

# An Analysis of Students Difficulties in Listening Comprehension at SMAN 1 Muara Teweh

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## Abstract

Listening is the first skill of English that should learned by students. This is because before students can respond to their teachers, they must listen first to get information and concepts. Moreover, there are still many students who have difficulties in listening comprehension. This study to find out students' difficulties and factors that cause students' difficulties in listening comprehension of Eleventh-grade students in SMAN 1 Muara Teweh. This study used quantitative descriptive research design and sampling technique using cluster random sampling. Data collection instrument used questionnaire. From the data analysis, as many as 49% of students have difficulty related to listening material, 52.8% of students have difficulty related to the listener, and 82% of students have difficulty related to physical setting. Besides, the factors that cause students' difficulties in listening comprehension were depend on others, and shame to ask the teacher about the material. Based on the results of the research, it can be concluded that most students have some difficulties in listening comprehension, which has constrained their ability to improve their listening skills.

**Keywords:** Factors; Listening Comprehension; Students' Difficulties

## 1. Introduction

English is one of the international languages, and it indirectly has a strong position in the world of education in Indonesia. This is inevitable because most of the science and technology in any field is written in English or other foreign languages (Alfarisy, 2021). This condition causes the mastery of English or other foreign languages will provide a way for Indonesians to develop science or spread knowledge that develops in Indonesia.

Improving strong English skills is important for academic and professional success. In the concept of language learning, four language skills must be mastered by a language learner, namely speaking skills, listening skills, reading skills, and writing skills (Delfita et al., 2017). These four language skills can be mastered by a language learner supported by the ability to master language components, namely mastery of grammar and vocabulary.

In the teaching and learning process, listening is the first skill of English that should learned by students. This is because before students can respond to their teachers, they must listen first to get information and concepts. Listening is one of the receptive skills that has a very important role in learning English because listening is the most widely used language modality in every conversation or activity (Ayuningtyas, 2019). In addition, listening is also the main key to understanding the concepts, knowledge, or information spoken by the speaker.

Listening is not just about hearing. According to (Brownell, 2017), listening is responding and deciphering the meaning of what you hear So, in listening, learn to respond and keep responding because otherwise, the listener will not get to respond or even respond to the speaker. Meanwhile, (Sadiku, 2015) states that listening management is another necessity in language. Listening allows us to receive an understanding of what we hear. Listeners will connect the meaning of everything they hear.

The following are the types of listening types proposed by some experts. First, based on (Ramachandran & Shinu, 2017), some types of listening are as follows:

- a. Discriminative Listening



This refers to the capacity to distinguish between different sounds and identify certain phonetic and phonological features of spoken language. Discriminative listening is an essential foundation for other kinds of listening, as it helps learners to identify individual words and phrases.

- b. Interactive Listening  
This requires listening and responding to spoken language in real time, like in a conversation or group discussion. Interactive listening is an important component of language learning, as it involves not only comprehension, but also the ability to be involved in turn-taking, negotiation, and other conversational strategies.
- c. Appreciative Listening  
This is the process of listening to comprehend what the speaker is saying. It is also usually used when listening to different forms of entertainment, music, television, and stage programs. Therefore, the listener is always listening intently when listening to conversational speech. This kind is also used when listening to informative or persuasive speech. This form of listening engages short exchanges, such as greetings, questions, commands, or checks for understanding, and the responses are also short and to the point.
- d. Selective Listening  
Selective listening includes focusing only on certain aspects of the information presented, such as names, grammatical categories, map directions, or important facts and events (Flowerdrew & Militer, 2018).
- e. Extensive Listening  
Extensive listening is a type of listening where students listen to a conversation or teacher to comprehend the general meaning, and main ideas, and make inferences from the presented information. One of the main features of extensive listening is that it includes listening to authentic, unmodified spoken language, like radio programs, podcasts, or TV shows. This can assist learners to become more familiar with natural speech patterns, accents, and intonation, as well as develop better listening comprehension skills (Nation, 2013).

Second, according to (Brown & Lee, 2015), several types of listening are as follows:

- a. Reactive  
The listener is only asked to listen to the surface structure of an utterance to repeat it back to the teacher. The role of the listener as a "recorder" is very limited as the listener does not produce meaning. The only role a reactive listener can play in an interactive classroom is in short choral exercises or individual exercises focusing on pronunciation.
- b. Intensive  
Listen to understand the components (phonemes, words, intonation, discourse markers, etc) of the wider language.
- c. Responsive  
Listen to relatively short language (greetings, questions, commands, comprehension checks, etc) to make equally short responses.
- d. Selective  
Processing a stretch of discourse such as a short monologue for a few minutes to "scan" for specific information. The purpose of the performance is not necessarily to look for a global or general meaning but to be able to understand the designated information in the longer context of the spoken language (such as classroom directions from the teacher, news on television or radio, or stories). Assessment tasks in selective listening may ask students, for example, to listen for names, numbers, grammatical categories, directions (in a mapping exercise), or specific facts and events.
- e. Extensive  
Listening to develop a global top-down understanding of language. Extensive performance ranges from listening to lectures to listening to conversations and getting the message or purpose. Listening to get the gist, and main idea and make inferences is part of extensive listening.
- f. Interactive  
There are listening performances that can include all five types above because listeners actively participate in discussions, debates, conversations, role plays, and pair and group work. Their listening performance should be elaborately combined with speaking skills (and possibly other skills) in authentic communicative exchanges.

Good listening is an important skill needed in communication. Learning to listen will improve our communication skills (Gilakjani & Sabouri, 2016). If someone wants to communicate well and meaningfully, they must hear different forms of English regularly and consistently. This means that one cannot learn a language without listening because listening provides language input (Diora & Rosa, 2020). To develop students' language skills, the teaching of listening requires more attention. In some situations, listening is considered the most difficult language skill for students, as it requires more attention and concentration to understand the material which includes comprehension of dialog and monologue texts (Darti & Asmawati, 2017). Listening is a complex process where many things happen simultaneously. Teachers have a very important obligation in the learning process, however. Educators can handle students and classroom situations. Students have difficulty listening because they are learning. To solve the problems that students face, the teacher is responsible. However, most teachers did not pay attention to that. Researcher assumed that teachers may think that it is not important to do so.

The level of listening comprehension affects the ability to improve other language skills such as speaking, reading, etc. Listening comprehension is one capability that is necessary to be owned by everyone so that they can understand the words meaning they have heard (Gilakjani & Sabouri, 2016). Someone who has good listening comprehension skills can communicate what they have heard using their language according to their understanding. This should be emphasized to students so that they will be able to learn and spend more time learning it.

Listening comprehension is a complex and interdependent process. This is because the challenges in listening comprehension are so difficult, as a listener, she must be ready to capture and understand what is conveyed by the speaker even if the message is less familiar (Windamayanti et al., 2022). Listening comprehension is very different from general listening activities because English is not our native language and some sounds are difficult to understand because the speaker uses a certain accent and is unfamiliar to the students, making them fail to understand what the speaker is saying. Therefore, the role of a teacher in delivering material during listening comprehension learning is very important, so that students as learners can easily understand the material discussed during the learning process.

Listening comprehension is an in-depth mechanism involving the process of listening with understanding and attention to the meaning and message conveyed. According to (Hamouda, 2013), listening comprehension is an immersive mechanism through which listeners participate in language construction. Sound discrimination, prior understanding, grammatical structures, stress and intonation, and other linguistic or non-linguistic clues, all help listeners understand what they hear. In short, listening comprehension consists of the process of learning and analyzing the spoken language. Knowing the sounds of speech, understanding the meaning of each word, and understanding the grammar of sentences are all part of this.

In listening comprehension, learners must concentrate more to understand the material presented properly. According to Fang (Ningrum, 2022), listening comprehension is an effective process that requires learners/listeners to concentrate on aural input and relate it to their previous experiences. In other words, listening comprehension requires learners' ability to infer meaning from multiple sources, including verbal, listening strategies, and affective factors (Bang & Phil Hiver, 2016).

Listening comprehension can be concluded based on the above concept that the listener's process focuses on the meaning of knowledge, the listener is also interested in constructing that meaning. Listeners must be able to infer meaning and understand the meaning of each word, as well as understand syntax. Several aspects, such as linguistic, strategic, and affective factors, must be understood by the listeners.

Vocabulary and grammatical interpretation are essential components of listening comprehension. Students' listening proficiency can also be influenced by listening techniques, which can be very useful in the comprehension process. The flexibility with which students apply techniques across all phases of listening characterizes their high proficiency in listening (Bang & Phil Hiver, 2016).

Listening comprehension also involves a person's ability to relate what they hear to previous understanding. According to O'Malley (Ningrum, 2022), listening comprehension is described as a deliberate mechanism whereby people concentrate on particular elements of 'aural information', create context from the part heard, and connect what they hear with prior understanding. According to Zhang (Ningrum, 2022), in spoken mode, listening comprehension is a receptive capacity. When we say that we are listening, we mean that we are listening and understanding what we are doing. There are two stages in the listening comprehension process. The first involves receiving, memorizing, and repeating sounds, while the second involves receiving, remembering, and repeating sounds. Second, comprehension requires the capacity to explain the aspects of the message to which the listener is exposed.

In conclusion, listening comprehension is a complex process in which the listener must be attentive to get the message of the speech. Knowledge of English prosody, culture, vocabulary, and structure is required. Therefore, a lack of knowledge of prosody, culture, vocabulary, and structure can cause students difficulties in listening comprehension.

Listening comprehension has a variety of purposes that are important in the communication process. According to (Gilakjani & Sabouri, 2016), the purpose of listening comprehension is to understand language at a normal speed under automatic conditions. Listening comprehension requires intensive concentration and requires a quick understanding of what is being said. To intensify listening comprehension, many factors must be considered on the part of the listener. Context, facial expressions, and body movements, for example, are some elements that can be utilized by the learner to facilitate the interpretation of what the speaker wants to convey.

Good listening comprehension is essential in ensuring that messages conveyed through oral communication are well received. Listening comprehension is essential for oral communication, as it plays a key role in determining the course of conversation in the process of communication (Deregözü, 2021). In this process, verbal or nonverbal reaction is provided depending on the spoken message, so that communication can continue and take place as desired. Listening comprehension is essential not only for maintaining effective communication but also for gaining information. Listening comprehension is essential for the development of not only a first language but also a second language because by listening, learners acquire information about the phonology, lexis, syntax, semantics, and discourse structure of the target language and build a foundation for speaking in a foreign language (Deregözü, 2021).

Listening comprehension requires effort and concentration. Referring to Nunan (Saputra, 2018), listening comprehension is not an easy skill, but a very complicated and indispensable process. This is due to the important role it plays in building first or second language acquisition. Comprehension is often regarded as the first-order goal of listening,

the listener's highest priority, and sometimes the only goal of listening. Although the term listening comprehension is broadly used to refer to all aspects of listening.

Comprehension is the sense of understanding what is referred to by the language used in one's experience or the outside world. According to Rost (Ratnawati, 2013), comprehension is the process of connecting language with concepts in one's memory and with references in the real world. Complete comprehension then refers to the listener having a clear concept in memory for each reference used by the speaker.

The process of comprehension occurs in the treatment process as the listener is paying attention to the talk. A concrete starting point for discussing how comprehension occurs is the notion of "given" and "new" information. The term "new" refers to the status that the information has not yet been defined by the listener. "Given" refers to the status that the information is already known to the listener. The most essential aspect of comprehension is the integration of the information presented by the text with information and concepts already known by the listener. In teaching listening there are main stages that we must build on. This is the same as when we teach listening comprehension. According to Helgesen and Brown, (Ratnawati, 2013) They are:

a) Pre-listening

Pre-listening is a warm-up activity before the actual listening task. Pre-listening is a way we can help students achieve a balance between top-down and bottom-up processes. In many warm-up activities, students perform tasks to activate their schemata. When students use both top-down and bottom-up processing, this is called interactive processing. Pre-listening activities are similar to brainstorming in reading or writing.

b) Listening tasks

There are three types of listening activities for beginners: listening for specific information, listening, and making inferences.

c) Post Listening

The scope of post-listening activities is at least as broad as the listening task itself. Sometimes, post-listening may be as simple as checking the answers to comprehension questions, either by the teacher informing students what is the correct answer, by eliciting answers from students, or by having students check their answers in pairs or small groups.

There are several types of difficulties that students face in listening comprehension. (Toni et al., 2021), the difficulties faced by students when doing listening comprehension are; a lack of vocabulary, diverse accents, and poor grammar knowledge. According to (Marleni et al., 2021), there are several difficulties that learners may face in the listening comprehension process such as lack of vocabulary, the length of the spoken text, lack of student concentration, anxiety, and different accents. On the other hand, some of the difficulties students may face in listening comprehension such as the quality of recorded material, cultural differences, accents, unfamiliar vocabulary, duration, and speed of listening (Rara Saraswati, 2018).

Failure in listening comprehension for students is certainly influenced by many factors. According to (Yusuf & Faisal, 2019), stated that several other factors increase learners' listening comprehension problems, the first comes from internal factors such as unclear pronunciation, limited vocabulary, lack of grammar knowledge, ignorance of the topic being listened to, inability to concentrate, dislike of English, lack of confidence, speed of speech, and accent, and the second come from external factors such as poor quality of tapes and noises around them when they are listening. According to (Diora & Rosa, 2020), the factors that cause students' difficulties in listening comprehension are dependence on others, shyness to ask the lecturer about the material, having emotional disorders, the lecturer explaining the material too fast, lack of appreciation and reinforcement, and not focusing. According to (Assaf, 2015), many factors contribute to the difficulties in listening comprehension; not recognizing words, unfamiliarity with topics, noises, quality of equipment, and fast rate of speech are the top factors that impair listening comprehension. According to (Kurniati, 2015), several factors cause students' difficulties in listening comprehension, namely declining health conditions or illness, material that is difficult to understand, lack of support, and lack of practice to improve English listening skills both with classmates and native speakers.

Sometimes, in the listening learning process, the material provided by the teacher in class does not always match the level of knowledge of the students, or the recording device is damaged when playing. The language that students learn and listen to has a different region and even culture from their language so there may be so many differences in linguistic fields such as pronunciation grammar, syntax, and so on. Because of the differences in regions, areas, and locations, the sounds produced by the utterances when they speak, are not easy for students to catch, sometimes they miss some words, phrases, or even sentences. Unfamiliar vocabulary may be encountered during the listening process such as student problems. The length and speed of speaking can be a problem for students' comprehension sometimes it is affected by students' lack of focus.

SMAN 1 Muara Teweh is one of the Senior High School levels in Muara Teweh, Central Kalimantan. In English learning, this school is based on the Merdeka Curriculum. Based on preliminary research on November 10, 2023, listening comprehension in the classroom is rarely done, only 2-3 times a month. The learning method used by the teacher is task-based learning, students are asked to listen to audio do exercises, and answer questions they get from the teacher. Most students are still confused and do not understand listening comprehension material. Based on research conducted by (Marleni et al., 2021) and (Rara Saraswati, 2018), mentioned that there are several difficulties that learners may face in

the listening comprehension process, one of which is the lack of vocabulary and duration and speed of listening. The researcher assumed that this problem was also experienced by students at SMAN 1 Muara Teweh in listening comprehension. The results of a survey conducted by the researcher showed that most of the students claimed that listening is a difficult skill to master.

Based on the explanation above, the researcher is interested in observing and finding students' difficulties in listening comprehension, especially in Senior High School. Therefore, the researcher became curious and tried to investigate this matter with a study entitled "An Analysis of Students Difficulties in Listening Comprehension at SMAN 1 Muara Teweh"

## 2. Method (Capitalized first letter, Times New Romans, Bold, 10 pt)

Choosing the correct research is an important step in conducting a research project. The methodology used in this research is quantitative descriptive by using a questionnaire for data collection. Quantitative descriptive study is used to describe individuals, events, and conditions of the subject without manipulation (Siedlecki, 2020). In this study, the researcher used cluster random sampling to choose samples randomly. According to (Sugiyono, 2017), Cluster random sampling is a regional sampling technique used to determine the sample when the object to be studied or the data source is very large, for example, the population of a country, province, or district. The sample comes from a population that has been formed into clusters based on homogeneous or identical traits or characteristics. In cluster random sampling, the researcher conducted random sampling from various clusters in a population. The researcher used a spinner to determine which class would be the sample. The sample in this study was class XI-2 SMAN 1 Muara Teweh. The data collected from the questionnaire was compiled and then will be processed using a statistical software program in the form of Microsoft Excel. The researcher transcribed the questionnaire results into English. After that the researcher will show or display data containing student difficulties in listening comprehension specifically and clearly. other words, the researcher has found students' difficulties in listening comprehension in this data display. Descriptive statistical analysis is statistics used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations (Sugiyono, 2017). Data processing carried out in this study was using Microsoft Excel. This is used to make statistical data processing can be done quickly and precisely.

## 3. Findings and Discussion (Capitalized 1st letter, New Romans, Bold, 12pt)

### Students' Difficulties in Listening Comprehension Related to Listening Material

Table 1. Students' difficulties in listening comprehension related to listening material

No	Indicators	Yes (%)	No (%)
1.	New vocabularies	37%	63%
2.	Complex grammatical structures	71.4%	28.6%
3.	Difficult to interpret the meaning of a long-spoken text	45.7%	54.3%
4.	Unfamiliar topic	85.7%	14.3%
5.	Difficult to understand every single word	5.7%	94.3%

Based on the table above, it can be concluded that most students find some difficulties related to listening material in listening comprehension. The first difficulty is unfamiliar topics. Most of the students find it difficult to understand what the speaker said because the topic is unfamiliar to them. They find it difficult with unfamiliar topics because they consist of words that they do not know the meaning of. So, students need to read a lot to have broad knowledge.

The second difficulty is the complex grammar structure. Many students do not master grammar because they think it is very difficult to do. Likewise, students find it difficult to listen because listening texts have complex grammatical structures and they don't understand them.

The third difficulty is difficult to interpret the meaning of a long-spoken text. Almost half of the students have difficulty in interpreting the meaning of long text. have difficulty in interpreting the meaning of long spoken text. This is probably because they do not master the vocabulary. So, when they are listening to a long spoken text, they will be lazy to listen to it. Sometimes, they also get sleepy when listening to long spoken text.

The fourth difficulty is new vocabularies. Some students are also faced with the problem of limited meaning of "new English vocabulary" in learning Listening Comprehension. In this case, it seems that students must understand every meaning of the word spoken by the Native Speaker. Students assume that everything the native speaker says contains important information. In fact, attempts to understand everything often result in ineffective understanding, confusion, and failure.

The fifth difficulty is difficult to understand every single word of incoming speech. Some students have difficulty in listening because they find it difficult to understand every word that is spoken. It indicates that they do not master the vocabulary. So, when they are listening to every word from the speaker, they find it difficult because not all words they know the meaning of. When they found a word they did not know, they could not stop and think about it because if they did so, they would miss the next words. In addition, the audio only plays once.

Based on the findings, there are some difficulties faced by students related to listening materials. These difficulties are complex grammatical structure, difficult to understand every single word, difficult to interpret the meaning of the long-spoken text, unfamiliar topic and new vocabularies. This finding is in line with many other researchers who conducted similar studies on students' difficulties in listening comprehension. According to (Assaf, 2015), in his research entitled "Difficulties faced by EFL learners in listening comprehension as perceived by ELC students at Arab American University-Jenin". This study found that unfamiliar words, complex grammatical structures, jargon and idioms, and unfamiliar topics are difficulties encountered by students in listening comprehension related to listening materials. Moreover, Windamayanti et al., (2022), that the difficulties students face when doing listening comprehension related to the listening materials are; a lack of vocabulary and topic changes. According to (Diora & Rosa, 2020), students' difficulties in listening comprehension related to listening material are complex grammatical structure, difficult to understand every single word, difficult to interpret the meaning of the long-spoken text, unfamiliar topic and new vocabularies

### Students' Difficulties in Listening Comprehension Related to The Listener

Table 2. Students' difficulties in listening comprehension related to listener.

No	Indicators	Yes (%)	No (%)
1.	Anxiety	65.7%	34.4%
2.	Difficult to interpret the meaning of unknown word	77.1%	22.9%
3.	Unable to concentrate	51.4%	48.6%
4.	Unclear pronunciation	34.3%	65,7%
5.	Hard to remember	40%	60%
6.	Lose focus and sleepy	48.6%	51.4%

Based on the table above, it can be concluded that students find some difficulties related to themselves as listeners in listening comprehension. The first difficulty is the difficulty in inferring the meaning of unknown words. Most of the students are unable to infer the meaning of unknown words because, when they find them, they just keep listening and never think about the meaning. Students need to infer the meaning of unknown words because the audio is only played once.

The second difficulty is anxiety. Many students have anxiety before listening to the audio. When they feel anxious, they will lose focus and be unable to listen to the audio. Therefore, the teacher should create a pleasant classroom situation and make students feel relaxed and comfortable.

The third difficulty is unable to concentrate. More than half of the students in the class responded that they could not concentrate on listening comprehension. This problem may occur because there are noises around. The noises can come from outside or inside the classroom. If students do not concentrate on listening, they will be unable to answer questions.

The fourth difficulty is lose focus and sleepy. Many students feel they lose concentration and get sleepy when listening to words or sentences spoken by native speakers. Of all the respondents in this study, almost 50% of them mentioned that concentration in learning Listening Comprehension is very important because this Listening lesson material is all related to the human hearing device. If from the beginning students have not concentrated on the material they will listen to, then these students will have difficulty in understanding the material discussed.

The fifth difficulty is hard to remember. Many students have difficulty in listening comprehension because they have difficulty remembering. That is, they quickly forget what they have just heard. Remembering is very important in listening. This is because the audio is only played once, so students need to be able to remember what the speaker has just said.

The sixth difficulty is unclear pronunciation. Most speakers have different ways of pronouncing these words. They pronounce them in different ways probably because they have different accents or dialects. Therefore, students should practice listening to different accents and dialects.

Besides listening materials, students also find difficulties related to themselves as listeners. (Darti & Asmawati, 2017), states that the listener's lack of English language skills also makes them experience difficulties in listening comprehension. According to the findings, there are some difficulties faced by students in listening from the listener factor. These difficulties include anxiety and difficulty in inferring the meaning of unknown words. According to (Toni et al., 2021), there are so many unknown words in listening comprehension. When they listen to long conversations and talks, they try to understand everything said by the speaker to get the right answer, then when they get unfamiliar words, they will focus on finding the meaning of the words. In addition, many students feel anxious if they do not understand the spoken text. According to (Supraptiningsih et al., 2020), feeling anxious before and during listening activities can cause problems in understanding the spoken text. They are so worried about getting low marks when they answer questions because they do not understand the text spoken by the speaker that students feel panic and anxiety if they fail to understand the spoken text. (Hamouda, 2013) mentions that failure to concentrate will cause students to miss some lecture content, which in turn will affect their understanding of the entire lecture.

### Students' Difficulties in Listening Comprehension Related to Speaker and Physical Setting

Table 3. Students' difficulties in listening comprehension related to speaker and physical setting.

No	Indicators	Yes (%)	No (%)
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1.	Poor quality of tapes	94.3%	5.7%
2.	Poor equipment	97%	3%
3.	Lack of pauses	80%	20%
4.	Noises	82.3%	17.7%
5.	Variety of accents	51.4%	48.6%
6.	Speed of delivery	85.7%	14.3%

As can be seen, the students experienced some difficulties in listening comprehension related to the speaker and the physical setting. The first difficulty is poor equipment. Besides the quality of tapes and disks, teachers should also pay attention to the equipment that is used during the listening and learning process. Equipment here, for example, is a sound system, a headphone, a microphone, etc. If one of these pieces of equipment does not work, the teacher must also pay attention to the equipment used during the listening and learning process. If one of these pieces of equipment is not functioning properly, then the students will find it difficult to understand what the speaker said.

The second difficulty is that poor-quality tapes or disks impact students when listening to audio. This is because poor-quality tapes or disks will produce unclear sounds, which students will not understand. After all, they are unable to hear them. Therefore, the quality of tapes or disks must be highly considered by the teacher.

The third difficulty is the speed of delivery. Speed of delivery here refers to the speaker speaking too fast at times. There are no pauses when the speaker speaks, and students cannot catch the meaning of the words. In addition, the audio is played only once, and it is more difficult for students to understand the meaning of the words.

The fourth difficulty is noise. Noise is very distracting for students learning to listen. This is because listening requires a high level of concentration. However, if there is noise, students will not concentrate and be unable to listen carefully. Therefore, the classroom should be soundproofed so that noises from outside do not disturb students.

The fifth difficulty was the lack of pauses. Many students could not deduce the meaning of the words because the speaker spoke with few pauses. The speaker kept talking without pausing, and the students could not catch the meaning. Therefore, the students should listen to the speaker carefully.

The last difficulty is variety of accents. Half of the student population in the class found it difficult to listen because they did not understand the speaker's accent. Most students are used to listening to American accents, so when they are listening to a speaker with an Indian accent, they find it difficult and do not understand what the speaker is saying.

The last category that makes students experience difficulties in listening comprehension comes from the physical setting.

Based on the findings, there were 5 difficulties related to the physical setting. These difficulties are poor equipment, poor quality of tapes and disks, speed of delivery, noise, and lack of pauses. This supports Mulyati (2022), who mentions many problems in listening activities such as poor quality of the recorded, unclearly pronounced, the speed of the sounds, and noises around in the classroom.

Based on the respondents' recognition, facilities that support the learning process of listening comprehension are already available but inadequate and not enough for all students. The computers available are not functioning properly and some of them are even completely damaged. The speaker system is also not functioning properly. The sound output is not clear. According to (Windamayanti et al., 2022), listening skills depend on the speaker, situation, and listener and to achieve optimal listening results are also supported by adequate facilities and infrastructure. This is related to the statement (Hamouda, 2013) which explains that if the listening test is carried out in the presence of surrounding sounds including background noises on recordings and environmental sounds, it is certain that they will not get good results in listening. They will be bothered by the noise no matter how hard they try to focus on the task.

### The Factor that Causes Students' Difficulties in Listening Comprehension

Table 4. Factors that cause students' difficulties in listening comprehension

No	Indicators	Yes (%)	No (%)
1.	Dependence on others	74.3%	25.7%
2.	Shyness to ask the teacher about the material	65.7%	34.3%
3.	Having emotional disorders	5.7%	94.3%
4.	The teachers explain the material too fast	14.3%	85.7%
5.	Lack of appreciation and reinforcement	34.3%	65.7%
6.	Not focusing	5.7%	94.3%

From the table above, it can be concluded that students have difficulty in listening comprehension due to several factors. The first factor is depending on others. Depending on others here means that students always depend on other students. When they find material that they don't understand when learning to listen, they always ask their friends. They never try to find the answer themselves. Because they always depend on others, they will never understand the material and never learn from mistakes.

The second factor is the shyness to ask the lecturer about material that has not been understood. Many students prefer to ask their friends about material they don't understand rather than the teacher. This is because they feel embarrassed

to ask the teacher. Maybe they are afraid of being scolded by the teacher. When they ask their friends, they will get a rough answer because their friends do not master the material, unlike the teacher.

The third factor is lack of appreciation and reinforcement. Reward and reinforcement are needed in the learning process, especially listening. This will increase students' interest and enthusiasm in learning. Unfortunately, many students say that teachers rarely provide rewards and reinforcement in the learning process. This is what causes them to be less enthusiastic in participating in the listening learning process.

The fourth factor is the teachers explain the material too fast. Some students said that they found it difficult to listen because the teacher explained the material too quickly. Students find it difficult to understand the learning material if the teacher explains it too quickly. They also feel bored and lazy because they do not understand. Therefore, teachers must explain the material clearly and interestingly so that students can easily understand.

The fifth factor is having emotional disorders. Emotional disturbances such as moody, irritable, angry, or not happy affect students in learning listening comprehension. When students are emotionally disturbed, they will find it difficult to concentrate during listening lessons. When they cannot concentrate, they will not be able to listen to the audio clearly. Therefore, teachers should be able to arouse students' enthusiasm in learning so that they feel happy and comfortable.

The last factor is not focusing. Concentration in listening is the most important problem among others. If we do not concentrate when listening to the material played on the cassette or LCD monitor by the teacher, then do not expect us to be able to understand what is said from the speaker.

Based on the findings, several factors cause students to experience difficulties in listening comprehension. These factors are dependence on others and shyness to ask the teacher about the material, having emotional disorders, the lecturer explained the material too fast, lack of appreciation and reinforcement, not focusing. Meanwhile, (Kurniati, 2015), mentions several factors that cause students' difficulties in listening comprehension, namely declining health conditions or illness, material that is difficult to understand, lack of support, and lack of practice to improve English listening skills both with classmates and native speakers. As confirmed by (Trismasari et al., 2016), "the teacher's methodology and the variety of tasks done in class seem to greatly affect the attitude and performance of students when doing listening activities". They realized that the way the teacher develops the class is very important to motivate learners towards listening activities. For example, the teacher always came to class with an enthusiastic attitude and she was very concerned about the students' comments and attitudes during the activity. The teacher also always encourages the students by saying "you can do it", "you are the best", "what you say is really amazing", and she observed that the teacher's remarks boost students' confidence, and allow them to ask questions or make comments without fear.

#### 4. Conclusion

In this study, the researcher would like to find out about students' difficulties in listening comprehension in the eleventh grade of SMAN 1 Muara Teweh in the academic year 2023/2024. The researcher also wants to know what factors cause the students' difficulties in listening comprehension. Based on the findings and discussion presented in the previous chapter, it can be concluded that most students have some difficulties in listening comprehension, which has constrained their ability to improve their listening skills. Based on the findings and discussions above, the difficulties faced by students in listening comprehension are grouped into three categories. These difficulties are related to the listening material, the listener, and the physical setting. Each of these categories has different difficulties. Students' difficulties in listening comprehension related to listening material are unfamiliar topics, complex grammatical structures, difficult to interpret the meaning of a long-spoken text, new vocabularies, and difficult to understand every single word of incoming speech. Meanwhile, students' difficulties related to the listener are difficult to infer the meaning of unfamiliar words, anxiety, unable to concentrate, lose focus and sleepy, hard to remember, and unclear pronunciation. In addition, from a physical point of view, the students found difficulties such as poor equipment, poor quality of tapes or disks, speed of delivery, noise, lack of unrepeatable pauses, and variety of accents. In addition, factors cause students to have difficulty in listening comprehension. These factors are dependence on others and shyness to ask the teacher about the material, lack of appreciation and reinforcement, the teachers explain the material too fast, having emotional disorders, and not focusing.

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