

AN INVESTIGATION OF LISTENING COMPREHENSION PROBLEMS ENCOUNTERED BY THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT BATURAJA UNIVERSITY

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Abstrak

Penelitian yang berjudul “Investigasi Masalah Pemahaman Mendengarkan yang Dihadapi oleh Mahasiswa Semester Ketiga Program Studi Pendidikan Bahasa Inggris di Universitas Baturaja” membahas tentang masalah yang dihadapi oleh Mahasiswa Semester Ketiga terhadap Pemahaman Mendengarkan. Tujuan dari penelitian ini adalah untuk mengetahui masalah dominan yang dihadapi siswa dari lima faktor; materi mendengarkan, aspek linguistik, kurang konsentrasi, faktor pendengar, dan pengaturan fisik. Metode deskriptif digunakan untuk menganalisis dan mencari solusi tentang masalah. Penelitian ini dilakukan di Universitas Baturaja. Populasi penelitian ini adalah mahasiswa semester 3 program Pendidikan Bahasa Inggris Universitas Baturaja. Jumlah populasi adalah 14 siswa dari satu kelas. Teknik total sampling digunakan untuk memilih satu kelas yang terdiri dari 14 siswa sebagai subjek dalam penelitian ini. Dari kelima faktor tersebut, peneliti mengetahui bahwa faktor kelima sebagai pengaturan fisik menjadi masalah dominan dari pemahaman menyimak sebagai hasil dari jawaban siswa, dari tabel, faktor kelima memiliki 34,86% sebagai persentase dominan, jadi peneliti dapat menyimpulkan bahwa pengaturan fisik adalah masalah utama terutama untuk kehilangan terkonsentrasi dengan kualitas rekaman yang buruk yang dihadapi oleh mahasiswa program studi pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Baturaja.

Kata Kunci: Mendengarkan, memahami, menemui, masalah.

INTRODUCTION

This chapter discussed the background of the research, problem of the research that consisted of limitation and formulation of the research, objective of the research, and significance of the research.

A. Background of the Research

There are four main skills in English and listening is one of important skill of that. Listening is an important component

of effective communication. The importance of listening in language learning is value considering since when people do not listen they will not discover anything new. Listening is an main component of English as a foreign language. It seemed like the other skills such as writing, reading, and speaking. Listening is very influential skill, because it is the most universally used. Peoples demanded to hear various types of English repeatedly and continuously if they wanted to communicate properly,

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meaningful, and naturally. Moreover, Gilakjani and Ahmadi (2011, p. 783) explain that listening plays a significant role in the lives of people. It meant that without listening people cannot achieved language because listening presents language input. As Hien (2015, p. 125) state listening as foreign language learning is important since it presents the language input. As an input skill, listening plays the important roles in students' language development.

Rost (2002) in Hamouda (2013) stated that Listening comprehension is regarded as a complex, interactive process in which listeners areinvolved in a dynamic construction of meaning. Listeners understand the oral input from sounddiscrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, aswell as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance.

In listening must be a comprehension, it is mean a processthat want to measureabout how the meaning will be understanding. Thus, listening comprehension is a complex process to identify and to understand dialog and monolog what the speaker said which used audio cassette or watched VCD in English Listening.

Based on that explanations, teaching listening required more attention to develop

students' language. In some cases of the language classroom, listening was considered to be the most difficult language skill for students because it needed more attention and concentration to comprehend the material that included understanding dialogue and monologue text. It could be uttered that listening was a obscure process in which many things happen simultaneously inside the mind.

However, the teachers held a very crucial demand in learning process. The teacher had ability to handle the students and the class circumstances. When the students found problems in their listening, it was naturally because they werestudying. It became the teachers' responsible to solve the difficulties faced by the students. However, most teachers do not pay attention about knowledge that will be an input for students Assaf (2015, p. 82). It meant, the teacher assumed that it was not important to do.

Additionally, analyzing students' problems toward listening comprehension help the students in listening test as well as TOEFL test. Many language learners wasfound difficulties in listening TOEFL especially the students who complete their degree. There weresome difficulties faced by the student such as the lack of vocabulary, understanding structure, unable to comprehend natural spoken, lose confidence, maintaining concentration, bad

recording. As Hamouda (2013, p. 124) states that factors causing students listening comprehension problem are categorized into different sources including problems relate to the listening text, listening problems related to task and activities, listeners problems related to the listener and teacher's methodology. thence, it was the way to find out the students' difficulties from three main areas: listener factors, listening material and physical setting. Also, it became guidance for the teacher to overcome listening comprehension. It meant that, in order to helped students to improve their listening ability, language teacher had to understand students' listening problems in comprehending listening skill, and instruct effective listening strategies to help the students to solve their listening difficulties. As well as the teacher knew their students' problems, students as subject had important role in developing their listening. Students successful in listening depended on how they could know and solve their problems. If the students know the problems influence their listening, it would be easy to find the solution. They would studied hard in order to improve their listening.

Based on the researcher's interview to the lecturer of the English education study program at Baturaja University, the lecturer found some students' problems in the

listening comprehension in the class. In teaching listening process, the students had problems with word recognition, they did not know what the speaker said because they did not know the word that speaker said, and the other probems was the prior knowledge of students, it meant the students with lack of vocabulary would be hard to find the meaning of the speaker said. But, the researcher had found that the student result card (KHS) showed that almost of the third semester students of Enlish program had a good grade on listening.

Based on the descriptions and statements above, the researcher wanted to know and conduct research, under the title, "An Investigation of Listening Comprehension Problem Encounteredby Third Semester of English Education Study Program at Baturaja University".

B. Problems of the Research

The reseracher limited the problem in the Listening Comprehension Problems in three factors: listening materials, linguistic aspect, lack of concentration, listener factor, physical setting Encountered by third Semester of English Education Study Program at Baturaja University.

To find out the dominant problem that encountered by third semester students of English Education Study Program at

Baturaja University in listening comprehension.

RESEARCH METHODOLOGY

1. Methodology of Research

In this research the researcher conducted the research by using descriptive method. Creswell (2012, p.13) explains that descriptive method means the researcher will describe based on the need to explain. The objective of this research was getting the data that to describe the fact of listening comprehension problems at third semester of English education study program at Baturaja University.

By this research design, the researcher described the empirical reality behind the phenomenon in depth, detailed, thorough. In this study, the descriptive research was done in the classroom, and the main point of this research was to collect and to accumulate the data of the listening comprehension problems. It described the phenomena that occurred in the classroom such as the listening comprehension problems, the aspect of listening comprehension problems during listening class in the third semester of English education program of Baturaja University.

2. Operational Definition

In this part the important term must be operationally defined to avoid

misinterpretation and misunderstanding on what this research is discussing about.

1. Students problems

The condition that affected students' achievement. It was something directly related to their cognitive that might interrupt the students to comprehend and answer the questions.

2. Listening comprehension

Listening comprehension was regarded as a complex, interactive in process in which listen to the dialog and monolog from audio cassette then answer the question what they listen.

3. Listening comprehension problems

The facts of listening comprehension problems referred to the troubles that was faced by the students, when they tried to understanding the meaning of some spoken language. In this case, listening comprehension problem was the primary variable that was focussed by researcher.

B. Population and Sampling of the Research

1. Population

Population is a group of persons who have the same characteristic Creswell (2012, p. 625). In this research, the population were all of the students of third semester of English education study program at Baturaja university. The total

number of population were 17 students. Table 1 showed the population of the research

Table 1 The population of students

No	Class	Total
1	A.III.I	17
Total		17

(source: Administrasi staff of English study program at Baturaja university)

Sample

Subject of this research were selected by using total sampling technique. total sampling is a kind of sampling strategy that take all of the population as sample Sugiyono (2011, p. 124). The third semester students of English study program that consists 17 students were subject of this research. So, the sample of this research was all of third semester students of Baturaja University academic 2018/2019. Also, they learnt listening comprehension by used audio cassette in English laboratory.

.Table 2 The sample of students

No	Class	Total
1	A.III.I	17
Total		17

(source: Administrasi staff of English study program at Baturaja university)

C. Techniques of Collecting Data

Two types of data collection techniques namely observation and questionnaire were conducted in the study.

1. Questionnaire

Cohen, Manion and Morison (2007, p. 317) explains that questionnaire is a tool for gathering information from individuals or organizations. The questionnaire was distributed to know the students' difficulties. It was consisted of some stages; first stage, researcher come to the class while teaching listening process. Second stage, after finishing students' listening comprehension, the students was distributed questionnaire that includes some questions about students' listening comprehension problems. Then, the researcher explained how to answer it. The last stage, the students answered the questionnaire and submit it.

In the questionnaire, the researcher used the Likert scale. Likert scale is used to measure the attitudes, opinions, and perceptions of a person or a group to the social phenomenon. After collecting all of the data, the researcher analyzed and classified them based on the results of analysis done by the percentage of students' responses in the questionnaire. To give the weight of each questionnaire, this research used the Likert Scale.

The scale had five points of continuum, namely: Always, Often,

Sometimes, Seldom, and Never The score of every item depended on the statement. The range of the score statement was from 1-5. To analyze the result of the questionnaire, the researcher was calculated the average percentage of each category of the questionnaire. The following formula was used:

Table 3
Questionnaire specification

Objective	Indicators	Numbers of Questions
To know the students' listening problems	Listening Material	1,2
	Linguistic aspect	3,4,5,6,7,8,9
	Lack of concentrated	10,11
	Listener factor	12,13,14,15,16
	Physical factor	17,18,19,20,21,22,23,24
Total		24

Belows were the score range that used in scoring the students' responds.

Table 4
Score Range of Questionnaire

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

(Source: a likert scale)

D. Technique for Analyzing Data

1. Data Analysis of Questionnaire

To investigate students' responds toward students listening comprehension problems, the researcher gave a questionnaire, after get the data from questionnaire, it analyzed by usingan formula and conversion percentage.

a. The formula for questionnaire

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

Where:

- P : The result of percentages
 - N : The totalof score per factor
 - F : The totalof answers per factor
- (Sugiyono, 2011, p.94)

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

b. Percentage for the questionnaire

To give the weight of each questionnaire, this research used the Likert Scale. The scale had five points of continuum, namely: Always, Often, Sometimes, Seldom, and Never Brown (2010). The score of every item depended on the statement. To analyze the result of the questionnaire,the following formula is used:

Table 5
Interval of Percentages

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

(Source: a likert scale)

A. Research Finding

1. The Results of Questionnaire

The data of the third semester students of English education program in University of Baturaja toward listening comprehension problem were taken by using questionnaire. The questionnaire consisted of 30 items. The result of the questionnaire for the students' answer toward listening comprehension problem can be seen through the table below:

RESULT AND DISCUSSION

This chapter discusses the research findings and interpretation of this research

Table 6
The Perception of Students Toward Teacher Talk

No Item	Indicator	Never		Seldom		Sometimes		Often		Always		total
		F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	
1	Listening Material	5	35.71	1	7.14	1	7.14	4	28.57	3	21.42	100%
2		1	7.14	1	7.14	7	50	4	28.57	1	7.14	100%
3	Linguistic factor	3	21.42	1	7.14	1	7.14	4	28.57	5	35.71	100%
4		2	14.28	1	7.14	5	35.71	5	35.71	1	7.14	100%
5		0	0	2	14.28	2	14.28	2	14.28	8	57.14	100%
6		4	28.57	0	0	7	50	1	7.14	2	14.28	100%
7		2	14.28	2	14.28	6	42.86	3	21.42	1	7.14	100%
8		1	7.14	2	14.28	3	21.42	5	35.71	3	21.42	100%
9		0	0	3	21.42	3	35.71	4	28.57	2	14.28	100%
10	Lack of concentrated	3	21.42	3	21.42	6	42.86	1	7.14	1	7.14	100%
11		2	14.28	2	14.28	8	57.14	2	14.28	0	0	100%
12	Listener factors	3	21.42	0	0	9	64.28	1	7.14	1	7.14	100%
13		1	7.14	4	28.57	5	35.71	4	28.57	0	0	100%
14		1	7.14	2	14.28	10	71.42	0	0	1	7.14	100%
15		1	7.14	3	21.42	9	64.28	0	0	1	7.14	100%
16		2	14.28	4	28.57	6	42.86	2	14.28	0	0	100%
17		0	0	1	7.14	3	21.42	0	0	10	71.42	100%
18		0	0	3	21.42	5	35.71	4	28.57	2	14.28	100%
19	Physical Setting	5	35.71	0	0	4	28.57	2	14.28	3	21.42	100%
20		2	14.28	1	7.14	7	50	2	14.28	2	14.28	100%
21		0	0	1	7.14	4	28.57	5	35.71	4	28.57	100%
22		1	7.14	1	7.14	5	35.71	7	50	0	0	100%
23		3	21.42	5	35.71	0	0	4	28.57	2	14.28	100%
24		2	14.28	1	7.14	5	35.71	4	28.57	2	14.28	100%

Notes:

F = The frequency of students in answering the opinions

P= The percentage of students' perception toward teacher talk

From the table above, the researcher found that:

1. The first question was one of the main reasons why the students can't understand most of the talk. The data reveals that the majority of the students have responded that a long conversation. There are 8 students from 14 students, 3 students (always), 4 students (often), 1 students (sometimes). These data showed that the length of the conversation can be one factor that negatively affects the learners' listening comprehension.
2. The second question was "Fatigue"negatively influences a foreign language learner's listening to English. In academic listening especially, the listener will feel tired trying to "understand the unfamiliar sounds, lexis and syntax for long stretches of time". More than three quarters of the learners mentioned that they felt fatigue and distracted when they listen to a long spoken text, there are 7 students(sometimes), 4 students(often) and 1 students(always) of 14 students. However, this data

showed the fact that the learners majority felt fatigue and distracted with the long spoken text. Thus, many listeners' listening level still remains at low.

3. In the third question, there are 10 students from 14 student, 1 student (sometimes), 4 students (often), and 5 students (always)have responded that they feel worried if they don't understand spoken text. The students panic when they fail to understand spoken text because they fear to get lower score in listening. 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.
4. In the fourth question, majority of the students from 14 students in the ninth question have responded that they difficult in listening because unclear pronunciation: 5 students (sometimes), 5 students (often)and 1 student(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 pronunciation clearly.
5. In the fifth question, to know what the speaker said the student must paying attention the intonation of the speaker. In the tenth question, many students do paying attention of the speaker. The result from 14 students, there were 2 students (often) and 8 students (always) students paying attention to the speaker.
 6. In the sixth question, signal help the listener to grasp the thread of thought in the material. The listener can predict what may come next by using signal word. The result of the eleventh question showed that the students difficulties to recognize signal word. From 14 students, there were 7 students (sometimes), 1 students (often), and 2 students (always).
 7. In the seventh question, there were 6 students (sometimes), 3 students (often), and 1 students (always) students from 14 respondents lose focus when get an expected answer in their mind. This problem will interrupt their listening because they can unable to concentrate and miss their listening. When they understand what the speaker said, they try to looking for the answer. They spend much time to choose the correct answer. Finally, they miss next question.
 8. In the eighth question, there were 3 students (sometimes), 5 students (often) and 3 students (always) said they stop listening when found unknown word. 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.
 9. In the ninth question, all of the listener have a problem to infer meaning in listening comprehension. In the fourteenth question, there are 5 students (sometimes), 4 students (often) and 2 students (always) from 14 students have responded that they difficult to infer meaning while listening. The students have to know how to infer meaning because understanding spoken language is essentially an inferential process based on perception.
 10. In the tenth question there are 6 students (sometimes), 1 student (often) and 1 student (always) from 14 students. It means that sometimes a few student find difficulties to concentrate

when answer and listen at the same time. It was because limited time of English Listening comprehension test. They did not have time to think what the correct answer. It shows that the students were not able to concentrate because they search the answer, at the same time, listen to the dialogue.

11. In the eleventh question, there are 8 students (sometimes) and 2 student (often) from 14 students have responded lose concentration when they hear new words in listening. They lose their concentration because they think too much to find a better answer.

12. The twelveth question showed that more than half students responded that they sometimes unable to recognize the word because the way of speaker pronounce. there are 9 students (sometimes), 1 (often) and 1 (always). Almost all students have responded that they unable to recognize the word because the way speaker pronounce.

13. In the thirteenth question, there were 5 students (sometimes) and 4 students (often) from 14 students respond it. It shows that the students find difficult to predict what would come next. The students who encountered this problem will interfere their listening.

14. The fourteenth question showed that there were 10 students (sometimes) and 1 student (always) from 14 students respond it. It means that almost student sometimes find difficult to quickly remember about word that they have just heard.

15. The fifteenth question showed students (sometimes) and 1 student (always) from 14 students said it. It shows that the students sometimes found difficult to answer the question which required other than short answer.

16. In the sixteenth question, more than half of the students have responded they found difficult when listening English without transcript. From 14 students, there were 6 students (sometimes) and 2 students (often) said it. It means that the transcript make them easy to check they have listened on the tape. Thus, they need to practice more and more listening without transcript.

17. In the seventeenth question, there were 3 students (sometimes) and 10 students (always) from 14 students said it. Many students have answered that poor quality of recording interfere their listening comprehension because they lose concentration. They cannot focus what the speaker said.

18. The eighteenth question showed that, 5 students (sometimes), 4 students

- (often) and 2 students (always) from 14 students said it. It means that many students have responded that they found difficult to understand the listening text which is full hesitation and pauses.
19. In the nineteenth question, there are 4 students (sometimes), 2 students (often) and 3 students (always) from 14 students said it. It shows that more than half students found difficult to understand spoken text without seeing the speaker's body language.
20. As can be seen from the twenty question, there are 7 students (sometimes), 2 students (often) and 2 students (always) from 14 students said it. It indicates that many students find difficult to understand spoken text because variety accents of the speaker.
21. In twenty one question, speaker speak too fast is factor that interfere the students' comprehension in listening. The data of twenty one question indicates that there are 4 students (sometimes), 5 students (often), and 4 students (always) from 14 students responded it. It means 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.
22. Twenty two question Lack of pauses is also considered as source of listening problems. The result shows that there were 5 students (sometimes) and 7 students (often) from 14 students responded it. Many students found difficult to understand the listening text when the speaker does not pause long enough.
23. In the twenty three question. There are 11 of 14 students: 5 students (sometimes), 4 students (often), and 2 students (always) felt difficult to understand the spoken text if they are unable to get repeated. When they get repeated their listening will make easy to complete idea in listening but the fact that the listener can make the speaker repeat what they have just said.
24. The last question showed that there are 5 students (sometimes), 4 students (often) and 2 students (always) from 14 students responded it. It is sure that noises around will not have good result in listening.
25. The all data of the 24 items of questionnaire from the 14 students' answer, the researcher found the percentage of third factors:

Table 7
The Final Result

NO	FACTORS	SPECIFIC FACTORS	VALUE	PERCENTAGES	THE FINAL RESULT OF ALL FACTOR			
					FREQUENCY		PERCENTAGES	
					VALUE	TOTAL	VALUE	TOTAL
1	Listening Material	1. Understanding long conversation	41	42,70%	96		9,03%	
		2. Understanding every word in the text	45	46,87%				
2	Linguistic Aspect	3. Pertaining to anxiety	19	8,20%	329		30,93%	
		4. Pertaining to prosodic features	44	7,37%				
		5. Pertaining to the use of signal word	58	9,71%				
		6. Pertaining to the use of unknown word	41	6,86%				
		7. Pertaining to focus loss which blocking answers	41	6,86%				
		8. Pertaining to long and complex sentences	49	8,20%				
		9. Failure to concentrated	47	7,37%				
3	Lack Of Concentration	10. focusless which thinking about another question	35	6,03%	74		6,95%	
		11. Focus loss from lenght text	38	6,36%				
4	Listener Factor	12. Pertaining to memory	39	6,53%	194	1064	18,23%	100%
		13. Inability to recognize word from pronounced	40	6,70%				
		14. Inability to recognize word from what heard	40	6,70%				
		15. Lack of transcription	39	6,53%				
		16. Pertaining to question	36	6,03%				
5	Physical Setting	17. Loss concentrated with poor recording quality	56	15,09%	371		34,86%	
		18. Pertaining to hesitation and pauses	46	12,39%				
		19. Pertaining of variety of accent	39	10,51%				
		20. Pertaining of speed delivery	42	11,32%				
		21. Pertaining to lack of visual support	54	14,55%				
		22. Inability to get things repeated	46	12,39%				
		23. Pertaining to lack of pauses	44	11,85%				
		24. Pertaining to noise	44	11,85%				

Based on the table 7 above the result show :

1. Listening Material

- In the specific factor of understanding long conversation there is 42,70% students from 14 students, its mean almost half of the students feel hard to understand long conversation when they in the listening class.
- In the specific factor of understanding every word in the text there is 46,87% students from 14 students, this data showed that the word in text sometimes can not be understand by students.

2. Linguistic aspect

- In the specific factor of Pertaining to anxiety there is 8,20% students from 14 students, its means almost all of student do not feel worried about waht will be learn next.
- In the specific factor of Pertaining to prosodic features there is 7,37% from 14 students, there are words that most students normally recognize the words in their written form, but a few of them find difficulty whenever they hear them in a stream of speech.
- In the specific factor of Pertaining to the use of signal word there is 9,71% from 14 students, a few of students found a problem

can not predict what may come next by using signal words.

- d. In the specific factor of Pertaining to the use of unknown word there is 6,86% from 14 students, it showed when encountering an unknown word, many students stop listening and think about the meaning of the word.
- e. In the specific factor of Pertaining to focus loss which looking answers there is 6,86% from 14 students, is showed besides simply not listening or paying attention, many students may at once they have got an expected answer in their mind, they tend to lose focus of the talk.
- f. In the specific factor of Pertaining to long and complex sentences there is 8,20% from 14 students, it showed the use of long and complex sentences can make it hard for non-native speakers to understand a lecture.
- g. In the specific factor of Failure to concentrated there is 7,87% from 14 students, During listening lessons students are required to be attentive since in a very restricted time they are required to process and understand a strand of newly introduced information.

3. Lack of concentration

- a. In the specific factor of Focus loss when thinking about another question is 6,03% from 14 students, it showed students have difficulty remaining focused, if they thinking about another question.
In the specific factor of focus loss from the length text there is 6,36% from 14

students, it showed learners tend to quickly forget what they heard after the speaker finishes talking or they may spend too much time on translating.

4. Listener factors

- a. In the specific factor of pertaining to memory, there is 6,53% from 14 students, It is possible to generalize that most students find it difficult to memorize the study.
- b. In the specific factor of Inability to recognize word from pronounced there is 6,70% from 14 students, It is possible to generalize that most students find it difficult to recognize the words they knew because of the way they are pronounced.
- c. In the specific factor of Inability to recognize word from what heard there is 6,70% from 14 students, From this there are words that most students normally recognize the words in their written form
- d. In the specific factor of Lack of transcription there is 6,53% from 14 students, it is clear that students' learning habit is the main cause to their listening problems. This may be due to the fact that transcripts allow listeners to check and make sure that they have listened to everything on the tape.
- e. In the specific factor of Pertaining to question there is 15,09% from 14 students, the difficulties they encounter in listening comprehension are due to the bad recording quality / poor quality tapes or disks.

5. Physical Setting

- a. In the specific factor of Loss concentrated with poor recording quality there is 15,09% from 14 students, its mean Unclear sounds resulting from poor-quality equipment can also interfere with the listener's comprehension.
- b. In the specific factor of Pertaining to hesitation and pauses there is 12,39% from 14 students, it indicate that hesitations and pauses in spontaneous speech cause perceptual problems and comprehension errors for non-native speakers.
- c. In the specific factor of Pertaining to variety of accent there is 10,51% from 14 students, its mean difficulties happen students in listening comprehension since they do not have much exposure to different accents.
- d. In the specific factor of speed of delivery there is 11,32% from 14 students, it showed its difficult to understand the recorded that had high speed of delivery.
- e. In the specific factor of Pertaining to lack of visual support there is 14,55% from 14 students, its mean the difficult to understand the meaning of the spoken text without seeing the speaker's body language. This deprives them of some contextual clues which make the message easily understood as they cannot see the speakers' faces and gestures.
- f. In the specific factor of Inability to get things repeated there is 12,39% from 14 students, it showed its difficult to

understand the recorded material if they are unable to get things repeated.

- g. In the specific factor of Pertaining to lack of pauses there is 11,85% from 14 students, it showed pauses give listeners more time to process what they need to understand on the effect of pauses on lecture comprehension revealed that pauses facilitate listening.
- h. In the specific factor of Pertaining to noise there is 11,85% from 14 students, it showed the noise coming from corridors and other classes some students experience difficulty in listening to the teachers' voices.

From the table, researcher knew that the fifth factor as the physical setting be the dominant problem of the listening comprehension as the result of the students' answer, from the table, the fifth factor had 34,86% as the dominant percentage, especially for Loss concentrated with poor recording quality be the dominant percentage in physical setting factor.

B. Discussion

This research was aimed at knowing the problems encountered by third semester of English Education study program at Baturaja University. The questionnaire was used as the instrument to know students' problems on listening comprehension.

From the data, it can be drawn conclusion that listening was kindly difficult task of students which can be seen from the result of questionnaire, the physical setting be the dominant category problem that faced by students. There some problems from five factors (listening material, linguistic aspect, lack of concentration, listener factor, physical setting) encountering students when they listening. Among these, Understanding every word in the text, Pertaining to anxiety, Failure to concentrated, Pertaining to memory, Inability to recognize word from pronounced, and Loss concentrated with poor recording quality be the dominant percentage in every of in each fifth factors.

The researcher found that, in the listening material factor, the pertaining to understanding every word in the text become the dominant percentage in listening material, in the linguistic aspect, Pertaining to anxiety become the dominant percentage (9,71%), and in the lack of concentration, Failure to concentrated become the dominant percentage (6,36%), in the listener factor, Inability to recognize word from pronounced and pertaining to memory become the dominant percentage (6,70%), and the last, in the physical setting, Loss concentrated with poor recording quality become the dominant percentage (15,9%). As the result the

researcher found percentages, from the three factor is physical setting (34,86%).

The physical setting become a dominant percentage of the problems especially in Loss concentrated with poor recording quality because the students in the study have found difficult to concentrate with poor recording quality. They could not found what the meaning of the spoken text.

Not all problem described above can be overcome. But this does not mean that the lecturer can do nothing about them. The lecturer needs to provide the students with suitable listening material, good quality of study tools, background and linguistic knowledge, good motivation, effective listening strategies.

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion dealing with the finding and discussion as presented in the previous chapter of the research.

A. Conclusion

The purpose of the study was to find out the dominant problem encountered by students of third semester of English Education study program at Baturaja University during listening comprehension. Based on the data analyzes in chapter IV, It can be concluded that:

There are several problems in students' self learning that were found in

analyzing students' difficulties, they were : Understanding every word in the text, Pertaining to anxiety, Failure to concentrated, Pertaining to memory, Inability to recognize word from pronounced, and Loss concentrated with poor recording quality, etc. It is correct that the problems in listening comprehension faced by students' not only from the listeners themselves but also from content material, quality of study tools and environment of listening comprehension, but in the fact, the physical setting became the dominant problem from another's problem in listening comprehension.

Hence, the students have to study hard and have more practice to improve their listening comprehension, even most of them have a good score in listening class.

B. Suggestions

There are many weaknesses that could be seen in this research. Therefore, for further study is expected that other researcher can improve this research with the better design and different object to support the result finding, in other word, the other researchers can use this study as the reference for conduct research.

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