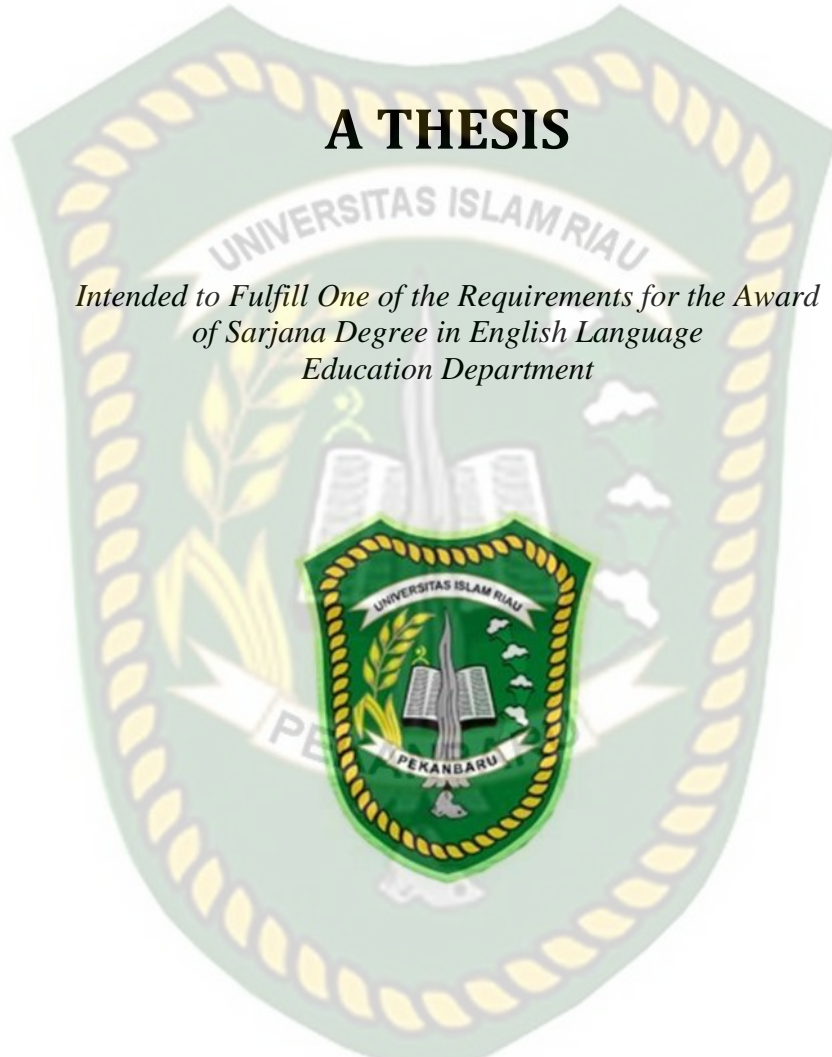


**AN ANALYSIS OF STUDENTS' PROBLEMS IN LISTENING  
COMPREHENSION AT THE FIRST SEMESTER OF  
ENGLISH LEARNING EDUCATION AT UNIVERSITAS  
ISLAM RIAU**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award  
of Sarjana Degree in English Language  
Education Department*



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## DECLARATION

This under signed researcher :

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I truly confess that this paper writing derived from my own ideas, except some question (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, February 2021

The Writer

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Pekanbaru, February 2020

The Researcher

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## ABSTRACT

**Aulia, Dhea. 2020. An Analysis of Students' Problems in Listening Comprehension at the First Semester of English Learning Education at Universitas Islam Riau. Thesis, English Education, FKIP, UIR. Advisor Dra. Syofianis Ismail., M.Ed**

**Keywords: Students' Problems and Listening Comprehension.**

The purposes of this research was to find out about the students' problems in listening comprehension at the first semester of English Learning Education at Universitas Islam Riau.

In this research, the researcher used Qualitative methods. This research was conducted at the Universitas Islam Riau in Pekanbaru. The research sample was 34 students. Sampling was done by used purposive sampling. The data collection technique used by the researcher was a questionnaire and interview with four indicators there are main idea, specific information, inference and evaluation.

Based on the results of the study taken from questionnaire and interview, it can be concluded that the level of main idea indicator for IA Semester was sixty third point twenty ninth percent in a high level. The level of specific information indicator for IA Semester was seventy sixth point ninety fourth percent which is classified as High level. The level of inference indicator for IA Semester was seventy sixth point twelve percent which is classified as High level. The level of evaluation indicator for IA Semester was seventy eighth percent which is classified as High level. The overall result was seventy third point fifty ninth percent with a high level measurement. The finding of this study was the researcher found that the more dominant difficulty is in the evaluation indicator where students have difficulty to do task in listening text.

## ABSTRAK

Aulia, Dhea. 2020. Analisis Masalah Mahasiswa dalam Pemahaman Listening pada Semester Pertama Pendidikan Pembelajaran Bahasa Inggris di Universitas Islam Riau. Skripsi, Pendidikan Bahasa Inggris, FKIP, UIR. Penasihat Dra. Syofianis Ismail., M.Ed  
Kata Kunci: Masalah Siswa dan Pemahaman Mendengarkan.

Tujuan dari penelitian ini adalah untuk mengetahui permasalahan siswa dalam pemahaman listening pada semester pertama Pendidikan Bahasa Inggris di Universitas Islam Riau.

Dalam penelitian ini peneliti menggunakan metode Kualitatif. Penelitian ini dilakukan di Universitas Islam Riau di Pekanbaru. Sampel penelitian adalah 34 siswa. Pengambilan sampel dilakukan dengan menggunakan purposive sampling. Teknik pengumpulan data yang digunakan oleh peneliti adalah kuisisioner dan wawancara dengan empat indikator yaitu gagasan pokok, informasi spesifik, inferensi dan evaluasi.

Berdasarkan hasil penelitian yang diambil dari kuisisioner dan wawancara, dapat disimpulkan bahwa level indikator gagasan utama Semester IA adalah enam puluh tiga koma dua puluh sembilan persen pada level tinggi. Tingkat indikator informasi spesifik untuk Semester IA adalah tujuh puluh enam koma sembilan puluh empat persen yang tergolong Tingkat Tinggi. Tingkat indikator inferensi untuk Semester IA adalah tujuh puluh enam koma dua belas persen yang tergolong Tingkat Tinggi. Tingkat indikator evaluasi Semester IA adalah tujuh puluh delapan persen yang tergolong Tingkat Tinggi. Hasil keseluruhan adalah tujuh puluh tiga koma lima puluh sembilan persen dengan pengukuran tingkat tinggi. Temuan dari penelitian ini adalah peneliti menemukan bahwa kesulitan yang lebih dominan ada pada indikator evaluasi dimana siswa mengalami kesulitan dalam mengerjakan tugas dalam teks listening.



## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

English has developed into an important international medium of communication and a medium of intellectual and social self-image. English is one of international language that students now days learn as a subject in their school. In English subject there are four skills consists of raeading, writing, speaking, and listening. Language learners are expected to be able to communicate both orally and in writing by mastering these four abilities. Communication can be divided into two namely verbal communication and written communication. Verbal communication is always done every day by humans in the form of conversation and listening activities and also known as direct communication. Therefore, listening are very important in the English language. However, listening is not a simple process. Someone who listens must distinguish between sounds and understand the vocabulary and structure of grammar, interpret stresses and intentions, remember and interpret them all at the same time. Considering the four skills, the writer choose listening as the study in this research and to find out there are the difficulties in listening subject. Listening is an activity to hear the native speaker or recorder that already intrucsted. And understanding what the speakers say. Also, listening is one of the key of communication. Listening is one skill which is difficult to understand by some students. A factor that influenced the learner was not only come from external factors, but also from the learner itself. The problem came from their inability in recognizing the main word. From the



data, it can be seen that the majority of the students found it difficult to recognize the words because of the way they were pronounced. Before listening, students need assistance to active what they already know about ideas should going to listen.

Listening is a very individual activity when the listener has to implant a message when someone speaks by measuring the meaning conveyed in a relevant and purposeful manner. According to Sari, N & Fithriyana, R, (2019) stated that:

“Listening comprehension is an active skill that has many processes. Listening comprehension is as the vehicle to get elements of grammatical structure and new vocabulary to be contextualized in communicative discourse.”

Listening comprehension means that has a big influenced in people's daily life when they learn about language According to Gilakjani and Ahmadi, (2011). From the explanation mentioned above, we can conclude that listening and reading are both the ability to receive in language, but have different levels of difficulty. If in reading we still do not understand the essence, we can repeat to read it. This is very different from listening because listening can only be done on one occasion without being able to repeat it. There are so many people who cannot comprehend what other people say in English as a whole, they look confused when the words were spoken by the other person use a speed of speech that is fast enough, so it is difficult to understand what is said by that person. This is where it is useful to learn listening so that they can understand the essence of what the other person is saying more easily. Therefore, listening is still far more difficult than reading.

Listening is also the first skill that the students learn before they learn reading, speaking and writing. When the students have understand in listening comprehensions means that can make students more easier to learn. But in reality, many students still cannot understand or even do not understand words or sentences spoken in English verbally by the interlocutors. In general, they have difficulty understanding English expressions or sentences. This means that their listening comprehension in English is still lacking. The same thing happened when they studied Listening Comprehension in the first semester.

The importance of listening comprehension in communicative interactions is very real indeed. To be able to engage in communication, one must be able to understand and react to what has just been saying. Consequently, learning needs to practice listening comprehension, students can get the vocabulary and grammatical, besides that naturally with good pronunciation. Thus, listening activities need to be centered and developed as early as possible because they are the basis for developing other language skills. Learning listening will help students to improve speaking skill considereably, people need to hear various types of English repeatedly and continuously if they want to communicate with others. Listening in any language requires focus and attention. The purpose of listening activity is that students are able to do the instruction or to gain the information.

Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been

conveyed by the speaker through speech or other languages. However, English is not easy to learn since it is not students first language. From listening to activities, it is hoped that students will be trained to be creative and critical listeners. The students need to know about the vocabulary and the meaning of the words to learn english.

Based on the previous research on Sarlina, (2017) stated that the students at MAN Batuda, can not understand easily in listening comprehension because they are not learning English repeatedly in class. It has some differences with my research that Students at English Language Education in University can easily learn English, especially in English Comprehension. Difficulty in learning to listen can be influenced by many factors. Besides, that student learning styles also determine the success of learning. Based on the phenomena that occur, I choose this research in the English Language Education at the Faculty of Teacher Training and Education because I feel challenged to find out what factors students faced in listening comprehension and researchers can find steps to solve problems or solutions which is right so that students become more found of their listening comprehension. Based on the background above the researcher wants to conduct a research entitled “An Analysis of Students’ Problems in Learning Comprehension at the First Semester of English Language Education at Universitas Islam Riau”

## **1.2 Identification of the Problem**

Based on observation some students in English Language Education do not learn listening subjects effectively because there is some reason that their previous school have. Sometimes the student can not understand the meaning and

misheard the words spoken by the speakers in the listening subject. Also, the facilities in their schools might be one of the reason they did not learn listening well and lack of motivation to learn listening.

### **1.3 Focus of the Study**

This study is focused on the problem that students faced in listening comprehension section as the subject in English Language Education in Universitas Islam Riau. Focus on this study is the researcher wants to find out what is the difficulties that faced by the students in listening comprehension.

### **1.4 Research Question**

The researcher need to formulate this research problem as follow, what are the Students' Problems in Learning Listening Comprehension at the First Semester of English Language Education at Universitas Islam Riau?

### **1.5 Objective of the Problem**

The researcher arranges the objective of the research as follow, to find out the Students' Problems in Learning Comprehension at the First Semester of English Language Education at Universitas Islam Riau.

### **1.6 Significant of the Research**

The result of this study might be beneficial for the following persons.

1. For the Lecturer, to give informations about the the difficulties that faced by the students.
2. For the Students, to give solutions to the students with the hope they can improve their listening skill.



3. For the Next Researcher, the writer suggests to find the best technique, strategies and method to improve students' listening skill.

### **1.7 Definition of the Key Terms**

In this section the writer would like to give the definition of terms that may help readers understand as a whole.

#### **1.7.1 Analysis**

Analysis is a process which leads to an object. According to oxford dictionary (2020) analysis is examination of something in order to understand more about it; the result of the study.

#### **1.7.2 Listening**

Listening is one of term if someone wants a succesfull communication with others, listening is very helpful to someone communication According to Rost, (2009).

#### **1.7.3 English Department of Universitas Islam Riau**

It is one of Universities in Pekanbaru City. It is located at Jl. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28284.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

Many researcher has been defined definition of listening comprehension. According to Hadijah, S, and Shalawati, (2018) The results showed that students were familiar with the strategies in the listening process, such as before, during, and after listening. Then, students know how to improve their listening comprehension skills by using routine methods. With the method used, students will be more familiar with the teaching delivered by the teacher, it makes learning looks more effective. In listening process we can found accent, pronunciation, grammar and vocabulary that speaker said and listener will be able to understand about the speaker said.

According to Ismail, Etc., (2019) listening comprehension is very critical and is highly required by students. This is because, aside from reading, listening is one of the most significant data windows. It is also relatively harder for learners to master listening, particularly for non-English-speaking learners. These problems are expressed by their poor capacity to comprehend. For example, in recognizing key ideas, specifics of what is being listened to, including performing tasks individually or in groups, these challenges are demonstrated by their low capacity to understand the subject.

The purpose of this study was to determine the relationship and influence between listening strategies and listening comprehension. The results showed that

there was a significant and seen to be effective relationship between listening strategies and listening comprehension. This study could have implications for English teachers, course designers, students, and textbook authors that the strategies employed in this study were highly successful in assisting students in understanding listening, Yulisa, D (2018).

There are so many difficulties that faced by the students. One of the difficulties that faced by the students is speed of speech from the native speaker. Some of the students said that the the native speaker is too fast. According to Darti (2017) she stated that the difficulties in listening comprehension they were: lack of vocabulary, poor grammar mastery, accent, pronunciation, lack of concentration, speed of speech, anxiety, noisy, inability to apply listening strategy, bad quality of recording. It means that the student's must study hard to improve listening skill.

Listening is a challenging skill for many EFL students. More of them work on a project without using their understanding. This study aims to determine students' problems in understanding listening and identify the factors that contribute to these problems. The results showed that students' listening comprehension was still low. Student confidence in listening skills is also low. They cannot concentrate well in listening to the spoken text. This problem is influenced by two factors, namely internal factors and internal factors. Understanding student problems leads to the idea of providing better strategies and materials in learning activities, Sari, N, and Fithriyana, R, (2019).

According to Desliana, U, Marzuki, and Hadriana, (2016) stated that This study aims to determine student responses to the importance of studying listening and to find out the problems faced by second year students of the English Language Study Program - FKIP UR in listening comprehension. It was also found that poor quality of equipment, lack of concentration, unclear pronunciation, speech speed, unfamiliar words and topics, and psychological problems were the main problems of Listening Comprehension faced by second year students of the English language study program, FKIP Riau University.

Based on the theories already mentioned, it is obtained that listening is a process that includes listening to language sounds, identifying, interpreting, evaluating, and reacting to the meanings contained in oral discourse. Listening in this research is listening attentively, interpreting, and reacting to the meanings contained therein.

## **2.2. Language**

### **2.2.1 The Definition of Language**

A language is a tool for communicating between humans and other humans. According to Devianty, R, (2017), language is a communication system that has been agreed to be used by certain communities in collaborating, communicating, and identifying themselves to convey ideas, intentions, thoughts, and feelings to the interlocutor.

From this definition, according to Devianty, R, (2017), language can be broken down into several meanings, namely the first is language as a system, which means that language is not a number of elements that are

collected irregularly. Then it can be interpreted that language is a system that regulates sentence patterns to particles in a sentence. Without this system, the meaning of the language or sentence cannot be conveyed perfectly. Language is systematic, in other words, language is not a single system, but consists of several subsystems, including the physiological subsystem, grammar subsystem, and lexicon subsystem.

Second, language is a sign system which means that language can represent something or things that cause the same reaction when responding (seeing, hearing, etc.) what it represents. Each of these systems or every part of the language represents something. Third, language is a sound system. Basically language is sound. The writing that has been used so far is more of a secondary nature because humans can speak without knowing writing.

Fourth, the language is used based on agreement. Language is something that is agreed upon by a group of people and is given meaning. So that new users just need to learn it. Fifth, language is productive. That is, as a system of elements that are limited in number, language can be used unlimitedly by the user.

Sixth, language is unique. This means that each language has a unique system that does not necessarily exist in other languages. Seventh, language is universal or almost universal, which means that language has almost the same system between languages in various places or countries. Eighth, language has variations because it is used by human groups to work



together and communicate, and because there are many human groups that result in variations in language within that group.

Ninth, language can identify a social group. That is, language is the most prominent distinguishing feature because with language each social group feels like a different unit from other groups. For certain social groups, language is not just a sign system, but rather a symbol of social identity. Tenth, language has a function that depends on the factors of who, what, to whom, about whom, where, when, for how long, for what, and with what language is spoken.

Moreover, language is a tool for communicating between individuals that have been agreed upon in society. Language is a system that cannot stand alone. Language is also unique and universal, which means that every community in one place has a different language and language has the same system. Language can also identify a group of people. Therefore, language is a tool for humans to get to know each other between individuals, between one group and another, even with the language we can find out which nation uses the spoken language. Because language can also characterize a particular nation and people.

### **2.2.2. Language Skills**

Language skills have four components, namely listening skills, speaking skills, reading skills, and writing skills. Each of these skills is closely related to the other three skills in various ways. In acquiring language



skills, we usually go through an ordered sequence: first, in childhood, we listen to the language, then speak, after which we learn to read and write. Listening and speaking we learn before entering school. The four skills are basically a single unit, single chess.

Furthermore, each skill is closely related to the processes that underlie language. A person's language reflects his thoughts. The more proficient a person is in speaking, the brighter and clearer their thinking will be. Skills can only be acquired and mastered by practice and lots of training. Practicing language skills also means practicing thinking skills. Everyone has language skills. With language skills, a person can develop their mind. A person's language skills can develop well or not develop at all depending on the practice we do on each language skill we have.

### **2.3. Definition of Listening**

Listening comprehension is basically a process of understanding what the speaker said. This mean understanding pronunciation, vocabulary, grammar and grasping the meaning of the speaker's utterance. The importance listening comprehension as foreign language should be emphasis when they are learning listening. The importance in listening section is receiving, responding, remembering and attending.

Besides, the importance of learning listening as one of foreign language that we must mastered. In Indonesia, English is one of subjects in the school. English itself has been learn since we were in elementary school. Since listening

is one of skill that we must mastered, when we are learning English listening is one of subject that almost always been learned in school. Listening is a complex process an integral part of the total communication process, albeit a part often ignored.

### **2.3.1 Listening Comprehension**

Listening comprehension is someone are able to understand what they heard from the speaker Brown and Yule. Before learn about listening, teacher should teach the students to improve their understanding about grammar, vocabulary, and also phonology Goh (2002). Listening comprehension means that when the listeners able to build a meaning from contextual information through knowledge they have learn. Listening is how to learn basic language. Therefore, listening is one of skill that teach someone to listen somebody well. In listening comprehension listeners must be able to understand the meaning also the construction of the recorder.

Listening comprehension is not just about listen the native speaker, but the listener must understand about the vocabulary, pronunciation, and also grammar in listening section. Listening comprehension in school is very hard to understand because some factor that faced by the listeners, such the pronunciation of the native speaker, the new vocabulary that dont know by the listeners.

Listening comprehension is the receptive skill in the oral mode, when we speak listening and understanding what we hear. Listening is the

ability to identify and understand what others are saying. This is an important skill to develop even at an early age, because good listener growth up to become good communicators. Based on the definition above it can be conclude that the key of listening comprehension are vocabulary and grammatical understanding. The students should be able to the instruction from the teacher and gain the information from different kind of listening texts or genre like monolog speech and etc.

The main method of exposing students to spoken English is through the use of taped material (Harmer, 2001: 98). It means that the media supports the use of spoken materials. So, learners listen to the spoken materials clearly in adsorbing the information and maintaining social relations.

The listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context (Nunan, 2003: 31). Listening for gist is a listening comprehension which focuses on identifying main ideas, noting e sequence of events and the like. In listening for gist, the materials can be announcements, advertisements, and short functional texts. In listening for details, the materials are some monologue texts. The ten types of texts: narrative, poetic, dramatic, response, explanation, information, discussion, exposition, recount, factual description, procedure, and procedural recount can be implemented through film (Anderson and Anderson, 2002:2).

Then, listening for details is listening for specific information such as names, times, specific language forms, and etc. After that, listening by inferring in context means listening the explicit meaning from contextual conversations. It is implied but not stated directly.

In conclusion, some activities such as listening for gist, listening for details and listening by inferring in context can be implemented by using film clips. It can be implemented by selecting the materials which appropriate with the indicators of Standard of Competence and Basic Competence.

### **2.3.2 Indicators of Listening Comprehension Problems**

According to Helgesen and Brown (2007), there are four types of Listening comprehension question, they are:

#### **1) Listening for specific information**

Listening for specific information means that the learners need to be able to get information from the listening material. The techniques that used for the students are focuses on literal comprehension and forms of language.

#### **2) Listening for main idea**

Listening for main idea is reorganizing information which is task is to have learners listen to a segment and number of pictures or items, based on what they hear.

#### **3) Listening for Inference**



Inference happens in the middle of listening task design for some other purpose, which is the listener does not know the indirect speech from the speakers, so the listener needs to infer the meaning.

#### 4) Listening for making evaluation

Students respond to information that is implied but not directly stated. They have to evaluate of what they hear.

### 2.3.3. The Process of Listening

Listening is behavior of receiving information same like reading. In otherwise, speaking and writing are behavior of sending information. Also, listening and reading is often tested rather than speaking and writing. According to John A. Kline (2008:15), listening is process of receiving, attending and understanding the messages of sounds through medium.

Furthermore, most of people does not want to improve their listening skill. It is because the result of their incomplete understanding of the listening process. Although, it might help us to improve our listening skill. There are three steps in the process of listening; receiving, attending, understanding. Responding and remembering is not necessary in listening.

### 2.4. Assumption

The writer assumed that there are many factor that might be influenced for students to understand about the listening comprehension such as the length of the paragraph in listening section, the audio is not clear enough, the pronunciation of the native speaker is hard to understand, and also a new vocabulary.



## CHAPTER III

### RESEARCH METHODOLOGY

In research, a method is needed to solve the problems that exist in research. Research is an activity carried out systematically to process and conclude data using certain methods to find answers to the problems encountered. With the implementation of research that can run systematically, the method used must be in accordance with the object under study and in accordance with the research objectives to be achieved. In this chapter, covers all matters relating to research methods, namely Types of research, Design of research, Location and time of the research, Sample and population of the research, Instrument of the research, Data collection technique, and Data analysis technique.

#### 3.1 Research Design

Research is an activity to observe an object carried out by researchers. When researchers conduct research the most important thing in observing research objects is to use research design procedures. Creswell, (2012) states the research design is a specific procedure involved in the research process: data collection, data analysis, and report writing. The research design used in this study is a Qualitative. According to Cresswell (2014), Qualitative research involved open-ended questions and few in number it mean to get a point and opinions from the participants. Thus, the researcher using descriptive to obtained the data of Questionnaire.

The primary goal of this study is to test the research question that relates to how Students' Problems in Learning Comprehension at the First Semester of English Language Education at Universitas Islam Riau as stated in Chapter One.

### 3.2 Location and Time of the Research

This research is conducted at Universitas Islam Riau which that is located at Jl. Kaharuddin Nasution No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28284 This research was carried out on 15<sup>th</sup> 2021.

### 3.3 Population and Sample of the Research

#### 3.3.1 Population

The population of this research is the first semester English students of Universitas Islam Riau. Population is the subject of a research. A group of people who share the same characteristic is called population (Creswell, 2008).

**Table 3.3.1.1 The Distribution of Population of the First Semester English Students of Universitas Islam Riau**

No	Class	Semester	Number of students
1.	A	I	34
2.	B		42
SUM			76

#### 3.3.2 Sample

Sugiyono, (2019) states that sample is a portion of the amount owned by the population and must be truly representative so that the conclusions can

be applied to the population. To determine the sample that will be used in research is the purposive sampling which is a type of nonprobability sampling. In addition, Creswell (2009, p. 206) stated that The researcher can easily reach the community that is ready for this study procedure by purposeful sampling. Purposive sampling refers to researchers intentionally select participants who fulfil the required criteria. This study was taken 49 students as the sample of the research in the first semester at English Language Education of Universitas Islam Riau. The sample in the research only use one class.

**Table 3.3.2.1 Sample of the Research**

No	Class	Semester	Number of students
1	A	I	34

### **3.4. Instrument of the Research**

The instruments will be used in this research is; questioner. The instruments are used to analyzed student difficulties in learning basic listening.

#### **3.4.1 Questionnaire**

Questionnaire is included question about items that the student difficulties in listening comprehension. Sugiyono (2017:142) said that questionnaire is a technique of data collection organized by giving students question or written declaration to the respondent to answer. According to Creswell, (2012) the questionnaire is a data collection technique where the participant or respondent fills in a question or statement which after being

filled in completely will be returned to the researcher. The distribution of questionnaires in this study was used to collect data about Students' Problems in Learning Comprehension at the First Semester of English Language Education at Universitas Islam Riau.

The type of scale used in this research is a *Likert Scale*. According to Sugiyono, (2016) Likert Scale is used to measure a research object that will be measured based on indicators and then used as a beginning point to arrange instrument items in the form of questions or statements.

**Table 3.4.1.1 The Blueprint of Questionnaire**

<b>Students' Problems in Listening Comprehension</b>	<b>Indicators</b>	<b>Items</b>	<b>Total Number of Questionnaire</b>
	Main Idea	1,2,3,4,5	5
	Specific Information	6,7,8,9,10	5
	Inference	11,12,13,14,15	5
	Evaluation	16,17,18,19,20	5
<b>TOTAL</b>			<b>20 Items</b>

### 3.4.2 Interview

According to Sugiyono (2016) Interview is a data collection technique if the researcher wants to do a preliminary study to find problems that must be examined, and also if the researcher wants to know things from respondents in more depth and the number of respondents is a little/ small.



**Table 3.4.2.1 Blue Print Table:**

**Indicator from the Students' Statement of Listening Comprehension**

**Problem**

No	Indicators	Questions
1	Main Idea	Apakah kamu memiliki kesulitan untuk menemukan ide pokok yang terdapat dalam teks dalam listening? Mengapa demikian? (Do you have difficulty finding the main ideas that contained in listening text? Why?)
2	Specific Information	Selain ide pokok, apakah kamu juga kesulitan dalam mencari informasi yang spesifik berdasarkan apa yang kamu dengar? Coba jelaskan! (Besides main idea, are you also having problem in finding specific information based on what you heard? Give the reason!)
3	Inference	Setelah kamu mendengarkan teks dalam listening dari <i>native speaker</i> , apakah kamu dapat membuat

		kesimpulan secara langsung dari teks tersebut?  (After you listen the listening text from native speaker. Do you can make conclusion directly from the listening text?)
4	Evaluation	Ketika kamu mengerjakan tugas <i>listening</i> , apakah kamu dapat menjawabnya dengan mudah atau kamu memiliki kesulitan? Berikan alasannya!  (When you do the listening tasks, can you easily to answer the question or not?)

### 3.5 Data Collection Technique

In this research, the researcher asks for permission to the lecturer to gather questioner filled by the students' answer through Google Form and interview. The data collection techniques that the author uses in this study;

#### 3.5.1 Questionnaire

The questionnaire that was given to the sample was consists of five options which represent the condition about Students' Problems in Learning Comprehension at the First Semester of English Language Education at

Universitas Islam Riau. The total of questionnaires are twenty statements based on the indicators written by Helgesen and Brown (2007); (1) Main Idea, (2) Specific Information, (3) Inference, and (4) Evaluation.

**Table 3.5.1.1 Indicators of Students' Problems in**

**Listening Comprehension**

Variable	Indicators
Students' Problems in Listening Comprehension	1. Main Idea 2. Specific Information 3. Inference 4. Evaluation

**Adopted by Helgesen and Brown, (2007)**

This questionnaire provides 5 alternative answers, namely Always (5), Often (4), Sometimes (3), Seldom (2), and Never (1) to know students' responses According to Sugiyono, (2016). The scoring for each alternative answer for each statement item in this instrument is in table 3.5.1.2

**Table 3.5.1.2 The Scale of Numeric Values to Estimate the Extent of Agreement with Statements in the Questionnaire.**

Agreement	Scale
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

### 3.5.2 Interview

After giving the whatsapp interview via voice note whatsapp to three students, the researcher make a transcript of the interviewees and analyze the

students' answer after that the researcher describe their answer. In this interviews, the researcher used whatsapp interviews. It mean the researcher has been chat them by voice note whatsapp and the researcher record their answer. And after that the researcher analyzed each record.

### 3.6. Data Analysis Technique

In this research,after getting the data the researcher will analyze the data and find out what are the difficulties that faced by the students of English Learning Education. In this research, to analyzed the questionnaire the researcher will analyzed by the formula Sugiyono, (2012)

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

It means :

P = Percentage of items

F = The Frequency ( number of students fulfilling)

N = Total Number of Respondent (students)

The formula of Total Score

$$\text{Total Score} = S1 + S2 + S3 + S4 + S5$$

$$S1 = \text{Number of respondents (always)} \times (5)$$

$$S2 = \text{Number of respondents (often)} \times (4)$$

$$S3 = \text{Number of respondents (sometimes)} \times (3)$$

$$S4 = \text{Number of respondents (seldom)} \times (2)$$



$S5 = \text{Number of respondents (never)} \times (1)$

The results of the questionnaire in the form of data will be stored and immediately used as raw data for analysis. Next from the results of the descriptive analysis then a decision is made, whether to determine Students' Problems in Listening Comprehension at the First Semester of English Learning Education at Universitas Islam Riau are Very high, High, Medium, Low or Very Low. Data analysis using qualitative techniques utilizing percentages is only the first step of the entire analysis process. Based on this, the calculation results in the form of a percentage are converted into a predicate. Data analysis using descriptive quantitative techniques utilizing percentages is only the first step of the entire analysis process.

**Table 3.6.1 Interval of the Research**

Mean Score	Frequency
80.1% - 100.0%	Very High
60.1% - 80.0%	High
40.1% - 60.0%	Medium
20.1% - 40.0%	Low
0.0% - 20.0%	Very Low

(Source: Sugiyono, 2012)

## **BAB IV**

### **RESEARCH FINDINGS**

#### **4.1 Data Presentation**

After collecting to analyze the Students' Problems in Listening Comprehension at the First Semester of English Language Education at Riau Islamic University which consists of four indicators on the questionnaire, namely; Main Idea, Specific Information, Inference, and Evaluation.

Based on the table presenting student problems in answering the questionnaire, it can be seen that students' problems in listening comprehension at the first semester of English language education at Riau Islamic University have the highest score, namely 170, this shows that students almost choose Always. If students have problems in listening comprehension. However, the lowest score is 34. This means that students almost choose Never if students have problems in listening comprehension, it means that some students have skills in listening comprehension.

After the data is collected and processed. Complete information about the frequency of student responses in the Students' Problems in Listening Comprehension at the First Semester of English Language Education at Riau Islamic University can be seen in the following explanation:

**Table 4.1.1 The Score Positive Statements**

No	Items	Score	X	Sample	Total	Score Max
1.	Always	5	X	34	170	<b>170</b>
2.	Often	4	X	34	136	
3.	Sometimes	3	X	34	102	
4.	Seldom	2	X	34	68	
5.	Never	1	X	34	34	

$P = \frac{f}{n} \times 100\%$  (Information:  $P$  (percentage),  $f$  (frequency of the certain score), and  $n$  (total number of sample)).

**Table 4.1.2 The Presentation of the Student's Score in Answer the Questionnaire**

Sample	No Item																				Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	2	1	5	3	3	2	1	1	2	3	3	2	1	3	3	2	1	1	45
2	2	3	3	4	5	2	1	1	3	3	3	3	3	3	4	4	4	3	3	2	59
3	3	4	3	3	3	3	3	3	3	3	3	3	4	2	1	3	3	4	2	1	57
4	3	3	4	3	3	3	3	3	3	3	4	4	3	2	1	3	2	1	1	1	53
5	3	3	3	3	1	2	1	1	1	1	3	3	4	3	3	3	3	3	2	3	49
6	3	3	4	4	4	3	2	2	4	3	4	4	3	5	3	5	3	2	3	1	65
7	4	3	2	4	1	3	3	2	1	3	3	2	1	3	3	3	3	2	2	1	49
8	3	3	3	2	1	4	4	3	3	3	4	4	3	2	1	3	3	2	1	1	53
9	1	1	1	2	3	3	2	1	3	2	3	3	4	2	1	4	3	3	2	1	45
10	3	3	4	4	2	2	2	3	3	1	2	2	3	3	2	3	3	2	1	3	51
11	3	4	2	1	5	2	2	3	3	3	4	4	3	2	1	5	4	4	3	2	60

12	3	3	4	3	5	1	1	1	4	5	2	3	1	3	2	2	2	3	4	2	54
13	3	3	3	3	3	4	4	4	5	4	3	4	3	3	3	3	4	4	3	3	69
14	2	1	3	3	3	2	3	3	2	1	3	3	2	1	2	3	2	2	1	2	44
15	3	3	2	3	4	3	3	2	1	2	3	4	4	2	1	4	3	3	2	2	54
16	2	4	4	4	3	1	1	2	1	2	3	3	2	3	4	2	2	1	3	1	48
17	1	4	1	2	2	1	4	3	4	4	3	3	3	3	3	1	5	4	3	2	56
18	2	3	2	3	2	3	3	3	1	2	2	2	2	1	3	2	4	2	2	3	47
19	3	3	2	1	4	3	5	4	5	2	2	3	3	1	1	3	3	2	2	4	56
20	2	3	4	4	4	1	1	2	2	2	3	3	2	2	3	3	3	3	2	1	50
21	3	2	2	3	5	3	3	2	3	5	5	3	5	4	4	2	5	5	3	2	69
22	2	2	3	2	3	2	3	3	2	3	2	2	2	2	3	2	3	2	2	2	47
23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
24	3	3	3	2	3	2	3	3	1	3	5	5	3	2	5	3	4	5	2	3	63
25	3	3	4	5	2	3	3	2	3	1	3	3	2	2	2	3	3	2	2	1	52
26	3	1	1	2	3	2	3	3	4	5	3	3	4	5	4	4	4	3	3	2	62
27	3	3	3	2	3	3	3	3	3	3	2	3	3	2	3	2	3	3	2	3	55
28	5	4	3	3	3	3	3	4	5	3	3	3	4	4	1	3	3	2	1	1	61
29	3	3	3	3	3	3	3	2	1	1	3	3	2	2	1	3	3	2	4	2	50
30	4	4	4	4	5	1	2	3	2	4	1	1	2	3	3	2	2	3	4	4	58
31	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	3	3	3	3	3	62
32	3	3	4	5	1	4	4	3	2	2	4	3	3	2	5	3	3	2	1	3	60
33	1	1	2	3	3	2	2	3	2	1	3	3	2	1	1	3	2	2	2	2	41
34	3	3	3	3	3	2	3	4	2	4	3	1	4	3	2	3	4	4	2	2	58
<b>Total Score</b>																					1862
<b>Score</b>																					69



Max																				
Score Min																				41
Mean																				54.8

Then, based on table 4.1.2 show about the students' score of the problems in listening comprehension at the first semester of English language education at Riau Islamic University problems in answering the questionnaire. The highest score of this questionnaire is 69 it means the students' problems in listening comprehension is always, and based on the lowest score is 41 it means the student almost never on the problems in listening comprehension. In this research, the researcher found that mean score is 54.8. The mean score is obtained from :

$$Mx = \frac{\sum}{N}$$

$$Mx = \frac{1862}{34}$$

$$Mx = 54.8$$

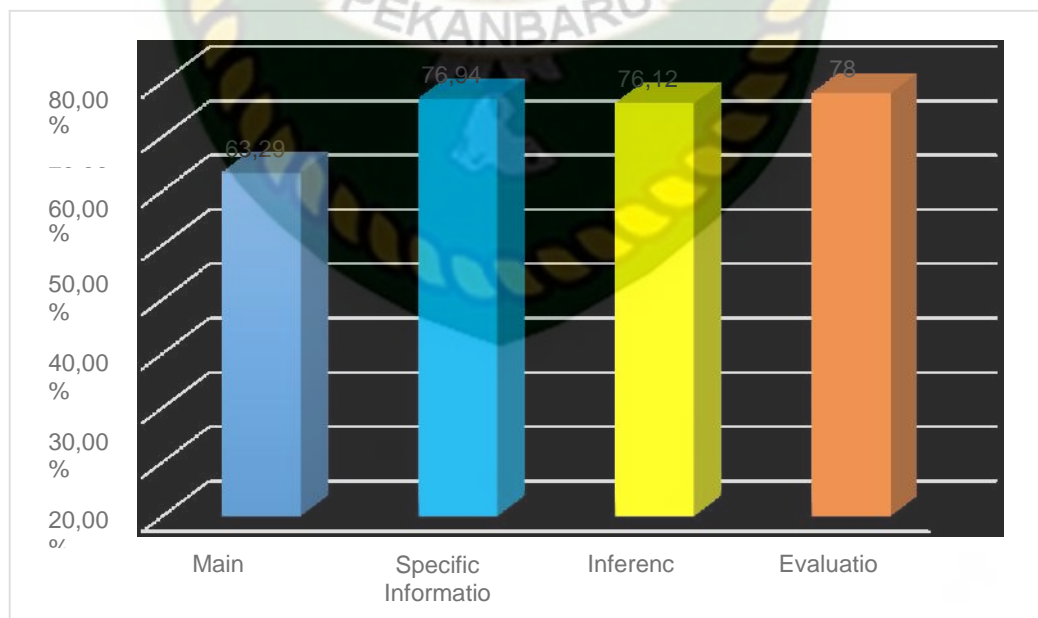
## 4.2 Data Analysis

A further analysis of the data according to the four indicators of the Students' Problems in Listening Comprehension at the First Semester of English Language Education at UIR:

**Table 4.2.1 Indicator of the Students' Problems in Listening Comprehension at the First Semester of English Language Education at UIR**

Indicator	Mean	Level
Main Idea	63,29%	HIGH (H)
Specific Information	76,94%	HIGH (H)
Inference	76,12%	HIGH (H)
Evaluation	78%	HIGH (H)
<b>The Overall Mean Score</b>	<b>73,59%</b>	<b>HIGH</b>

**Figure 4.2.2 Indicator of the Students' Problems in Listening Comprehension at the First Semester of English Language Education at UIR**



By looking at table 4.2.1 there are four indicators and to find out of the Students' Problems in Listening Comprehension at the First Semester of English Language Education at Universitas Islam Riau the average score is calculated by the student's average using the following formula:

**Mean:**

$$Mx = \frac{x}{N}$$

$$Mx = \frac{294,35}{4}$$

$$Mx = 73,59\%$$

Furthermore, these results indicate that students generally experience difficulties in listening performance. The average of each indicator in the questionnaire shows which statements the students agree with the most if they experience difficulty in listening comprehension in learning English in each of its aspects.

Among the four indicators, each has the same level, namely at the High level. In Performance Conditions, Average = 73,59%. Thus it can be concluded that students experience some difficulties in the environmental conditions faced by students when they want to learn English in students' listening performance to listen to a message or information.

Followed by Main Idea where students must have a strong motivation to be brave and willing to learn to train their comprehension of listening so that students can respond to the interlocutors well so that an average value is obtained (M = 63,29%). It can be concluded that students have difficulty understanding main idea.

Furthermore, Specific Information ( $M = 76,94\%$ ), meaning that students have difficulty when they listening, they are difficulty to guess the meaning of unknown words in specific information, can't understand if without transcript and difficult to get the specific information from the listening text when the speaker speak too long.

Furthermore, the Inference indicator gets a score ( $M = 76,12\%$ ) which means that the audience must be able to have knowledge about hearing about speech performance, with the knowledge they have, they will easily convey more complete, clear, and practical information and get feedback including. It can be concluded that students have difficulty to infer the meaning of unknown word while listening because the students have not much knowledge.

Then the Evaluation obtained a score ( $M = 78\%$ ). It can be concluded that students have difficulty understanding to do the evaluation (do the task) if the room is noisy and the students are unable to concentrate because they search for answer while listen to the dialogue/ text at the same time or the students lose their concentration when they think of another questions.

#### **4.3 Data Interpretation**

After the data is collected and processed. Detailed information about the frequency of student responses in the Students' Problems in Listening Comprehension at the First Semester of English Language Education at Universitas Islam Riau can be seen in the following explanation:



### 4.3.1 Data Description of Questionnaire based on Indicators

#### 4.3.1.1 First Indicator is Main Idea

**Table 4.3.1.1.1 Main Idea in Listening Comprehension**

No Items	A	O	S	S	N	Total	Percentage	Level
1	1	2	22	6	3	94	55,29%	M
B								
2	0	6	22	2	4	98	57,65%	M
3	0	9	14	8	3	97	57,06%	H
4	10	9	6	8	1	121	71,18%	H
5	15	5	6	7	1	128	75,29%	H
<b>The Overall Percentage</b>							<b>63,29%</b>	<b>H</b>

Based on table 4.3.1.1.1 show that the percentage of aspects of performance conditions on students' listening performance in class. The percentage of item number 1 is  $P = 55,29\%$ . At the Medium level, because there are 1 students who choose Always, 2 students choose Often, 22 students choose Sometimes, 6 students choose Seldom, and 3 student chooses Never. More students opt for Always when they find it difficult to understand main idea.

The percentage of item number 2 is  $P = 57,65\%$ . At the Medium level, because there are 0 students who choose Always, 6 students choose Often, 22 students choose Sometimes, 2 students choose Seldom, and 4 student chooses Never.

The percentage of item number 3 is  $P = 57,06\%$ . At the Medium level, because 0 students chose Always, 9 students chose Often, 14 students chose Sometimes, 8 students chose Seldom, and 3 student chose Never.

The percentage of item number 4 is  $P = 71,18\%$ . At the High level, because there are 10 students who choose Always, 9 students choose Often, 6 students choose Sometimes, 8 students choose Seldom, and 1 student chooses Never. More students are choosing to Always. More students think that they find it difficult to find the main idea when the speakers does not pause long enough. Of those who responded to the statement with the following numbers.

$$P = - \quad 100\%$$

$$P = \frac{121}{170} \quad 100\%$$

$$P = 71,18\%$$

The percentage of item number 5 is  $P = 75,29\%$ . At the High level, because there are 15 students who choose Always, 5 students choose Often, 6 students choose Sometimes, 7 students choose Seldom, and 1 student chooses Never. More students are choosing to Always.

Finally, the researcher can conclude from items 1, 2, 3, 4 and 5 that the overall percentage of 63,29% is at a High level. This is because almost all students experience problems in listening comprehension in

English on listening text, especially when learning is carried out in an online system. With the amount obtained as follows:

$$M_x = \frac{\Sigma}{5} \times 100\%$$

$$M_x = \frac{316,47}{5} \times 100\%$$

$$M_x = 63,29\%$$

#### 4.3.1.2 Second Indicator is Specific Information

**Table 4.3.1.2.1 Second Indicator is Specific Information in Listening Comprehension**

No Items	A	O	S	S	N	Total	Percentage	Level
1	18	4	4	7	1	133	78,24%	H
2	14	8	5	6	1	130	76,47%	H
3	16	4	5	8	1	128	75,29%	H
4	17	9	1	6	1	137	80,59%	VH
5	13	6	8	6	1	126	74,12%	H
<b>The Overall Percentage</b>							<b>76,94</b>	<b>H</b>

Table 4.3.1.2.1 shows the percentage of performance condition aspects on students' listening performance in class in concentrate factor. The percentage of item number 6 is P = 78,24%. At the High level, because there are 18 students who choose Always, 4 students choose Often, 4 students choose Sometimes, 7 students choose Seldom, and 1 student chooses Never. More students chose Always when they had trouble

understanding to find out the specific information in listening text. Of those who responded to the statement with the following numbers:

$$P = \frac{170}{170} = 100\%$$

$$P = \frac{133}{170} = 78,24\%$$

$$P = 78,24\%$$

The percentage of item number 7 is  $P = 76,47\%$ . At the High level, because there are 14 students who choose Always, 8 students choose Often, 5 students choose Sometimes, 6 students choose Seldom, and 1 student chooses Never.

The percentage of item number 8 is  $P = 75,29\%$ . At the High level, because 16 students chose Always, 4 students chose Often, 5 students chose Sometimes, 8 students chose Seldom, and 1 student chose Never. More students are choosing to Always.

The percentage of item number 9 is  $P = 80,59\%$ . At the Very High level, because there are 17 students who choose Always, 9 students choose Often, 1 student chooses Sometimes, 6 students choose Seldom, and 1 student chooses Never. More students are choosing to Always.

The percentage of item number 10 is  $P = 74,12\%$ . At the High level, because more students are choosing to Always rather than never and often.

Finally, the researcher can conclude from items 6,7,8,9, and 10 that the overall percentage of 76,94% is at the High level. This is because almost all students experience problems in understanding listening in



English in concentrate, especially when learning online is done. With the amount obtained as follows:

$$M_x = \frac{\Sigma}{5} \times 100\%$$

$$M_x = \frac{384,71}{5} \times 100\%$$

$$M_x = 76,94\%$$

#### 4.3.1.3 Third Indicator is Inference

**Table 4.3.1.3.1 Second Indicator is Inference in Listening  
Comprehension**

No Items	A	O	S	S	N	Total	Percentage	Level
11	14	7	7	5	1	130	76,47%	H
12	16	6	3	8	1	130	76,47%	H
13	12	9	6	6	1	127	74,71%	H
14	17	5	4	7	1	132	77,65%	H
15	13	8	6	6	1	128	75,29%	H
<b>The Overall Percentage</b>							<b>76,12</b>	<b>H</b>

Table 4.3.1.3.1 shows the percentage of aspects of performance conditions on students' listening performance in class on listener factors. The percentage of item number 11 is  $P = 76,47\%$ . At the High level, because there are 14 students who choose Always rather than Never (only 1 students), 7 students choose Often and Sometimes, 5 students choose Seldom. More students choose Always when they find it difficult to make

summary of information gained through listening. Of those who responded to the statement with the following numbers:

$$P = \frac{130}{170} \times 100\%$$

$$P = \frac{130}{170} \times 100\%$$

$$P = 76,47\%$$

The percentage of item number 12 is  $P = 76,47\%$ . At the High level, because there are 16 students who choose Always, 6 students choose Often, 3 students choose Sometimes, 8 students choose Seldom, and 1 student chooses Never.

The percentage of item number 13 is  $P = 74,71\%$ . At the High level, because more students are choosing always “around 12 students” rather than chose never, and 9 students chose Often, 6 students chose Sometimes and seldom.

The percentage of item number 14 is  $P = 77,65\%$ . At the High level, because there are 17 students who choose Always, 5 students choose Often, 4 students choose Sometimes, 7 students choose Seldom, and 1 student chooses Never. More students are choosing to Always.

The percentage of item number 15 is  $P = 75,29\%$ . At the High level, because only 1 student chooses never rather than always (13 students), 8 students choose Often, 6 students choose Sometimes and Seldom.

Finally, the researcher can conclude from items 11, 12, 13, 14, and 15 that the overall percentage of 76,12% is at the High level. This is because almost all students experience problems in understanding listening

in English to listeners, especially when learning is done online. With the amount obtained as follows:

$$M_x = \frac{\Sigma}{n} \times 100\%$$

$$M_x = \frac{380,59}{5} \times 100\%$$

$$M_x = 76,12\%$$

#### 4.3.1.4 Fourth Indicator is Evaluation

**Table 4.3.1.4.1 Fourth Indicator is Evaluation in Listening Comprehension**

No Items	A	O	S	S	N	Total	Percentage	Level
16	16	6	5	6	1	132	77,65%	H
17	17	4	4	8	1	130	76,47%	H
18	17	4	5	7	1	131	77,06%	H
19	17	5	6	5	1	134	78,82%	H
20	18	5	5	5	1	136	80%	H
<b>The Overall Percentage</b>							<b>78%</b>	<b>H</b>

Table 4.3.1.4.1 shows the percentage of aspects of performance conditions on students' listening performance in class on the speaker factor. The percentage of item number 16 is  $P = 77,65\%$ . At the High level, because there are 16 students who choose Always, 6 students choose Often and Seldom, 5 students choose Sometimes, and only 1 student chooses Never. More students chose Always when they found it difficult to evaluate

the overall accuracy of their comprehension. Of those who responded to the statement with the following numbers:

$$P = \frac{17}{17} = 100\%$$

$$P = \frac{132}{170} = 77,65\%$$

$$P = 77,65\%$$

The percentage of item number 17 is  $P = 76,47\%$ . At the High level, because more students are choosing Always (17 students) rather than Never (only 1 students), 4 students choose Often and Sometimes, and 8 students choose Seldom.

The percentage of item number 18 is  $P = 77,06\%$ . At the High level, because 17 students chose Always, 4 students chose Often, 5 students chose Sometimes, 7 students chose Seldom, and 1 student chose Never.

The percentage of item number 19 is  $P = 78,82\%$ . At the High level, because there are 17 students who choose Always, 5 students choose Often and Seldom, 6 students choose Sometimes, and only 1 student chooses Never. More and more students choose Always because they find it difficult to concentration when they think of another questions.

The percentage of item number 20 is  $P = 80\%$ . At the High level, because there are 18 students who choose Always, 5 students choose Often, Seldom and Sometimes, and only 1 student chooses Never.

Finally, the researcher can conclude from items 16, 17, 18, 19, and 20 that the overall percentage of 78% is at the High level. This is because almost all students experience problems in understanding listening in



English on speakers, especially when learning online is done. With the amount obtained as follows:

$$M_x = \frac{\Sigma}{n} \times 100\%$$

$$M_x = \frac{390}{5} \times 100\%$$

$$M_x = 78\%$$

#### 4.3.2 Microsoft Excel Result

**Table 4.3.2.1 Microsoft Excel Results of the Students' Problem in  
 Listening Comprehension at the First Semester of English Language  
 Education at UIR**

No	Questions	Answers					N	Score	TCR (%)	CGR
		A	O	S	S	N				
	Main Idea	5	4	3	2	1				
1	I find it difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms.	1	2	22	6	3	34	94	55,2941%	M
2	Complex grammatical structures interfered with my listening comprehension.	0	6	22	2	4	34	98	57,6471%	M
3	Long spoken text interfered with my listening comprehension.	0	9	14	8	3	34	97	57,0589%	H
4	I find it difficult to interpret the meaning of a long spoken text.	10	9	6	8	1	34	121	71,1765%	H
5	I find it difficult to understand listening texts when the topic is unfamiliar.	15	5	6	7	1	34	128	75,2941%	H
	Specific Information									
6	I am unable to concentrate because I search for the answers, and I listen to the dialogue at the same time.	18	4	4	7	1	34	133	78,2353%	H
7	I lose my concentration when the text is too long.	14	8	5	6	1	34	130	76,4706%	H
8	I lose my concentration when I think about the meaning of new words.	16	4	5	8	1	34	128	75,2941%	H

9	I lose my concentration if the recording is in a poor quality.	17	9	1	6	1	34	137	80,5882%	VH
10	I lose my concentration when I think of another question.	13	6	8	6	1	34	126	74,1176%	H
Inference										
11	I find it difficult to get a general understanding of the spoken text from the first listening.	14	7	7	5	1	34	130	76,4706%	H
12	I find it difficult to quickly remember words or phrases I have just heard.	16	6	3	8	1	34	130	76,4706%	H
13	I found it difficult to recognize the words I know because of the way they are pronounced.	12	9	6	6	1	34	127	74,7059%	H
14	I find it difficult when listening to English without transcripts.	17	5	4	7	1	34	132	77,6471%	H
15	I find it difficult to answer questions which required other than a short answer (e.g. why or how questions).	13	8	6	6	1	34	128	75,2941%	H
Evaluation										
16	I find it difficult to understand the meaning of words which are not pronounced clearly.	16	6	5	6	1	34	132	77,6471%	H
17	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.	17	4	4	8	1	34	130	76,4706%	H
18	I find it difficult to understand well when speakers speak with a variety of accents.	17	4	5	7	1	34	131	77,0588%	H
19	I find it difficult to understand well when speakers speak too fast.	17	5	6	5	1	34	134	78,8235%	H
20	I find it difficult to understand the recorded material if I am unable to get things repeated.	18	5	5	5	1	34	136	80%	H

### 4.3.3 Data Description of Interview

After interviews the students, the researcher had analyze the students' statement because this interview is useful to provide support and response to questions and interviews that are suitable and solid for backing. Three students have been interviewed by the researcher.

#### **4.3.3.1 Data Description of Interview based on Indicators**

##### **4.3.3.1.1 First Indicator is Main Idea**

In question number 1 related to main idea indicator, students 13 feel hard to find out the main idea in listening text because when she listen to native speaker, the native speaker speak too fast, Besides that, she also find difficult when she connect the main idea that has been pictured in her mind with native speakers. Student 27 feeling not really hard to find the main idea in listening text. Student 33 was not find any difficult to find the main idea in the listening text.

##### **4.3.3.1.2 Second Indicator is Specific Information**

In question number 2 related to specific information. Students 13 feel difficult to find out the specific information when she listening to the native speaker she losing concentrate and also she can not find the specific information without transcript. Student 27 does not really find the difficult to find the specific information. While, student 33 does not find the difficulty to find the specific information.

##### **4.3.3.1.3 Third Indicator is Inference**

In question number 3 related to inference indicator in listening comprehension. Student 13 have difficulty to find the inference in listening text because less of vocabulary. Student 27 not really find difficulty to find the inference, but sometimes student 27

feel hard to find out the inference when the native speaker speaks to fast. Student 33 not find any difficulty to find the inference in listening text.

#### **4.3.3.1.4 Fourth Indicator is Evaluation**

In the last question related to evaluation indicator. Student 13 find difficulty in this indicator, and also I find it difficult to concentrate when I listen while looking for answers. Student 27 not really find the difficult, but sometimes he found it a bit difficult to do the listening task because he found difficult to find understanding from the listening text. Student 33 does not have any difficult to do the listening task in evaluation indicator.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

The results of this study were to determine the problems that affect student performance in the listening class. The factors experienced by students include main idea, specific information, inference, and evaluation.

Regarding the learning method or process that has been applied by the lecturer in learning, it can be concluded that listening performance learning faced by students has many difficulties. This results in listening learning unable to focus on the objectives or essence of language learning, namely learning to improve students' listening achievement.

The conclusion of this study is that students still experience problems in their listening. The difficulties experienced refer to the evaluation through a questionnaire. When talking about listening tasks (evaluation), students have problems when their students have to answer Wh-questions in a listening task; their students have difficulty to concentration to do the task when their think of another question to answer and the students are unable to concentrate when they do the tasks because they search for the answer, while their students listen to the text/ dialogue at the same time.

#### 5.2. Suggestions

Based on the results of the research and the conclusions described above, several suggestions can be given as follows:

1. For teachers

Teachers should improve learning that can support the improvement of listening skills, because listening can have an influence on students' writing skills. The teacher's steps that can be taken are to increase students' listening interest so that the information received by students can be used to develop students' listening skills.

2. For student

Students should practice to improve their listening skills which can be done by listening to news and stories. Then students can practice writing the main story and the elements contained in the story and become a good story.

3. For further researchers

For further researchers, it is recommended to examine other variables that also affect students' listening performance in understanding an oral or audio text.

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Pekanbaru, 18 Desember 2020

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