

STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITY MUHAMMADIYAH KOTABUMI ACADEMIC YEAR 2019/2020

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Abstrak: Penelitian ini membahas tentang kesulitan yang dihadapi mahasiswa semester III dalam pemahaman mendengarkan. Penelitian ini bertujuan untuk menemukan Kesulitan Mahasiswa Dalam Pemahaman Mendengarkan Pada Semester III Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi Lampung Utara Tahun Akademik 2019/2020. Penelitian ini telah dilakukan di Universitas Muhammadiyah Kotabumi Lampung Utara. Populasi penelitian ini merupakan mahasiswa semester III Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Kotabumi Lampung Utara Tahun Akademik 2019/2020. Jumlah populasi adalah 49 siswa dari dua kelas. Teknik purposive sampling digunakan untuk memilih satu kelas yang terdiri dari 24 siswa sebagai mata pelajaran dalam penelitian ini. Data dikumpulkan oleh kuesioner dan wawancara selama mendengarkan digunakan untuk mengkonfirmasi jawaban siswa. Metode kualitatif deskriptif digunakan untuk menganalisis dan menemukan solusi tentang masalah. Hasil dari menganalisis kesulitan siswa dalam pemahaman mendengarkan menunjukkan bahwa mendengarkan adalah keterampilan yang sangat sulit bagi siswa yang belajar bahasa asing. Berdasarkan data yang dikumpulkan dengan kuesioner dan wawancara ada beberapa masalah dari faktor-faktor yang dihadapi siswa ketika mereka mendengarkan. Di antaranya, kurangnya kosakata, aksen varietas dan buruknya pengetahuan tata bahasa. Peneliti mendapatkan faktor dominan menyebabkan siswa kesulitan dalam mendengarkan pemahaman dengan persentase 91,7% siswa mengatakan selalu. Faktor yang dominan adalah kategori konten teks mendengarkan dengan persentase tertinggi.

Keywords: Listening Comprehension, Difficulties, Students.

INTRODUCTION

Nobody can deny the importance of listening skill in foreign language learning because the key to acquire a language is to receive language input. The same claim is supported by Rost in Hamouda (2013: 113) which confirms that listening is very important in the language classroom

because it provides input for learners. As an input skill, listening plays an important role in students' language development.

Thus, the acquisition of language is achieved primarily through acceptable input acceptance and listening capability is an essential component in achieving understand able language input. Without understanding the input at the right level, all

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kinds of learning will not occur. Therefore, listening is a fundamental language skill and becomes a very important component, which becomes a key element during the teaching and learning activities, because students have to listen to what the lecturer said in the teaching and learning process. Therefore, proper listening skills become one of the most important priorities for students.

According to Hasan in Abdalla and Elhadi (2015: 45) listening comprehension provides proper conditions for language mastery and development of other language skills. Therefore, listening can be a category not only as a receptive skill but also for the development of verbal language proficiency. The opinion is supported by the Rost in Afriani (2007: 111) which suggests that developing skills in listening is key to achieving proficiency in speech.

It is known that English has four basic skills there are listening, speaking, reading and writing. Listening plays an important role in the process of communication because it can be seen, from the total time spent to communicate, listening took as much as 40-50%; Speaking, 25-30%; Reading, 11-16%; and writings, about 9% (Gilakjani and Ahmadi in Hamouda, 2013: 114). From the statement researcher can conclude that the listening skill takes most time in comparison with the four skills.

From the four basic skills in English there are three language components including Grammar, vocabulary and pronunciation, which are also important when the communication progresses. All components are very important and should be learned if you want to master English well. But in fact, some students are not able to understand not even understand the words or sentences spoken in English verbally by their opponents. This means that the students' have less listening skill and the vocabulary is still limited.

Meanwhile, the same problem also happens toward third semester students of English study program of University of Muhammadiyah Kota-bumi North Lampung. Based on results of the interview conducted by the researcher toward one of the English lecturer of the University of Muhammadiyah Kotabumi on Friday 15 December 2019, the students have three difficulties in understanding listening. The first difficulty is in vocabulary. Where this relates to the special word used by foreign people who are rarely heard by students. Vogely's Study (1998) which suggests that difficulties in understanding listening partly due to structural components of the text.

The second difficulty is the native speaker speaks too fast, talking too fast will also affect their understanding of the message and the content of the conversation.

Students are not able to understand English delivered orally because they do not understand the content of the spoken lesson. Often such students lost confidence as a foreign language practitioner. Therefore, students experience difficulty in concentration and maintain concentration for a long time. Hamouda (2013) show that when the speaker talks quickly, it is difficult for them to understand what is being said, even if the words spoken are the ones they know. The results of the research conducted by Flowerdew and Miller (1992) and Hayati(2010) reported that their subjects unanimously assess the speed of delivery as one of the biggest obstacles to understand, and the third difficulty, the difficulty of understanding native speakers. Since speakers' accents are usually different from nonnative speakers of English people. It greatly affects the students' understanding because from the native speakers' words seem to be the word for them. It makes the students difficult to understand.

The researcher chooses this topic because of some considerations. First, the objective of Listening comprehension for students in English Education Study Program of University of Muhammadiyah Kota-bumi North Lampung is explore skill listening Most of the given materials are used to prepare the students to be able to do examination and explore students' listening skill. Meanwhile based on observation and

interview many students have problem in listening comprehension.

From the explanation above the researcher is interested in investigating the research entitled "Students' Difficulties In Listening Comprehension At Third Semester students of English Education Study Program of University of Muhammadiyah Kotabumi North Lampung"

RESEARCH METHOD

The approach in this study is a qualitative approach because its assessment of the problem produces descriptive data or in other words in this study is attempted on the collection of descriptive data as outlined in the form of reports and descriptions. In general, the descriptive data collected is more in the form of words and pictures than numbers. So that the purpose of this qualitative research is to describe the empirical reality behind the phenomenon in depth, in detail and thoroughly. As Sugiyono (2013) mentioned descriptive research is a research which is describe the phenomenon, symptom, condition which use qualitative or quantitative. Therefore, the use of a qualitative approach in this study is to match empirical reality with the prevailing theory by using descriptive methods. This qualitative study carried out to find out and

describe clearly and in detail about "the difficulty of students in understanding listening".

In this research the data resource was taken from the third semester students A class of English Education Study Program of University of Muhammadiyah Kotabumi North Lampung in academic year 2019/2020. In this research, the researcher was interviewed and apply questionnaire to know the students' difficulties in listening. Furthermore, in this research, the researcher was choose the participant that has low ability based on the score data of listening task that lecturer has. Meanwhile, to find out factors that cause students to be difficult in listening, the researcher was conducting a questionnaire to all of third semester students of English department.

The data taken is primary the data collected and processed by the researcher directly from the subject or object of research. The data collection technique is the most important step in research, because the main purpose of research is to get data. According to Sugiyono (2007) when viewed in terms of data collection methods or techniques, the data collection techniques can be carried out by observation, interviews, questionnaires and documentation. The researcher uses two instruments in this research, namely the questionnaire and interviews.

This instrument consists of seven sections questionnaire. First section asked about listening problems related to the content of the listening text consists of 10 questions, second section two about the listening problems related to linguistic features consists of 7 questions, the third section about problems caused by the failure to concentrate consists of 6 questions, the four section about learners' perception of listening problems related to psychological characteristic consists of 7 questions, the five section about listening problems related to the listener consists of 7 questions, the six section about listening problem related to the speaker consists of 7 questions, and the seven section about listening problem related to the physical setting consists of 7 questions. Pandemic be a reason the researcher to carried out the questionnaire through certain media, such as WhatsApp and Zoom meeting. In conducting questionnaire, researchers prepare the question which related to the aspects of the difficulties in listening comprehension.

Table 1
The specification of Question in learner's questionnaire

NO.	Categories	Number of Statements
1.	Content of the listening text	2,5,6,9,11,16,19,29,5,24
2.	Linguistic features	1, 7,8,13,14,27,32

3.	Failure to concentrate	3,15,17,18,20,21,42
4.	Psychological characteristic	23,22,26,45,46,47,48
5.	The Listener	10,12, 28, 30,31,33, 34
6.	The speaker	36,35,40,49,50,51,52
7.	Physical setting	4,39,38,37,44,43,41,
total		52

Bellows was the score range that used in scoring the students' responds.

Table 2
Score Range of Questionnaire

Scale	Value
Never	1
Ever	2
Sometimes	3
Often	4
Always	5

(source: a likert scale)

Data processing and analysis using descriptive analysis conducted to identify students' difficulties in listening comprehension. Descriptive research is research based on descriptive data from the status, circumstances, attitudes, relationships or systems of thought of a problem that is the object of research. After getting the data obtained in this study, the next step is to process the data collected by analyzing the data, describing the data, and drawing conclusions.

To analyze this data using qualitative data analysis techniques, because the data obtained is a collection of information. The data analysis process begins by examining

all available data from various sources, namely through interviews and documentation. The researcher give a questionnaire after get the data from questionnaire, it analyzed by using formula and conversion percentage.

a. The formula for percentage

$$p = \left[\frac{F}{N} \right] \times 100\%$$

Where :

P : the result of percentages

N : The total of score per factor

F : The total of answers per factor

(sugiyono, 2011:94)

After finish counted the data, the researcher described the data base on the percentage. The analysis helped the researcher to highlight some important conclusion from this research.

b. Percentage for the questionnaire

This research used the likert scale to give weight of each questionnaire which have five points of continuum, namely: never, ever, sometimes, often, and always. Brown (2010). The score of every item depended on the statement. To analyse the result of the questionnaire, the following percentage is use.

Table 3
Interval of percentage

0% – 19,9%	Never
20% – 39,9%	Ever
40% – 59,9%	Sometimes
60% – 79,9%	Often
80% – 100%	Always

Data analysis in qualitative research is carried out when the data collection takes place, after the completion of data collection within a certain period. At the time of the interview, the researcher had analyzed the answers from the informants. If the answers interviewed after being analyzed are not satisfactory, the researcher will continue the question again, to a certain extent so that the data is not saturated.

RESULT

This research was done to find out students' difficulties in listening comprehension and tries to describe what factors cause students' difficulties in listening comprehension. This research uses questionnaires to know students' difficulties in listening comprehension and some factors that cause students' difficulties in listening comprehension, and test was used to know level of students' difficulty in listening comprehension.

The first step in order to get quantitative result is by doing collecting and scoring the data that is got from the questionnaire, And then the next step is counting the percentage of the students' difficulties and cause students' difficulties in listening comprehension, for this case researcher uses formula as follows.

$$P = \left[\frac{F}{N} \right] \times 100\% \text{ (Sudijono, 2011:94)}$$

P: the result of percentages

N: The total of score per factor

F: The total of answers per factor

1. CONTENT OF THE LISTENING TEXT

- a. Long spoken text interfered with my listening comprehension.

Long spoken text was one factor distract concentration of the students during listening comprehension. It is also make the student difficult to interpret that the speaker said. The result of 24 students show that, there were 66,6% students answer always and 0% students answer never, this result clearly shows that the length of the text can be one major factor that negatively affects the students' listening comprehension. Thus, know about interpret the meaning of the spoken text very important in listening comprehension. The students found difficult to interpret meaning of spoken text because they have limited English vocabulary and there were many unfamiliar topic.

- b. I feel fatigue and distracted when I listen to a long spoken text.

Foreign language learners felt fatigue and distracted when they listen along spoken text because they tried to understand

unfamiliar sounds. The results from 24 respondents had 91% answered always and 0% students answered never. Thus, felt fatigue distract students' attention from interpret the meaning of the text and made them lost concentration. Listening long spoken text made the listener felt tired because they tried to understand the unfamiliar sounds, lexis, and syntax for long stretches of time. The learners' might miss the text also when there was a lapse in concentration.

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

Background knowledge is an important thing that can influence students' listening comprehension. Even if they have mastered of the skill, lack of background knowledge can reduced their listening comprehension. The result of questionnaire shows that from 24 respondents there are 25% students answer always. Students who answer always lack of knowledge about that. It shows that background knowledge is very important thing to get meaning of the listening text.

d. I find the pronunciation is familiar but cannot recognize the words

Based on the table, there were 25% said always, 23.3% said often, 16.6% said

ever, 2.5% said sometime and 0% said never. Almost all students have responded that they unable to recognize the word because the way speaker pronounce. The word were pronounced differently from it was learn. At this point, the listener may not recognize it as the same words or may even miss its existence completely. The different culture may be influence this problem.

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

The question were asked to know unfamiliar word including jargon and idioms, interfered the learners' listening comprehension. There were 75% from 24 student have responded that unfamiliar words including jargon and idioms interfered with their listening comprehension. It means that vocabulary is a significant problem to most students in listening comprehension. The students did not know what the difference between jargon and idioms are. Their practice in listening too limited because they learning listening only in the class when they learn about listening comprehension. It became their problems pertinent to unfamiliar word.

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

Long spoken text was one factor distract concentration of the student during listening comprehension. It is also make the student difficult to interpret what the speaker said. The result of 24 students show that, there were 91,6% students answer always and 0% students answer never. Thus, know about interpret the meaning of the spoken text very important in listening comprehension. The students' found difficult to interpret meaning of spoken text because their limited English vocabulary and there were many unfamiliar topic

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

From the results of questionnaire, unfamiliar topic is one of students' difficulties in listening comprehension. There were 60% students have responded often. The questionnaire indicates that many students find difficult in listening when the topic is unfamiliar. It means that the student construct their basis understanding on their experience. Some-times there were dialogue and the speaker talks about different topic such as economy, so many students do not know any of the words related to economy. The problems may affect them because they don't read about it. They had to increase their lexical knowledge by reading and listening.

h. I stop listening when I have problems in understanding a listening text.

Many students (45.8% always and 23.3% often) stop listening when I have problems in understanding a listening text. The lack of motivation of students in listening makes it difficult for them to follow listening lessons and students lack confidence in achieving listening success due to their limited number of English vocabulary. The lecture must realize that students need motivation to motivation to get success in listening.

i. If I don't come to a total comprehension of an oral text, I feel disappointed.

Before doing listening comprehension tasks, many students (23.3% often and 22.5% sometime) fear that they cannot understand what they will hear. In order to arouse the students' interest and lower their anxiety, it's one of the problems students have in listening so they tend to be lazy in listening and this will make it even harder, the lecturer should to find appropriate and interesting materials and make listening class go on in an enjoyable and relaxing way.

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

As can be seen from Table above, almost all of the students said (55% sometime and 3.3% often) have responded that they found it difficult to predict what would come next and to get a general understanding from the first listening, respectively. It is mean that general understanding of the spoken text from the first to be one of the problem students in the listening comprehension.

2. LINGUISTIC FEATURES

- a. Complex grammatical structures interfered with my listening comprehension.**

The first question was asked to know whether complex grammatical structures interfered with the students' listening comprehension. The great majority of the students (45.8%) have responded that difficult grammatical structures interfered with their listening comprehension. The percentages point out difficult grammatical structures cause much trouble to students. This conforms to Vogely's study (1998) which shows that the difficulty in listening comprehension is partly due to the structural component of the text.

- b. I find it surprising and difficult to deal with colloquial language and slang.**

Colloquial language is a special challenge. If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have become accustomed to formal language as taught in formal education will find it very difficult to understand the word of the speaker using daily language or slang. The uses of colloquial and slang expressions are likely to cause problems for non-native speakers in understanding a lecture. The results of this item show that 25.% of the subjects (always) agreed that the use of colloquial and slang expressions made it hard for them to comprehend a lecture, while only 11.6% of the subjects (never) disagreed with this statement.

- c. I find it difficult to understand reduced forms.**

Reduced forms are an important thing listening comprehension, but all students did not understand about that. It can be known from the result of the questionnaire. From 37 students, there were 43% students answered often and only 0% answered no. Many students answered often because their lack understands about grammar structure. It shows the students need to improve their learning about listening in order to make them easy to

answer the question in listening comprehension.

- d.** When encountering an unknown word, I stop listening and think about the meaning of the word.

When encountering an unknown word, many students stop listening and think about the meaning of new word. There were 46.6% students said often, 7.5% students said sometimes and 0% students answered never. This problem interrupting their listening and make them miss some information in listening. There were so many unfamiliar words in listening comprehension. When they listening long conversation and talk, they try to understand all of the speakers said to get the correct answer, then when they got an unknown words they focus to find the meaning that words.

- e.** I find it difficult to infer the meaning of an unknown word while listening.

Students find it difficult to infer the meaning of an unknown word while listening, There were 50% students said often, 22.5% students said sometimes and 0% students answered never. This problem interrupting their listening and make them miss some information in listening. Same like the questions number thirteen, there were so many unfamiliar words in listening

comprehension. When they listening long conversation and talk, they try to understand all of the speakers said to get the correct answer, then when they got an unknown words they focus to find the meaning of that words.

- f.** I find the pronunciation familiar but i cannot recognize the word

Based on the table, there were 20.8% students said always, 56.6% said often, 2.5% students said sometime and 0% students said never. Almost all students have responded that they find the pronunciation familiar but I cannot recognize the word because they have a little vocabulary and difficult to remember the word, the word we are pronounced same as learned but students do not understand what the native speaker said.

- g.** Students find it difficult to recognize the words I know because of the way they are pronounced

Based on the table, there were 73.3% students said often, 2.5% said sometime, 1.6% students said ever and 0% students said never. Almost all students have responded that they unable to recognize the word because the way speaker pronounce. The words were pronounced from the native speaker but the students don't understand what they're hearing. At this point, the listener may not recognize part of the same words or may even miss a few

words. Lack of vocabulary in English may be one of the problems faced by students in the understanding of listening, therefore, the words speak by native speakers are not easy to understand by students.

3. FAILURE TO CONCENTRATE

- a.** I am unable to concentrate because I search for the answers, and I listen to the dialogue at the same time.

From the table, there were 60% students said often, 5% students said sometime, 5% students said ever and 0% said never. It means that some of students said often find difficulties to concentrate when answer and listen at the same time. It was because the lack of listening exercises that students do, students learn more often in class and rarely repeats the lessons that have been taught in the classroom. Therefore they are not able to think quickly to determine the correct answer, it shows that students can't concentrate because they are looking for the answer is still long enough and at the same time they have to listen to the next dialogue.

- b.** I lost focus of the talk when I have got an expected answer in my mind.

From the table, there were 50% students said always from 24 respondents lose focus when get an expected answer in their mind. This problem will interrupt their

listening because their unable to concentrate and miss their listening. When they understand what the speaker said, they try to find the answer. They spend much time to choose the correct answer. Finally, they miss next question.

- c.** I lost my concentration when the speaker speak too long.

Both vocabulary and the difficulty of grammatical structures, the length of the spoken text was one of main reasons why the student difficult to understand most of the talk. Based on the 24 respondents, there were 0% students answered never this question. This result clearly shows that the long spoken text can be one major factor interfere the learners' listening comprehension because it distracted their concentration. Long spoken text bore the student also. Therefore, it is possible to infer that long spoken text interfere learners' listening comprehension.

- d.** I lost my concentration when I think about the meaning of new words.

This question were asked to know unfamiliar word including jargon and idioms, interfered the learners' listening comprehension. There were 20% from 24 student have responded that unfamiliar words including jargon and idioms interfered with their listening

comprehension. It means that vocabulary is a big obstacle to most students in listening comprehension because they learning listening only in the class when they learn about listening comprehension, students do not retrain their listening skills in outside the study hours. It became their problems pertinent to unfamiliar word.

- e. I lost my concentration when I think of another question.

As can be seen from the table, there were 20% students said often, 20% students said ever, 5% students said sometime, 4.1% students said always and only 2.5% students said never. It shows that the students found difficult to answer the question which required other than short answer. It because longer answers spend much time to translating and if there was many unfamiliar words. From this result, it is possible to infer many students find it difficult to answer which require longer answer.

- f. I have unable to concentrate when I search meaning and listen dialogue at the same time.

From the table, there were 60% students said often, 5% students said some time, 5% students said ever and 0% said never. It means that many students find difficulties to concentrate when answer and listen at the same time. It means that some

students find it difficult to concentrate when answering and listening at the same time. When students are looking for answers, at the same time they must listen to the next question or English conversation so it interferes with the concentration of students in listening. They don't have time to think much longer what the right answer is. This indicates that students cannot concentrate because they are looking for answers and at the same time they have to listen to the next dialogue.

- g. I lost my concentration if the recording is in a poor quality.

The result of the questionnaire that can be seen on the table, there were 79.1% students said always and 0% students said Never. Many students have answered that poor quality of recording interfere their listening comprehension because they lose concentration. They cannot focus what the speaker said.

4. PSYCHOLOGICAL CHARACTERISTIC

- a. I feel nervous and worried when I don't understand the spoken text.

Many students answer always in percentages of students (29.1%) reach an agreement that they always feel nervous and

worried when they don't understand the spoken text and 0% or nothing answer never experience panic when they fail to understand the spoken text. These figures point out that this factor creates psychological problems for learners.

- b.** I find it difficult to understand the spoken text which is not interesting to me.

Matters of motivation and interest are also important factors in understanding the topic of the spoken text. 35% sometime and 25% always find it difficult to understand the spoken text which is not interesting to them and 0% report they can overcome this difficulty easily. The numbers indicate that students have certain difficulties in understanding the spoken text which is not interesting to them. This may be due to the fact that the types of listening exercises always remain the same; listeners will feel bored because of the repetition of exercise patterns.

- c.** Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.

Before doing listening comprehension tasks, there were 50% students have responded they fear that they cannot understand what they will hear. Lack of confidence the students before doing

listening comprehension because they don't have much knowledge and lack of practice in listening. They were shy with her friends also when they don't understand something. It is the lecturer's job to arouse the students' interest, help them gain confidence and make sure that they can achieve success in listening with the limited amount of English. It means that the lecturer have to find good strategy to make the class enjoyable and relaxing.

- d.** when I entered listening class, I am getting anxious so I am not focusing

Based on the questionnaire, there were 46.6% students have responded that they feel anxious if they don't understand spoken text. They are very worried getting a low score when their answered the listening questions because they do not understand the text spoken by the speaker so students panic and anxious when they fail to understand the text spoken These figures point out this factor creates psychological problems of the learners. The lecturer had to motivate them in order to make them feel relax during listening.

- e.** I feel unmotivated when I entered listening class

Students feel unmotivated when they entered listening class. The results from 24 respondents had 18.3% answered ever,

12.5% students' said sometime, 10% students said often and only 1.6% students answered never. Thus, feel unmotivated when they entered listening class. Decrease interest with Listening class make the listener lazy entered listening class because they tried to understand the listening comprehension but very difficult to them and teachers should be attention to the students who have problem with the motivation, maybe they have problem with friends so they lazy to entered in listening class.

f. when I have problem with my friend I do not focus to listen to the speakers

The question number 47 the most of student answer sometime with the percentage 27.5% who answer sometime if they have problem with their friend so they do not focus to listen to the speakers, it is the problem for the students because when student do not focus to follow material in listening comprehension so they can't understand what the speakers said and not effective to continue the study.

g. I don't like the material conveyed

The table above shows that the students don't like the material conveyed there were 35% students said sometime, 1.6% students said ever and only 7.5% students said never. That the point is many

of students don't like the material conveyed so that the problem to students who will follow the material of listening comprehension.

5. THE LISTENER

a. I do not often pay attention to intonation of the speaker.

To know what the speaker said the student must paying attention to the intonation of the speaker. But in reality, many students do not paying attention to the intonation of the speaker. The result from 24 students, there were 2.5% students said never paying attention to the intonation the speaker. It become a big problem for non native language because intonation very important to comprehension. Many students said that it was not important to understand what the speaker said.

b. I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another

Signal words help the listener to grasp the thread of thought in the material. The listener can predict what may come next by using signal words.

Based on the table above, there were 52% said sometimes and 0% said no. Students may fail to recognize the signals which indicate that the speaker is moving

from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as "secondly," or "then" are comparatively evident to listeners. In informal situations or spontaneous conversations, signals are vaguer as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners (Gilakjani and Ahmadi, 2011).

c. I can't to predict what would come next

The table above shows that the highest percentage answer is "always" around 45.8%. It can be concluded that the student can't to predict what would come next.

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

As can be seen from the table, there were 55% students answered sometime and there were 6.6% answered often. It shows that sometimes the students get difficulty to predict what would come next. The students who encountered this problem will interfere their listening. It can be concluded that the student sometime difficult to predict what would come next.

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

The table shows that there were 40% students said often and 0% said never. It means that the student find difficult to quickly remember about word that they have just heard. When they forget what they heard, they will spend too much time on translating and they cannot know which answer is correct. It shows that remembering of what just hear in listening is very important thing.

f. There were words that I would normally understand in writing, but when I heard them in a stream of speech, I found it difficult to tell where one word finishes and another begins.

The table above shows that the highest percentage answer is "sometime" there are 25%.students have responded that they often or always found it difficult to identify the words they knew in their written form, when they hear them in a stream of speech, another students' answer 18.3% ever, 6.6% often and nothing students' answer never or 0% who said never to this statement.

From this result, we can conclude that there are some of students normally recognize the words in their written form, but sometimes they find difficulty whenever

they hear them in a stream of speech. Furthermore, If the student is not aware of what the new word sounds like when it is said quickly and juxtaposed with other words, the student may be difficult to understand the pronunciation of speaker.

- g.** I find it difficult when listening to English without transcripts.

The table shows that the majority of the students have responded they found difficult when listening English without transcript. From 24 students, there were 27% said always and only 5% said never. The students answered sometime, because their limited English vocabulary and limited knowledge about English. The lack of practice without transcript also make difficult to do it. It means that the transcript make them easy to check audio which they hear in the class. Thus, they need to practice more and more listening without transcript because in listening test like TOEFL test needs comprehension without transcript.

6. THE SPEAKER

- a.** I find it difficult to understand the meaning of words which are not pronounced clearly.

Many students from 24 students have responded that they difficult in

listening because not pronounced clearly, there were 75% said always. They recognized the words in written text but they couldn't understand what they hear. It means that unclear pronunciation of some speaker is also considered as a source of listening problem. Many students said they were not successful since it was impossible for them to know what the speaker said because they lack of pronunciation ability. They need to practice the words with clear pronunciation.

- b.** I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.

The table indicates that, there were 29.1% students said always and 8.3% students said never. It shows that many students found difficult to understand spoken text without seeing the speaker's body language. When they see speakers' body language, they will be easy to interpret the meaning of the speaker said. This deprives them of some contextual clues which make the message easily understood, as they cannot see the speaker's face and gestures so they have the added difficulty of remembering the setting and the individual speaker are not seen.

- c.** I find it difficult to understand the natural speech which is full of hesitation and pauses

The table shows that, 27.5% students said sometimes and 0% students said never. It means that many students have responded that they found difficult to understand the listening text which is full of hesitation and pauses. It was because hesitation and pause will make them difficult to interpret meaning what the speaker said.

d. I hear unclear pronunciation from the speakers

Some of the students from 24 students have responded that they difficult in listening because unclear pronunciation. They recognized the words in written text but they couldn't understand what they hear. It means that unclear pronunciation of some speaker is also considered as a source of listening problem. Many students said they were not successful since it was impossible for them to know what the speaker said because their lack of pronunciation ability. Therefore, they need to practice the words with clear pronunciation.

e. I find the speaker using certain accent that I do not know

From the results of questionnaire, unfamiliar accent is one of students' difficulties in listening comprehension. There were 56.6% students have responded often. The table indicates that many students often find difficult in listening when the

accent is unfamiliar. This means that students are not too familiar with the accent speak by the speaker. Sometimes there is a conversation dialogue about a topic but some students do not know the word mentioned by the speaker so students do not understand the dialogue. This is one of the problems faced by them, therefore they read less about it. They must increase their lexical knowledge by reading and listening to English dialogue.

f. I find the speaker is very quickly spoke so I difficult to interpret

The speaker speak too quickly is factor that interfere the students' comprehension in listening. The table indicates that there were 75% students said always, and 20% students said often. A lot of students point out that when the speaker speak too fast, it is difficult for them to understand what is being said, even if the words are familiar for them. Native speaker speak too fast make the students sometimes hear all the words as a single unit. At this point, difficulty with speed delivery because unfamiliarity with listening to native speaker. The students need to practice their listening by listen to native speaker.

g. Many speakers involved in a conversation or dialogue, so I have difficulty to understand the message that was delivered

Many speakers involved in a conversation is one of students' difficulties to understand the message that was delivered speakers. From the questionnaire shows that only 0.8% students have responded never, 0% answer ever, sometime have respond 0%, students have responded often 25% and 43.3% students said always. It means that involved in a conversation is students' difficulties in listening comprehension.

7. PHYSICAL SETTING

- a. Unclear sounds resulting from poor equipment interfere with my listening comprehension

Table 3 also shows that, there were 20.8% students said always, 18.3% students said ever, 16.6% students said often and 2.5% students said sometime. It means that not only poor-quality of the tapes disturbed listening comprehension but also unclear sounds resulting from poor quality of the equipment.

- b. I find it difficult to understand well when speakers speak with a variety of accents.

As can be seen from the table 3, there were 35% students said sometimes, 10%

students said often, 5% students said never and 4.1% students said always. It indicates that many students sometimes difficult to understand spoken text because variety accents of the speaker. The students felt confused with British English and American English because the pronunciation and intonation are quite different. It shows that the students had to learn not only English language but also variations of it.

- c. I find it difficult to understand well when speakers speak too fast.

Speaker speak too fast is factor that interfere the students comprehension in listening. The table indicates that there were 43.3% students said often, 22.5% students said sometimes, 4.1% students said always and 1.6% students said ever. Many students point out that when the speaker speak too fast, it is difficult for them to understand what is being said, even if the words are familiar for them. Native speaker speak too fast make the students sometimes hear all the words as a single unit. At this point, difficulty with speed delivery because unfamiliarity with listening to native speaker. The students need to practice their listening by listen to native speaker.

- d. I find it difficult to understand the listening text when the speaker does not pause long enough.

Lack of pauses is also considered as source of listening problems. Result shows that there were 20% students said ever, 17.5% students said sometime, 16.6% students said often. Many students ever difficult to understand the listening text when the speaker does not pause long enough.

- e. It is difficult for me to concentrate with noises around.

Noise around listening test is an obstacle to comprehension. Table indicates that there were 33.5% students said always, 18.3% students said ever, 10% students said sometime, and 3.3% students said often. When noise in the room and the poor preparation of lab, will make the students cannot concentration on listening to the recording material. It is sure that noises around will not have good result in listening.

- f. Unclear sounds resulting from a poor-quality of the equipment interfere with my listening comprehension.

Another problem connected with listening was poor quality of the equipment. The table indicates that there were 75% students said Always, 10% students said often, 7.5% students said sometime. Majority students have responded that the difficulties that they faced in listening comprehension because

poor quality of the equipment. Poor quality of the equipment will make sounds of the speaker is not clear and make us lose concentration.

- g. Loss concentration with poor quality of the equipment

Another problem connected with listening was poor quality of the equipment. The table indicates that there were 25% students said Always, 18.3% students said ever, 10% students said often, 7.5% students said sometime. Majority students have responded that the difficulties that they faced in listening comprehension because poor quality of the equipment. Poor quality of the equipment will make sounds of the speaker is not clear and make us lost of concentration.

The result of the questionnaire that can be seen on the table, there were 25% students said Always, 18.3% students said ever, 10% students said often, 7.5% students said sometime. Many students have answered that poor quality of recording interfere their listening comprehension because they lose concentration. They cannot focus what the speaker said.

This research was aimed at knowing the difficulties students in listening comprehension at the third semester students of English Education study

program of university muhammadiyah kotabumi academic year of 2019/2020 and providing some suggestion to the lecturer to help the students to overcome listening comprehension problems. The questionnaire and interview were used as the instrument in this research.

From the explanation above, it can be drawn conclusion that listening is a difficult task of students which can be seen from the result of questionnaire, interview, and observation during listening. There some problems from factors encountering students when they listening. Among these, lack of vocabulary, poor of grammar knowledge, length of spoken text, unfamiliar topic, failure to concentrate, anxiety, lack of interest, variety accents, pronunciation, poor quality tape or disks, inability to apply listening strategy, and inability to concentrate.

Meanwhile Lack vocabulary become a main source of the problems because may be the students lack of practice to listen and to read English literature in order to improve their grammar and vocabulary. Improving students' vocabulary will not complete without know how to pronounce it, because pronunciation is one of the important things in listening.

Not all the problems described above can be overcome. Certain features of the message and the speaker for instance are

inevitable. But this does not mean that the lecturer can do nothing about them. They can at least provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. There are a few ideas to help the lecturers to overcome listening comprehension problems:

1. Adapting And Improving Listening Materials

Because the student have different knowledge and learning styles so that the lecturer should build students' interest by giving better material to become stimulating and motivating to them.

2. Activating students' vocabulary

Based on questioners and interview in above, one of the great causes for the students in listening comprehension is their lack of vocabulary. The majority of all the students report not to have sufficient vocabulary in listening comprehension and a small number complains that their vocabulary is too poor to understand. therefore, Hamouda (2013) stated that Activating vocabulary by asking them to guess the meaning of word that used in listening, before explaining the meaning to them, since whenever the students are able to relate what they have already known to

what they are supposed to listen for, they are likely to listen better and more effectively.

3. Accents

Make students aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is necessary to let students deal with different accents, especially in extensive listening.

4. Pronunciation

The findings in the study show that incorrect pronunciation hinders at least many students from listening comprehension, so teachers need to help students expose themselves and get familiar with precise pronunciation of native speakers. By doing that the students' pronunciation capacity is much more improved, which will help students find listening to native speakers effective and efficient. Many teachers suppose that students' accurate pronunciation is of great help for them in listening acquisition. They also believe that one of the ultimate results of listening acquisition is to train students to produce accurate pronunciation.

5. Using slow rate of speech

Speaker speak too fast is one the problem so training students with slow rate of speech at first will help them to know what the speaker said. When the students have understood clearly try to up the rate of audio.

6. Building students' knowledge about the topic

As the lecturer needed to provide the students with different topic that always used in listening comprehension test like TOEFL test. The students have to know the background needed to understand the text and it will help them to focus what listen for. It will help them to predict what they hear and make connection with what they already know.

7. Giving some strategy in listening

The important thing is give the students some strategy in listening to make them easy find the answer of the question from the speaker without think too much and spend their time.

8. Anxiety

Motivate students to be positive thinking about their score and supportthem. Don't think too much just do what you can do.

In addition to what has been mentioned, the way helping learners in listening comprehension as Brown in Hamouda (2013) stated proposed the methodology that combined developing the learners' phonological code and helping them use context to make prediction.

CONCLUSION

To conclude, listening is vital not only in language learning but also in daily communication. However, researcher can clearly see the situation of teaching and learning English. Listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems. This study is done in the hope of finding out the factors causing their listening comprehension problems and contributing some recommended strategies for teachers

and students employ in improving the effectiveness of teaching and learning listening comprehension.

Most of students are unable to comprehend listening text. There are ten problems in students' self learning that were found in analyzing students' difficulties, they were : lack of vocabulary, poor grammar mastery, accent, pronunciation, lack of concentration, speed of speech, anxiety, noisy, inability to apply listening strategy, bad quality of recording. It is correct that the problems in listening comprehension faced by students not only from the listeners themselves but also from content material and environment of listening comprehension. Hence, the students have to study hard and have more practice to improve their listening comprehension.

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