A STUDY OF LISTENING COMPREHENSION PROBLEMS (A CASE STUDY AT THE FOURTH SEMESTER STUDENTS Of ENGLISH EDUCATION DEPARTMENT IAIN LANGSA)

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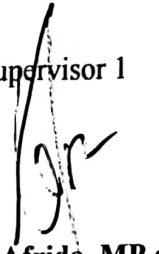
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STATEMENT OF CERTIFICATION

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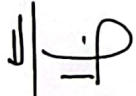Monday, August 8th 2022 M

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"A Study of Listening Comprehension Problems (A Case Study At The Fourth Semester Students of English Education Department IAIN LANGSA)."* untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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Irma Diana. R

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ABSTRACT

Irma Diana. R .2022. A Study Of Listening Comprehension Problems A Case Study At The Fourth Semester Students Of English Education Department. The Student Of English Department Tarbiyah And Teacher Training Faculty, State Institute Of Islamic Studies (IAIN) Zawiyah Cot Kala Langsa.

Supevisor (1). Nina Afrida, **(2).**Wahidah

This research was conducted based on the experience of listening comprehension problems experienced by researcher when taking listening classes. The purpose of this study is to find out the factors and effects of listening comprehension problems experienced by the fourth semester students in the English Education Department. The design of this research is descriptive qualitative research. Case study is this type of research and the method used is descriptive qualitative. And the data is obtained from the results of observations and interviews. The data analysis is described descriptively using an interactive analysis model. The research subject are five 4th semester English students who are taking listening class. Listening comprehension in the listening class caused problems for five students who were made as subjects The problems they experience are: Students has difficulty concentrating in a noisy class, Distinguish audio intonationand cannot control the audio speed when native speakers speak, A lack of vocabulary, students did not understand the context of the discussion text in the audio. The effect of listening comprehension is based on cognitive and affective aspects, Cognitive aspects have an effect on meaning and affective aspect such us, anxiety, cannot focus on concentrating in class listening. And the motivation effect makes students enthusiastic about continuing to improve their listening skills.

Key words: *Listening Comprehension Problems, Listening Class.*

CHAPTER I

INTRODUCTION

A. Background of the study

In human life, language is a way for humans to communicate with society. Language also plays an important role in human life. In communicating, language also plays an important role in human life. According to Jeremy Harmer people learned the language for communication as well as for knowledge. People communicate with one another using language to share informations, concepts, and ideas. Besides that, every person in the world uses English to communicate with individuals from other countries. English is known as an international language.[1]

Learning English is particularly complex because English has The four skills are listening, speaking, reading, and writing. The additionalGrammar, vocabulary, and pronunciation are the other abilities. If you want to learn English successfully, you must study these elements since they are crucial. The first skill that human used before people can speak, read or write is listening. In listening people can hear the words and how to say the pronounciation of the words.[2]

Listening is an early part of one language development. In addition to becoming a good listener, a person can learn how to speak, read, and write well. It is used as the key to creating effective communication. Richard stated that

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[1] Jeremy Harmer, *The Practice of English Language Teaching.* (Third Edition. Longman: Pearson Education Limited . 2001), 32

[2] Guo and Wills, *An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvements*. In AARE 2005International Education Research Conference: UWS Paramatta: Papers Collection. GOU05088. Maret 2006

listening facilities in oral discourse, the ability to receive and interpret the content or message of a conversation. Hearing is the fundamental idea of listening. In listening, one must properly concentrate and focus. Without having the ability to listen effectively, there are often misunderstandings in the message. Listening and hearing are considered different processes. Listening is a physical, mental, active, and learned process that is defined as a skill. While hearing is considered a physical, passive and natural process.[3]

In listening must be a comprehension, The method is intended to gauge how well the meaning will be understood. Therefore, listening comprehension is a difficult process that involves using audio recordings, watching English-language videos, or actually listening to a native speaker in order to recognize and comprehend dialog and monolog.Thus, some cases in listening class, listening is considered difficult for some students because it requires concentration to be able to listen to and comprehend the meaning of audio. Problems also often occur because they do not understand what the speaker saying. Some students also experience nervousness, so students find it difficult to concentrate. Listening comprehension problems also often occur because they did not understand the language accent,therefore students did not understand. Besides that,some students also experience nervousness, which causes them to have difficulty concentrating.

Talk about Listening, The Humans cannot speak without first listening, this has been demonstrated in child development. They are generally acquire vocabulary from what they hear or see when interacting with their mother and

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[3]Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*. (New York: Cambridge University Press, 2008), 3

those around them At school, they are taught in their mother tongue, especially Indonesian, and English is their second language. When the language is not used or rarely heard, it automatically becomes a problem for students. Therefore, during listening class, the lecturer played English audio. It becomes a special fear for students because they do not understand what they hear.

Furthermore, in comprehension, spoken language listening has a complex process. There are many processes that students pass through, as well as problems when listening. [4]The difficulty that students often face is in understanding the main idea when listening to a long conversation.[5] Things become more difficult when they must comprehend specifics from a context or discourse. These could result from learners losing focus while listening to a discourse. Additionally, listening requires a variety of language skills.Meanwhile, many students fail to focus due to problems in the classroom environment that does not have soundproofing. Some students fail to catch it because they let their minds wander, or they may just focus on some vocabulary instead of listening to what the speaker is saying.Most often, the learners' level of listening comprehension is lower than any other language ability.Especially given the fact that they possibility better able to comprehend the message of the classroom discourse. The major thing that occurs is that students are rarely taught listening comprehension effectively in English as a second language or as a foreign language in Indonesia. They lacked

[4]Susan. M Bacon, *Listening for Real in the Foreign Language Classroom.* Foreign Language Annal, vol 22 (6) p:544, December 1989

[5]Farah Sukmawati Wahidah, *A Case Study of EFL Learners' Difficulties In Listening Comprehension.* Academic Journal PERSPECTIVE: Language, Education and Literature Vol 6 (1) Mei 2018

even the most fundamental understanding of how to comprehend speech, particularly that spoken by a native speaker at the time.

Although learning listening comprehension was difficult, most students tend to disregard it. This reality still holds especially true in the field of English instruction, particularly for students.Students' problems with mastering listening comprehension are definitely influenced by a variety of factors. Additionally, the success of learning is greatly influenced by the students' learning preferences. However, there must be an appropriate approach to solve some of the issues that students experience when developing listening comprehension. Therefore, the researcher is quite concerned about the difficulty students are having in mastering listening comprehension.

The researcher feels challenged to know the real problems faced by the students of English Education Department at IAIN Langsa in learning listening comprehension. Based on the description above, In this study, the researcher focused on A Study of Listening Comprehension Problems (A Case Study at The Fourth Semester Students of English Education Department). This study tries to analyze the level of difficulty of students in listening comprehension from the largest to the smallest percentage, the factors that cause problems and effects.

B. Problem of Study

Based on the background of the study above, the Researcher formulated research questions as follows:

1. What are the factor that cause of students listening comprehension problems at the fourth semester of English education department of IAIN Langsa?

2. What are the effect of students' listening comprehension problems on listening class at the fourth semester?

C. Purpose of Study

Based on statement of the probem above the purpose of the study is as follow :

1. To determine what factors are causing students listening comprehension problems, especially among fourth semester students.

2. To find out how students' comprehension problem effects their listening subject.

D. Significanceof Study

Based on the purpose above, the researcher hoped that this research could be beneficial directly or indirectly.The significances of the research were follows:

1. Theoretical

a. The results of this study are expected to provide input in the problem of listening comprehension, especially in the listening class.

b. The results of this study are expected to be a reference for improving the teaching and learning process in the listening class. and motivate students to improve their listening skills.

c. This research can be used as learning material for other researchers to find out the understanding problems faced by students in listening class.

2. Practically

a. The importance for other researchers is to increase knowledge and experience related to this research which examines the problem of listening comprehension.

b. The information in this research may lead students' to have a reflection of what makes them succeed or struggle in English speaking class. Thus, they will learn how to solve their problems in English speaking fluency.

c. The results of this study provide information for lecturers to pay more attention to students, especially in terms of listening comprehension in listening class. Lecturers are expected to promote and provide motivation in listening class.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

To help clarify concepts and avoid misconceptions, the researcher defines the terminologies used in this study. The definitions of the terms are as follows:

a. Listening Comprehension

According to Thomlison, listening is the ability to recognize and comprehend what others are saying. Understanding a native speakers accent or pronunciation, as well as the native speaker grammar and vocabulary, and perception of meaning, are all part of this process. Listening is a process of attempt to understand and decipher the meaning of a word that has been learned then, recognizing voice sounds and converting them into words and sentences. When you listen, your ears get some words and your brain converts those words into signals that have meaning.[6]

Theoretically, listening comprehension is defined as an active process in which people focus on specific components of aural input, form meaning from passages, and correlate what they hear with prior knowledge.[7]Information processing is how cognitive psychology defines comprehension. The guiding structures in the comprehension process called schemas.Rumelhart describes the schema as a data structure for defining general notions that are held in memory.

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[6]Thomlison, T. Dean. *"Relational listening: theoretical and practical considerations."* Paperpresented at the Annual Meeting of the 5th International Listening Association, 1984. 30pp. [ED 257 165

[7]Mohammad Reza Ahmadi, *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*, Journal of Language Teaching and Research, Vol. 2, No. 5 2011, 977-988

According to Buck, listening comprehension is the process of combining linguistic and non-linguistic knowledge in order to comprehend or understand a spoken text or utterance.[8] Phonology, lexis, syntax, semantics, and discourse structure are examples of linguistic knowledge. Background information and non-verbal clues are examples of non-linguistic knowledge employed in comprehension.

Rost in Hamouda stated that, listening comprehension includes encouraging listeners to focus on an active process of listening for meanings while utilizing both linguistic and non-linguistic clues. Listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, grammatical structures, background knowledge, stress and intonation, and other linguistic or non linguistic clues. [9]Therefore, listeners need to concentrate with what they heard.

Furthermore, comprehension is important when listening, it means a process to measure how the meaning will be understood. listening comprehension is a complex process of identifying and understanding dialog and monologue that the speaker says when listening to an audio cassette or watching a VCD. Ordinary listening is different from English listening comprehension activities because English has a different language with the mother tongue and there are sounds that

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[8]Buck, G. *Assessing listening*. Cambridge: Cambridge University Press, (2001). 1
[9]Michael Rost, *Teaching an Researching Listening Comprehension ,Second Edition*, Edinburgh: Pearson Education Limited, 2011), 3.

are difficult to understand when spoken by native speakers. This is also a problem for students when they are listening comprehension.

Based on the definition of listening comprehension above, the researcher can be concluded that listening comprehension is the ability to identify and understand what is being saidlanguage to get the information or message intended by the speaker or spoken text. It is the active process to get the implicit and explicit meaning both linguistic and non linguistic knowledge.The basic concept oflistening is hearing. In hearing, a personmust have a good focus or concentration.Without the ability to listen effectively,messages are often misunderstood.

b. **Process Of Listening Comprehension**

Listening comprehension has two distinct processes involved:

1. Process of Top Down

The process of understanding the meaning of a message by listeners using prior knowledge. Prior knowledge in the form of knowledge about topic, text type, listening context, culture or other data stored as schemata in long-term memory(there are common sequences and situations around which knowledge is organized). Top Down process has the purpose, such as: a) can distinguish emotional reactions, b) ecognizing the main idea of a statement, c) Identify the subject, d) Examine the structure of the discourse in order to provide appropriate listening practices, e) Listen and then identify the native speaker or the

topic, f) Analyze themes and motives through listening, g) Invetigate the main idea and suporting details, h) Making conclutions.[10]

2. Process of Bottom up

This process is used by listeners to understand or mean a message using linguistic knowledge. To get at the final message, they interpret meaning from low-level sounds to words, grammatical relationships, and lexical meanings.

1. In sentences, distinguishing between intonation.

2. Making distinctions between phonemes

3. Listening for morphological ends selectively.

4. Extracting information from the text (word recognition).

5. Listening for the typical word order of sentences.

6. Recognizing specch shapes that change quickly.

7. Determine which syllable is stressed.

c. **Problems of Listening Comprehension**

Listening comprehension problems are characterized by Hamouda as internal and external qualities that may interfere with text comprehension and real-life processing problems that are directly related to cognitive activities that occur at various stages of listening comprehension.[11]

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[10]Douglas Brown, *Teaching by Principles (2ⁿᵈed),* (Longman: San Fransisco State University 2000). 261

[11]Hamouda, A. *An Investigation of Listening Comprehension Problems Encouneterd by Saudi Students in the EL Listening Classroom.* International Journal of Academic Research in Progressive Education and Development , *2* (2), 113-155. (2013)

Underwood in Gilakjani and Ahmadi stated that the problem of listening comprehension is divided into seven major problems as follows[12]:

1. Students cannot control audio speed or native speaker

There are still many English learners in listening who cannot control how quickly a speaker gets into trouble with listening comprehension problems. They think speech is too fast and after that they are busy with interpreting the meaning that they skip listening to the next part. Sometimes they even skipped the whole section because they couldn't interpret or understand because they missed it so quickly. Listeners find it difficult to catch the target word when speaking faster.

2. Students cannot repeted always audio

This is one of the listening comprehension problems that occurs in the classroom. When the audio has been played, full control is on the teacher and the teacher will also decide when to re-listen to the audio, therefore students cannot always repeat the audio. The teacher finds it difficult to assess certain sections of students that they do not understand.

3. Students lack of Vocabulary

The lack of vocabulary mastered by students can trigger students' difficulties in terms of listening comprehension, it is easy understand text when the text being listened to uses words that are often heard.If students

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[12]Gilakjani, A.P. & Ahmadi, M.R. A study of factors affecting EFL learners' English listening comprehension and the strategies. Journal of Language Teaching and Research, vol 2, no 5, 981-982, (2011).

know the meaning of these words, it can arouse students' motivation and have a positive impact on students' listening comprehension activities.

4. Failed to identify signal

Some of the students have failed to identify the signal given by the speaker or audio. If you use audio, listeners can identify from low to high pitch or different intonation patterns. Different when in a direct conversation situation, the speaker is there to give a signal. The meaning of these signals in informal situations is gestures of the speaker's body, hand movements, frequently changing pitch patterns or increased loudness.

5. Students do not understand contextual knowledge

Communication will take place more easily when sharing general knowledge. even when the listener understands the meaning of the text. However, if they are unfamiliar with the context then they will have substantial difficulties in understanding the whole meaning. Instructions such as nonverbals can also be misinterpreted by listeners in direct situations in a conversation. Examples of nonverbal movements are nodding, facial expressions, tone of voice, body movements. Some of the nonverbal movements above can be misinterpreted by listeners because of different cultures.

6. The inability of students to concentrate for a long time

In the process of learning a foreign language, the problems faced by students are also in concentration. Conversation will be easy for

students if they find interesting listening topics. However, students sometimes feel that listening comprehension is a tiring lesson because they have to listen and at the same time concentrate in order to get the meaning of the text.

One of the psychological processes in understanding listening concentrates is very tiring for students. This is because students have to concentrate on interpreting unfamiliar words, sounds or sentences for long periods of time.

7. Study habits that must be perfectionist

Students may have been familiarized with learning that must be able to do everything including understanding every word. The teacher wants students to be able to understand then pronounce the word they hear then repeat the word carefully and finally speak slowly assessing the language with their level.It causes students to be anxious if they fail to understand certain words or phrases resulting in them being discouraged by failure.

The problems that are often experienced by English foreign language students in listening comprehension of them, students quickly forget what they heard, they do not know the words spoken by native speakers, ignoring the next words because thinking about the meaning[13], The following discussion, such as:

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[13]Kelly, P., *Lexical ignorance: The main obstacle to listening comprehension with advanced FL learners*. IRAL 29, 1991. 135-150.

1. Forget The words Quickly

    Some students often forget the words or phrases they have just heard. This is one of the most common complaints that often occur in students, although they can understand some of the words they hear but after hearing the next word they will forget the previous word and this becomes a problem in terms of listening comprehension.

2. Unfamiliar with previously words

    Some of the students experienced problems with perceptual processing errors, meaning that after listening Comprehension to what native speakers said, many words were previously known to students but students could not interpret the words.

3. Error in interpreting message

    Students cannot fully understand the message of the meaning contained in the theme even though they recognize the words literally. This is also a problem related to the listener's ability to collaborate related to making conclusions according to the purpose of the intended meaning of the message.

4. The next part is ignored when thingking about the meaning

    Students miss the next section of a text when they stop to think of unfamiliar words or phrases from the previous segment.

d. Listening Comprehensionof Strategies

Using strategies is one of the ways learners can become more actively involved in their own learning. Vandergrift stated that listening training is critical to development strategy, because strategies are conscious mechanisms through which learners can guide and evaluate their own knowledge and responses.[14]

There are three types of strategies listening comprehension problems, according to O'Malley and Chamot[15]:

1. Metacognitive

   Metacognitive is a term used in processing theory to demonstrate the function of strategic management such as learning planning and comprehension methods. Self regulated learning was a type of metacognitive approach. The effort to plan, check, monitor, select, revise, and assess was included.

2. Cognitive

   Cognitive strategies are concerned with comprehending and storing information in short-term or long-term memory for later use.A cognitive strategy is a method of comprehending and obtaining information from auditory materials. At times, Learners unfamiliar with some words, but they can understand the meaning of those words based on the context during the listening activity.

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[14]Vandergrift,L,*Facilitating SecondLanguageListening Comprehension:Acquiring SuccessfulStrategies*. ELTJournal, 53(3)(1999).,168-176

18 O'Malley,J.M. and Chamot,A.U, *LearningStrategiesInSecondLanguageAcquisition*, (NewYork: CambridgeUniversity Press,1990), 46

3. Social Affective Strategy

Social affective strategies are related to the activity of interacting with other people and the process of social mediation. Besides Listeners employed tactics to collaborate with others, verify knowledge, and reduce anxiety. Social strategies were non academic in nature and involved encouraging learning by building an empathy level between the teacher and the learner.

e. Difficulties of Listening Comprehension

Gilakjani stated that the difficulties of listening comprehension stems from the length of the conversation, the listening speed of native speakers, the vocabulary is rarely heard, and quality recorded material. The Students concentration will be disturbed when they hear long conversations because the duration tends to be longer and they are added to distractions around them. Meanwhile, if the students knowing the meaning of words then listeners will be more interested and motivated, which will improve listening comprehension.[16]

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart, there are several difficulties experienced by students in the listening comprehension process, such as:

1. Recording quality

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[16]Gilakjani, A.P and N.B. Sabouri. Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. In *Canadian Center of Science and Education* Publisher. Vol. 9 (6) : 123-133 (2016)

Teachers in certain schools use low-quality recorded materials in their lessons. The quality of the sound system can affect how well students understand what they are hearing.

2. Differences of Cultural

Learners should be aware of the cultural aspects of language that have a substantial impact on their comprehension. if one of the assignments involves cultural differences students will be critical in their understanding. This is where the role of the teacher is to briefly review the cultural background.

f. The Affect of Listening Comprehension

According to Imhof and Janusik there are two aspect that the affect of listening comprehension[17], namely cognitive and affective.

1. Cognitive

a. Vocabulary knowledge, When students encounter an unknown word and it causes them to stop and think about the meaning of the word, therefore students miss the next part of listening.

b. Syntac knowledge, This section involves how word are structured anf sentences constructed in certain languages that are difficult for students to identify.

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[17]Imhof, M., and Janusik, L. A., *Development and Validation of the Imhof-Janusik Listening Concepts Inventoryto Measure Listening Conceptualization Differences Between Cultures*, Journal of Intercultural Communication Research Vol. 35, No. 2, July 2006, pp. 79–98

c. Discourse knowledge is the understanding of the kinds of details that can be found in listening texts, how those details could be arranged, and how listeners can use those details to help with comprehension.

d. Pragmatic knowledge is the application of information about the speaker's intent that goes beyond the literal meaning of an utterance. When expanding on what they heard depending on the context, students typically use pragmatic knowledge to ascertain a speaker's intention.

e. Metacognition, The techniques that students use to manage their learning planning, checking, evaluating, and modifying the information make it simple to understand.

f. Prior Knowledge , refers to all the conceptual understandings and life experiences that language learners have acquired and can be used for listening comprehension to fill in information that is missing while listening.

2. Affective

a. Anxiety

Anxiety is an anxious feeling and emotional response to what you are listening to when you are not perfect in listening comprehension.

b. Self-efficacy

Self-efficacy, is the basis in terms of self-confidence and motivation, which refers to students' beliefs about their abilities in terms of listening comprehension in order to successfully participate in learning activities.

c. Motivation

Motivation is The aspect that determines someone's desire to do something, which is defined as some sort of internal drive that propels someone to take action in order to accomplish something.

B. Previous Study

The students' problems in listening comprehension was a research by Noor Maulidyah. The purpose of this study is to investigate the problems faced by semester 5 in listening comprehension and how important it is for students to learn listening comprehension in at the English Department of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin in the academic year of 2013/2014. In this study, the result showed that the students' of the importance of listening comprehension was low. A common problem that also occurs in this study is that students find it difficult to concentrate when the audio is playing, causing them to fail to focus in terms of listening comprehension.[18]

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[18]Noor Maulidiyah, *The Students' Problems In Listening Comprehension,*LET: Linguistics, Literature and English Teaching Journal; Vol 5, No 1 (2015)

The Importance of listening comprehension in language learning by Sayedeh Masoumeh Ahmadi. The authors of this study aimed to define terms as well as listening comprehension. Judging from the results of this study, it shows that the teacher's role is very important in listening comprehension. Thus, students' listening comprehension can be improved through the help of the teacher in explaining the material and supporting learning activities.[19]

According to Mukminatus Zuhriyah, in this research, she explained that every English department at the university has courses on listening, but almost all of these departments have common problems in terms of listening comprehension. one of them, as in this study, the problems experienced by students are difficulties in listening, causing low listening comprehension. one of the reasons is that the learning strategy is not appropriate, therefore Mukminatus Zuhriyah as a researcher applies frontoloading as a teaching strategy in listening comprehension problems. After implementing the frontoloading strategy, Zuhriyah found a significant change in students' listening comprehension compared to before the strategy was implemented.[20]

This research discusses about A comparative study between the listeningComprehention of the students of english Education department using video and audio by Putri Ananda. This research has similarities with the research that the author will examine, namely both researching listening comprehension

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[19]Sayedeh Masoumeh Ahmadi, *The Importance of listening comprehension in language learning*, International Journal of Research In English Education, Vol 1.No 1, (2016)

[20]Mukminatus Zuhriyah, *The Influence Of Frontloading Strategy Toward Students' Listening Comprehension*, Anglo-Saxon : Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris Vol. 11, No 1; 68-80 (2020).

but also having differences. The difference is the understanding of listening using video and audio and which comparison is more appropriate, whether using video or audio.The purpose of this study was to compare the use of video as a medium for listening comprehension rather than using audio for English education students, however, there are several factors that, although first considered, the topic of material or the type of material must be familiar to students. two uses of video and supporting devices while the video is playing so that it can help students in listening comprehension.[21]

In the last research, Istiqamah stated that a study on listening comprehension problems at the third semester of english study program. This study has similarities, namely the problems faced by students in listening comprehension in the English department and the difference is in the students and their places, in this thesis the sample is the third semester students of the English Department of Stain Jurai, while the author will research in the fourth semester of the English Department of IAIN Langsa.This study has a goal, namely that thethird semester students of the Jurai Siwo Metro stain are aware that listening comprehension skills are very important. [22]

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[21]Putri Ananda, (*Final Project*) *This research discusses about A comparative study between the listening Comprehention of the students of english Education department using video and audio*, (Makassar, UIN ALAUDIN Makassar 2019)

[22]Istiqamah, (Final Project) *A Study On Listening Comprehension Problems At The Third Semester Of English Study Program At State Islamic Collage Jurai Siwo Metro,*(Lampung, STAIN Jurai Siwo Metro, 2015)

BAB III

RESEARCH METHOD

A. Research Design

In this research, the researcher wanted to find out the problems faced by students in listening comprehension in the fourth semester.The design of this research is descriptive qualitative research.According to Cresswel, the descriptive method is the researcher will explain based on the needs to be described.[23]

Case study is this type of research and the method used is descriptive qualitative. The researcher chosecase study because a case study is research to identify an issue or a problem**.** Creswell stated that a case study is the problematic study focuses on exploring a deep understanding of a phenomenon, the process of activity of an individual or group. In the research process, a case may include the individual, group or institution under consideration for research. Case study have the nature that they can be managed in detail, intensively and deeply on certain phenomena[24]. Furthermore, The researcher chose a case study as a type of research so that researcher could identify the factors and effects on fourth semester students' listening comprehension problems in the listening class.

There are four aspects that have been identified by Miles and Huberman, setting (where is the research place), actor (who was observed and interviewed), event (something that is observed or will be interviewed by the actor) and the last

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[23]Jhon. W. Creswell,*Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.).* Boston, MA: Pearson. (2012),13

[24]Margono, *MetodologiPenelitianPendidikan*(Jakarta: RinekaCipta, 2007),29

process (something that develops from events carried out by actors in the setting).[25]

Researcher felt, for the problem to be studied, a qualitative descriptive method as a case study was relevant to be used in the current research. Therefore, the researcher chose this kind of research because the problem that will be inspected is a factor that causes the problem of listening comprehension in fourth semester students. Based on this problem the researcher need to explain the finding descriptively, in consequence the researcher choose qualitative descriptive method as a case study.

B. Location of Study

This research will be conducted at IAIN LANGSA. In collecting accurate data for this study, the researcher also need accurate data, therefore the main sources of this research are direct student interviews and observation. The address is Jln. Meurandeh-langsa. IAIN LANGSA is one of the rapidly growing universities and has become one of the favorite campuses in Langsa. IAIN LANGSA has four faculties, one of which is Tarbiyah, and Tarbiyah has six faculties and one of the faculties is the English department.

Observations will be made in the listening class which is carrying out teaching and learning activities then interviews will be conducted with several fourth semester students. Meanwhile, the results that have been obtained from

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[25]. Jhon W.Creswell, *Research design :Qualitative, Quantitative, and Mixedd Methods Approaches* (2nd Ed), New Delhi,Sage Publications, 2003, p.182

direct observation in the listening class and interviewing the answers of several students will be used as the main source in this research.

C. Research Subject

Research subject or respondent is the person who is asked to provide information about a fact or opinion. The research subject is the person that the researcher is aiming for. So the research subject is a source of information that is extracted to reveal the facts on the field. The researcher chose Five students in the fourth semester English study program because they had learned to listen in each semester. first semester is listening, the second semester is intensive listening, the third semester is extensive listening and in the fourth semester critical listening.Therefore, the researcher wanted to examine the problems faced by students in listening comprehension, after studying the listening level.

Besides that, in this study the researcher used purposive sampling as theparticipants. Purposive sampling was sampling technique of data source.Arikunto said that purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.[26]Therefore, researcher have determined the characteristics for taking participants, such as: 1.) English Education Department, 2) Five students in the fourth semester, and taking listening classes, 3.) Showing anxious expressions, 4.) Stiff body language, 5.)Displaying active movement

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[26]Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010). 183

D. Data Collection

Many qualitative studies, according to Creswell, collect many types of data and spend a significant amount of time acquiring information in the natural setting.[27]There are two types of data collection techniques as follows:

1. Observation

Observation studies, according to Gorman and Clayton, are those that entail systematic recording of observable occurrences or behavior in a natural setting.[28]

Observation is one of the data collection techniques by observing students in the classroom for research.When doing observations, researchers will follow the learning process in the classroom.

Riyanto stated that there are different types of observation[29].

1. Participant Observation

Participant observation occurs when the observer actively participates in the activity or life of the subject. When doing the observation, the researcher imitates the subject by acting and feeling as they did.

2. Structured observation

Structured observation is a tool used by researchers as a guidelines for observation instruments.

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[27]John W. Creswell, *Research design,* .184.

[28]Gorman, G. E., and Clayton, P. Qualitative *research for the information professional (2nd ed.).* London: Facet. (2005). 40

[29]Riyanto, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010),   98-100

From the various observations described above, In this research, the researcher used participant observation and structured observation. This reseach used of participant observation because the researcher followed all the activities in the classroom while carrying out observations. The purpose of using structured observation is to verify that the research is conducted within the constraints of the research field.

Moreover, Observations made to complete the data in this research. The researcher was in the classroom during the listening class process. Furthermore, the researcher observed when the audio began to be played by the lecturer and the students began to listen. After that, the students answered and completed the text of the questions that had been given by the lecturer. After making the first observation, the researcher used the provisional results as an action that is continued in the second observation. For the second observation, the researcher appointed several students as participants and made a listening class. Here, the researcher played the audio and gave the paper, which was answered by the participants after the audio finished playing.

2. **Interview**

Interview is direct interactions between researcher and students to exchange information and ideas through questions and responses so as to produce a joint communication about the problems that are currently happening and find answers to the meaning of the particular

topic. It is possible to deduce from this statement that the data must be memorized and controlled throughout the line of questioning. The reseacher employed a depth interview because the participants were not all equally qualified for the interview. Therefore they would enjoy answering their questions if used open-ended questions from the researcher. In open-ended questions, The used several variations of questions in the form of 5W/1H which allows students to answer with detailed answers, suggestions or by answering broadly.

Data were collected directly through direct interaction between researchers and participants. 5 students were interviewed as participants. Before that, the students were to be interviewed and shown about the list of questions. Furthermore, the researcher started the question and answer process and students will respond according to their knowledge.Then the researcher used a cellphone or digital recording device to record student responses during the interview process.

Sugiono explained that the specific types of interviews especially, Semi Structures Interview. The interview used semi structured interview guide is more flexible than that of a structured interview because it is derived from development topics and

questions. The purpose of this type of interview is to gain specific information.[30]

In giving questions interview there are two types, namely:

1. Open-Ended interview

In this process the interviewee is free and open to respond to questions from the interviewer.

2. Close-Ended Interview

The researhcer restricted the research's focus or the response from the respondent. The majority of responses to closed-ended questions are affirmative or negative example "yes" or "no" answer. These types of questions and answers are appropriate for quantitative approach.

From several of the statements above, In this research the researhcer chose and used an semi structured interview as an open-ended interview. The researcher applied these interviews to facilitate communication with fourth semester student and to encourage calm and relaxed question-answering. so that the researcher's information can be simply concluded.

E. **Data Analysis**

In qualitative research data analysis was done before going into the field, while in the field, and after finishing the field.Data analysis is a process that is systematically arranged after getting the data obtained from interviews,

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[30]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Afabeta 2011) 233

transcripts, field notes and documentation, furthermore, the data will be coordinated into categories, broken down into parts, synthesize, arrange into patterns and choose what to do. will be studied and at the end make conclusions.

The researcher in analyzing data using an interactive analysis model based on the theory of Milles and Hubberman.The following is a description of each interactive analysis technique, namely:

1. Data Reduction

   According to Milles and Hubberman, Data reduction refers to the process of focusing, selecting, andreduce, delete and modify "raw" data.[31]In this research, the explanation that data reduction is the process of selecting data related to the research question is formulated. The following methods were used to analyze the research's data:

   1. The researcher collected the information through observation the subject and conducting interviews with informants.

   2. The researcher transcribed, selected and focused the data by referring to the research problems, for example the resaercher give underline sentences that related to the research problems. After this process, the data selector is carried out, such as irrelevant data were discarded and relevant data were included.

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[31]Milles and Hubberman, *Qualytative Data Analysis* (Amerika: Sage Publication,1992).16-23

2. Data Display

Data display is a form of analysis that describes what is happening in the field, so that it can finally help researchers to reach final conclusion.

The form of data display, namely:

1. Narrative text : in the form on notes

2. Matrices, graphs, network and chart.

These forms combine information that is arranged in an orderly manner so that it is easy to use to see what has happened. These forms are used to combine information that is organized in an orderly and easy-to-use manner to see what has happened. When conducting an analysis whether the conclusion is correct or otherwise.

3. Data Conclution

The final step in the analysis of the research's findings is the conclusion. Since the start of the research, the researcher has drawn a preliminary conclusion. Throughout time in the field, researchers continually make conclusions. From the outset data collection, qualitative research begin to look for the meaning of object, nothing the regularity of patterns. Explanation possible configuration, causal pathway, and preposition. Drawing conclusions is handled loosely, open to skepticism but conclusions have been provided, which was unclear at first but then escalated into more detail.

There are several things that must be considered during verification while making conclusions as follows:

1. Review notes when retrieving data

2. Retink when writing

3. Review and exchange thoughts, ideas with colleagues to develop subjective agreement

4. Make extensive efforts to place copies of findings in other data.

BAB IV

FINDINGS AND DISCUSSION

A. **Findings**

The researcher collected data using a data collection approach based on research methods that predetermined for fourth semester students in listening class at IAIN Langsa in June. In this research used two research instrument to gain the data, observation and interview. The collected data was then used to answer the two research questions in this study. The first question concern the factor that cause of students to experience listening comprehension problems in the fourth semester of the English Education Department at IAIN Langsa. While, the second question is the effect of Listening comprehension problems on listening class. In order to effectively present the findings of this study, To correctly display them, the researcher arranges them according to the research questions.

1. **The Analysis of Observation**

The researcher describes the results of the observations of the five English students in the fourth semester as follows:

A. Student A

Based on observations in the listening class, especially with student A, the problems with listening when the audio is playing, such as not understanding the pronunciation spoken by native speakers, the

anxiety is not overpowering, but her facial expressions look a little tense. There is the possibility she did not hear the whole vocabulary.[32]

B. Student B

Previously, during the listening class, it was clear from the pronunciation of native speakers that student B was perplexed about the meaning of the pronunciation. Student B seemed to take note of the vocabulary that was heard. From hand gestures, she still has a lot of unfamiliar vocabulary, so only a few words are recorded.[33]

C. Student C

When the audio is played, it is clear that student C is not ready to start listening comprehension. Because of that, she skips some parts of speech from the native speakers. Nonetheless, student C keeps listening to and concentrating on native speakers. Besides that, during the second round, she wrote down known vocabulary and seemed to have begun to understand the meaning of the audio.[34]

D. Student D

When watching student D in listening class, from his body gestures at the beginning of the audio playing, there is no visible anxiety about understanding problems when taking listening classes. Her concentration began to be disturbed while in the middle of an audio

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[32]Student A observing in the listening class at the Auditorium building IAIN Langsa in June 02th, 2022

[33]Student Bobserving in the listening class at the Auditorium building IAIN Langsa in June 02th, 2022

[34]Student Cobserving in the listening class at the Auditorium building IAIN Langsa in June 02th, 2022

discussion, and she lost focus when listening to a long text. Student D also wrote some important vocabulary in the book.[35]

E. Student E

After observing listening class, student A appears to be worried; her facial expression indicates that she is in a stressful situation. In contrast, she also clenches her fingers and fists while listening for comprehension. Furthermore, she does not believe what she has heard, which prompted her to consult a friend.[36]

Researcher will describe the findings of interviews with five students in the fourth semester in listening classes that have been carried out, as follow:

2. The Analysis of Interview

1. What are the factor that cause of students listening comprehension problems at the fourth semester of English education department of IAIN Langsa?

The results of the interview are explained as follows:

A. Student A

After conducting interviews with student A, it was found that student had experienced native speakers speaking quickly when the audio was playing.

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[35]Student Dobserving in the listening class at the Auditorium building IAIN Langsa in June 02th, 2022

[36]Student Eobserving in the listening class at the Auditorium building IAIN Langsa in June 02th, 2022

"This student has problems not being able to listen because native speakers speak quickly.The reason is that I did not know the accent used by the native speaker. For example, the audio is playing and the native speaker speaks using a British accent, while what is usually used is an American accent. the students' habits in listening to native speakers speak using an American accent, so when a native speaker used a British accent, the spoken word was connected to the next word, making it difficult to understand[37]".

Student A did not get it perfectly when they was hear the spelling and pronunciation when native speakers speak.

"When the audio is playing, I can only listen to and understand a part of the whole, so that is an obstacle for me[38]".

From the statement below, according to student A, it took several rounds to get the meaning of the audio and the feeling when the lecturer did not play back the audio again, this becomes a problem.

"I need a maximum of four repetitions and a minimum of two rounds of audio before I understand the content or meaning. I feel if the lecturer only plays one round, I will only receive a little vocabulary spoken by native speakers. After that, I will just follow my feelings and then combine them into meaning[39]".

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[37]StudentA Interview at Ma'had Al Jamiah IAIN Langsa in June 11th ,2022
[38]StudentA,,,
[39]Student A,,,

Student A the way of dealing with listening comprehension problems, while this student personally feels that she does not have more vocabulary, and often experiences unfamaliar vocabulary. one way is to practice a lot independently listening to natives speak in English.

> *"I practice more often, like listening to native speakers speak. For example, I watch YouTube and then play and listen to what they are talking about. If I did not understand what they are saying or if they speak too fast and the accent I can not guess is British or American, afterword what I do is go to Google translate to help me decipher the meaning of unfamiliar the word. Repeating the audio just understands what the conversation.[40]"*

The following statement from student A, How they distinguish audio intonation and identify the high and low tones of voice produced by native speakers.

> *"I distinguish intonation and identify the high and low of native speakers, which depends on the volume produced by the audio. If the audio volume is low, it is a problem for me to turn it down because I cannot hear what the native speaker is saying.[41]"*

According to the findings of te interview with student A, she has experienced unfamiliarity with the context being discussed. Besides

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[40]StudentA,,,
[41]StudentA,,,

that, it is about how to recall existing memories. She said that the prior knowledge has no effect if you are not familiar with the context.

> *"I have experienced unfamiliar with the context that is being discussed by the native in the audio. If asked to explain how to recall past memories, then in my opinion, it has nothing to do with the discussion of the audio. From the beginning the audio was playing I didnot understand it because the themes and concepts were different.[42]"*

The following causes student A has trouble concentrating when listening for a long time and struggles to concentrate again.

> *"My concentration when listening is disturbed when in a noisy room. Therefore, to restore lost concentration, I need a quiet and still room.[43]"*

Student A statement is in accordance with her feelings, which will not be perfect if the lecturer demands perfection in listening comprehension lessons.

> *"In my opinion, when you are required to be perfect in learning listening competence, it is impossible. However, I was not born in America or Britain, thus they used the language*

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[42]Student A,,,
[43]Student A,,,

automatically not the mother tongue that is commonly used by people in this country.[44]"

B. Student B

Based on conducting an interview with Student B, her response was the same as studentA, which was that she had experienced audio playing quickly. student B feel that what is being spoken by a native speaker cannot be understood.

> *"I have experienced native speakers speaking really fast while audio is playing. Besides, native speakers speak quickly, which causes me not to understand what is being said. Therefore, I cannot understand the meaning that is being discussed.[45]"*

According to student B, some of the spelling or pronunciation of each part in the audio from a native speaker said that the student could understand.

> *"When the audio is playing and the native speaker is speaking, I cannot understand all the parts perfectly. However, I will try to understand each part.[46]"*

When the video is played, student B needs a minimum of two to four rounds to be able to capture the contents of the native speaker's speech from the audio that is played. Meanwhile, the lecturer did not replay

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[44]Student A,,,

[45]Student B interview at Ma'had Al Jamiah IAIN Langsa in June 11th, 2022

[46]StudentB,,,

the audio afterwards, the students did not feel normal and there was no anxiety.

> *"I understand the content of the audio after listening to two to four rounds. Therefore, when native speakers speak while the audio is playing, I need a few rounds to understand what they are talking about by combining the meanings of some of the vocabulary. Furthermore, In my opinion, if the audio is not played back by the lecturer, my feelings are usually not anxious because I have to deal with combining some of the vocabulary of a native speaker afterwards, guessing the meaning of the next part.[47]"*

According to student B, the vocabulary possessed by student B cannot be said to be large because they are not used to using it in daily activities, causing forgetting of the existing vocabulary.

> *"I do not have a lot of vocabulary due to daily habits that still rarely use English in the English Education Department. Besides, I also lacked practice because I am not familiar with what native speakers are talking about in the audio.[48]"*

Based on the interviewees, the way to solve problems when listening and unfamiliar understanding is with audio vocabulary played by the lecturer. That is by regularly practicing independently.

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[47]Student B,,,
[48]Student B,,,

> *"My method for adding vocabulary when the listening comprehension process takes place is to first open YouTube and look for channel sources that can be used as learning opportunities to improve listening skills. Second, learn from the application, namely cake. Where this application can help me understand the pronunciation spoken by native speakers.[49]"*

The following is an explanation from Student B for the solution to distinguish intonation from native speakers when the audio is playing. Student's B need sharpness in listening and a quiet room without outside interference.

> *"Students need to focus in terms of listening comprehension. Therefore, in a quiet room, I can listen carefully so that I understand the discussion in the audio. I can also distinguish the intonation. To determine the high and low points of an intonation I usually use the tone of a native speaker's voice. For example, if the voice is loud, there is a possibility the native speaker is angry, and if the tone is soft, the speaker is happy.[50]"*

Furthermore, student B has experienced not understanding the unfamiliar context that is being discussed by a native speaker.

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[49]Student B,,,
[50]Student B,,,

> *"I often experience unfamiliarity with the context in which audio is being discussed. This usually happens because I did not understand what a native speaker is saying, or because the audio volume sounds low, thus causing me not to understand the contents of the context.[51]"*

While listening for a long duration, prospective student B failed to concentrate. To restore that concentration, she needs an audio replay.

> *"My concentration began to be disturbed when I had entered half of the discussion. The audio that was played in the first part will be lost when it is discussed in the final part. Moreover, I will focus on the first part and look for the meaning of the word so as not to listen and skip the next part.[52]"*

Student B explained that she felt it was impossible if they were demanded in listening comprehension. She stated that the unusual use of English in daily life makes it difficult to demand perfection.

> *"When required to be perfect in terms of listening comprehension. I feel it cannot happen, especially for me personally. However, it doesn't stop me from learning listening*

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[51]Student B,,,
[52]Student B,,,

comprehension by opening English podcasts, YouTube, or applications.[53]"

C. Student C

The results of student B interview were the same as those of StudenstsA and B. She had experienced a native speaker speaking fast while the audio was in progress. Therefore, when the audio is playing and this Student B student does not fully capture the spelling or speech of the native speaker,

> *"I've personally experienced native speakers speaking fast when the audio is playing. Moreover, in my opinion, the British accent is very fast if a native speaker has spoken it. Besides that, if I was asked about any part of the audio, I did not fully understand the spelling or pronunciation of a native speaker. Even though when the native speaker is a woman, it will be easier for me to understand the language than if the speaker is a man, because for me, if a native speaker is a man, even if he wears a British or American accent, it is very difficult to understand.[54]*

According to the perspective of student C, there are differences between of students A and B. She has more focus if the listening comprehension is done in a room that is only for them. Besides that, she feels annoyed when the audio is not played back by the lecturer.

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[53]Student B,,,
[54]Student C Interview at Seramoe Teuhah IAIN Langsa in June 13th ,2022

"I need three or four rounds to understand the content of the speech from the audio. This is done if the audio playback is in the classroom.When in the classroom I find it difficult to focus because my mind is all over the place. However, if there is only me in the room, the audio playback is reduced to two or three rounds. As well, if the interviewer asked me, I would definitely feel annoyed because I did not receive the contents of the audio.[55]"

All students should have a lot of vocabulary. The interviewee feels that she has a quite lot of vocabulary. Furthermore, when she was unfamiliar with the meaning of vocabulary during listening comprehension, she will practice independently to increase vocabulary.

"Therefore, when I was asked the question about the amount of vocabulary I currently have, the answer was that it is quite good to have a lot of vocabulary. However, if the vocabulary is in formal form, it is still difficult to recognize.Thus, if I am unfamiliar with vocabulary when listening comprehension takes place, I will practice listening repeatedly when I arrive at the boarding house.[56]"

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[55]Student C ,,,
[56]Student C ,,,

Student C must be good at distinguishing intonation because it can help in terms of listening comprehension.Moreover, the interviewees identified the pitch of the voice from the audio by listening to the pronunciation of a native speaker.

> *"I think understanding how to distinguish intonation from native speakers is important. However, I have trouble distinguishing intonation if the native speaker is a man. Nevertheless, do not have much trouble distinguishing intonation if the native speaker is a woman. However, because I would understand it if the native speaker was a woman,and in my opinion, the method of identifying the high and low sounds of the audio is by listening ability in terms of pronunciation. Sometimes native speakers talk about having fun, but in this flat tone of voice, it is hard for me to understand.[57] "*

According to student C, the knowledge of understanding that has been previously owned by her in terms of listening comprehension can affect student C.

> *"In my opinion, the knowledge that I have can affect listening comprehension because it is caused by unfamiliarity with the language spoken. Even though I have tried to learn to master*

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[57]Student C ,,,

spelling and pronunciation, if a native speaker has spoken, Therefore what I have learned is lost and becomes an error.[58]

In listening comprehension, unfamiliarity with the context discussed by native speakers is often experienced by some students, including student C.

"I have had a few moments of unfamiliarity with the context when the video is playing and a native speaker is speaking. Moreover, my way of refocusing on listening is by taking notes on what important parts have been played by the audio.[59]*"*

In addition, when the audio is played for a long time, it can disturb the concentration of this student C.

"I feel, if I listen for a long duration of time, it can disturb my concentration. The factors are, firstly, my focus is different when listening in the room and in the classroom, because if in class I will think everywhere and not even focus on understanding what is being said. Secondly, the condition of the class in a state of tension made it difficult for me to concentrate.[60]*"*

in this lesson, according to the interviewee he would not care if the lecturer demanded him to be perfect in terms of listening comprehension.

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[58]Student C ,,,
[59]Student C ,,,
[60]Student C ,,,

"I am a person who did not care if I am required to be perfect in listening comprehension by the lecturer. Thus, that did not mean it is an excuse for not always learning to listen. Usually, I study extra on my own and focus more.[61]*"*

D. Student D

The results of the interviewed of students A, B, C, and D are the same. they have never experienced the sound of audio playing so fast that it was hard to understand.

"I have experienced native speakers speaking fast. It was caused by being unfamiliar with their language. Especially during COVID-19, learning only through zoom meetings automatically did not interact directly with lecturers or friends.[62]*"*

After the interviewed, the interviewees said that she needed two audio plays, and she felt anxious if the lecturer only played one round.

"The audio is played twice, and then I understand the meaning of the discussion from a native speaker. Therefore, if the audio is only played once by the lecturer, then I feel anxious because I can't answer questions after the audio is ready to play later.[63]*"*

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[61]Student C,,,
[62]Student D interview at Ma'had Al Jamiah IAIN Langsa in June 11th, 2022
[63]Student D,,,

According to student D, she does not have much vocabulary. Therefore, she overcomes the problem of listening comprehension, namely taking notes and then interpreting.

> *"Previously, I did not have much formal vocabulary. Besides that, the way to solve the problem of listening comprehension is that if I listen and there is a new vocabulary, I will write it down and then look for it in Google Translate or in a dictionary.[64]"*

In addition, to recognize the intonation of the audio and distinguish high and low pitches from native speakers, the interviewee only needs to listen.

> *"I can distinguish intonation from audio. Moreover, I guess the tone signal means if she is angry, then her voice will sound high; if he is happy, then her voice will sound enthusiastic.[65]"*

Student D said that she only needed to repeat the audio, therefore she would be familiar with the context of the discussion.

> *"At the beginning of listening, I often experience unfamiliarity with context. However, if the audio is played a second time, then I gradually understand the discussion and meaning.[66]"*

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[64]Student D,,,
[65]Student D,,,
[66]Student D,,,

The factors that influence studentD ability to focus on listening for a long duration and to restore the lost focus of concentration by repeating the audio again.

"My focus was disturbed when listening for a long duration. The factor is that I will get tired of listening to audio for a long period of time. and restore my lost concentration by playing back the audio. The first round will be focused on the beginning part, and the second audio round will be for the final part of the discussion.[67] "

There is no reason to keep learning, especially when it comes to listening comprehension. Therefore, when student D is required to be perfect, she will study as much as possible.

"I have no problem being told to be perfect in terms of listening comprehension. Even though I cannot be perfect, I will try to learn and keep trying to be perfect in listening lessons[68] ."

E. **Student E**

Furthermore, student E experienced the sound of the audio playing quickly the same as students A, B, C, and D. The spelling and pronunciation of each part is difficult to understand.

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[67]Student D,,,
[68]Student D,,,

"I have experience of listening to audio playing and native speakers speaking fast. Then I did not understand their conversation. Besides that, I also often do not know the spelling or pronunciation of native speakers.[69]

In the opinion of student E, Even though the audio was played many times, it was still difficult to understand the conversation from a native speaker. Especially if the audio was not replayed by the lecturer, it was certain that she did not fully understand.

"When most of my friends only need two or three rounds to find the meaning of the discussion from the audio. Moreover, it was different from me. I still have difficulty receiving the meaning if the audio is played many times. And then if the audio is not replayed by the lecturer, then my feelings are nervous because I do not find out what the native speaker is saying.[70]"

According to the interviewee, having a lot of vocabulary will help with listening comprehension problems by asking her friends.

"In listening comprehension, I honestly do not have much vocabulary. I asked my friends and searching google translate for answers to solve listening comprehension problems when unfamiliar with vocabulary.[71]"

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[69]Student E Interview at Seramoe Teuhah IAIN Langsa in June 13th ,2022
[70]Student E,,,
[71]Student E,,,

To distinguish the intonation of the tone and identify the high and low of the voice, student E overcomes it by just listening to what native speakers have said and volume from audio.

> *"When the audio is playing, not all parts, I can distinguish the intonation. Thus, the way to distinguish high and low pitches is only by listening to the intonation of native speakers.[72]"*

Unfamiliarity with the context causes several problematic cases that are often faced by students, including student E. When the native speakers speak, all the vocabulary that the interviewee has will be scattered.

> *"I am often unfamiliar with the context of the discussion of native speakers. It becomes a problem for me when it comes to listening comprehension. whereas restoring my memory when the audio is playing is not possible. Besides that, from the start I didn't understand what the native speaker was saying, so it couldn't make sense.[73]*

Furthermore, Disruption of concentration factors in student E is caused by factors such as interference from inside and outside the students being interviewed.

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[72]Student E,,,
[73]Student E,,,

"Naturally, my concentration will be disturbed if I listen to it for a long duration. This is usually caused by several factors. Firstly, concentration began to disperse when I was getting bored of listening to audio. Secondly, I was worried when I found a friend who already knew the meaning, while I did not understand the content of the audio that was playing.[74] "

Moreover, it is difficult for student E to achieve perfection in listening comprehension lessons. Lack of vocabulary, difficulty understanding pronunciation, and difficulty recognizing spelling are the obstacles.

Previously, I had no vocabulary, lacked hearing pronunciation and had difficulty recognizing the spellings of native speakers. Therefore, if I am required to be perfect in listening comprehension lessons, then it is difficult for me.

Those are the results of interviews with five students of English Education to find out the factors of listening comprehension problems that they experienced when listening through playing audio.

2. What are the effect of students' listening comprehension problems on listening class at the fourth semester?

The aim of obtaining data is to find out the effect of listening comprehension problems experienced by students from the results of interviews. The results are explained as follows:

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[74]Student E,,,

Table 4.1 The results of interviews the effect of students' listening

comprehension problems

No	Affect of Listening Comprehension	Initial	Answer Analysis
1	Cognitive	Student A	*My opinion, the previous knowledge possessed by students greatly affects listening comprehension, especially in vocabulary. If I have more vocabulary, then it will make it easier for me to interpret the meaning of each word in the section into a good and correct meaning.[75]*
		Student B	*The previous knowledge has an effect. For example, when I was listening or reading a text and knew one or two vocabulary words, it helped to guess the contents of the listening even though I did not know the full meaning of the whole thing.[76]*
		Student C	*My opinion regarding prior knowledge is not that important. Therefore, listening is a trick, and I*

[75]Student A interview at Ma'had Al Jamiah IAIN Langsa in June 11th, 2022
[76]Student B interview at Ma'had Al Jamiah IAIN Langsa in June 11th, 2022

			understand from the lecturer that listening is a trick too. If I know the trick, then vocabulary is not very important.[77]
		Student D	*Prior knowledge such as conceptual knowledge for me greatly affects listening comprehension because it is one of the things that must be mastered in order to be able to answer questions about the meaning of listening comprehension.*[78]
		Student E	*Conceptual understanding, experience, and previous knowledge are all very important for students, including myself. Without mastering vocabulary, it will be difficult for students to interpret the audio that is playing.*[79]
2	Affective	Student A	*I feel there is no method to overcome anxiety when I cannot hear perfectly but by playing the audio on replay If there are some lecturers who did replay audio, I am grateful. Even though it is not replayed, I can only rely on hearing the vocabulary that has passed.*

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[77]Student C Interview at Seramoe Teuhah IAIN Langsa in June 13th ,2022
[78]Student D interview at Ma'had Al Jamiah IAIN Langsa in June 11th, 2022
[79]Student E Interview at Seramoe Teuhah IAIN Langsa in June 13th ,2022

			The way to motivate myself in terms of listening comprehension is to watch more animated movies. Besides that, in the animated movies, the intonation of the voice is not fast, so I can understand the pronunciation of a native speaker. For example, the movie "Toy Story", "lion king" and the others.
		Student B	*I overcome anxiety when not perfectly listening to audio with I focused on the meaning of the vocabulary that I knew and furthermore, guessed the contents of the audio discussion.*
			I experienced when I saw them fluent in speaking and good at listening comprehension. It made me feel some of my classmates are my motivation to keep learning to be perfect.
		Student C	*Every student will be anxious if they cannot hear what a native speaker is saying, myself included. The way I solve the problem is when in the first part I do not find the meaning of the pronunciation, I will skip it and continue listening to the next part.*
			I usually motivate myself by

			practicing listening often. For example, when in the boarding room, I will practice listening independently through the audio given by the lecturer, YouTube, and podcast.
		Student D	*In addition, when the pronunciation of native speakers is not understood, I become anxious, even though I need to stay calm and focus more when the audio plays a second time.*
			The motivation is that I learn more vocabulary and practice listening independently.
		Student E	*The way I resolve the effects of anxiety is usually by playing back the audio. I feel that when the audio is replayed, I can fill in the blanks in the vocabulary or pronunciation that I had missed.*
			My friend is my inspiration to be good at listening comprehension. Besides that, when I see my friends can answer listening comprehension questions, that is where I am motivated to become a reliable listener.

The findings of the research data above will be further discussed in the discussion points. This aims to clarify the research data. The following discussion will be described in point B, such as:

B. Discussion

The results of the research findings above, will be described in accordance with the research questions that have been set in this research. Based on the theory of Underwood in Gilakjani and Ahmadi about the problems of listening comprehension experienced by students, namely student cannot control audio speed or native speaker, student cannot control repeated always audio, student lack of vocabulary, failed to identify signal, student do not understand contextual knowledge, the inability of student to concentrat for a long time, and the last study habits that must be perfectionist. And based on Imhof and Janusik there are two factors that the affect of listening comprehension, namely cognitive and affective. This will be reported descriptively to understand the factors and effects of listening comprehension problems experienced by students as research participants.

1. **What are the factor that cause of students listening comprehension problems at fourth semester of English education department of IAIN Langsa?**

   The first aspect that will be discussed is the factor of listening comprehension problems in fourth semester students of English education.

The following is a description based on the data found in the field, such as:

The results of interview with Student A has difficulty concentrating in a noisy room. when the audio was playing and the room is noisy, student A finds it difficult to listening comprehension in a noisy class.

Based on the results of interviews with students A and C who had problems the language used is an American accent, but the audio played by native speakers speak a British accent. It can be a problem factor for students. However, they think the British accent is more difficult to understand than the American accent.

From the results of interviews, five students experienced the speed of audio and native speakers spoke quickly. Thus, it causes difficulty for them to find meaning.

Furthermore, from the results of the research data that show they did not have more vocabulary, it is difficult for students A, B, C, D, and E to interpret the speech of native speakers when the audio is played. Therefore, to increase vocabulary, some students have their own ways, namely: student B learns through listening applications, student A watches a channel that uses English on Youtube, student C repeats the audios given by the lecturer in the boarding room, as well as student D uses Google translate to increase vocabulary.

In addition, unfamiliar contexts cause students to experience problems when listening and understanding their meaning. From the results of the study, it was found that student C found it difficult to hear in the listening class, even though student C could focus when in the room.

Based on the findings in the field, student E experienced concentration problems due to several factors. Listening for a long duration causes disturbed concentration and causes student E to become bored. Therefore, in listening comprehension to restore concentration when it has started to disappear, it can only be handled by the student personally.

When students B and E are listened to using audio, students have difficulty distinguishing signals from the tone of voice from native speakers. It would be different if the conversation was direct. Students can guess it through body gestures from native speakers.

Previously, the used of English in Indonesia was a second language. The unsupportive environment also causes some students to find it difficult to understand the conversation in the audio. Likewise, E students, if they are demanded to be perfect in English lessons, it is difficult to make it happen because they are not familiar with the language. However, in contrast to student C, even though she is required to be perfect, she will still do it by continuing to learn and increase her abilities, especially in terms of listening comprehension.

According to the research findings, the Underwood theory in Gilakjani and Ahmadi stated that there are eight factors of listening comprehension problems. Meanwhile, the results obtained from this research showed that students also experience the same problem of listening comprehension based on the theory. However, there are some new discoveries that is not in accordance with the

existing theory, namely student A experienced difficulty concentrating in a noisy class. The problems faced by students A and C regarding the accent used by native speakers.Basically, students speak English using American accents in daily activities as well as in the teaching and learning process. However, when the audio is played and the accent used by native speakers speaks a British accent, it causes students to be unfamiliar with the accent. The problem with students B and C is distinguishing audio intonation.

2. The effect of students' listening comprehension problems on listening class in the fourth semester

In addition, researcher will discuss the results of observations and interviews to find out the effect of listening comprehension problems that occur on fourth-semester students in listening class. It has been found that some of the problems experienced by students have almost identical similarities, but there are also differences.

The result of the research showed that cognitive influence, in particular, prior knowledge and vocabulary knowledge, has effect on listening comprehension. This is evidenced from the results of observations and interviews. If students A, B and E has a lot of vocabulary, it will be easier for students to interpret and find meaning in native speaker conversations.

Then there is the effect of listening problems on student E if the duration is long when the audio is playing; such as, students experience boredom and cannot focus on listening so that they feel anxious, and this has an effect on the

next audio section, causing student E to find it difficult to find the key words spoken by native speakers.

In addition, Students C and E listens to native speakers speak quickly so that they experience the effect of anxiety in listening. However, student C has a way of overcoming her understanding, namely that it is not just sticking to that part but continuing to listen even though they don't get the vocabulary.

According to the findings of the interviews, the problem of listening comprehension experienced by student D has a positive effect on the student's personality in terms of motivation. Although some students are not perfect at listening, they are challenged to motivate themselves to be good at listening comprehension, and they get good suspensions and comments from the lecturer.

Based on the theory of Imhof and Janusik, there are two aspects to the effect of listening comprehension, such as, cognitive and affective. The results obtained from this study indicate that students A, B, and E experienced cognitive effects, namely prior knowledge and vocabulary knowledge. Therefore included in affective such as, Anxiety, self efficacy and motivation. The student C included in self efficacy. She did not believe what they heard had an impact on their inclement listening comprehension. Student E included in Anxiety. She experienced anxiety when the audio was played as the results of their observations were experiencing stiffness, difficulty focusing, and the effect of not concentrating on listening comprehension. Then student D in

Motivation. She has a high motivation to have an effect on listening because with the motivation of students to continue to learn, that makes it perfect in listening comprehension.

BAB V

CONCLUSION AND SUGGETION

A. **Conclusion**

Based on the analysis of observation and interview data in the discussion of the previous chapter, The researcher concluded that the factors that cause listening comprehension problems in the fourth semester students of the English Education Department, such as, students experiencing listening problems, cannot control the audio speed when native speakers speak. Distinguish audio intonation. Students has difficulty concentrating in a noisy class.A lack of vocabulary caused students to experience problems in listening comprehension in listening class. Students did not understand the context of the discussion text in the audio, which caused students to have problems in the listening process.

In addition, there are two aspects of causal effects in listening comprehension problems, namely cognitive and affective. Students experienced two cognitive effects in listening comprehension in the form of not mastering vocabulary knowledge and prior knowledge. Therefore, the effect when listening did not understand the meaning of the native speaker when the audio was playing. Furthermore, on the affective aspect, students experienced anxiety when the audio was played, thus, the effect on the listening process became unfocused in concentrating on listening. and

additional motivation for students has an effect on improving the learning process in listening.

B. Suggestion

As for the results of the research that has been conducted by the researcher, there are suggestions that are intended are as follows:

1. For the lecturer

   The lecturers should make the learning atmosphere in the class fun so that the material described can be applied by students. Furthermore, they often do listening practice. Because what makes good listening is increasing students' practice. When they ask for an audio replay, lecturers pay more attention to students who have difficulty hearing in the initial round.

2. For students

   For students of listening class in the fourth semester, they must be serious in learning listening. often repeat the material given by the lecturer. Practice independently listening at least once a day using the YouTube podcast application or audio material provided by students.

3. For the next researcher

   The researcher suggests that further researchers develop research related to listening comprehension problems from other aspects and points of view, and it is hoped that this research can be one of the references in further research.

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APPENDIXS I: List of Interview

No.	Questions
1.	a. Have you ever experienced when the audio is playing and the native speaker is speaking fast? b. Can you understand the spelling or pronunciation of each part well when the audio is playing?
2.	a. How many times the audio is played then you understand the meaning b. How do you feel when the audio is not played back by the lecturer
3.	a. Do you have a lot of vocabulary? b. How do you solve the problem of listening comprehension when unfamiliar with vocabulary?
4.	a. Can you distinguish intonation from audio? b. How do you identify signal the high and low tone of voice from audio?
5.	a. What the knowledge comprehension problems affect of listening comprehension? b. Have you ever experienced unfamiliarity with context? can you explain how you come back to remember your knowledge
6.	a. Do you concentration disturbed when listening for a long time? Can you mention any factor? b. How do you concentrate again
7	a. How do you feel when you are required to be perfect in listening comprehension lessons? Can you explain about that?

NO	Question
1.	Does prior knowledge, such as all conceptual understanding and life experiences that language learners can affect listening comprehension promlems?
2.	a. How to overcome your anxiety when you cannot listen perfectly when audio is playing? b. How do you motivate yourself to be good at listening comprehension?

APPENDIXS II: Observation Checklist

No.	Statement	Yes	No	Notes
1.	a. The lecturer explains the lesson plan before starting the listening lesson			
	b. The lecturers prepare teaching materials and audio for listening lessons			
	c. The lecturer provides a way of understanding listening to students when the audio is finished			
	d. The lecturer briefly explained the contents of the audio that had been played			
2.	a. The audio used plays very clearly			
	b. The native speaker's voice in the audio is not clear			
	c. The audio has been played three times, the students still do not get the meaning			
	d. The faces of students start to worry when the audio is finished playing			
3.	a. Students do not believe what they hear causing them to ask friends			
	b. Students find it difficult			

	to guess the spelling spoken by native speakers in audio			
	c. Many students are still unfamiliar with the vocabulary spoken by native speakers			
	d. Almost all students find it difficult to guess pronunciation, native speakers			
	e. Students' concentration is often dispersed when there is a native language they don't understand			
	f. Students lose focus on the next section when they have found the vocabulary they know			
	g. Students are tired of listening to such a long text			
	h. Students record the vocabulary they have heard while the audio is playing			
4.	a. Students rarely listen to English due to an unsupportive environment			
	b. Which causes students to take a long time to respond to English because when they hear students remember their previous knowledge and then they just say it			

	c. Students concentrate difficult in a noisy environment			
	d. Students train their hearing with the app on their android			

APPENDIX 3: Participants Data

NO	Initial	Name	Unit	Semester
1.	Student A	Maidah Tambunan	1	4
2.	Student B	Puja Puspita	1	4
3.	Student C	Nurul Izan	1	4
4.	Student D	Novita Sari	1	4
5.	Student E	Siti Rahma Wati	1	4

APPENDIX 4: Photos Documentation

1. Join the listening class to do observation

1. Observe The student A   2. Observe The student B

3. Observe The student C   S

4. Observe The student D

5. Observe The student E

APPENDIX 5: Researcher Data

CURICULUM VITAE

A. Personal Identity

Name : **Irma Diana. R**

Student's Number : 1042017030

Place / Date Of Birth : Alur Merbau, october 29 th, 1998

Occupation : Student

Marital Status : Single

Nationality/Ethnic : Indonesian/ Malay

Hobbies : Selling, Sewing, Cook and Eating

Address : Alue Merbau, Dusun Jeruk, Lor.8 Kec. Langsa

Timur, Langsa, Aceh

B. Background of Education

Elementary School : SD Negeri Alue Merbau (2005-2011)

Junior High School : SMPN 1Langsa (2011-2014)

Senior High School : SMA N 3 Langsa (2014-2017)

University : IAIN Zawiyah Cot Kala Langsa Tarbiyah
Faculty/English Education Department

C. Family

Father's Name : Ramlan Rambe

Mother's Name : Irianum

Brorher's Name : - M. Junaidi Rambe

-M. Ichsan. R