

DIFFICULTIES AMONG SECONDARY STUDENTS OF SMP MUHAMMADIYAH PLUS BATAM ON LISTENING COMPREHENSION

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Abstract: This study investigates students' difficulties in listening comprehension while doing the listening test and learning the skill in the class. The research aimed to find out the difficulties that student faced in listening test and the problems when learned listening skill. The research used the Brownell method that provided a framework of listening skills that consist of 6 components, that is hearing, understanding, remembering, interpreting, evaluating, and responding. The subject of the study is junior high school students of SMP Muhammadiyah Plus Batam. This research used mix-method research that questionnaire and interview used as the instrument. The students took from all grades 9 in that school. 102 students will fill out the question in the questionnaire and 8 of 102 students will be chosen to have an interview. The result showed that the difficulties encountered by the students on listening comprehension are related to the listener, speaker, and external factor. Besides that, their learning process in the class also affect their improvement and understanding in listening. Students shame in the class and the method and media used in the learning process. In listening material, long spoken text is the most difficult with 46.83% agree. The factor related the listener, showed 53.95% agree that pronunciation is difficult. Besides that, accent has the highest percentage with 52.90% and for the listening comprehension in learning process, 41.18% students have a bad habits like cheating.

Keywords: *Listening Skill, Listening Comprehension, Listening Difficulties*

INTRODUCTION

There are four skills in English, which are listening, speaking, writing, and reading. Each of them is influential in our daily life and needed to be learned. From the previous research, they said among the four skills in English, listening skill is the most difficult to be learned. Listening involves students' awareness about the content or topic that is spoken (Green, 2004). Listening is one of four basic skills in learning English. A basic skill of the student is to catch out English conversation to make them understand what the speaker says and what the speaker means. Listening seems to be the most difficult skill among the four skills in English language learning because it involves understanding of speaker's accent, vocabulary, grammar, and pronunciation. The difficulties can be overcome by carrying out appropriate learning strategies. Some other things that often-become problems when facing the listening test include not understanding the topic, foreign words, nervousness, being unfamiliar with diction and grammar, repetitions and pauses, wide imagination, and missing detailed information, lack of

concentration, lack of understanding of English accents, interpret word for word, lack of knowledge of vocabulary and pronunciation, unable to distinguish certain words and sounds (Fitria, 2021). According to Ang-zie (2020), students must be able to correctly respond to listening comprehension questions by comprehending the tone and stress, the difference in sound, idioms, conversational phrases, groups or verb phrases, implicit information (not explicitly stated), comparisons, and the meaning of the conversation or conversation. Not all people can understand all of that, therefore there are many strategies that people use to pass the listening test without having to mastered all of that which some of that were effective and some are not. Teacher has a big impact on students' improvement of listening comprehension. The teaching method used in the class affect the student's motivation and interest in learning process.

Language Listening Skill Development, (Cross, 2010) explain that developments of listening skill in the early days and current days. Listening was primarily used in the early days of English Language Teaching to introduce new grammar through model dialogues. From the late 1960s onwards, listening practice was a regular feature of course programs in British language schools, though the materials available were limited and on tape rather than cassette. Some characteristics of this early lesson format include:

1. Three stages: a preliminary stage in which teachers prepared the listening exercise and a final stage in which the listening experience was reviewed.
2. listening at two levels. First, learners are asked to listen to the recording to get a sense of the speaker and the topic of the spoken text. This phase ensures that the listener is familiar with the content and allows them to establish the 'geography' of the recording in terms of what information is provided where.
3. Last is multiple play, the listeners might get benefit from several plays of the listening passage during intensive listening.

Over the years, the original model has been modified. Now, the listening lesson in good ELT practice has a different structure which include some elements which are pre-listening, during listening, and before listening.

Teaching and Learning Listening Process, language teaching techniques and research on teaching methods have changed significantly over the world as our understanding of how to learn listening skills has grown. Teachers and academics eventually gave up trying to find the ideal teaching strategy and began to appreciate the value of teaching language, especially listening. Language instruction has historically been centered on whatever was deemed necessary now. Here are some methods by (Bailey, 2020) that have just been heard of or that are already known by most people.

1. Grammar-translation
Grammar-translation lessons focused mainly on grammar, but they also emphasized learning vocabulary. Speaking and listening were seldom seen as essential. Classes frequently began with a list of ten to twenty vocabulary words found in a passage of reading in the target language.
2. The Reform Movement
In the era of the Reform Movement, as in first language acquisition, Linguists stressed that speech, rather than the written word, was the basic form of language when teaching listening as the first language skill.

3. The Direct Method

In this method, all the classroom instruction took place in the TL and translation was not permitted. The teacher's role was to "encourage direct and spontaneous use of the foreign language in the classroom". In Europe the Direct Method also call "Natural Method" because it supposedly mirrored the way children learn their mother tongue. Several researchers in Europe get their inspiration for teaching foreign languages from watching kids learn it through interaction.

Hindering Factors in Developing Listening Skill, according to (Sofyan A. Gani et al., 2017) the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. (Rost, 2016) mentioned that Length, complexity, organization, and surface elements are some of the cognitive load principles that listeners have identified as having an impact on comprehension.

There are a lot of difficulties that student's face in listening comprehension. Here some listening barrier which often face by students. The first is background information, which students should have for the topic. The pupils may have major comprehending problems if the listening assignment has elements from very different cultural backgrounds. The onus is on the professors to give pupils prior knowledge about the listening activities beforehand.

A lot of students have Poor vocabulary mastery that related to their background knowledge. Lack of background knowledge has related to their vocabulary mastery. Students often encountered unfamiliar vocabulary that create difficulties in listening comprehension. Besides, if students know the words, it makes easier to understand the meaning of the spoken text as well as improve their listening comprehension. Many words have several meanings, and students will become confused if they are not utilized effectively in their right situations.

Next, there are a lot of students have anxiety in listening. They got anxiety before the test begin and after they can't understand the meaning of spoken text. Before the test even starts, they won't be able to concentrate on the speaker, which will interfere with their ability to understand what is being said. like when individuals struggle to interpret spoken material because they are afraid of failing the test. These statistics show that this element makes it psychologically difficult for students learning listening comprehension to comprehend what the speaker is saying since they are losing focus.

Besides that, the length spoken text can be one major factor interfere the learners' listening comprehension because it distracted their concentration. Long spoken text bore the student also. The physical setting is an external factor which influences the students on hearing the tape recorder in the class. Poor quality of recording is problematic for the student. Furthermore, when the surrounding is noisy will interfere their focus and disturb student in listening comprehension. Students also got problem when the audio can't be repeat, there isn't transcript, and the question from one question to another question doesn't pause long enough.

Ideal Way in Acquiring the Skill, all people have different method or strategies to improve their English listening skill. (Brownell, 1994) and (Jonsdottir & Fridriksdottir, 2020) said that Brownell has provided a framework for skill-based listening instruction by defining listening as comprised of six interrelated components; Hearing (concentrating on and attending to the message), Understanding (comprehending the literal meaning of the message), Remembering (recalling the message so that it can be acted upon), interpreting (sensitivity to

nonverbal and contextual aspects of the message), Evaluating (logical assessment of the value of the message), and Responding (selecting an appropriate response to what is heard)

RESEARCH METHODOLOGY

The design used in this research is mixed methods. According to (Creswell & Creswell, 2018) mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. In this study, a questionnaire used close-ended question and Likert Scale to collect the quantitative data for answering the research questions of this study. Besides, the qualitative data was collected through in-depth interviews to clarify their answers and get answers to the questions being researched, also to figure out how they overcome the difficulties while doing the listening test and learning listening comprehension.

The participants of this study are grade 9 students from SMP Muhammadiyah Plus Batam. 102 students involved in the quantitative research that will fill the questionnaire. 8 out of 102 students are chosen from their questionnaire answer to take an interview. The quantitative aimed to identify difficulties faced by the students. While to validate the data and why it affects the students in listening comprehension used qualitative.

RESULT AND DISCUSSION

In this chapter describes the findings of the research. The purpose of this study was to investigate difficulties among secondary students Muhammadiyah Plus Batam on listening comprehension. Two research questions as a guide to assist in understanding the problems contained in this research.

1. What are the student's difficulties while doing listening test?
2. What are the student's problems in learning listening comprehension?

The study was ensured by mixed method approaches to get the data and answer the research question. Therefore, this part will show the questionnaire and interview result regarding to student's difficulties in learning listening skill and doing listening test. There are 102 students from grade 9 of SMP Muhammadiyah Plus Batam took part in this study.

In this section, the researcher analyzed the data which obtained through mix-method (quantitative and qualitative). There are 2 data that will be discussed, the first is the result of the questionnaire and the second is the result of the interview.

Questionnaire Result

This part will discuss the result of questionnaire which filled by third year student. The This part will discuss the result of questionnaire which filled by third year student. The questionnaire created using google form and Microsoft word. There are 43 questions which consist of 4 topics. First, student's difficulties related to listening material. Second, student's difficulties related to the listener. Third, student's difficulties related to speaker and external factor. Fourth, factor that cause student's difficult in learning listening skill. Each topic will have sub-topic that related to the main topic.

A. Students' Difficulties Related to Listening Material

Table 1. Students' perspective About Listening Comprehension

Questions	SDS	DS	A	SA
1. Do listening comprehension Difficult for you? (Apakah pemahaman mendengarkan sulit bagi anda?)	16.70%	30.40%	44.10%	8.80%

The table above shows the results of student's perspective about listening comprehension. It can be seen the average 44.10% agree that listening comprehension is difficult for them. 30.40% answered is difficult. Most of the students agree that listening comprehension is difficult. Although there are students disagree, they also find various difficulties while doing listening test and learning listening skill especially in the class.

Table 2. Students Difficulties on Unfamiliar Words

Questions	SDS	DS	A	SA
2. Do you understand listening text in which there are too many unfamiliar words? (Apakah Anda memahami teks mendengarkan di mana ada terlalu banyak kata-kata asing?)	8.80%	44.10%	34.30%	12.70%
3. Do you find difficult to understand every single word in listening test? (Apakah Anda merasa sulit untuk memahami setiap kata dalam tes mendengarkan?)	13.70%	37.30%	39.20%	9.80%
7. Do you find difficult to understand listening text when the topic is unfamiliar? (Apakah Anda merasa sulit untuk memahami teks mendengarkan ketika topiknya tidak familiar?)	5.90%	18.60%	55.90%	19.60%
Average	9.47%	33.33%	43.13%	14.03%

Unfamiliar words are difficulties that are often encountered by the students. It can be seen from the table above, 43.13% of the student's agree unfamiliar word difficult to understand listening text. It makes they hard to understand what the question are asked or what the speaker said. Especially when there are a lot of unfamiliar words in one question or one topic. And the other 33.33% is disagree.

Table 3. Student's Difficulties on Long Spoken Text

Questions	SDS	DS	A	SA
4. When spoken text too long, does interfere your listening comprehension? (Ketika teks lisan terlalu panjang, apakah mengganggu pemahaman mendengarkan Anda?)	10.80%	21.60%	52%	15.70%

5. Do you find difficult to understand the meaning of a long-spoken text? (Apakah Anda merasa sulit untuk memahami arti dari teks lisan yang panjang?)	5.90%	34.30%	45.10%	14.70%
6. Do you feel fatigue and distracted when you listen a long-spoken text? (Apakah Anda merasa lelah dan terganggu ketika Anda mendengarkan teks lisan yang panjang?)	10.80%	28.40%	47.10%	13.70%
8. Do you find difficult to understand long conversation? (Apakah Anda merasa sulit untuk memahami percakapan yang panjang?)	10.80%	39.20%	43.10%	6.90%
Average	9.58%	30.88%	46.83%	12.75%

It can be seen from the table, most of the student's find difficult in answering listening test when the spoken text is too long. 46.83% is agree long spoken text interfere their listening comprehension. They felt fatigue and distracted when listening a long-spoken text that make difficult to understand the meaning of the spoken text and the long conversation from the audio. 30.88% have opposite feedback which they are disagree if the long-spoken text and conversation difficult.

Table 4. The Use of Student's Personal Knowledge in Answering Listening Test

Questions	SDS	DS	A	SA
9. Do you use your own personal experience and knowledge of the topic to understand the spoken text? (Apakah Anda menggunakan pengalaman dan pengetahuan pribadi Anda tentang topik tersebut untuk memahami teks lisan?)	4.90%	16.70%	54.90%	23.50%

Experience and knowledge are very influential in taking the listening test. The more experience and knowledge will make it easier to answer the questions. It also helps to understand the meaning of the spoken text and make us more confident in the test. 54.90% agree if they use own personal experience and knowledge of the topic to understand the spoken text. The others 16.70% are disagree.

B. Students' Difficulties Related to the Listener

Table 5. Student Self-Confidence

Questions	SDS	DS	A	SA
10. Before doing listening test, do you fear you cannot understand what you will hear? (Sebelum melakukan tes mendengarkan, apakah Anda takut tidak dapat memahami apa yang akan Anda dengar?)	9.80%	20.60%	38.20%	31.40%

11. Do you feel worried if you don't understand spoken text? (Apakah Anda merasa khawatir jika Anda tidak memahami teks lisan?)	1%	17.60%	60.80%	20.60%
Average	5.40%	19.10%	49.50%	26.00%

Confident is one of the most important things that the students should have. It helps students in taking the test. Confident makes the students relax and comfortable while doing the test that makes it easier on listening the audio and understanding the question and the spoken text. However, there are still those who are not confident in their listening abilities. 49.50% students agree that they are not confident, so they are fear and worried cannot understand the spoken text. The other 19.10% is disagree.

Table 6. Students Difficulties on Pronunciation

Questions	SDS	DS	A	SA
12. Do you find the pronunciation familiar, but you cannot recognize the word? (Apakah anda merasa pengucapannya familier tetapi Anda tidak dapat mengenali kata tersebut?)	6.90%	18.60%	55.90%	18.60%
19. Do you find difficult to recognize the word that you know because the way speaker pronounces it? (Apakah Anda merasa sulit untuk mengenali kata yang Anda tahu karena cara pembicara mengucapkannya?)	5.90%	25.50%	52%	16.70%
Average	6.40%	22.05%	53.95%	17.65%

The result of the data shows 53.95% is agree they find problem with the pronunciation. The student's find the pronunciation familiar, but they cannot recognize the word. Besides, there are words whose pronunciation is similar so that it is confusing what word the speaker is saying. Most of them got a wrong answer and cannot listen properly because the way speaker pronounces the word. 22.05% is disagree because they didn't get problem with the speaker pronunciation.

Table. 7 Students Focus

Questions	SDS	DS	A	SA
13. Do you find it difficult to recognize the signals that indicate that the speaker is moving to another question? (Apakah Anda merasa sulit untuk mengenali sinyal yang menunjukkan bahwa pembicara pindah ke pertanyaan lain?)	11.80%	37.30%	35.30%	15.70%

14. Do you lose focus when got an expected answer in your mind? (Apakah Anda kehilangan fokus ketika mendapat jawaban yang diharapkan dalam pikiran Anda?)	13.70%	44.10%	35.30%	6.90%
17. When you search answer and listen dialogue at the same time, do you unable to concentrate? (Ketika Anda mencari jawaban dan mendengarkan dialog secara bersamaan, apakah Anda tidak dapat berkonsentrasi?)	6.90%	27.50%	49%	16.70%
Average	10.80%	36.30%	39.87%	13.10%

There are 39.87% agree that focus is one of difficulties in listening test and 36.30% disagree with that. In this aspect students find it difficult to recognize the signals that indicate that the speaker is moving to another question. They are also unable to concentrate in answering and listen at the same time. It could be said that losing a focus will make the students difficult in doing the listening test.

Table 8. Students Difficulties on Unknown Word

Questions	SDS	DS	A	SA
15. When encountering an unknown word, I stop listening and think about the meaning of the word? (Ketika menemukan kata yang tidak dikenal, saya berhenti mendengarkan dan memikirkan arti kata tersebut?)	8.80%	40.20%	34.30%	16.70%
16. It is difficult to infer the meaning unknown word while listening? (Sulit untuk menyimpulkan arti kata yang tidak diketahui saat mendengarkan?)	3.90%	23.50%	54.90%	17.60%
18. Do you lose concentration when you think the meaning of new words? (Apakah Anda kehilangan konsentrasi ketika memikirkan arti kata-kata baru?)	4.90%	35%	44.10%	15.70%
Average	5.87%	33.00%	44.43%	16.67%

In this table show 44.43% agree that they find it difficult when encountered an unknown word. They agree that infer the meaning unknown word while listening the audio is difficult. It also will make students lose concentration when found the new word. The other 33.00% disagree that fin an unknown word is difficult in understand the spoken text.

Table 9. Students Difficulties on Predict, Memorizing, and Transcript of The Listening Test

Questions	SDS	DS	A	SA
20. Do you difficult to predict what would come next? (Apakah Anda sulit memprediksi apa yang akan terjadi selanjutnya?)	11.80%	33.30%	45.10%	9.80%
21. Do you difficult to quickly remember word or phrase you have just heard? (Apakah Anda sulit mengingat kata atau frasa yang baru saja Anda dengar dengan cepat?)	5.90%	34.30%	38.20%	21.60%

22. Do you find difficult when listening without transcript? (Apakah Anda merasa kesulitan ketika mendengarkan tanpa transkrip?)	8.80%	37.30%	40.20%	13.70%
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Average	8.83%	34.97%	41.17%	15.03%
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The table above show 41.17% students agree that they are having a problem with predict, memorize, and transcript of listening test. Students completely can't know what topic will come in the next question. Although they have a lot of experience and knowledge in the listening test, it still hard to predict. They are also having difficult to quickly remember word or phrase just heard. Moreover, listening test didn't give a transcript to the participants of the test and they agree it's difficult for them in answering the test.

C. Students' Difficulties Related to Speaker and External Factor

Table 10. Speaker and External Factor

Questions	SDS	DS	A	SA
23. Do you lose concentration if the recording a poor quality? (Apakah Anda kehilangan konsentrasi jika kualitas rekamannya buruk?)	2.90%	4.90%	35.30%	56.90%
24. Do you find difficult to understand the meaning of the spoken without seeing the speaker's body language? (Apakah Anda merasa sulit untuk memahami makna yang diucapkan tanpa melihat bahasa tubuh pembicara?)	16.70%	50%	27.50%	5.90%
25. Do you find difficult to understand well when the speaker used a variety accents? (Apakah Anda merasa sulit untuk memahami dengan baik ketika pembicara menggunakan berbagai aksen?)	6.90%	20.60%	52.90%	19.60%
26. Do you find difficult to understand when the speaker speaks too fast? (Apakah Anda merasa sulit untuk memahami ketika pembicara berbicara terlalu cepat?)	2.90%	7.80%	46.10%	43.10%
27. Do you find difficult to understand when the speaker does not pause long enough from one question to another? (Apakah Anda merasa sulit untuk memahami ketika pembicara tidak berhenti cukup lama dari satu pertanyaan ke pertanyaan lainnya?)	4.90%	15.70%	49%	30.40%
28. Do you find difficult if the sound can't be repeated? (Apakah Anda merasa sulit jika suara tidak dapat diulang?)	2%	4.90%	46.10%	47.00%

29. Do you find it difficult to concentrate if the surroundings are noisy? (Apakah Anda merasa sulit untuk berkonsentrasi jika di sekitar berisik?)	2%	5.90%	41.20%	51%
Average	5.47%	15.69%	42.59%	36.27%

It can be seen from the table above 36.27% strongly agree that they often find a problem because of the speaker and external factor. Students can't concentrate because poor quality of the audio. They find it difficult to understand well when the speaker used a variety accent and speak too fast. They also got difficult when the gap between one question to another is not long enough. Especially when the audio can't be repeated. For the external factor, noisy is the difficulty that almost all the students find because they can't concentrate while doing the test.

D. Factors That Cause Students' Difficulties in Listening Comprehension

Table 11. External Factor

Questions	SDS	DS	A	SA
30. Do you have hearing problem? (Apakah Anda memiliki masalah pendengaran?)	47.10%	39.20%	10.80%	2.90%
31. Do you have low motivation or spirit in studying listening? (Apakah Anda memiliki motivasi atau semangat yang rendah dalam belajar mendengarkan?)	20.60%	43.10%	31.40%	4.90%
32. Can you concentrate when listening to the listening material? (Bisakah Anda berkonsentrasi saat mendengarkan materi listening?)	4.90%	26.50%	49%	19.60%
Agree	24.20%	36.27%	30.40%	9.13%

The table show that 36.27% disagree have a difficulty on external factor in learning listening comprehension. Almost all students didn't have hearing problem. The data also said that they have low motivation or spirit in studying listening. But it was quite a lot of students have low motivation. For the concentration. They don't really have a problem, otherwise some of them have it because they can't concentrate for various reasons. Overall, they don't have difficulties on external factor.

Table 12. Habits

Questions	SDS	DS	A	SA
33. Do you have wrong habits in study the listening material? "Cheating or waiting for an answer from friend" (Apakah Anda memiliki kebiasaan yang salah dalam mempelajari materi listening? (menyontek atau menunggu jawaban dari teman)	22.50%	42.20%	28.40%	6.90%
34. Do you depend on others when you find something you do not understand? (Apakah Anda bergantung pada orang lain ketika Anda menemukan sesuatu yang tidak Anda pahami?)	11.80%	23.50%	55.90%	8.80%

35. Do you feel shame to ask if there is material that is unclear? (Apakah Anda merasa malu untuk bertanya jika ada materi yang tidak jelas?)	10.80%	35.30%	39.20%	14.70%
36. Have mood swings affected you in learning listening comprehension? (Apakah perubahan suasana hati mempengaruhi anda dalam mempelajari pemahaman mendengarkan?)	6.90%	28.40%	41.20%	23.50%
Average	13.00%	32.35%	41.18%	13.48%

Having a bad habits influencing students in improving listening skill. There are 41.18% agree that they have a bad habit like cheating or waiting for an answer from friend, depending on other when you find something you do not understand. They also feel shame to ask when they didn't understand with the material given and they can't focus and take it serious in learning in the class when they condition isn't in a good mood. But 32.35% disagree with it.

Table 13. Situations and Teaching Learning Processes in The Class

Questions	SDS	DS	A	SA
37. Do you think the lecturers have used attractive teaching methods and techniques? (Apakah menurut Anda guru telah menggunakan metode dan teknik pengajaran yang menarik?)	7.80%	31.40%	44.10%	16.70%
41. Do the teacher explain the orders or instructions of the material clearly? (Apakah guru menjelaskan perintah atau petunjuk materi dengan jelas?)	2.90%	14.70%	59.80%	22.50%
42. Do the teacher explain the learning materials too quickly? (Apakah guru menjelaskan materi pembelajaran terlalu cepat?)	7.80%	51%	33.30%	7.80%
43. Do the situations or teaching learning processes stimulate you to be active? (Apakah situasi atau proses belajar mengajar mendorong Anda untuk aktif?)	4.90%	22.50%	55.90%	16.70%
Average	5.85%	29.90%	48.28%	15.93%

It can be seen 48.28% students agree situations and teaching learning processes in the class affect their understanding of the material given. And the other 29.90% disagree. The students completely agree the way the teacher teach in the class and the situation of the class is important for learning. The most problem they find is the situation in the class didn't

stimulate them to be active. There various reason like the class is noisy so they can't focus and concentrate.

Table 14. Media and Tools

Questions	SDS	DS	A	SA
38. Do the media and tools used during listening often have problems? (Apakah media dan alat yang digunakan selama mendengarkan sering mengalami masalah?)	4.90%	30.40%	47.10%	17.60%
39. Are the tools and resources for learning activities adequate? (Apakah alat dan sumber untuk kegiatan pembelajaran memadai?)	3.90%	19.60%	64.70%	11.80%
40. Are the class situations conducive to learn listening? (Apakah situasi kelas kondusif untuk belajar mendengarkan?)	12.70%	36.30%	43.10%	7.80%
Average	7.17%	28.77%	51.63%	12.40%

From the result of the table, there are 51.63% agree media and tool that used in the learning process affect their listening comprehension. The media and tool often have a problem and it didn't adequate. It makes the students difficult in listening and understanding the spoken text. The class situation also the problem because it isn't conducive to learn listening. Besides, 28.77% of the students disagree with it.

Interview Result

After the students fill the questionnaire, 8 out of 102 students have been chosen to be interview. The interview was held as well to support a deeper data analysis. Through the interview, students elaborate more the difficulties they are face in listening test and factor's which cause students' difficulties in listening comprehension. The result of the interview has been recorded.

1. Student's Listening Difficulties Related to Listening Material

Students are asked about their listening difficulties encountered in listening material. 7 out of 8 answered that listening comprehension are difficult and 1 student answered it's not difficult.

“For me, listening is difficult because several reasons like I can't understand what the speaker say because there are a lot of unfamiliar words. Beside that I can't focus and bothered when the spoken text is too long. Also, I get bored with that.” (Student B)

She said unfamiliar words and spoken text to long are interfere her listening comprehension.

“It's not difficult for me. But it doesn't mean I didn't have problem on it. In listening material, if there are too many foreign words, it will be difficult because foreign words are related to the questions posed by the speaker, if they are too long, it will be difficult to give

them time to think a little, but they don't bore me and are not too big of a problem for me.” (Student D)

Although for some students listening comprehension is not difficult, it's still there some factor that will hard to answer the question. Same as in the conversation, when it's too long, it will interfere their understanding and focus. The students sometimes skip some words or phrases that was a problem because they can't know the whole of the spoken text. So, they use their own personal experience and knowledge of the topic to understand the spoken text. Even though the text to long when they have experience and knowledge especially with the topic they know, it can help make it easier to understand the meaning of the spoken text. Like what student k do.

“I really use my experience and knowledge of the topic I know because it really helps. I can know some of the vocab that will come out. And even though I miss some phrase, it doesn't really matter.” (Student K)

2. Student's Listening Difficulties Related to Listener

Almost all the students found difficult in listening comprehension related to the listener. It can be because they didn't confident with themselves. Some students didn't confident before the test because they didn't prepare themselves like study before the test or have low ability in listening. Some students didn't afraid with that, but they are afraid and not confident when they can't understand what the speaker say or the meaning of the spoken text. Student f mentioned pronunciation is one of the factors that make her not confident.

“I'm afraid when the test is begun not before it.” (Student F)

“I'm afraid I mistook the vocab because there are some words have similar sound” (Student F)

“I often find words that are familiar but because of the pronunciation I get confused.” (Student D)

All of them sometimes were unsure of the word that said by the speaker because they can't focus while answering the question and listening to the audio at the same time. Student T stated it difficult to recognize the signals that indicate that the speaker is moving to another question. We need to really focus on the audio but it's too hard because they like to sleepy while doing the test and student B also stated that it's hard to memorize the phrase or words which was read before.

“I am easy with words that I have heard especially if they are too long” (Student B)

Listening have a transcript but it can't be show to the students because if they can look it, it will help them, and they didn't really need to study in order to doing the listening test.

“If there is a transcript, I can understand more the spoken text and it's easier to understand and answer the questions.” (Student N)

Teacher can show the transcript in the learning. When the students have done the test, they could look to the transcript to confirm the word or the spoken text which they are unsure and to know the mistake they did. It could help student to improve their understanding of listening skill.

3. Student's Listening Difficulties Related to Speaker and External Factor

Speaker is the main in the listening, it could affect the overall result of the test. The sound of the speaker is important when the quality of the recording is bad, it will hard for the student to know what the speaker say. It also same when the volume is too small or too high, it will interfere their listening comprehension.

“Sometimes the speakers are too loud or too quiet, it really affects my listening.” (Students D)

“I couldn't concentrate because the volume was sometimes too low, and because of the audio quality, the sound was not clear.” (Student A)

Student C also mentioned that poor quality of the audio also interferes her concentration.

Accent that used by the speaker make a lot of problem for them especially when in the listening test using more than one accent. Different accent will have different pronunciation which some accent doesn't sound clear when the speaker pronounces it.

“There are some accents which are as difficult to understand as British.” (Student K)

“It's difficult because there are some words when using different accents, they sound different and it's difficult to understand them.” (Student B)

Furthermore, student F mentioned that when the speaker speaks to fast, she can't concentrate. They are often miss some words or phrases and especially when the speaker does not pause long enough from one question to another. They can't have enough time to think about the answer or understand the meaning of the spoken text. Because of that they like to skip 1 or 2 questions and they need audio repetition to be able to confirm words they are unsure of and to be able to answer questions that are missed. Student A stated that he needs repetition audio so he could recheck the answer and understand the spoken text.

“I have trouble if the video can't be repeated, sometimes I miss something because I can't focus. It could be because it's too long, too fast, there are words I don't know or the pronunciation is clear, or because the surroundings are too noisy.” (Student T)

External factors affect students' concentration. The noisy of the surroundings like our friends in the class and the class next to our class very disturbing in doing the test. Student F also mention that her class has problem, but the class next door is very noisy. It's not only because the noisy, when the class is hot or cold also can affect their concentration like what student C said.

4. Factors Affect Students in Listening Comprehension

Having high motivation is necessary in learning listening comprehension. Without motivation, it hard to understand the material. Most of them have a low motivation because they didn't like listening.

“I don't like listening because it's boring, especially if it's too long.” (Student N)

“I don't like listening.” (Student T)

As mentioned by student N and T they don't like listening because it boring, it would affect them in learning listening comprehension.

Bad habit is one of the factors why the students lazy to learn the material. Almost all of them like to ask their friends answer or cheating while doing the test. Student D, T, K, and N stated that they have cheating in the test. Although it's not often, it's also affected their understanding of the listening comprehension. They can't improve their ability if they like to cheat to their friends.

The method using by the teacher will affect student's motivation to learning listening materials. It can be seen how clear the teacher explains the material and the speed the teacher explain. Some students stated that the teacher have already use interactive method and some say the otherwise.

“The way the teacher explain in the class is standard, nothing special, just use a whiteboard, markers and a textbook.” (Student A)

“I think it just a normal method.” (Student N)

The class situation also has a role to make the students to learn listening comprehension. As mentioned before, the class situation didn't conducive because it's too noisy and student A stated that the class did not suitable because there are a lot of his friends chatting and asking for answers so he can't focus and it's disturbing my concentration. Besides that, the class next for also disturb the concentration while learning listening as student F mentioned.

Discussion

Based on the findings, it has been discussed student's difficulties in listening comprehension. This study used mixed-method approach to conduct the research. Questionnaire and interview are used to obtain the data. For the questionnaire will be filled by 102 students of grade 9 secondary school. 8 out of 102 will be chosen to have an interview. From the result, its show student's difficulties in listening test and factors that cause students difficulties in listening comprehension.

According to the findings, in the listening test there are 4 aspects of difficulty be found. It was difficulties related to the material, listener, speaker and external factor, and listening comprehension. The first three factors are required to answer the first research question which to find students difficulties while doing listening test. In listening material, students find out difficult to understand the listening text when the topic is unfamiliar. They often found unfamiliar words which interfere their understanding of the spoken text and the question. These findings were similar to (Diora & Rosa, 2020), it said they were complex grammatical structures, difficult to understand every single words of incoming speech, difficult to interpret the meaning of long spoken text, unfamiliar topic, and new vocabularies. (Pratiwi & Andriyanti, 2019) mentioned the primary cause of student listening confusion is the listening material. For instance, the students are impacted by the text's length since the lengthy text contains a large number of unfamiliar words. That yields the same conclusion as this study. Despite the fact that this study didn't touch on students' comprehension of how slang and idioms are used in listening texts.

(Darti & Asmawati, 2017) stated that the students' listening problems are caused by both the listening material and the listeners' poor command of the English language. According to the results, there are several challenges, including anxiousness, poor pronunciation, lack of

attention, and trouble remembering words or phrases. When the audio is too long, they also get sleepy and bored, as was indicated in the questionnaire and interview results. They are all identical to the findings of this researcher. By comparing to another previous research, it has a same difficulty which student felt less focus when they have to listen to the audio and at the same time they should search for the answer as (Hardiyanto et al., 2021) said in their research.

Other aspects are related to speaker and external factor. This aspect is mostly faced by the students. The accent used by the speaker affect their understanding. Especially there are some words have similar sound that confused the students. It's also mention by (Wahidah, 2018) that has same result which English is a foreign language for them so that they often found the different accents of the speaker made them difficult in hearing and in understanding the text or the conversation. (Fitria, 2021) also said that the student's ability to listen is impacted by the speaker's accent. Furthermore, it is more difficult to hear and comprehend spoken language when it is spoken quickly and the interval between questions is brief. In order to help with the queries, students need to listen to the audio again and again. The external factor such as physical setting in the classroom is one of important factors affecting the students' focus on listening as said by (Pratiwi & Andriyanti, 2019). Students' ability to understand what is being said is supported by the input medium, such as audio or video. The performance of the pupils can be enhanced by a well-planned video presentation that is accompanied by visuals or text. Students may pay more attention and pay closer attention because of this. Poor audio quality makes the input delivered confusing and impairs listening comprehension. Moreover, the class situation also affects their focus. Silence, comfort, and weather conditions are important things that must have in the listening comprehension.

In the last factor which is listening comprehension is to find students difficulties when learning listening comprehension. (Putera Jaya et al., 2021) mentioned same as findings that Because of the poor quality of the recording materials, students may have difficulty understanding what they are hearing. Teachers frequently use recordings that have been rerecorded more than three times. These will lower the quality of the sounds, affecting students' ability to comprehend the listening materials. Having high motivation can help the learning process in increasing listening comprehension. Same as the previous research said, when listening materials contain known words, it would be very easy for students to comprehend listening materials. If students know the meaning of words this can also arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. The noisy and distraction in the class will lose the focus. Therefore, the student's motivation and class situation affect their understanding of listening material. From the findings, a lot of them feel shame to ask the teacher when they didn't understand the material. So, they depend on others which will not increase their understanding. Besides that, students' mood also interferes their desire in learning in the class. Moreover, the method and tools used in the class will affect the students in learning. The tools need in the good condition and the teacher need to use attractive method to increase student interest.

From the findings, it showed the average in each topic of the 4 existence factors. In the first factor which difficulties related to listening material, the most difficulties encountered by the students is long spoken text with 46.83% agree. Students feel fatigue and distract when the spoken text too long. It also interferes their understanding The second is related to listener showed that pronunciation is the most difficult topic with 53.95% agree. Students often mistaken with the word said by the speaker. It was because there are some words have similar sound that make them confuse which word are the correct one. In the speaker and external

factor, accent is the difficulties that often make students hard to answer the question and understand the spoken text. 52.90% of the students agree with it. there is an accent difficult to hear because it didn't sound clearly for them. The last factor is related to listening comprehension. 41.18% agree that they have a bad habits like cheating and also shame to ask when didn't understand the material that explained by the teacher. It's the reason why they can't improve their listening comprehension. From all topics in the 4 factors, pronunciation is the highest topic that make them difficult in listening comprehension.

CONCLUSION

Conclusion

Based on the result of the discussion, the researcher could conclude the result to answer the research question regarding to student's difficulty while doing the listening test and learning listening comprehension. For the first research question, it can be answer that students have difficulties related to the listener, speaker, and external factor. For the listener, unfamiliar words, pronunciation, and long-spoken text are a problem they have. Most of the students have lack vocabulary which interfere in understanding the spoken text. Sometimes it's difficult to know the word said by the speaker. It's hard for them to recognize a word because some words have similar sound. And long-spoken text makes them feel bored and sleepy. They also have poor ability in memorizing the words or phrases just heard. For the speaker, poor quality of the recording is a big problem although you have a good listening skill, especially when the audio using variety accent. Every accent has different pronunciation that not all students understand all of it which make it difficult for them. Then, it's also difficult to listen the audio when the speaker speaks to fast, each question didn't pause enough, and the audio can't be repeated. Furthermore, external factor plays important role. It will affect the test if the surroundings are noisy and the weather in the room too hot or too cold.

There are some factors cause students difficulties in listening comprehension. Shame to ask the teacher in the class is one of them. There is a lot of them afraid to ask when they didn't understand to the material. The reasons are they shy to ask or lazy because they didn't interest to it, then the teacher speak to fast and the media and tools that used by the teacher often have problem.

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