

**STUDENTS LISTENING COMPREHENSION PROBLEMS IN THE
ENGLISH DEVELOPMENT CLASS OF
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
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Degree**

By:

ALFI HANAFIAH

Student Number. 2017404091

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTEMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2024**

STATEMENT OF ORIGINALITY

Here with I,

Name : Alfi Hanafiah

Student Number/S.N : 2017404091

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, “Students Listening Comprehension Problems in the English Development Class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto” is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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S.N. 2017404091

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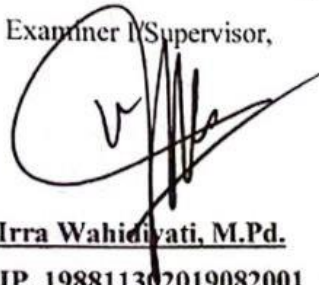
This thesis, entitled
**STUDENTS LISTENING COMPREHENSION PROBLEMS IN THE ENGLISH
DEVELOPMENT CLASS OF
UIN PROF K.H. SAIFUDDIN ZUHRI PURWOKERTO**

Written by Alfi Hanafiah (Student Number. 2017404091) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on July 1, 2024 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

Purwokerto, July 08, 2024

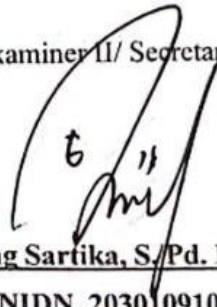
Approved by:

Examiner I/Supervisor,



Irra Wahidiyati, M.Pd.
NIP. 198811302019082001

Examiner II/ Secretary,



Endang Sartika, S./Pd. I., M. A
NIDN. 2030109101

The Main Examiner,



Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Legalized by:

The Head of Education Department,



Dr. Maria Ulpah, S.Si., M.Si.
NIP. 1980111520050120

OFFICIAL NOTE OF SUPERVISOR

To:

The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Alfi Hanafiah
Student Number : 2017404091
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : Students Listening Comprehension Problems in the English Development Class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, July 08, 2024
Supervisor,



Irra Walidiyati, M.Pd.

NIP. 198811302019082001

STUDENTS LISTENING COMPREHENSION PROBLEMS IN THE ENGLISH DEVELOPMENT CLASS OF

UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

Alfi Hanafiah

S.N. 2017404091

ABSTRACT

This thesis discusses the problems faced by students in listening comprehension. This research aims to find out what problems are faced by English developing students in listening comprehension and how lecturers solve the problems. This research was carried out in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. This research uses descriptive-qualitative methods. The population is English development students in the academic year 2023/2024. Data was collected in one of the development classes as object observations, and interviews were conducted with 10 students and 3 English development lecturers. The data shows that students experience a lot of problems with listening comprehension. These problems are problems understanding unfamiliar words; problems understanding unclear pronunciation; problems understanding the speaker's accent; problems related to unfamiliar topics and certain topics; problems related to the length and speed of the audio; difficulty remembering information; problems related to a lack of motivation; and problems related to the facilities. The data also shows that lecturers overcome these problems by using certain tips; using resources, technology, and applications to help improve listening skills; build student learning motivation; increasing student practice; and giving feedback to the students. The results of this research are useful for students and lecturers, so they can find out what students have difficulties with listening comprehension and what problems they have been unable to overcome. The results of this research are also useful for those interested in this research.

Keyword: *English Development Class, Listening Comprehension, Students Listening Problems*

MOTTO

“Success is not final, failure is not fatal. It is the courage to continue that counts”

(Winston Churchill)



DEDICATION

I dedicate my thesis for:

My beloved parents (Turiman Hasbi Ahmadi and Lasriyanti) who always support, motivate, and pray for me to finish my study.

My sister (Alfi Linasti Chasanah) and all my family.

All the people who have supported me.



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Wassalamualaikum wr.wb

Purwokerto, June 11, 2024

The writer,



Alfi Hanafiah

S.N. 2017404091



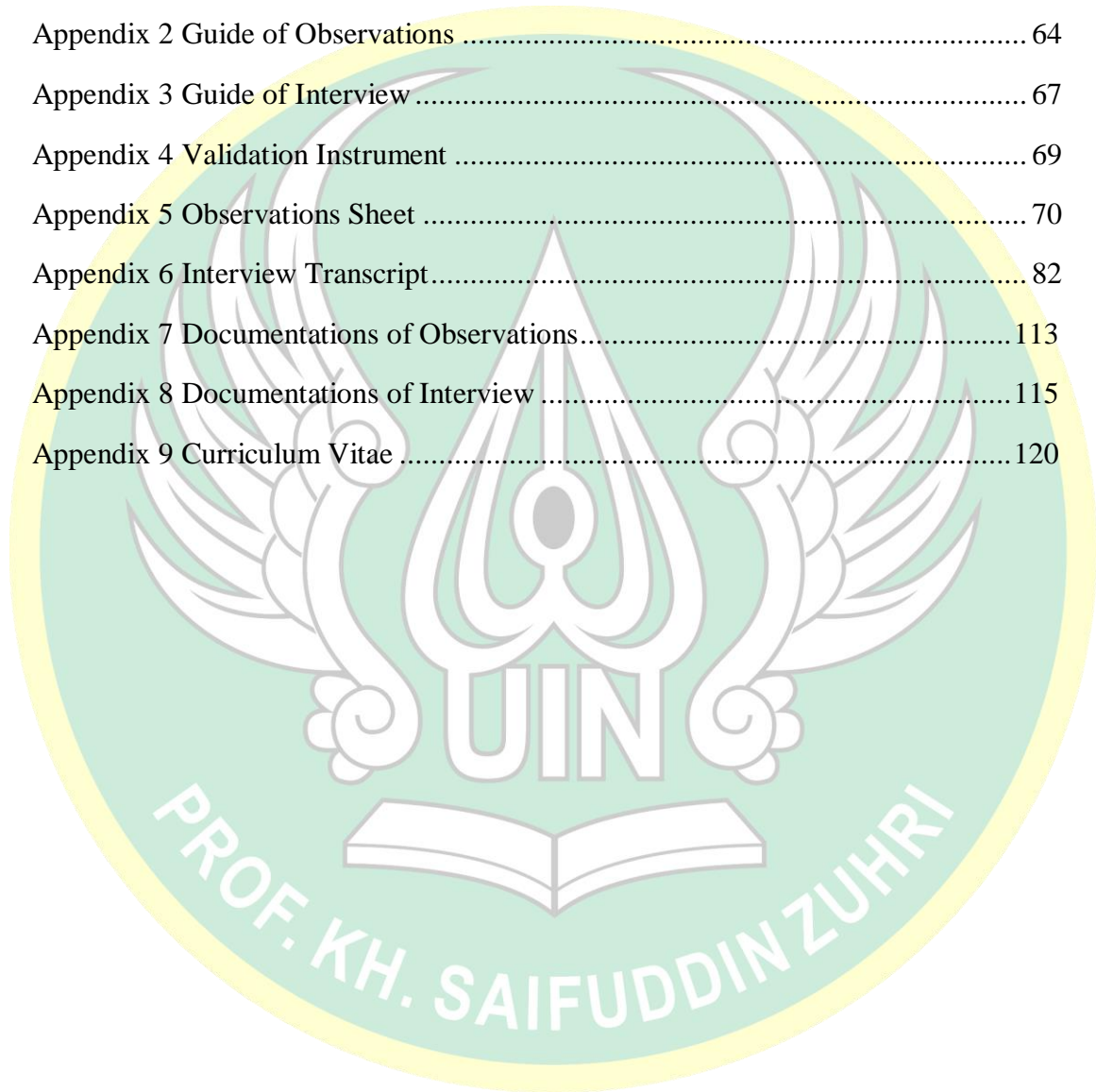
TABLE OF CONTENTS

TITLE PAGE	i
STATEMENT OF ORIGINALITY	ii
PAGE OF APPROVAL	iii
OFFICIAL NOTE OF SUPERVISOR	iv
ABSTRACT	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	xi
LIST OF APPENDICES	xiii
LIST OF CHART	xiv
LIST OF TABLE	xv
LIST OF ABBREVIATION	xvi
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Conceptual Definition	4
C. Research Question.....	5
D. Objective and Significance of the Research	5

E. Structure of the Research.....	6
CHAPTER II LITERATURE REVIEW	8
A. The Nature of Listening.....	8
B. Listening Problem	15
C. Review of Relevant Studies	21
CHAPTER III RESEARCH METHOD	25
A. Type of the Research.....	25
B. Setting of the Research.....	26
C. Subject and Object of the Research.....	26
D. Technique of Data Collection	27
E. Data Triangulation.....	29
F. Technique of Data Analysis.....	30
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	31
A. Listening Comprehension Problems	31
B. How Lecturers Solve Listening Comprehension Problems	43
CHAPTER V CONCLUSION AND SUGGESTION.....	53
A. Conclusion.....	53
B. Limitation of the Study.....	54
C. Suggestion.....	54
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF APPENDICES

Appendix 1 Research Permission Letter	62
Appendix 2 Guide of Observations	64
Appendix 3 Guide of Interview	67
Appendix 4 Validation Instrument	69
Appendix 5 Observations Sheet	70
Appendix 6 Interview Transcript.....	82
Appendix 7 Documentations of Observations.....	113
Appendix 8 Documentations of Interview	115
Appendix 9 Curriculum Vitae	120



LIST OF CHART

Chart 2.1 18



LIST OF TABLE

Table 3.1.....	28
Table 3.2.....	29



LIST OF ABBREVIATION

EPTUS: English Proviency Test of UIN Prof Kiai Haji Saifuddin Zuhri

TOEFL: Test of English as a Foreign Language

CBT: Computer Based Test





CHAPTER I

INTRODUCTION

This chapter presents the introduction, which consists of background of study, conceptual definition, research question, objectives and significance of the research and the structure of the research.

A. Background of the Research

There are four important skills that language learners must have, namely listening, speaking, reading, and writing. Each skill has a role to play in creating efficient communication. Likewise with listening skills. With listening skills, direct communication will run well. In foreign language learning, listening has a very important role in providing input to language learners. As Rost in Hien (2015) stated listening is very important for foreign language learners where listening plays a role as language input. This means that listening skills can improve our speaking skills, increase vocabulary, and increase language proficiency. This is of course very important for the language development of language learners.

DeVito (1995), defined listening as an efficient process that includes perception, understanding, recognition, evaluation, and reaction in communication. While according to Kutlu and Aslanoğlu (2009) listening comprehension is a process of perception carried out by individual towards another individual through the senses (specifically aural) organs, to then derive meaning and understand it. This is one of the basic requirements that is needed by an individual to live a social life.

Based on this definition, it shows that just listening to the other person is not enough. An individual needs to understand what the speaker is saying and think about what they have said. Based on Kutlu and Aslanoğlu (2009) said that in the field of education, for students to achieve achievements, students must

understand what they listen to and read. Apart from that, students must be able to express their ideas and feelings clearly and accurately through both written and oral communication. There are five stages in the listening process. First is hearing, second is understanding, third is remembering, fourth is evaluating, and last is responding (Tyagi, 2013). Meanwhile, according to Macháčková (2009), there are two stages in the listening process, the bottom-up listening process and the top-down process. Each stage is related to one other and has an important role for language learners to understand what the speaker means and avoid misunderstanding. At these stages language learners are ensured to be able to capture information either implicitly or explicitly from the speaker.

As previously mentioned that when language learners want to get information from the speaker, they need to go through the stages. However, it's not uncommon for language learners to find it difficult to understand the intended meaning. Many problems arise when going through these stages which ultimately makes the language learner not understand what the speaker means.

According to Hermawan (2012), the problems in listening can be divided into two factors, internal factors and external factors. The internal factors that can affect problems in listening are physical condition and hearing problems. Then the external factors that can affect problems in listening are speakers, material factors, style, and speaking techniques.

Many factors that hinder students' listening make students lazy and afraid of learning the language. They think that learning a language is difficult (Ummah, 2012). Those assumptions can affect student understanding. Students who already consider learning to be difficult will most likely make them lazy to try to understand learning. This is what ultimately makes it difficult for them to understand their learning and their assumptions become reality.

From these problems, a teacher needs to instill a positive mindset in students. When students have a positive mindset, the lessons taught by the

teacher will be easily accepted. This certainly makes students more quickly understand the lessons taught by the teacher.

The researcher conducted preliminary observations on students in the English Development Class at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. This class is a class held to improve students' English skills. The focus of learning in this class is divided into three elements, namely listening, reading, and structure. The researcher chose English development students because English development students are students who get low scores on the English test held by UIN Prof. K.H Saifuddin Zuhri Purwokerto. In addition, the researcher took samples of English test score data in 2023 consisting of 300 students. The data shows that 44% of students got listening as the lowest score. 30% of students got the structure score as the lowest score. 26% of students got the reading score as the lowest score. From this percentage, it can be concluded that listening is the most difficult test for students to complete. This happens because students have problems with listening comprehension.

This problem was also found in previous research, namely research by Rahmah (2019). She researched problems in listening comprehension and what factors influence these problems. This is different from researcher who examine problems in listening comprehension and how lecturers solve these problems. In her research, there were several problems found in listening such as problems with lack of equipment, problems with lack of vocabulary, problems with concentration, and so on. Another similar research was by Ikhsan (2021) . He researched students' listening problems which focused on only three indicators. These indicators are the quality of the recorded material, unknown vocabulary, as well as the length and speed of listening. The research examines which indicators are most felt by students. This is different from researcher who examine listening comprehension problems in general and how lecturers solve listening comprehension problems faced by students. From his research, it can be concluded that the most common problems experienced are problems with

the quality of the audio used. Then the next most frequently experienced problem is unknown vocabulary. The problem that is often experienced in the last sequence is the length and speed of the audio used.

So, based on the findings that 44% of students got the lowest listening score based on the English test score data in 2023 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, the researcher is interested in researching what problems students face in listening comprehension. Apart from that, researcher are also interested in examining how lecturers overcome these problems. For this reason, the researcher decided to conduct research with the title "*Students Listening Comprehension Problems in The English Development Class of UIN Prof K.H. Saifuddin Zuhri Purwokerto*".

B. Conceptual Definition

1. Listening Comprehension Problems

Listening comprehension is a process that refers to a person's understanding of spoken language. This understanding of spoken language includes the interpretation of words, phrases, and meanings of all things conveyed through auditory stimuli (Kumaravadivelu, 2006).

It means listening comprehension problems are the problems in the process person's understanding of spoken language. A listening comprehension problem is a situation when a person can't infer information or meaning from what they have heard.

2. English Development Class

English development class is a class or program that is specially designed by educational institutions that aim to make students focus on three elements, namely listening, reading, and structure in English.

So, the listening comprehension problems of the students in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto are the problems in the process person's understanding of spoken language including the interpretation of words, phrases, and meanings of all things

conveyed through auditory stimuli faced by the students in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. And English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto is a class or program specially designed by UIN Prof. K.H. Saifuddin Zuhri Purwokerto aims to focus on English development class is a class or program that is specially designed by educational institutions that aim to make students focus on three elements, namely listening, reading, and structure in English.

C. Research Questions

1. What are the listening comprehension problems of the students in the English development class of UIN Prof. K.H Saifuddin Zuhri Purwokerto?
2. How do the lecturers solve the listening comprehension problems of the students in the English development class of UIN Prof. K.H Saifuddin Zuhri Purwokerto?

D. Objective and Significance of the Research

1. The Objective of the Research

The purposes of the study are:

- a. To analyze the listening comprehension problems of the students in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.
- b. To explain how the lecturers solve the listening comprehension problems of the students in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

2. The Significance of the Research

- a. Lecturers

This research has many benefits that can help lecturers in the teaching process. The first benefit is the lecturer can find out the problems faced by students in listening comprehension because this research was conducted in the English development class whose

students had difficulties in English, including in listening comprehension. Then, the lecturer can analyze all of these problems. Finally, after the lectures analyzes the problems, the lecturer can find solutions to solve the problems faced by students and also improve students' listening comprehension.

b. Students

From this research, students can find out what listening problems are usually faced by other students. This research also can make students more careful so they can't face the same problems, and if the students face the same problem, they can solve the problems.

c. Other Research

This research can be a literature review for other researcher. The data in this research can be used as temporary references because the data in this research can develop.

E. Structure of the Rsearch

To conduct a systematic study, it is necessary to classify the structure of the research. The structure of the research will be explained as follows:

Chapter I contains the research background, conceptual definition, research question, objective and significance of the research, structure of the research.

Chapter II contains the theory “Students Listening Comprehension Problems in The English Development Class of UIN Prof. K.H. Saifuddin Zuhri” or defined as a literature review. Which includes a review of previous studies.

Chapter III contains of research method. This chapter deals with the type of research, setting of the research, subject and object of the research, the technique of the data collection, data triangulation, and the technique of analyzing data.

Chapter IV contains the findings and discussion. It will present the result of this study.

Chapter V contains the conclusion and suggestions for the research. In this chapter, the data will be concluded and suggest the research.



CHAPTER II

LITERATURE REVIEW

In This chapter explains the theoretical basis used as a reference in research and contains theories that form the background of all research activities conducted.

A. The Nature of Listening

1. Definition of Listening Comprehension

Listening is one of the most important skills in learning a language. With listening we can communicate with other people. Gilakjani & Ahmadi (2011) define listening as an activity to get meaning by interpreting information from the speaker by paying attention to them. According to Rost (2009) listening is an important element to make communication successful so that we can understand the world around us.

According to Goss (1982), Listening comprehension is a rational phenomenon for a listener to try to find meaning or get information from the sources they hear. According to Rost (2002), Listening Comprehension is a complex thing, where a listener carries out an interactive process to dynamically construct meaning from what they have heard. This includes knowledge of previously known vocabulary, grammatical structures, sound discrimination, stress and intonation, linguistics, paralinguistics, and so on in contextual speech which can help interpret oral input. According to Chastain (1971), the goal of listening comprehension is to understand what is said in native conversation in spontaneous conditions at a normal speaking speed.

Listening is a very important skill that students must have, especially for language learners. Students must listen carefully to understand what the teacher means and then remember the material. Listening can increase students' vocabulary, improve pronunciation of words, and also add

insight. However, in reality, students' skills in the material will not be improved without the teacher. The teacher must guide the students and build up their skills.

2. Component of Listening

Based on Chastain (1988), there are four components in listening comprehension, namely:

- a.) The ability to distinguish intonation patterns, all sounds, and voice qualities that exist in a second language and to differentiate between them and the same sounds in the native language
- b.) The ability to understand the overall message conveyed by the speaker

Based on Rivers (1981) says that understanding spoken messages or spoken information is based on understanding semantic meaning, moving from a person's understanding in sound sequence concerning the syntactic knowledge or insight only when the meaning is not understandable.

- c.) The ability to remember the message conveyed by the speaker before processing it.

The third component is the ability where a person can store messages in auditory memory until the message can be processed. To develop students' auditory memory, teachers must ensure that their students listen as much as possible. This means that in the teaching process, students must predominantly listen to the language being studied. Another thing to pay attention to is that the speed and difficulty level of the content must be appropriate to the student's level. Auditory memory will increase if language activities can be understood by students. According to Chastain (1988), the speed of delivery of the language taught and the level of difficulty of the language taught must continue to be increased in line with student understanding.

d.) Sampling important information carrying components of the material.

The fourth component demands that listeners expend more energy in understanding unfamiliar topics, where they can rely on linguistic clues as a guide to cover their lack of knowledge regarding the topic being heard or discussed. Listeners take samples to be used as material to confirm or deny anticipations that have been made previously. When the sample matches the listeners' anticipations then they accept it as being correct. This applies vice versa, if the sample does not match the anticipation, then the listener must reconsider the anticipation that has been made to make the message meaningful.

3. The Importance of Listening

Listening comprehension is a method for understanding what the speaker is saying. This means understanding pronunciation, grammar, vocabulary, and most importantly capturing the information being discussed. Having the ability to listen and speak is very important in building communication. The reality is that communication in daily life, we listen and talk more than we read and write.

Based on Lee & Hatesohl (1983) states that most people spend around 70% to 80% of their time communicating. Of that time they spend the most time listening, namely around 45%. The rest is 30% for speaking, 16% for reading, and the least is for writing, namely only 9%. Of course, as a second language learner, listening comprehension is very important. By understanding listening, the communication process will run well and enable students, especially second language learners, can improve their language taught.

The point is that listening skills are basic skills that language learners should have. Based on Nunan (1998) states that students who study a foreign language spend 50% of their time listening. This is in contrast to the thoughts of most people who think that people who have mastered the

ability to write and speak means they have mastered the language. In fact, without efficient listening skills, communication can't run effectively.

Based on Rost (1994) states that four things can explain the importance of listening in the language classroom, they are:

- a.) Listening can provide input for language learners. This makes listening very important for language learners. Without input or without understanding the input, of course, language learners will find it difficult to start learning the language.
- b.) Spoken language allows language learners to interact. because students are encouraged to interact to understand the context being studied. Access to language speakers is of course very important. and if there is a failure to understand the language, this will become an incentive for continued interaction.
- c.) Authentic spoken language allows students to feel challenged to try to learn and understand the language being studied like native speakers.
- d.) Listening exercises enable teachers to build students' imaginations about new forms such as vocabulary, grammar, and new interaction patterns in language.

The point is that listening is important in everyday life and also in an academic context, where with listening skills communication will run effectively. According to Anderson and Lynch (2003), listening skills and speaking skills are both important. Because without these two abilities, face-to-face communication will not work effectively. Based on Wallece, Stariha, & Walberg (2004) stated that listening skills are very important for students because with listening skills students can obtain information and insight.

4. Process of Listening

In every learning, there must be a process in it, as well as listening. There are five stages in the listening process as cited by Babita (2013), there are:

a.) Hearing

Hearing is the first step in the listening process. In this step, we will receive information or messages conveyed by other people using the sense of hearing. This refers to the response caused by sound waves coming from outside and then entering the ear and stimulating the sensory receptors of the ears. Hearing and listening are different things. According to Kline (1996:18), hearing is a passive activity and listening is an active activity. When someone hears about something doesn't mean they can take the meaning of the speaker. However, when someone listening to something, they are will take information or the meaning from the speaker. Because hearing is the first step, this step is so important. If this step doesn't go well then the next step can't be continued.

b.) Understanding

This stage is the second step of the listening process. At this stage, after someone hears, the next to do is understand which is someone should analyze what they hear. They will receive a code from what they hear. At this stage, the codes are grouped. For example, what they hear is included questions, command words, places, colors, and so on.

According to Kline (1996:22), two things can interfere with understanding during the listening process. First, the same words have different meanings by each other. Second, different words have the same meaning.

c.) Remembering

Remembering is the third stage of the listening process. After someone understands the information from what they catch, the next step is remembering. The information we have understood in the process of understanding needs to be stored and remembered. According to Kline (1996:26), there are two types of memory in the remembering process such as short-term memory and long-term memory. Short-term memory allows a person to remember in a short period or just a few seconds. While long-term memory allows a person to remember for a long time for hours or even days.

d.) Evaluating

At this stage, a person must understand the information captured. Only active listeners are able to reach this stage. At this stage, the brain evaluates whether the information received is significant or not. At this stage, the listener sorts evidence, facts, and opinions.

e.) Responding

At this stage, it is part of the feedback listener. At this stage, listeners have several ways to respond to what they hear. First, Direct verbal response. This response can be in the form of direct oral responses or can also be used in writing. Second, Responses that seek clarification. This response occurs when the listener needs additional information. Sometimes when people listening, something is missing from what they are hearing. Third, Responses that paraphrase. This response allows listeners to agree or disagree with what they hear. Fourth, is the non-verbal response. This response refers to responses using symbols or codes without using sound. An example is giving the thumbs up.

5. Types of Listening

According to Kline (1996), there are some types of listening, such as:

a.) Active listening

In this type, the listener actively makes the speaker always continue the conversation. Listeners also show interest in what is being discussed. This type of listener tends to pay close attention to the speaker. They listen carefully and then capture the information obtained. The information obtained is then stored as a reference to provide responses later to the speaker.

b.) Appreciative listening

This type allows the listener to try to understand and appreciate the speaker. Try to find opportunities to compliment the speaker. This type of listener is happy to listen to the speaker. This type is also categorized when someone listens to music.

c.) Critical listening

People with this type of listening are allowed to listen very carefully and thoroughly. They then analyze the information obtained and then comment on the information obtained. Listeners with this type of listening can think critically.

d.) Informative listening

This type of listening allows listeners to get information on purpose and to store it for a long time. An example is listening to a lecture. We will understand what we listen to depending on how serious we are in listening to what the speaker is saying

e.) Discriminative listening

Discriminative listening is the most important type of listening. Listeners who use this type are sensitive to the sound received and the meaning obtained. Besides that the listener is also sensitive to

the volume and emphasis of sound. They understand more about the implied meaning of the speaker than other types of listening.

B. Listening Problem

1. Definition of Listening Comprehension Problem

A listening comprehension problem is a situation when a person can't infer information or meaning from what they have heard. Listening problems can interfere with peoples' cognitive understanding both internally and externally. Hamouda (2013) stated that factors causing problems listening to people's understanding are divided into two factors, such as problems listening to understanding related to tasks or activities and problems listening to understanding related to listeners and lecture methodology.

Listening comprehension problems can interfere with students' understanding of the material being studied. This is because students are not able to capture the material taught by the lecturer. According to Lindsay as cited by Asmawati (2017), the problems that ordinary students have are different from the problems that foreign language students have. Language learners have little experience in listening to foreign languages and have no experience with the material being studied so it interferes with understanding the material being taught.

2. Factors of Listening Problems

There are two factors can affect listening problems according to Kurniawati (2015), such as:

a.) Internal Factor

Internal factors are factors that come from the listeners themselves. Internal factors can be in the form of physical condition, lack of motivation, and listeners' low understanding of the material being taught. If someone has a bad physical condition, it will be difficult for listeners to understand the information conveyed by the

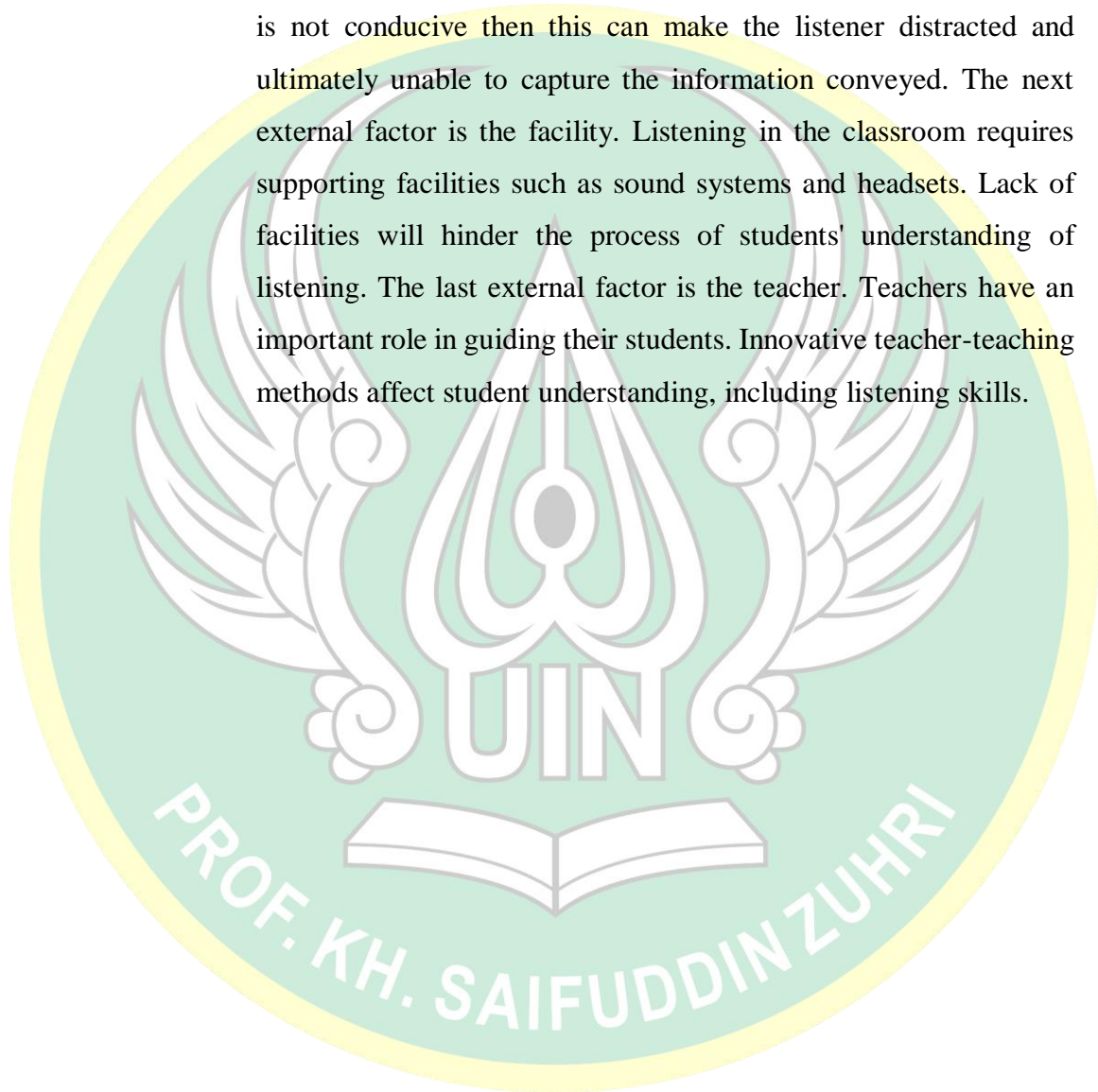
speaker. Likewise, when a listener experiences hearing loss, no matter how loud the sound is, it will not enter. This of course can hamper the listener's information acquisition.

The next internal factor relates to the motivation of the listeners themselves. Someone who has low motivation for what is heard will make it difficult for the listener to receive information. Low motivation makes a person easily bored and lazy to listen so the information conveyed cannot be accepted by listeners. Hamouda (2013) states that some students are not interested in the topics they are listening to so they can't understand the information. According to his research, there are around 26.7% who often find it difficult to understand spoken texts that they don't find interesting. 30% always find it difficult and only 3.3% find it easy to understand spoken text even though they are not interested in the topic.

The last but the frequently experienced by language learners is the lack of understanding of the material. Lack of understanding includes students' understanding of vocabulary, understanding of grammar, and lexical features. The third thing is very influential on students' understanding of what is heard. This is because each student has different abilities. When someone has a little vocabulary that is understood, this will make students confused to understand what the speaker is saying. Likewise, when students do not understand grammar, this will create misunderstanding. Students who do not understand lexical features such as idioms and slang will also be confused by what the speaker is saying. This often happens to those who learn languages only through formal student education and do not use them in daily communication.

b.) External Factor

External factors are factors that are caused from outside, not from the listener. These factors can be the environment, facilities, and teachers. The environment means the environment in which the listener listens. If the environment used during the listening process is not conducive then this can make the listener distracted and ultimately unable to capture the information conveyed. The next external factor is the facility. Listening in the classroom requires supporting facilities such as sound systems and headsets. Lack of facilities will hinder the process of students' understanding of listening. The last external factor is the teacher. Teachers have an important role in guiding their students. Innovative teacher-teaching methods affect student understanding, including listening skills.



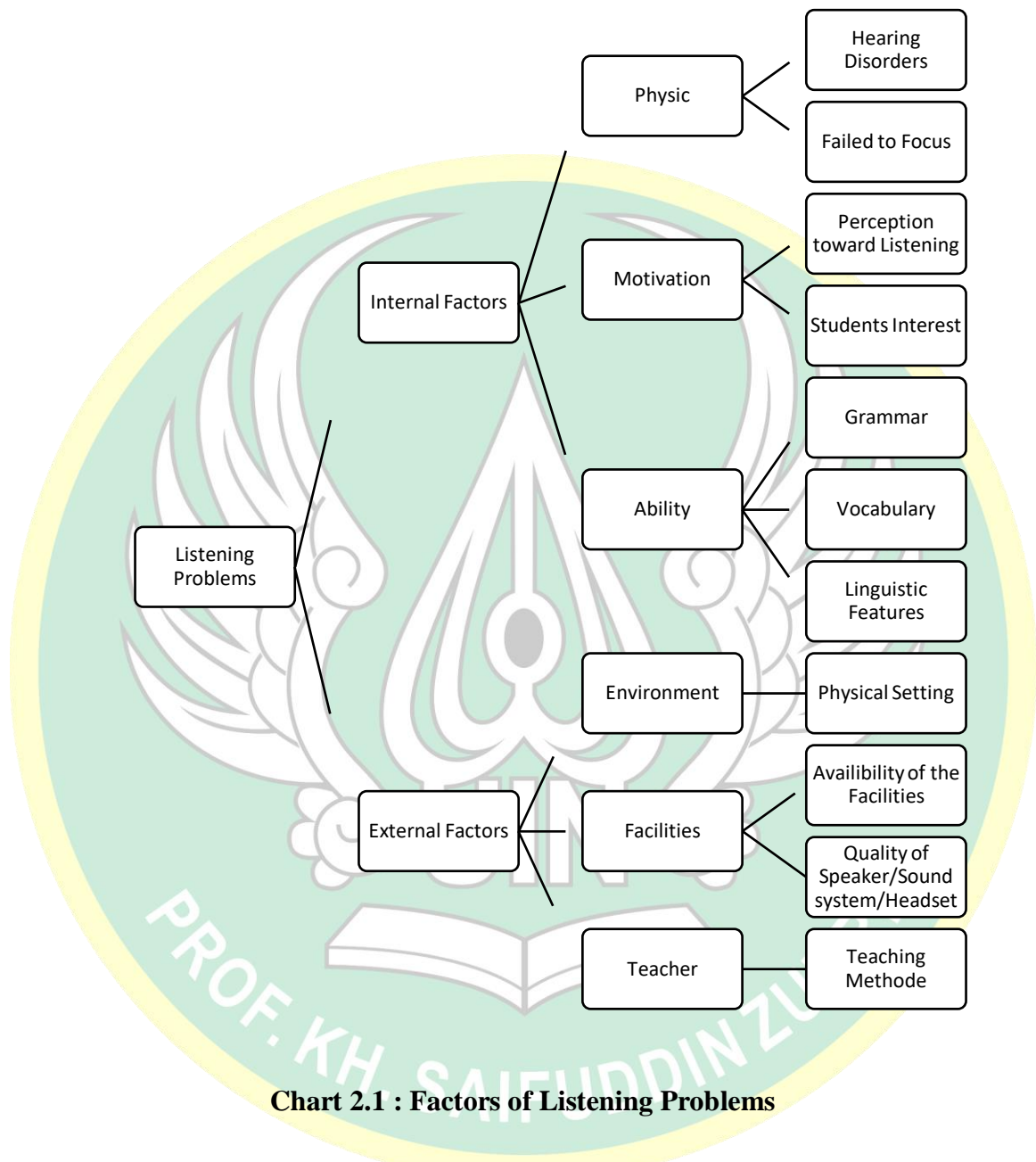


Chart 2.1 : Factors of Listening Problems

3. Problems in Listening Comprehension

According to Yilmaz & Yavuz (2015), there are several difficulties faced by students in listening comprehension, these are follows:

a.) Difficulty Remembering The Information

Many students have difficulty taking listening comprehension assessments because they can't remember the information they have just heard. There are many reasons why this happens. Generally, this happens because students are less focused on what they are listening to. However, there are also many other possibilities for this to happen, such as because the clip is too long, the student is diagnosed with ADHD or an auditory processing difficulty, or they have an underlying learning disorder.

b.) Understanding the Speaker's Accent or Rate of Speed

Understanding what the speaker is saying is the main thing that is the biggest challenge for listeners. However, the speaker's accent sometimes makes it difficult for someone to understand. Likewise in English, of course, speakers have different accents which can be confusing for listeners if the listener is not used to the speaker's accent. Not only that, the speed of the speaker in pronouncing the language also has a big influence on the listener's ability to capture information or understand what the speaker is saying.

c.) Limited Listener Vocabulary

The limited vocabulary that students know is also a very serious problem in listening comprehension. Moreover, if students also do not have the understanding to connect vocabulary that only they know, of course, students will have difficulty capturing the information conveyed by the speaker. It is important for a learner to continue to add vocabulary that they don't already know.

According to Azmi, Celik, Yidliz, and Tugru (2014), there are many problems experienced by students with listening comprehension. Some of the problems are:

a.) Quality of Recorded Material

The quality of recordings used by teachers should have good recording quality. However, some teachers use recording quality that is not good enough. This is a simple thing but, has a big impact on students' understanding. Poor recording quality makes it difficult for students to capture the information conveyed.

b.) Cultural Differences

Insight into the culture that intersects with the language being taught has a great influence on the listener's understanding. Especially if the topic presented is related to cultural material. It is the teacher's responsibility to introduce this insight into cultural differences to students. This is done to reduce problems that may arise when students try to capture information while listening.

c.) Accent

Munro and Derwing (1999) stated that listening to too much-accented speech will make it increasingly difficult for students to understand what is being said. according to Goh (1999), 66% of students stated that accent was the factor that most influenced difficulty understanding when listening. native and non-native accents can be a serious problem for students' listening comprehension. Buck (2001) states that when students are used to listening to American-accented English and then they listen to Indian-accented English, they will have difficulty capturing the information they hear. This will certainly disrupt the students' understanding and learning process.

d.) Unfamiliar Vocabulary

Understanding the meaning of words is very influential on students. When students understand the meaning of the words they

listen to, this allows students to have high motivation to listen more carefully. However, if there is a lot of vocabulary that students don't know the meaning of, this will decrease motivation. On the other hand, there are lots of the same words that have different meanings depending on the placement of the sentence. This often makes students confused about concluding the content of the information presented.

e.) Length and Speed of Listening

Azmi, Celik, Yidliz, and Tugru (2014) stated that students will have difficulty listening to long audio and concluding all the information presented. It is very difficult for low-level students to listen for more than three minutes, and then conclude the content of what was conveyed. While short audio allows students to summarize what they are listening to more easily. According to Underwood (1989), the speed of the speaker will make it difficult for students to understand what they hear. However, in this case, students cannot control what the speaker says, students can only practice their listening skills.

C. Review of Relevant Studies

There are some previous research were found which related to the topic of this study:

The results of the thesis research entitled “*Analyzing Students’ Difficulties Toward Comprehension of English Education Department of Tarbiyah And Teaching Faculty at Uin Alauddin Makassar*” from Darti (2017). This research discusses the problems encountered by students of the English Education Department academic year 2016/2017 in listening comprehension. The research used a descriptive design with a qualitative approach. The population of this research was the Second Semester Students. The total population was 82 students which consisted of two classes. Subjects of this

research were selected by using a purposive sampling technique. From this research, it can be concluded that all of the students are unable to comprehend listening text. Different from this research, the researcher does not only focus on the listening comprehension problems or difficulties faced by students. The researcher also focuses on how the lecturer responds and solves this problem.

The result of the thesis research entitled "*The Students' Problems in Listening Comprehension of TOEFL Test*" from Siti Rahmah (2019). This research discusses the most difficult elements faced by students in answering the listening section of the TOEFL test. The researcher has research similarities with this research in that both studies discuss students' problem in listening which is the listening question refer to TOEFL questions. This research was designed as a descriptive study that aimed to figure out the most difficult elements faced by the students in answering the listening section of the TOEFL test and to know the factors influencing the difficulty in answering listening Comprehension of the TOEFL test. The research used mixed methods to get quantitative and qualitative data in research. The data of this research were collected using the test and interview. The population and sample of this research were tenth-semester students' of the English Department UIN Ar-Raniry in the academic year 2018/2019 around 118 students' and the researcher took 9 students who have taken the TOEFL test more than 3 times. The findings of the present research revealed that the students of the English Department UIN Ar-Raniry Banda Aceh face certain problems during the listening comprehension test in the TOEFL. In this research, after knowing the listening comprehension problems faced by students, they then looked for the factors that caused these problems. Different from the researcher, the researcher focus more on how lecturers solve listening comprehension problems.

The result of the thesis research entitled "*Problems in Listening Comprehension of Advanced Listening Comprehension Students*" from Siti Robiah (2019). This research uses quantitative and qualitative methods. The

population of this research is the third-semester students of the English Education Department of UIN Walisongo Semarang in the Academic Year of 2019/2020. The results of this research are the student's listening comprehension problem and the strategies used by the student to overcome the listening problems. The researcher have differences in conducting research, which is in this research the objects taken are students of the English Language Education Department. Meanwhile, the researcher took as objects students from various majors who took part in a language development program because they got low scores on the English Language Test.

The result of the thesis research entitled “*An Analysis On Students’ Listening Comprehension Problems at The Third Semester English Language Education of Islamic University of Riau*” from Erza Muhammad Ikhsan (2021). This research uses a qualitative method. The population in this study were third-semester students of the English department at the Islamic University of Riau. This research provides an analytical picture of the problems faced by third-semester students at the Islamic University of Riau. Different from researcher who examine listening comprehension problems and how the lectures solve the problems, this research examines the main problems in listening comprehension that dominate students among the three indicators. The indicators in question are the quality of the recorded material, unknown vocabulary, as well as the length and speed of listening in learning listening.

The result of the thesis research entitled “*An Analysis on Students’ Listening Comprehension Problems at the Year Eleventh of SMAN 1 Tualang*” from Ridha Mulyati (2022). This research uses quantitative method. In this research, the population is the students’ at the year eleventh of SMA N 1 Tualang. Researcher have the same research objectives as this research, which is to find out listening comprehension problems. There are differences in the population taken, in this study the population of high school students was taken, while the researcher used the student population on University. Another

difference is that this research only examines listening comprehension problems, different from researcher who also research how to solve the problems.



CHAPTER III

RESEARCH METHODS

This chapter presents the research method which consists of type of research, setting of research, object and subject of the research, technique of data collection, data triangulation, and technique of data analysis.

A. Type of the Research

This study used qualitative research and descriptive methods to describe the problems faced by English development students in listening comprehension. According to Iskandar (2009), qualitative research is research carried out by exploring information about a group or individual who has a social problem. In carrying out this research, procedures must be followed to be able to answer the questions that arise. Qualitative research contains complex descriptions, detailed reports about the descriptions by respondents, scrutinized words, and carry out studies in natural situations. According to Creswell (2014), research focuses on collecting data, analyzing data, and writing data. Besides that, qualitative research organizes disciplines and flows throughout the research process. This research collects as much data as possible to become a basis for describing and answering research questions.

The descriptive method is a method used in research to find out in depth the object being studied. This is intended to investigate a situation, condition, or other matter which is then presented in the form of a research report. According to Sugiyono (2013), research using descriptive methods is research that describes phenomena, symptoms, and conditions in qualitative or quantitative research. In this research, the researcher only compares it with other research and does not do anything with the object under study. Researcher do not change, add, or manipulate data in the area of research. The researcher only captures an object in the area under study and then describes it in a research report as it happens in the field (Arikunto, 2013).

Based on the statement above, the researcher used qualitative research and descriptive methods in this research. The research aims to find listening comprehension problems of the students in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

B. Setting of the Research

The setting of this research is UIN Prof. K.H. Saifuddin Zuhri Purwokerto, especially in the English development class. The researcher chose this place as the research object because the researcher knew that the English development class was a class where students got low scores on the English language test held by this university. Therefore, researchers are interested in examining the problems that exist in this place. Preliminary research was conducted on March 10, 2023, by interviewing one of the English development lecturers on the research topic.

C. Subject and Object of Research

The subject of this research is the students in the English development class of UIN Prof. K.H Saifuddin Zuhri Purwokerto and their lecturers.

1. English Development Students

This research was conducted in the English Development Class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto because many students have listening comprehension problems based on preliminary observations. The English Developing Class consists of 37 classes and 1473 students.

2. English Development Lecturers

This research were find listening comprehension problems faced by English development students. Then after that, this research were find out how lecturers solve this problem. Based on preliminary observations, listening comprehension problems greatly influence students in taking language exam questions held by this university. For this reason, by holding development classes, it is hoped that lecturers can solve the

problems students face in learning and it is very important for lecturers to know which ways are effective in solving these problems.

The object of this research is listening comprehension problems in English development class. In this case, the research focus on the types of difficulties or problems in listening faced by English development students and how the lecturers solve the problems. The research identify various aspects that influence listening comprehension. These aspects could come from internal or external factors.

D. Technique of Data Collection

This research use observation and interview to collect the data.

1. Observation

According to Ciesielska, Boström, and Ohlander (2018), observation is a research method by observing, evaluating, and drawing conclusions about the research object. This is done using approach techniques. Observation is a data collection method in which the data is taken using direct or indirect observation. Observations in this study were carried out at one of the English development classes at UIN Prof. K.H. Saifuddin Zuhri to find out listening comprehension problems and how the lecturers solve these problems. Observations were carried out in 4 meetings in one class, this is done so that researcher can be more focused and maximal in collecting existing data.

Observations were carried out based on an observation sheet which consisted of 3 aspects. The first aspect is listening material or task which consists of 4 indicators. The second aspect is listeners factors which consist of 6 indicators. The third aspect is the physical setting which consists of 5 indicators.

The following is a schedule of observations carried out in the English language development class.

No	Observations	Date of Observations
1.	Meeting 1	March 23, 2024
2.	Meeting 2	April 27, 2024
3.	Meeting 3	May 3, 2024
4.	Meeting 4	May 4, 2024

Table 3.1 : Schedule of Observations

2. Interview

According to Harrell and Bradley (2009), an interview is a discussion between one individual as an interviewer and another individual as a resource, intended to obtain a series of information on a certain topic. This interview was conducted to obtain further information regarding the listening comprehension problems faced by English language development students.

In this research, researcher collected data by interviewing 10 English development students and 3 English development lecturers to obtain information about listening comprehension problems experienced by students and information about how lecturers solve these problems. The ten students interviewed consisted of students taught by the 3 three lecturers who were interviewed. The researcher decided to use semi-structured interviews which involve open-ended questions based on the researcher's needs for the research being conducted to answer the research questions. Interviews with students were carried out by asking 8 prepared questions. Meanwhile, interviews with lecturers were carried out by asking 7 questions that have been prepared.

According to Larsen and Long (1991), the open-ended nature of the question is a situation where the interviewer and source are allowed to discuss the topic in more detail. If the resource person finds it difficult to answer a question, the interviewer can guide the resource person to understand in more detail the question being asked. Likewise, if the source only gives short answers, the interviewer can use instructions so that the source can consider the answers to the questions given so that the information obtained can be more detailed.

In conducting interviews, researcher have a list of questions that must be answered by the interviewee. Interviews conducted face-to-face and recorded so that researcher can easily remember the information obtained when conducting interviews. The following is a schedule of interviews conducted with lecturers and students.

No	Date of Interviews	Note
1.	March 23, 2024-May 4, 2024	Interviews with students
2.	March 30, 2024-April 27, 2024	Interviews with lecturers

Table 3.2 : Schedule of Interviews

E. Data Triangulation

To obtain accurate data, researcher do not only use one data collection technique. The researcher decided to use two data collection techniques, namely observation and interviews. Observations were carried out in 4 meetings in the same class, it's aim of making researcher more focused on exploring information as a source of data for research. Meanwhile, in conducting interviews, the researcher decided to interview 10 English development students and 3 English development lecturers. The large number

of sources aims to enable researcher to see from many points of view. this allows researcher to obtain more and more robust information.

F. Technique of Data Analysis

Miles & Huberman (1992) stated that there are three activities to analyze data:

1. Data Reduction

According to Miles & Huberman (1994) stated that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. In this research, data reduction was carried out after the researcher obtained data from English development class students regarding problems in listening comprehension. Then the researcher will delete the data by taking only data that supports this research. So the data leads to conclusions.

2. Data presentation

Presentation is limited to a structured collection of information that is used to draw conclusions and decide what action to take (Miles & Huberman, 1994). This study describes students' problems in listening comprehension so that later conclusions can be drawn and what actions must be taken to overcome these problems.

3. Conclusion Drawing (Verification)

This stage is the last stage where the researcher concludes the research that has been done. This conclusion is data that has never been obtained from previous researcher. This conclusion can also be in the form of data to clarify previous research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the findings and discusses data analysis related to the research question "What are the listening comprehension problems of the students in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto?" and "How do the lecturers solve the listening comprehension problems of the students in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto?". The participants in this research were lecturers and students in the English Development Class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Researcher conducted observations 4 times in the same class to find and observe listening comprehension problems. Apart from that, to find out more about the listening comprehension problems of students and how the lecturers solve the problems, researcher conducted interviews with 3 lecturers and 10 students. In this study, respondents were selected randomly. Respondents in the form of students are referred to as R1, R2, R3, R4, R5, R6, R7, R8, R9, and R10. Meanwhile, respondents in the form of lecturers are referred to as R11, R12, and R13. This section consists of listening comprehension problems and how the lecturers solve listening comprehension problems.

A. Listening Comprehension Problems

1. Problems Understanding Unfamiliar Words

This problem is the problem most often experienced by development students and is a basic problem that is common among language learning students. Based on observations made in class, shows that students often open the dictionary or Google Translate. This is of course a good response because students are willing to try to find out the translation of words they do not know. However, this also shows that students only have a limited vocabulary. Not only that, based on observations made by researcher, they also often see that students cannot answer when the lecturer asks about the

translation of certain vocabulary. This further reinforces that students do have a limited vocabulary, especially because development students are students who are mostly not from the English department and did not pass the UKBA.

This problem was also reinforced by interviews conducted with several students and lecturers. Based on interviews with 10 students, 8 students stated that they had difficulty understanding the translation of the vocabulary they encountered. They also said that they only have a limited vocabulary. This was also confirmed by interviews conducted with lecturers. Of the 3 lecturers interviewed, all lecturers said that their limited vocabulary made it difficult for them to understand what they were listening to. Following are some of the answers from the interviews conducted.

R7 : "For me, I have difficulty in terms of the material being studied, I often feel like I do not know what topic to discuss anymore, and I don't understand. Apart from that, there is a lot of vocabulary that I do not know the translation for. Sometimes the pronunciation is not clear, I can't understand what is being said."

R10 : "I often feel unfamiliar with the words I hear, I've never heard them and do not know the translation. Sometimes, I only know the meaning of a few words, sis, so I can't conclude the content of what is being said."

R12 : "Okay, the challenges I face are for the topic of listening, especially TOEFL listening. The first is that they lack concentration when they listen. Second, there is a lack of vocabulary, their knowledge of vocabulary is lacking. Because the vocabulary knowledge they have can help them in their listening work, they can find the right answer. They cannot understand the meaning of the vocabulary in the answer options and they do not understand the meaning of the sentences in such conversations..."

Based on the findings above, this problem should not be taken lightly because this problem is a problem that is very often experienced by students. Based on interviews with lecturers, they stated that

students often have difficulty understanding certain vocabulary, even basic vocabulary. Even though knowledge of vocabulary is something that can help them find the right answer, how can they find the right answer if they don't understand what they hear because their vocabulary is limited. Based on Schmitt (2008), stated that 95% of the words that students hear in spoken texts must be known by them to get a good comprehension score. This shows that when students have low knowledge of the vocabulary they listen to, it becomes a serious problem that can affect their listening comprehension.

2. Problems Understanding Unclear Pronunciation

The pronunciation that is not very clear in the audio makes students have difficulty deducing the content of what they hear. How can students know the meaning of what is said in the audio if they cannot clearly understand the words spoken by the speaker. This is based on when the researcher made observations in the classroom. Students often ask for repetition of the audio playback and when the lecturer points several times at students to convey what they heard, students often skip several words that they did not hear clearly.

Not only based on observations made when researcher conducted observations but this was also reinforced when researcher conducted interviews with several students. From the results of interviews conducted with 10 students, 6 students stated that there was unclear pronunciation in the audio they listened to. They said that often they heard things different from what they heard. This of course makes it difficult for them to conclude the spoken text they listen to. They even said that this made them too lazy to do the questions and finally decided to answer carelessly. The following are the results of interviews conducted with students.

R2 : *"In my opinion, it doesn't seem clear. I heard this even though that's what they meant, so it seems different, you know. So I don't understand what's in it. That's all, sis."*

R7 : *"For me, I have difficulty in terms of the material being studied, I often feel like I do not know what topic to discuss anymore, and I don't understand. Apart from that, there is a lot of vocabulary that I do not know the translation for. Sometimes the pronunciation is not clear, I can't understand what is being said."*

R8 : *"In my opinion, it feels like the audio is too fast. Apart from that, it's mostly because I do not know the translation. Sometimes I don't even know what they are saying, sis. Plus the audio is sometimes too long."*

This finding is related to previous research conducted by Chao (2013), who found that 62% of students from the technology and education faculty experienced problems in listening comprehension in the form of difficulty understanding unclear pronunciation. Dora and Rosa (2020) state that each person has a different typical pronunciation. This can be caused by differences in accent and dialect. This difference in pronunciation then ultimately makes students sometimes have difficulty understanding what the speaker is saying. What's more, if students are not used to listening to English, this makes it even more difficult for them to understand.

3. Problems Understanding The Speaker's Accent

This problem is related to the previous problem where unclear pronunciation could be caused by differences in accent which makes it difficult for students to understand what they hear. Based on observations carried out 4 times, researcher found that students often asked for audio repetition. Students also often skip words they didn't hear when the lecturer asks them to tell what they heard along with the translation.

This was strengthened after the researcher conducted interviews with several students. Two students out of ten students stated that they had difficulty understanding the accent used by the speaker. Even though the

accent used in listening lessons is American. This should be basic and natural for an English learner. When conducting interviews with lecturers, researcher found that development students were indeed at a low level in learning English. They also rarely do self-study exercises, especially lack of practice in getting used to listening to English. While learning time in development classes is only limited. The following are the results of interviews with students who stated that they had difficulty understanding the speaker's accent.

R3 : "Hmm, what else? Sometimes I think the accent is not clear enough. When I hear foreigners speaking English it's just like blah blah blah. Do not know what's being said."

R4 : "The accent, when foreigners speak English, it's so hard to catch, sis. It's so foreign. It seems like it's easier to listen to Indonesians who speak English. On the other hand, I don't like English."

Qareqani and Falahati (2016) stated that many people equate accent with pronunciation, even though this is a different thing. America is not a small country, America has a very large territory from the east coast to the west coast. This also makes Americans have different pronunciations. where pronunciation is the pressure on words to convey meaning through tone or feeling. English language learners who have difficulty in listening comprehension often think that they have difficulty with the American accent when in reality this is because they are not familiar with listening to English. Cook (2000) states that every language is good or equally valid, so every accent is good. The point is that the difficulty in understanding accents, especially American accents, is because students lack practice in listening to English. This is in line with the previous statement when the researcher conducted interviews with lecturers.

4. Problems Related to Unfamiliar Topic and Certain Topics

Unfamiliar topics are one of the problems experienced by students in listening comprehension. Unfamiliar topics make it difficult for students to put together the words they hear, plus most students only have a small vocabulary that they know. Meanwhile, when students have insight into the topic being discussed, it is easier for them to put together the words they hear and then be able to conclude the content of what the speaker said. When conducting observations, researcher found that the lecturer several times provided insight into the topic being discussed. But this is done during the session discussing answers to practice questions, where students have already worked on the questions given. This means that there is a possibility that some students do not have insight into the topic in the practice questions.

This was strengthened after the researcher conducted interviews with students, where the results of the interviews showed that students often had difficulty with the topics they encountered in the questions. From the results of the interviews, 6 students found the topic difficult out of the 10 students interviewed. some said they had difficulty with certain topics and some said they didn't know what topics were being discussed. The following are some results from interviews with students which show that they have problems related to the topic.

R7 : *"In my opinion, the most difficult thing is the narrative text, because the text is very long. Well, sometimes it makes me forget what was discussed. In the end, I should have answered this but instead, I answered this. Then because it was too long, I ended up being too lazy to answer."*

R8 : *"Long audio, like narrative text, makes it difficult for me. Apart from that, certain topic also sometimes confuse me, for example, activities at home or whatever. The point is, there are some words that I think are foreign, I rarely hear them, so that makes me trouble, sis."*

R10 : " All topics that are less familiar are very difficult to understand, sis. Because the topic is foreign, there are a lot of words that I don't know the meaning of. If I didn't know that, I wouldn't be able to conclude what was discussed, sis."

This finding is in line with the theory in previous findings. Hamouda (2013) stated that problems in listening comprehension related to the listening material itself could be due to the students' limited vocabulary. This limited vocabulary also makes students unfamiliar with jargon and idioms. Apart from that, problems in listening comprehension can occur due to poor understanding of grammar, long audio, and unfamiliar topics. Based on this theory, this problem cannot be taken lightly because it can affect students' understanding of the listening material.

5. Problems Related to The Length and Speed of The Audio

Long audio from spoken text makes it difficult for students to capture information. Plus the speed of the speaker also makes it more difficult for students. This is normal because audio that is too long and too fast makes students easily lose their focus. Usually, they will focus on the audio at the beginning and start to lose focus on the audio in the middle. Apart from that, audio that is too fast makes it difficult for students to capture the information conveyed. The biggest problem is when students only focus on sentences that they don't hear clearly because the speaker says the sentence too quickly, while the next sentence the student loses concentration. This ultimately makes students not listen to the next sentence spoken, when students only listen to the sentence incompletely, making it difficult for students to infer the meaning of the spoken text. This is by the results of classroom observations conducted by researcher. All observations show that students often ask for audio repetition. Students also often say that the audio is too fast.

Apart from that, these findings are also supported by interviews conducted with 10 students. Of the 10 students interviewed, 6 students noted that one of the reasons they had difficulty understanding spoken text was because the audio they heard was too long and too fast. Below are some interview results that show their difficulties with audio that is too long and audio that is too fast.

R3 : *“There's a lot of vocabulary that I don't know, so it feels foreign to my ears. So, in my opinion, his voice sounded like he was really fast, sis.”*

R4 : *“Actually, everything is difficult, sis, but the most difficult is the audio which contains one person and explains it for a long time, which is difficult, sis, audio narration. If the dialogue, I still understand a little bit because the audio isn't too long.”*

R6 : *“Yes, if the audio is long, sis, especially if they speak quickly”*

R8 : *“Long audio, like narrative text, makes it difficult for me. Apart from that, certain themes also sometimes confuse me, for example, activities at home or whatever. The point is, there are some words that I think are foreign, I rarely hear them, so that makes me trouble, sis.”*

This finding is in line with the theory previously explained, according to which Azmi, Celik, Yildiz, and Mart (2014) stated that it would be easier if students listened to short audio. low-level students will find it difficult to listen for more than three minutes. whereas in the findings, language development students were indeed students with a low level of English. This means that they find it difficult to find long audio. Apart from that, students also mentioned that they had difficulty with audio that was too fast. This is by the theory put forward by Gilakjani (2016) which states that difficulties in listening comprehension experienced by students can be caused by the length and speed of the material being listened to, unfamiliar vocabulary, and the quality of the recorded material. even though students cannot control the speed at which they can hear. This means students need to practice a lot and get used to listening to English.

6. Difficulty Remembering Information

Related to the previous problem of losing concentration due to long audio making it difficult for students to remember the information that has been conveyed. Usually, students can only remember a little of the information captured. While long-spoken texts allow a lot of information to be conveyed. This problem is also supported because students are not allowed to take gist notes from what they hear. Plus other problems as previously mentioned, such as difficulty understanding unclear pronunciation, accent, students' small vocabulary, and so on, will make students lose concentration and start to panic. This makes students can only capture a little information. The findings of this problem were obtained when the researcher conducted interviews. Of the ten students interviewed, all students stated that they had difficulty remembering information they had heard, especially long audio. The following are some results from interviews which show that they have difficulty remembering the information they have heard.

R1 : "If the audio is too long, it makes it hard for me to remember it, I feel overwhelmed."

R3 : "Yes, sometimes if I don't know the translations, sometimes I focus on thinking about what it means. Finally, I didn't focus on the next sentence, I don't really remember what was said after that."

R5 : "Sometimes, if the audio is long, I definitely have trouble remembering it, plus there's a lot of it that I don't know the translations. But if the audio is short, I can still remember it, sis."

According to Munir (2022), remembering is one of the most important listening processes because the listening process is not only about receiving and understanding the message received but also about remembering the message that has been received. This means that this finding is a difficulty

remembering information that cannot be underestimated as one of the things that is a problem in listening comprehension. based on the theory previously explained by Yilmaz and Yavuz (2015), namely that many things influence students' difficulty in remembering something they hear, such as long audio or students suffering from ADHD. Meanwhile, the findings obtained from interviews stated that students had difficulty remembering long audio and making them copy receiving and remembering the information conveyed.

7. Problems Related to Lack of Motivations

Lack of motivation in students should not be considered something trivial. Lack of motivation makes it difficult for students to accept the information conveyed by the teacher during the learning process. This of course also influences the listening comprehension process taught in class. Students who have low motivation allow them to be lazy to listen. Meanwhile, in listening skills, to obtain information conveyed in spoken text, students must carefully listen to the audio being played. Apart from that, the lack of motivation makes students feel pessimistic about not being able to do questions they haven't even tried. When students feel too pessimistic and lazy to try, this will make the intensity of students practicing listening skills low. Lack of practice will make students have difficulty in listening comprehension. The lack of student motivation to learn was visible when the researcher made observations. Students often use their handphones for things that are not part of the learning process. Several times students also looked sleepy during the learning process.

This finding is also supported by the results of interviews conducted with 10 students in the development class. Of the 10 students interviewed, 8 students stated that their learning motivation was indeed low. Not only

interviews with students, but lecturers also confirmed this statement that students have low motivation to learn, especially learning to listen in English. Many other problems make it difficult for them to understand listening, such as long audio, unclear pronunciation, audio that is too fast, and other problems mentioned previously, which also make them lazy to learn. Apart from that, some of them also stated that they had low motivation because they did not like English. Some even argue that they are lazy about studying because learning classes are held on Saturdays, which they should think is a holiday. Some of them also stated that another reason they had low motivation to study was because they were not in a good mood. The following are several interviews that represent students' lack of motivation in learning.

R6 : *"When I was studying on Saturday, I was feeling lazy, sis, because I was supposed to be on holiday, hehe."*

R7 : *"For me, the internal factor mostly depends on my mood. So depending on my mood, for example, if I'm enthusiastic about doing English practice, I'm enthusiastic, sometimes the answer is correct. But if I'm not really in the mood, maybe I'm thinking about something and then I run into English, then I feel like I'm really lazy. I don't care anymore."*

R10 : *"Yes sis, I'm often pessimistic that I won't be able to do it even though I haven't tried because often I don't know the translation, I can't conclude the content. So sometimes I haven't even tried it yet, I'm already lazy. Maybe it's because I don't like English, sis."*

This problem needs more attention because this problem seems trivial but has a big impact on students' understanding, especially listening comprehension. According to Yagang (1993), the listening comprehension process is a fairly complex psychological problem. In the world of psychology, when someone feels anxious or nervous they will lose focus so that their ability to understand listening will decrease. This is in line with findings that show that students often feel pessimistic and are not in a good

mood when studying, which is included in the realm of psychology which influences students' difficulty in listening comprehension.

8. Problems Related to The Facilities

Facilities that are not good enough and inadequate are often one of the problems faced by students. Facilities that are not good enough make it more difficult for students to accept the learning process. Good facilities enable students to more easily absorb the information they hear, especially during listening lessons. Of course, this is not the main problem faced by students in listening comprehension, but it does not allow the quality of the facilities to influence students. This was reinforced when researcher conducted classroom observations, students often asked for audio repetition. Researcher also found that the audio facilities used in the classroom sometimes could not be heard at the back. Students also often seem lazy about listening to audio, this might happen because students don't focus on listening to audio because the audio doesn't sound very clear.

These findings are also supported by interviews with students and lecturers. Some students complained that sometimes the audio they heard was buzzing. Meanwhile, several lecturers stated that ideally learning listening should be done in a computer lab. Because if listening is done in the lab, students will use earphones one by one and this allows students to focus more on listening to the audio. Even if it is carried out in a normal classroom, the process can still run well, but sometimes there is noise from outside which can disturb students' concentration. The following are some of the results of interviews with lecturers and students about the facilities used to listen to audio during listening sections.

R7 : *"The facilities maybe, sis. it's because we use speakers, not earphones."*

R8 : *"Sometimes the audio isn't clear, it's buzzing. Not sure, sis, it's just like that sometimes, sis."*

R12 : *“Because in this development class, I also brought my own speakers, because it was facilitated, but the quality was not very good because it was starting to break down, so in the end I took the initiative to bring my own speakers. With this active speaker, students can be helped to work on listening questions. In fact, listening should ideally be done in a lab with individual earphones available, but because there are so many development classes, this is not sufficient...”*

R13 : *“The facilities are also inadequate, actually, the speakers are provided by this university, but because they are used by many people, they end up being damaged, and it doesn't matter what year they have been used. Finally, I brought my own speakers. Actually, in my opinion, it would be ideal for each class to be provided with its loudspeaker, but perhaps the problem here is that the university is quite large, so it might not be able to handle all of them. Apart from that, we can do it in the lab, but the lab is also limited and there are so many students.”*

This finding is in line with the theory put forward by Azmi, Celik, Yidliz, and Tugrul (2014) which states that sound quality can influence student understanding, teachers need to use high-quality recordings. while in development classes, some students complained that the audio was sometimes buzzing. This means that the quality of existing facilities is not good enough. Apart from that, Hamouda (2013) stated that if students work on listening questions with noise around them, this will break their focus. Students will have difficulty focusing their attention. Meanwhile, researcher discovered the fact that development classes were held in regular classrooms, not in computer labs, which allowed a lot of noise to be heard. Apart from that, this happened because students did not use earphones one by one.

B. How Lecturers Solve Listening Comprehension Problems

1. Using Certain Tips

With the various problems faced by students, of course, lecturers are required to often have breakthroughs to overcome the problems they face.

Using certain tips is one way for lecturers to overcome problems faced by students, especially in listening comprehension. Apart from that, the use of certain tips can help lecturers create more effective and interesting learning experiences. With certain tips, students are also able to more easily infer the content of the information conveyed through the spoken text they hear. By developing learning strategies and certain tips, lecturers can adapt learning according to student needs. because successful learning is not only focused on the learning material taught. However, the methods and tips taught by lecturers are also able to support the creation of a good learning process. The following are the results of interviews with lecturers regarding the use of certain tips when carrying out the learning process.

When conducting observations, researcher found that every time the lecturer taught new material, the lecturer often discussed certain tips for answering the questions that would be given and each material has different tips. This finding is also supported by interviews conducted with lecturers. R11 stated that each material has different tips or strategies for working on it. For example, in the avoid similar sounds material, the tip used is to read the answers first look for different answers, and identify what topics will be discussed in the audio. Other tips will of course differ depending on the material discussed. The following are some of the results of interviews with lecturers regarding the use of tips to facilitate students' listening comprehension.

R11 : "In language development classes, we use EPTUS, like TOEFL. For example, the ideal is that once in a while, maybe we can use songs, but that's only as an icebreaker, not part of the material. However, regarding the method used, the first time when teaching listening, students are asked to read first. Read the answer choices. After reading the answer choices, for example when avoiding similar sounds like that. Approximately the sentence there is different from the other sentences, which are

the other answer choices A, B, C, D? For example, the D is quite different, we don't say that's always the answer, no but at least they know first, read it first, oh, what does this mean?..."

R12 : "So, for example, if I have taught strategies from 1 to 10, at the next meeting I will review them by giving a quiz. From the quiz, we will discuss later, from number 1 what the strategy is like, number 2 what the strategy is like..."

R13 : "I usually give more examples like listening comprehension, which means giving lots of audio. Especially in the EPTUS book, there are mostly exercises, so one tip has an audio for 10 questions each, so that's all that's discussed."

The use of tricks in answering questions is included in the learning strategies used by lecturers. According to Biwer, de Bruin, and Persky (2023) states that there are many benefits in using learning strategies, including improving students' thinking abilities and creating learning according to students' needs. With the tips given by this lecturer, the lecturer can facilitate students who have limited knowledge of the material or questions presented.

2. Use of Resources, Technology, and Applications to Help Improve Listening Skills

To improve students' listening skills, it is not only enough to learn through audio provided by the books they are studying, students need additional resources and utilize existing technology and applications. Using resources, technology, and applications to improve listening skills is crucial nowadays. selecting the right resources, technology, and applications can offer students the opportunity to try different learning experiences. An interesting learning experience is ultimately able to make students comfortable so that learning is easily digested by students. This positive thing is then able to make students improve their listening skills.

Based on observations, researchers found that lecturers used additional applications to support listening learning, namely by using YouTube and

Quizziz. Based on interviews conducted with lecturers, there are many sources, applications, and technologies that students can use to improve their listening skills. The lecturer said that students could improve their skills through songs or films. The recommended applications for learning English, especially listening, are Duolingo, YouTube, CBT, and ARCO. However, because time is limited for learning, students need to practice on their outside of class hours. So students need to realize the need to practice independently from the many sources, applications, and technologies recommended by lecturers to develop their listening skills. The following are the results of interviews with lecturers.

R11 : "Previously, when it came to songs we automatically used YouTube, right? Then there's a lot to listen to. There are movies, there are songs, there are also applications like Duolingo, lots of them, sis. But in class, because there is a lot of material, there isn't enough time. So just advise them to practice independently at home..."

R12 : "They can use the Computer Based Test application, they can install it and then they can use it on their respective laptops. Right, in TOEL there is a paper-based test, and there is also an internet-based test which is in the form of an application. At that time I used ARCO..."

R13 : "From that application, I usually give them duo lingo. But only for those who are interested, not many. For those who are interested in learning languages, I suggest they use applications, one of which I most often use is Duo Lingo because it's free. If they are not willing, that's okay, that's off me. Then apart from that, most of the audio collections that I have, are from Longman TOEFL books, or websites about English learning."

The lecturer's statement regarding the importance of getting used to listening to English is also the statement by Howatt and Dakin (1974) who said that students must get used to listening to English, which can be through audiobooks, podcasts, news, songs and films in English. The use of resources, applications, and technology greatly influences the success of

student learning. Based on Wang (2014), music, film, and culture are factors that have a very strong influence on students' motivation to learn English. The use of modern technology and the choice of interesting learning methods can foster student motivation in learning English. When students have high learning motivation and are interested in learning, it allows students to easily absorb the learning being taught.

3. Building Student Learning Motivation

Building student learning motivation is very important as the most influential factor in increasing understanding of the learning process. High learning motivation allows students to play a more active role in the learning process, especially in listening. Students can listen to the audio carefully so they can conclude the content of the information presented. Good motivation is also closely related to academic success. Students who have high learning motivation enable them to be more disciplined in learning. Discipline in learning is what makes students able to improve their skills which can make students achieve success in learning

For this reason, lecturers need to build student learning motivation. based on the results of interviews conducted with lecturers. one of the lecturers stated that one way to build student motivation was to emphasize their goal in taking development classes, namely to be able to pass the language exam held by this university. However, apart from that, there are many benefits for them from taking this development class apart from passing the exam, namely to get a good TOEFL score, which will have a big impact on their future career. Apart from that, the lecturer also emphasized to students that English is an international language which means it is very important for life and socializing. Apart from that, nowadays English is very commonly used and is closely related to daily

activities, although it is not yet used thoroughly, English is often used. The following are the results of interviews conducted with lecturers.

R11: "The most important motivation is actually to pass the clear development, right? If you don't pass then you have to do remediation and so on. But, if we focus on listening, we motivate him like this. Sometimes, they are not most English students, but sometimes they listen to podcasts, and films of people who speak English which sometimes don't have Indonesian subtitles. You shouldn't always don't know what they are going to say, or what they are talking about, you will always be confused..."

R12: "Motivating them is easy, first find out what their goal is in taking this development class. TOEFL has many benefits for them. It's not because they must come to development classes. Because if they don't pass this, they can't register for this, they can't register for that, graduation for example, or a thesis exam for example. But the benefits are for their future. Now, if you want to register as a civil servant in an agency, you must also have proof of your TOEFL certificate..."

How lecturers build student motivation has a big influence on achieving learning goals, especially on students' listening comprehension. Based on Eggen and Kauchak (1994), motivation is defined as a part of psychology that can provide energy that can direct behavior toward the goals to be achieved. If objects can be moved by force then motivation can also move someone to achieve a goal. Based on this, it means that it is important for teachers to build students' learning motivation so that students are motivated to study harder and gain an understanding of what they are learning.

4. Increase Student Practice

Listening skills are not just hearing the words from the speaker, but also include understanding meaning and intonation. For students, to gain a deep understanding of listening, a lot of practice is needed. The training carried out must also be intensive and continuous. Increasing practice and getting

used to listening to English can make English language learners improve their language skills and support their cognitive development.

Based on observations, lecturers use YouTube to increase students' listening practice. Students were told to group up and write down what they heard from the video on YouTube. This aims to familiarize students with listening to English. Apart from that, lecturers also use the Quizziz application to increase the practice carried out by students. This can increase student motivation because students can find out the ranking of the exercises carried out in the application. While, based on interviews conducted with lecturers, lecturers said that students needed to get used to practicing listening to English. This habituation allows them to get used to listening to English so that they are not unfamiliar with the English they hear. This also makes it possible to increase their vocabulary where their vocabulary is still limited according to the interview results discussed previously. The lecturer also said that students need to be given lots of practice and guidance. This allows them to understand the pattern of the questions and makes it easier for them to get information from the spoken text they hear. Apart from that, increasing practice makes it easier for students to get the correct answer when they work on questions. Below are some interview results regarding the need for students to practice more.

R12: "Okay, the method used for teaching, when teaching in this development class, I prefer to practice, OK? So practice then be guided, practice then be guided, why is it like that? Students with the complexity of the diversity of majors and levels without guided listening will not be able to answer accurately. So as many practices as possible are given and then guided, then how they can finally find the right answer with frequent practice like that..."

R12: "If there's only one tip, yes, they have to get used to it. If you want good listening, you have to practice listening, listening, listening. If usually studying only lasts 20 minutes, 30 minutes,

then you have to increase it to an hour, two hours, in a few days it's good, if you do it regularly, that's if you listen. As for the structure, you have to remember the formula.

R13: "I usually give more examples like listening comprehension, which means giving lots of audio. Especially in the EPTUS book, there are mostly exercises, so one tip has an audio for 10 questions each, so that's all that's discussed. Get used to it when discussing one number. One number can be repeated many times.

Like the statement made by the lecturer that students need to do more practice, previous research also stated the same thing. Based on Rivers (1966), students can listen to a foreign language normally by getting used to increasing their listening practice and trying to practice picking up specific details from what they hear. This allows students to become familiar with the language being studied and makes it easier for students to understand the spoken text they hear.

5. Giving Feedback to the Students

Giving feedback to students is something important for achieving learning goals. Many benefits can be gained from giving feedback to students, one of which is identifying student weaknesses and strengths. When the lecturer knows the student's weaknesses, the lecturer can improve this by giving more practice on material that the student has not yet mastered. Apart from that, giving feedback to students can increase student motivation, which is student motivation is very influential in the success of student learning as previously explained.

Based on interviews conducted with lecturers, lecturers have their way of giving their version of feedback. One way is by providing a learning evaluation after all the material and techniques for working on the questions have been taught. This is of course very good feedback given by the lecturer. Giving evaluations can analyze students' strengths and weaknesses. Another feedback given by the lecturer is reviewing the

evaluation and assignments that have been completed by the students. This feedback is the same as the previous feedback and is interrelated in that it can analyze students' strengths and weaknesses and improve existing weaknesses. Another form of feedback provided by lecturers is giving praise if students succeed in doing something well. This has a very good effect on students. Praise can increase students' self-confidence and can increase students' learning motivation. The following are the results of interviews with lecturers regarding providing feedback to students.

R11: "After that, the feedback is that we listen to the audio again and then we discuss it together. If they did something wrong, where did they go wrong..."

R12: "The feedback is actually by providing an evaluation. So every few meetings there is some kind of additional evaluation outside of the lesson..."

R13: "I'm the type whose feedback is in the form of praise, whether it's good or not, that's regardless of their performance. So at least the first thing that is most needed is support for whatever they are saying. When I give feedback when they answer like that's very good, basically praise and also appreciation for their efforts in responding to my questions like that."

Based on Blaustone (2006), feedback to students can increase students' self-confidence in their abilities. Apart from that, feedback can help students improve on their weaknesses. Based on this statement, it can be concluded that students' responses to material that they have mastered or not can be influenced by the feedback given to them by the lecturer.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the conclusions, limitations of the study, and recommendations. First, this section includes the researcher conclusions taken from the information obtained. Research limitations are also presented in this section. This section ends with the researcher recommendations for teacher, and for the future researchers.

A. Conclusion

Based on the research objective to analyze the students listening comprehension problems in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto and to explain how the lecturers solve the listening comprehension problems of the students, data was collected through observation and interviews. From here the researcher can conclude what listening comprehension problems of English development class are and how the lecturer overcomes the problems experienced by these students. This was discovered from a series of observations of the learning process and interviews with 10 English development students and 3 English development lecturers.

From the results of observations and interviews, it can be concluded that there are eight listening comprehension problems faced by students, as follows: problems understanding unfamiliar words, problems understanding unclear pronunciation, problems understanding the speaker's accent, problems related to unfamiliar topic and certain topics, problems related to the length and speed of the audio, difficulty remembering information, problems related to lack of motivations, and the last is problems related to the facilities.

Apart from that, based on observations and interviews conducted with lecturers, it can be concluded that there are five strategies used by lecturers to solve the listening comprehension problems of the students, as follows: using certain tips; use of resources, technology, and applications to help improve

listening skills; building student learning motivation; increase student practice; and the last is giving feedback to the students.

B. Limitation of the Study

Researcher realize that this research has many shortcomings even though it has been carried out in great detail. Researcher have the weakness of limited observation time in data collection. Apart from that, researcher obtained limited information from observations and interviews. Carrying out observations based on lecturer decisions is also an obstacle in itself.

C. Suggestion

Based on the results of research related to students listening comprehension problems in the English development class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto, the researcher conveyed the following suggestions:

1. For the students

Students need to have self-awareness about the importance of English. Apart from that, students need to practice a lot independently considering that time in development classes is only limited. Students need to get used to listening to English so that they are more familiar with English so that it is easier to understand what the speaker is saying.

2. For the lecturers

Lecturers need to know what difficulties students experience in listening comprehension problems and analyze the handling of these problems. Lecturers also need to build student motivation because this greatly influences the achievement of learning success. Apart from that, lecturers need to be creative in using existing facilities and further improve the facilities used. Lastly, lecturers need to determine appropriate and interesting learning strategies for students.

3. For the further researcher

The researcher hopes that this thesis can be useful for future researcher and interested parties. Apart from that, hopefully, future researcher can develop research on listening problems and find something more unique and useful for future researcher.



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APPENDICES

Appendix 1

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani. No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimii (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.1221/Un.19/D.FTIK/PP.05.3/03/2024 21 Maret 2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala UPT Bahasa UIN Prof. K.H. Saifuddin Zuhri
Kec. Purwokerto Utara
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Alfi Hanafiah
2. NIM : 2017404091
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Banjaran Rt 03/ Rw 02, Bojongsari, Purbalingga
6. Judul : Listening Comprehension Problems of The Students in The English Development Class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Kelas Pengembangan Bahasa Inggris
2. Tempat / Lokasi : Jl. A. Yani No. 40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kabupaten Banyumas, Jawa Tengah 53126
3. Tanggal Riset : 22-03-2024 s/d 22-05-2024
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UNIT PELAKSANA TEKNIS (UPT) PENGEMBANGAN BAHASA
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN

No. B. 106/Un.19/ K. Bhs/PP. 00.25/05/2024

Yang bertanda tangan di bawah ini:

Nama : Mufliah, S.S., M.Pd.
Jabatan : Kepala UPT Bahasa UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Dengan ini menerangkan bahwa:

Nama : Alfi Hanafiah
NIM : 2017404091
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Tahun Akademik : 2023/2024

Telah melakukan riset di salah satu Kelas Pengembangan Bahasa di UPT Bahasa UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 13 Mei 2024
Kepala

Mufliah, S.S., M.Pd.
NIP.197209232000032001

Appendix 2

Guide of Observations

OBSERVATION SHEET

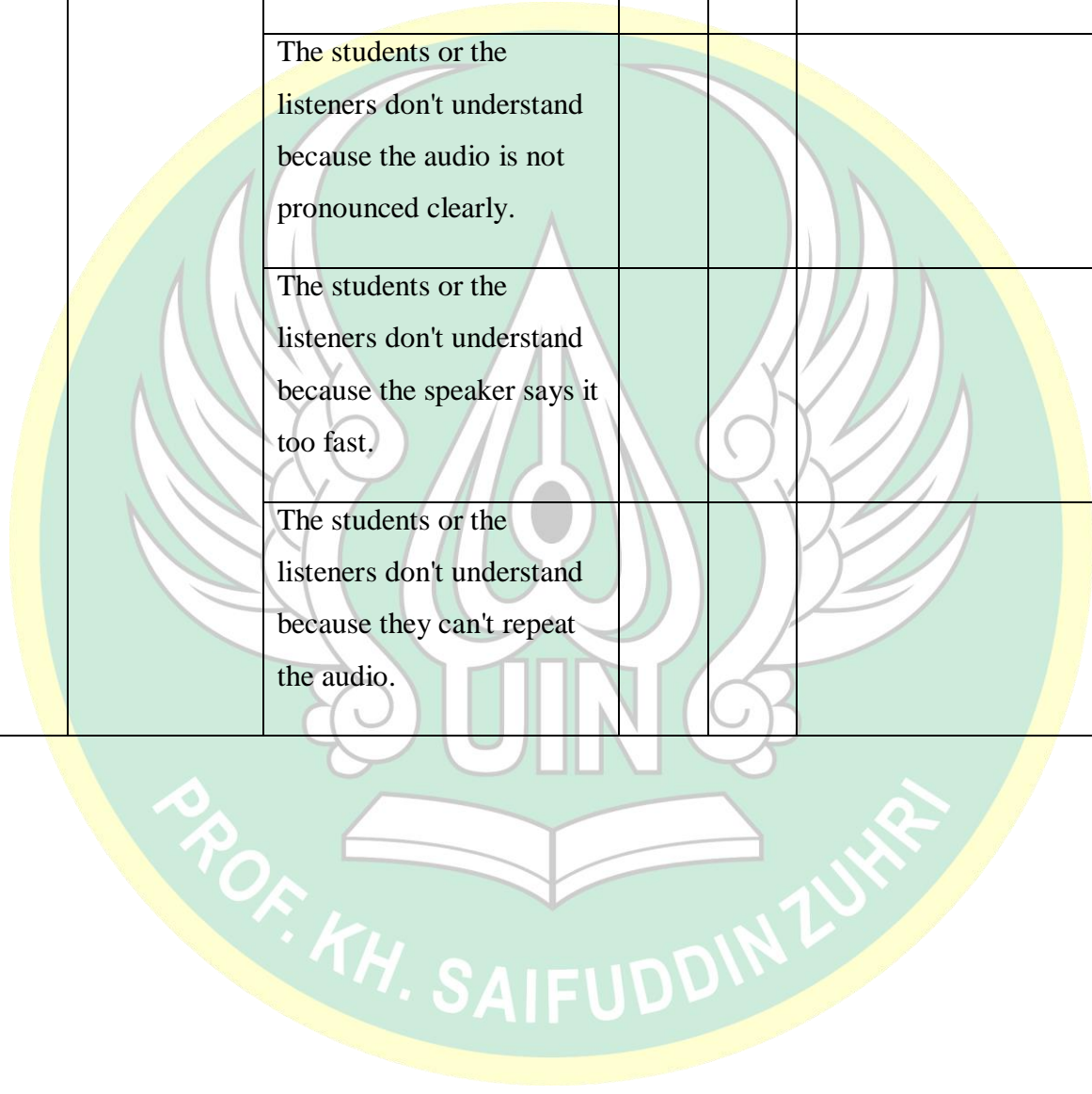
Note :

Date :

No	Aspect	Indicator	Condition		Note
			Yes	No	
1.	Listening material	There are many unfamiliar words including slang, jargon, and idioms.			
		The material have complex grammatical structure.			
		The material have unfamiliar topic.			
		The material has too long conversations.			
2.	Listeners Factors	The students or the listeners think that they cannot understand what they are going to listen to before starting.			

		The students or the listeners pay attention while listening.			
		The students or the listeners find it difficult to find answers and listen to dialogue at the same time.			
		The students or the listeners have difficulty understanding long conversations.			
		The students or the listeners lose concentration when they encounter a new word and instead focus on thinking about the meaning of the word.			
		The Students or the listeners lose focus due to limited time to answer questions.			
3.	Physical Setting	The students or the listeners lose focus due to poor audio quality.			

		The students or the listeners lose focus because the surrounding environment is noisy.			
		The students or the listeners don't understand because the audio is not pronounced clearly.			
		The students or the listeners don't understand because the speaker says it too fast.			
		The students or the listeners don't understand because they can't repeat the audio.			



Appendix 3

Guide of Interview

A. Questions to Students:

1. Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?
2. Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?
3. Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on)
4. Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?
5. Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?
6. Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?
7. Bagaimana anda meng-improve listening comprehension anda?
8. Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?

B. Questions to Lecturers

1. Tantangan apa yang anda alami ketika mengajar siswa pengembangan bahasa inggris, khususnya saat mengajar listening comprehension?
2. Metode apa yang anda pilih untuk mengakomodasi siswa dari berbagai level yang ada pada kelas pengembangan bahasa inggris dalam mengajar listening comprehension?
3. Bagaimana anda mengatasi permasalahan siswa yang kesulitan memahami berbagai aksen yang kurang jelas?

4. Adakah sumber daya, aplikasi, atau teknologi yang anda rekomendasikan untuk listening skill siswa?
5. Bagaimana anda memotivasi siswa dalaam berlatih bahasa inggris, khususnya dalam materi listening comprehension?
6. Bagaiman anda memberikan feedback kepada siswa mengenai skill listening comprehension mereka
7. Adakah tips lain yang belum anda sebutkan untuk mengatasi listening comprehension problems siswa



Appendix 4

Validation Instrument

SURAT VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Muflifah, S.S., M.Pd.
Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa observasi sheet dan pedoman wawancara yang akan digunakan untuk penelitian berjudul "Listening Comprehension Problems of the Students in the English Development Class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto" yang dibuat oleh:

Nama : Alfi Hanafiah
NIM : 2017404091
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Dengan ini menyatakan instrument tersebut,

Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Catatan (bila perlu)

.....
.....
.....

Demikian keterangan ini dibuat sebagaimana mestinya.

Purwokerto, 19 Maret 2024
Validator,

Muflifah, S.S., M.Pd.

Appendix 5

Observations Sheet

a. Meeting 1

Observation : meeting 1 (dialog) .

Date : March 23, 2024

APPENDIX 1

OBSERVATION SHEET

No	Aspect	Indicator	Condition		Note
			Yes	No	
1.	Listening Material or Task	There are many unfamiliar words.	✓		- banyak siswa yg tidak bisa menjawab pertanyaan sari kata yang dosen tanyakan
		The material have complex grammatical structure.	✓		- tata bahasa cukup Complex .
		The material have unfamiliar topic.		✓	- materi tentang academic Content .
		The material has too long conversations.	✓		- soal listening berupa dialog yg cukup panjang .
2.	Listeners Factors	The students or the listeners think that they cannot understand what they are going to listen to before starting.	✓		- Ada siswa yg terlihat mengantuk tanpa membaca materi yg tersedia .
		The students or the listeners pay less attention while listening.	✓		- Beberapa siswa bermain hp . - beberapa siswa terlihat mengantuk .
		The students or the listeners find it	✓		

	difficult to find answers and listen to dialogue at the same time.			Siswa merasa kesulitan karena tidak boleh take note ketika mengerjakan soal.
	The students or the listeners have difficulty understanding long conversations.	✓		Siswa meminta pengulangan dengan alasan tidak fokus dengan long conversation.
	The students or the listeners lose concentration when they encounter a new word and instead focus on thinking about the meaning of the word.	✓		- Beberapa siswa sering kali membuka kamus online atau google translate.
	The Students or the listeners lose focus due to limited time to answer questions.	✓		Beberapa siswa bahkan terlihat men-keip jawaban yang belum diketahui.
3. Physical Setting	The students or the listeners lose focus due to poor audio quality.	✓		audio tidak terdengar jelas dari belakang.
	The students or the listeners lose focus because the surrounding environment is noisy.	✓		- Ada beberapa gangguan suara berasal dari luar. - Beberapa siswa malah sering kali melihat keluar ketika ada orang yg lewat dan bersuara.

	The students or the listeners don't understand because the audio is not pronounced clearly.			Siswa sering meminta pengulangan audio..
	The students or the listeners don't understand because the speaker says it too fast.	✓		Siswa sering kali meminta pengulangan
	The students or the listeners don't understand because they can't repeat the audio.		✓	Siswa dibarekkan meminta pengulangan 2x disaat latihan mengerjakan soal listening.

- note: - Dosen memberikan feedback berupa pujian dan tugas untuk mengukur kemampuan siswa.
- Dosen memberikan tips mengerjakan soal yg akan diberikan.
 - Dosen menggunakan aplikasi tambahan (quizziz) untuk menambah latihan siswa.

b. Meeting 2

Observation : Meeting 2. (Passive & active expression).

Date : April 27, 2024.

APPENDIX I
OBSERVATION SHEET

No	Aspect	Indicator	Condition		Note
			Yes	No	
1.	Listening Material or Task	There are many unfamiliar words.	✓		Siswa diminta menulis kalimat yg didengar tetapi ketika diminta memroses/menagik, siswa banyak men- skip kata.
		The material have complex grammatical structure.		✓	Kalimat yang digunakan sederhana.
		The material have unfamiliar topic.		✓	Topik yg digunakan cukup familiar karena berhubungan dengan daily.
		The material has too long conversations.		✓	Harus ada sedikit and Short Conversations.
2.	Listeners Factors	The students or the listeners think that they cannot understand what they are going to listen to before starting.	✓		Ada beberapa siswa yg bahkan tidak mencoba mengerjakan soal. - Ada yg terlihat asal mang rtikan soal. - Kebanyakan berpartisipasi, wal kesulitan menjawab jika ditanya d
		The students or the listeners pay less attention while listening.	✓		- Ada siswa yg tidur - Sebagian besar mengikut pembelajaran dengan cermat. - Ada siswa
		The students or the listeners find it			

	difficult to find answers and listen to dialogue at the same time.	✓		Beberapa siswa ^{ketor} kesulitan menjawab soal padahal sudah diberikan kesempatan 2x pengulangan audio.
	The students or the listeners have difficulty understanding long conversations.		✓	Di meeting ini, Audio yg diucapkan pendek.
	The students or the listeners lose concentration when they encounter a new word and instead focus on thinking about the meaning of the word.	✓		Siswa kerap kali kesulitan menjawab pertanyaan kata-kata yg ditanyakan dosen saat pembahasan soal..
	The Students or the listeners lose focus due to limited time to answer questions.	✓	✓	waktu yg diberikan sudah cukup. Bahkan dosen memberikan kesempatan pengulangan audio. Kesulitan yg dialami oleh siswa bisa jadi karena faktor lain.
3. Physical Setting	The students or the listeners lose focus due to poor audio quality.	✓		Audio tidak terdengar dengan jelas.
	The students or the listeners lose focus because the surrounding environment is noisy.		✓	Pertemuan kedua terbuka dilaksanakan berbeda dengan pertemuan pertama yg mana tempat ini di pertemuan kedua lebih nyaman dan tidak berisik.

The students or the listeners don't understand because the audio is not pronounced clearly.	✓	siswa memiliki pengulangan audio dengan alasan audio tidak jelas.
The students or the listeners don't understand because the speaker says it too fast.	✓	Audio cukup cepat untuk pembicara dengan level yg masih rendah.
The students or the listeners don't understand because they can't repeat the audio.	✓	Dosen berikan 2 3x sekali memutar audio 3x bila siswa meminta tambahan pengulangan. Hal ini hanya dilakukan ketika latihan, bukan ujian.

- note :
- Dosen memberikan feedback.
 - Dosen memberikan tips ~~soal~~ mengerjakan soal yg akan diberikan.
 - Dosen menggunakan aplikasi tambahan (youtube) untuk mengajarkan listening.

c. Meeting 3

Observation : meeting 3 (agreement).

Date : may 3, 2024

APPENDIX 1

OBSERVATION SHEET

No	Aspect	Indicator	Condition		Note
			Yes	No	
1.	Listening Material or Task	There are many unfamiliar words.	✓		- siswa tdk bisa menjawab pertanyaan dosen untuk menerangkan kembali materi yang diajarkan.
		The material have complex grammatical structure.	✓		
		The material have unfamiliar topic.		✓	daily topic (agreement).
		The material has too long conversations.	✓		lebih panjang dari pertemuan sebelumnya.
2.	Listeners Factors	The students or the listeners think that they cannot understand what they are going to listen to before starting.	✓		Beberapa terlihat bermain hp dan tidak memperhatikan tugas. Tapi setelah berkelompok, siswa mulai fokus mengerjakan tugas.
		The students or the listeners pay less attention while listening.	✓		- Saat mengerjakan soal sendiri, beberapa tidak berpartisipasi. - Setelah berkelompok, semua siswa mulai berpartisipasi.
		The students or the listeners find it			

		difficult to find answers and listen to dialogue at the same time.	✓		
		The students or the listeners have difficulty understanding long conversations.	✓		long conversations membuat siswa susah fokus.
		The students or the listeners lose concentration when they encounter a new word and instead focus on thinking about the meaning of the word.	✓		Banyak siswa yg berubing kati mendengar kamus.
		The Students or the listeners lose focus due to limited time to answer questions.		✓	waktu sudah cukup.
3.	Physical Setting	The students or the listeners lose focus due to poor audio quality.	✓		tidak ada kualitas audio masih kurang
		The students or the listeners lose focus because the surrounding environment is noisy.		✓	di ruangan ini tidak terlalu berisik

The students or the listeners don't understand because the audio is not pronounced clearly.	✓	<ul style="list-style-type: none"> - Audio sesekali berdebu - Audio tdk jelas dari kursi belakang.
The students or the listeners don't understand because the speaker says it too fast.	✓	Audio terlalu cepat untuk level Pembelajar bahasa yg cukup rendah.
The students or the listeners don't understand because they can't repeat the audio.	✓	Siswa boleh mengulang audio selama latihan

- note: - Dosen menyampaikan tips mengerjakan soal.
- Dosen memberikan feed back-
 - Dosen memotivasi siswa untuk lulus ujian UBA dan pentingnya belajar bahasa Inggris.

d. Meeting 4

Observation : Meeting 4 (long Conversations & long talks).
 Date : May 4, 2024.

APPENDIX I

OBSERVATION SHEET

No	Aspect	Indicator	Condition		Note
			Yes	No	
1.	Listening Material or Task	There are many unfamiliar words.	✓		- Banyak kata yg dilewatkan saat disuruh menulis yg dibayar & siswa selalu menggunakan google translate
		The material have complex grammatical structure.	✓		Sangat Complex
		The material have unfamiliar topic.	✓		- Banyak dosen dieminta siswa untuk mencari informasi tentang topik terlebih dahulu. setiap kelompok, topiknya berbeda
		The material has too long conversations.	✓		tema : long conversations & long talks.
2.	Listeners Factors	The students or the listeners think that they cannot understand what they are going to listen to before starting.		✓	- Saat berkelompok, siswa mau tidak mau harus mencoba terlebih dahulu.
		The students or the listeners pay less attention while listening.		✓	Siswa lebih mencoba fokus karena bekerja kelompok, tapi siswa tetap melewatkan banyak kata yg tidak didengar
		The students or the listeners find it			

		difficult to find answers and listen to dialogue at the same time.	✓		- siswa terlihat kesulitan. - beberapa siswa terlihat mulai terbiasa dengan materi listening.
		The students or the listeners have difficulty understanding long conversations.	✓		Banyak kata yg melewati saat siswa mempresentasikan spoken text yg didengar
		The students or the listeners lose concentration when they encounter a new word and instead focus on thinking about the meaning of the word.	✓		- terutama saat mengerjakan soal pribadi.
		The Students or the listeners lose focus due to limited time to answer questions.	✓		Waktu sudah cukup tapi siswa yg kurang terbiasa.
3.	Physical Setting	The students or the listeners lose focus due to poor audio quality.	✓	 Kualitas perlu ditingkatkan.
		The students or the listeners lose focus because the surrounding environment is noisy.	✓		siswa kerap melihat keluar jika ada suara dari luar.

	The students or the listeners don't understand because the audio is not pronounced clearly.	✓		Siswa selalu meminta pengulangan.
	The students or the listeners don't understand because the speaker says it too fast.	✓		terlalu cepat.
	The students or the listeners don't understand because they can't repeat the audio.		✓	Siswa boleh mengulang audio saat latihan.

note :- Dosen memberikan tips mengerjakan soal

- Dosen memberikan banyak latihan & PR (juga di kelas EPTUS).
- Dosen memberikan feedback.

Appendix 6

Interview Transcript

A. Interview With Students

Date : March 23, 2024
Interviewer : Alfi Hanafiah (AH)
Interviewee 1 : Dian Ayu (R1)

Interview 1

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R1 : “Terkadang saya ga tahu artinya dan juga ga tahu yang lagi diomongin itu apa. Ga jelas mba ngucapannya, gimana mau ngartiinnya”.

AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”

R1 : “Engga si mba, saya berusaha coba dulu walaupun akhirnya ga bisa”

AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on)”

R1 : “Kalau menurut saya si semuanya susah mba”

AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”

R1 : “Kalau audionya panjang banget ya jadi saya susah mengingat mba, saya ngerasa keteteran.”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R1 : “Kayanya ga ada mba.”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R1 : “Pembelajarannya malesin mba, itu-itu aja.”

AH : “Bagaimana anda meng-improve listening comprehension anda?”

R1 : “Dengerin lagu luar, apalagi yang lagi trending di tik tok mba.”

AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”

R1 : “Ga tahu mba.”

Date : March 23, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 2 : Arini (R2)

Interview 2

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R2 : “Kalau dari aku si kayak ga jelas gitu. Aku dengernya apa padahal yang diomongin itu apa, jadi kaya beda gitu loh. Jadi kurang memahami apa isinya. Itu aja si mba”

AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”

R2 : “Tergantung mba, kalau teksnya panjang itu aku langsung males ngerjain, akhirnya kadeng males nyoba ngerjain dulu”

AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on”

R2 : “Semuanya susah mba, terutama yang panjang-panjang audionya”

AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”

R2 : “Iya sulit, terutama kayak yang tadi audionya yang panjang.”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R2 : “Apaya mba? oh kayanya saya sering ga tahu artinya, kosa kata yang saya tahu cuma sedikit si mba”.

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R2 : “Terkadang penjelasnya kaya kurang jelas. Menjelaskannya kurang rinci ini tuh harusnya kaya gini-kaya gini gitu.”

AH : “Bagaimana anda meng-improve listening comprehension kalian?”

R2 : “Dengerin music.”

AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”

R2 : “Kalau buat dengerin lagu luar bisa pakai Spotify si mba.”

Date : March 23, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 3 : Zahra (R3)

Interview 3

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R3 : “Banyak kosa kata yang saya ga tahu, jadi kaya asing gitu di telinga. Jadi menurut aku suaranya tadi tuh kaya kecepatan gitu mba.

- AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”
- R3 : “Kalau langsung nemu kosa kata yang asing, kadeng langsung mikir ga bisa ngerjain si mba”
- AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on”
- R3 : “Semuanya susah mba, apalagi kalau topik-topik yang memang jarang kita dengar. Misal pakai Bahasa Indonesia aja topic itu asing, apalagi kalau pakai Bahasa Inggris, makin ga tahu apa yang lagi di bahas”
- AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”
- R3 : “Iya, kadeng kalau ga tahu artinya, kadeng saya focus mikir itu artinya apa. Akhirnya kalimat berikutnya saya kurang focus, saya ga begitu ingat apa yang dikatakan setelahnya”
- AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”
- R3 : “Emm kayanya ga ada mba. Ga tahu lagi”
- AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”
- R3 : “Hmm apa lagi ya? Kadang tuh menurut saya aksennya kurang jelas. Saya kalau dengerin orang luar ngomong Bahasa Inggris cuma kayak bla bla bla. Ga tahu lagi pada ngomong apa.”
- AH : “Bagaimana anda meng-improve listening comprehension kalian?”
- R3 : “Nonton sama dengerin music barat.”
- AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”

R3 : “Ga ada mba, ga tahu.”

Date : March 23, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 4 : Afifah (R4)

Interview 4

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R4 : “Aksennya, orang luar kalau ngomong Bahasa Inggris kaya susah banget di tangkap deh mba. Kayak asing banget. Kayak lebih gampang dengerin orang Indonesia yang ngomong Bahasa Inggris. Dilain sisi aku ga suka Bahasa Inggris si”

AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”

R4 : “Sering mba, soalnya kan aku ga suka Bahasa Inggris”

AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on”

R4 : “Sebenarnya susah semuanya mba, tapi paling susah itu yang audionya satu orang dan menjelaskan panjang banget itu susah mba, audio narasi. Kalau dialog sedikit-sedikit masih paham karena ga terlalu panjang audionya kan”

AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”

R4 : “Iya sering malah”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R4 : “Bahasa Inggris sebenarnya cukup asing mba bagi saya, saya sering kesulitan ngartiin”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R4 : “Pembelajarannya terlalu monoton, kurang ada guyonannya mba.”

AH : “Bagaimana anda meng-improve listening comprehension kalian?”

R4 : “Dengerin music aja si kalau listening mba. Kalau Bahasa Inggris secara umum itu saya suka baca novel. Bukan novel yang full Bahasa Inggris si, tapi kaya novel yang Bahasanya tuh kadeng diselipin Bahasa Inggris.”

AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”

R4 : “Youtube mungkin kalau denger podcast orang luar, tapi saya ga pernah nonton juga si mba.”

Date : March 23, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 5 : Intan (R5)

Interview 5

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R5 : “Aksennya ga jelas mba, ga tahu apa yang diucapkan. Pengucapannya juga kaya cepet banget”

- AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”
- R5 :”Biasanya cobain dulu si, kalau ga bisa baru jawab ngasal”
- AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on”
- AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”
- R5 : “Tergantung si mba, kalau audionya panjang pastinya saya kesusahan mengingat ditambah banyak yang saya ga tahu artinya. Tapi kalau audionya pendek ya kadeng bisa tetep mengingat mba.”
- AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”
- R5 : “Terkadang ngantuk sama kadeng ga mood belajar, jadi malas juga kalau dengerin audio.”
- AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”
- R5 : “Pembelajarannya kaku, bosenin.”
- AH : “Bagaimana anda meng-improve listening comprehension kalian?”
- R5 : “Nonton film Luar.”
- AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”
- R5 : “Aplikasi itu apasi ya namanya duolingo apaya, itu kadeng saya suka main-main, dengerin.

Date : March 23, 2024
Interviewer : Alfi Hanafiah (AH)
Interviewee 6 : Hidayatul (R6)

Interview 6

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R6 : “Saya ga tahu artinya. Ngomongnya juga kurang jelas atau kuping saya yang budeg hehehe”

AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”

R6 : “Iya mba, kadang kan audionya ga jelas, jadi males ngerjain, jadi langsung mikir ga bisa. Akhirnya aku jawab ngasal aja mba”

AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on”

R6 : “Susah semua mba”

AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”

R6 : “Iya kalau audionya panjang mba, apalagi ditambah ngomongnya cepet”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R6 : “Sudah itu aja mba”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R6 : “Pas pembelajaran hari sabtu itu jadi males mba, soalnya kan harusnya libur ya hehe.”

AH : “Bagaimana anda meng-improve listening comprehension kalian?”

R6 : “Dengerin music paling mba.”

AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”

R6 : Ga ada.”

Date : May 3, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 7 : Fajri

Interview 7

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R7 : Kalau dari saya sendiri itu saya kesulitan dari segi materi yang dipelajari, saya sering ngerasa ga tahu lagi bahas tentang topic apa, saya ga paham. Selain itu, banyak kosa kata yang memang saya ga tahu artinya. Kadang juga pengucapannya ga jelas, saya ga bisa nangkap apa yang diucapin.”

AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”

R7 : “Kalau menurut pendapat saya sendiri iya mba. Karena kan gini mba, saya kan seringnya ga tahu yang dibahas itu apa, saya jadi sudah mikir ga bakal bisa jawab. Akhirnya juga saya jawabnya itu nebak-nebak aja mba.”

- AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on)”
- R7 : “Kalau menurut saya paling susah itu teks narasi, karena memang teksnya berjubel panjang sekali. Nah itu kadeng-kadeng bikin saya lupa apa yang sudah dibahas. Akhirnya harusnya saya jawabnya ini eh saya malah jawabnya ini. Terus juga karena terlalu panjang akhirnya jadi malas jawab aja”
- AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”
- R7 : “Iya, pokoknya kalau audionya panjang, waduh lupa tadi ngomong apa.”
- AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”
- R7 : “Kalau bagi saya, internal factor ya paling tergantung mood aja ya. Jadi tergantung mood misal lagi semangat ngerjain Bahasa Inggris ya semangat, kadang-kadang bener. Tapi kalau lagi ga mood banget, mungkin lagi kepikiran apa terus ketemu soal Bahasa Inggris, udah deh kayaknya udah males banget. Udah lah bodoamat lah.”
- AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”
- R7 : “Fasilitasnya mungkin mba. Soalnya kan pakai speaker, bukan yang pakai earphone.”
- AH : “Bagaimana anda meng-improve listening comprehension anda?”
- R7 : “Kalau saya sendiri biar meng-improve biar lancar mungkin ya perlu sering-sering aja dengerin yang Bahasa Inggris. Kedua, kalau menurut saya kaya bisa dengan cara melihat video yang basic-nya pakai Bahasa

Inggris tapi dibawahnya ada terjemahannya. Jadi selain bisa belajar dengerin Bahasa Inggrisnya bisa mengerti juga artinya.”

AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”

R7 : “Paling google translate kan itu bisa dengerin suara yang pakai Bahasa Inggris juga mba.”

Date : May 3, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 8 : Fatahillah

Interview 8

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R8 : “Kalau menurut saya rasanya audionya itu terlalu cepat. Selain itu paling karena saya ga tahu artinya. Bahkan kadeng saya ga tahu juga yang diucapin itu apa mba. Juga itu mba, audionya kadeng terlalu panjang.”

AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”

R8 : “Kalau saya si nyoba dulu mba. Soalnya kadeng saya ada yang tahu artinya, ada juga yang engga. Jadi saya ga mesti bisa apa engga, jadi saya nyoba dulu mba baru tahu.”

AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on)”

R8 : “Audio panjang kaya teks narasi itu saya kesusahan. Selain itu kaya yang tema tema tertentu juga kadeng bikin saya bingung itu, misal

kegiatan dirumah atau apalah. Intinya kan ada beberapa kata yang menurut saya asing, jarang saya denger ya itu bikin saya kesusahan si mba.”

AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”

R8 : “Iya sulit mengingat. Contohnya itu terutama kayak bagian kata-kata asing tadi itu mba. Terdengar asing di telinga.

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R8 : “Wah kalau bagi saya si ini, mohon maaf ya, saya emang susah mengartikan. Kapasitas saya memang kurang kalau dalam Bahasa Inggris.”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R8 : “Kadang audionya ga jelas, berdengung gitu. Ga pasti si mba, cuma kadang gitu si mba.”

AH : “Bagaimana anda meng-improve listening comprehension anda?”

R8 : “Bisa belajar lewat youtube tapi lebih mengarah ke video short yang ada di youtube itu. Bisa dengerin komunikasi tapi kalau saya bukan dengerin yang formal lebih kaya yang untuk sehari-hari atau kaya potongan video tentang cuplikan film. Kadang juga lihat kaya animasi atau konten-konten video pendek orang luar.”

AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”

R8 : “Paling youtube aja si tadi.”

Date : May 3, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 9 : Fatih

Interview 9

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R9 : “Aksennya mungkin mba, soalnya saya sering ga tahu apa yang diucapin. Saya ga tahu apa yang lagi di omongin, saya ga tahu apa yang diucapin. Kaya cepet banget ngomongnya.”

AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”

R9 : “Kalau saya nyoba dulu mba.”

AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on)”

R9 : “Audio yang panjang. Selain itu kaya topic yang formal kan asing juga buat saya, kan kita lebih sering dengar kata-kata yang buat sehari-hari, kalau pembahasannya yang formal saya ngerasa susah.”

AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”

R9 : “Iya sering banget, apalagi kalau ngomongnya panjang banget mba.”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R9 : “Tergantung mood, karena kan kalau di kelas ngartikan bisa bareng langsung satu-satu perkata. Kalau ngerjain sendiri ya ga bisa, ga tahu artinya, akhirnya ga mood, males ngerjain.”

AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”

R9 : “kayaknya ga ada lagi mba.”

AH : “Bagaimana anda meng-improve listening comprehension anda?”

R9 : “Lewat music paling.”

AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”

R9 : “Youtube mungkin mba.”

Date : May 4, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 10: Eva Marsya

Interview 10

AH : “Apa kesulitan yang anda alami saat menyimak atau mengerjakan soal listening?”

R10 : “Saya sering ngerasa asing sama kata-kata yang saya denger, ga pernah denger dan ga tahu artinya. Kadeng juga saya hanya tahu arti beberapa kata doang mba, jadi saya ga bisa nyimpulin isi dari apa yang disampaikan.”

AH : “Apakah anda sering berfikir tidak akan bisa menjawab soal listening sebelum anda mencoba mengerjakannya?”

R10 : “Iya mba, saya sering pesimis ga bisa ngerjain padahal belum nyoba, soalnya emang sering banget saya ga tahu artinya, saya ga bisa nyimpulin isinya. Jadi kadeng belum nyoba pun saya sudah malas dulu. Mungkin karena memang saya ga suka sama Bahasa Inggris ya mba.”

- AH : “Apakah ada topic tertentu yang membuat anda kesulitan saat menyimak atau mengerjakan soal listening? (for examples: dialogue, presentation, formal or informal conversation, and so on)”
- R10 : “Topik yang bahasannya kurang familiar di saya menurut saya susah semua mba. Soalnya karena topiknya asing jadi banyak kata yang saya ga tahu juga artinya. Kalau udah ga tahu gitu kan saya juga ga bisa nyimpulin apa yang dibahas juga mba.”
- AH : “Apakah anda merasa kesulitan mengingat apa yang telah anda dengar?”
- R10 : “Iya, audio yang panjang susah banget diingat.”
- AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan internal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”
- R10 : “Apa yaa? Mungkin karena saya kurang latihan juga si.”
- AH : “Selain permasalahan yang telah disebutkan tadi, adakah permasalahan lain yang berhubungan dengan eksternal factor yang anda alami ketika menyimak atau mengerjakan soal listening?”
- R10 : “Saya sering duduk di belakang, saya sering ga dengar suaranya. Kadang juga memang karena pengucapannya yang kurnag jelas juga si mba.”
- AH : “Bagaimana anda meng-improve listening comprehension anda?”
- R10 : “Rajin ikutin kelas ini aja si mba, soalnya kan banyak latihannya.”
- AH : “Apakah ada aplikasi, sumber, atau teknologi yang anda gunakan untuk meng-improve listening skill?”
- R10 : “Pakai youtube, tiktok, atau banyak lah sebenarnya mba kaya video yang pakai Bahasa Inggris gitu lah intinya.

B. Interview With Lecturers

Date : March 30, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 11: Miss Artika (R11)

Interview 11

AH : “Tantangan apa yang anda alami ketika mengajar siswa pengembangan bahasa inggris, khususnya saat mengajar listening comprehension?”

R11 : “Okayyy, yang biasanya si yang pertama itu lebih ke *vocabulary*-nya mereka ya, mereka kurang sekali *vocabulary*-nya. Kemudian mereka kurang latihan, sehingga ketika sedang diperdengarkan audio listening mereka tuh tidak terbiasa untuk mendengarkan orang berbicara bahasa inggris atau percakapan bahasa inggris. Tidak terbiasa sehingga tidak memahami dan tidak menangkap isi dari conversation tersebut. Eee.. terus kemudian mereka tidak tahu triknya, mereka tidak tau tipsnya, how to answer the questions. They usually focus on the first speaker and then second speaker. But actually we have to focus on the second speaker, second line. Jadi kita itu harusnya fokusnya ke orang kedua. Biasanyakan pertanyaann lebih ke orang kedua. Mereka eee.. intinya ya tidak mempunyai trik untuk menjawab pertanyaan tersebut. Kemudian misalnya ada pertanyaan tentang eee.. misalnya sinonim seperti itu, mereka kurang sekali *vocabulary*-nya. Kemudian ada pertanyaan yang kaitannya dengan tips yang kitannya dengan avoid similar sounds. Lah mereka justru menjawab yang similar sounds. Intinya itu mereka kurang dalam *vocabulary* dan tidak tahu triknya”.

AH : “Metode apa yang anda pilih untuk mengakomodasi siswa dari berbagai level yang ada pada kelas pengembangan bahasa inggris dalam mengajar listening comprehension?”

R11 : “Kalau di kelas pengembangan bahasa itu kan kita pakenya EPTUS ya, lebih ke TOEFL. Kalau misalnya yang idealnya itu sesekali mungkin kita bisa menggunakan song ya, tapi itu hanya sebagai ice breaking saja bukan masuk ke materinya. Tapi untuk metode yang digunakan, yang pertama kali ketika mengajarkan listening, mahasiswa disuruh untuk membaca dulu. Baca pilihan jawabannya. Setelah baca pilihan jawabannya, misalnya ketika avoid similar sounds gitu ya. Kira-kira kalimat disitu yang beda sendiri dengan kalimat yang lainnya, pilihan jawaban yang lainnya A, B, C, D itu yang mana. Misalnya kok yang D itu lumayan beda, kita tidak mengatakan itu selalu jawabannya, tidak ya, tapi setidaknya mereka tahu dulu, baca dulu ya, ooh ini artinya apa. Ada kata-kata yang sulit tidak gitu ya. Kira-kira ini misal kata search dengan research kok mirip-mirip ya. Itu juga perlu dipahami. Mereka harus mengetahui research itu apa si, search itu apa si gitu ya. Kemudian setelah mengetahui arti dari jawabannya cari yang paling beda sendiri yang mana, setidaknya mereka sudah tahu, ooh nanti percakapannya akan berkisar tentang apa, atau paling tidak, tidak jauh-jauh atau berhubungan. Setelah itu, setelah mereka mendengarkan, mereka latihan dulu, kita bahas bersama. Jadi ketika, ohh tadi yang mirip-mirip yang mana ya, kata-kata yang vocabulary-nya mirip itu yang mana. Ohh itu berarti itu yang tidak kita pilih ya, avoid similar sounds gitu ya. Kemudian si kalau memang perlu yang diputar kembali gitu ya, satu kali saja. Dan juga untuk melatih mereka untuk bisa menjawab dengan cepat gitu ya. Karena pada dasarnya nantinya jika disuruh mendengarkan tes TOEFL kan tidak diulang kembali, seperti itu. Jadi intinya itu karena ini di TOEFL itu yang pertama kita bahas tips-nya dulu diawal. Kita berikan contoh dulu scripnya, kalau di buku EPTUS kan memang sudah disediakan. Kemudian baru setelah itu masuk ke dalam soal latihannya.

AH : “Bagaimana anda mengatasi permasalahan siswa yang kesulitan memahami berbagai aksen yang kurang jelas?”

R11 : “Iyaa oke. Jadi kalau yang aksen itu pengucapannya berarti ya. Kalau pengucapannya eee... misalnya ada beberapa kalimat. Misalnya dalam beberapa kali meeting kok ngerasa pengucapannya ga jelas ya. Bener-bener dalam beberapa kalimat ya. Lalu kita cari, misalnya mereka, ohh ga bisa dibagian ini ya. How to pronounce the words A, B, C. kita cari A, B, C nya itu word- nya itu di song misalnya. Kita putar song disitu. Kita latih mereka untuk mendengarkan song tersebut. Ini loh cara pengucapannya, supaya terbiasa. Kalau misal langsung ya, kalau aksennya biasa yang kita pronounce sendiri di kelas, gitu ya. Tapi kalau kita mau memberikan jawaban yang memang untuk melatih ya, beberapa meeting kok mereka masih kesulitan mendengarkan pengucapan di dalam audio yaa kita cari lagu yang mirip dengan words yang tadi dirasa sulit. Juga untuk kita itu sebenarnya kita menggunakan longman untuk audionya. Dan sebnernya pakainya lebih ke aksen American si, beberapa memang ada yang british.

AH : “Adakah sumber daya, aplikasi, atau teknologi yang anda rekomendasikan untuk listening skill siswa?”

R11 : “Kalau tadi, kalau song otomatis kita menggunakan youtube ya. Kemudian untuk listening sebenarnya banyak banget ya. Ada movie, ada songs, ada juga pakai aplikasi-aplikasi seperti duolingo, banyak si mba. Tapi kalau untuk di kelas ya, terkait dengan materinya yang banyak, tidak cukup waktunya. Jadi hanya sarankan mereka untuk berlatih mandiri dirumah”.

AH : “Bagaimana anda memotivasi siswa dalaam berlatih bahasa inggris, khususnya dalam materi listening comprehension?”

R11 : “Memotivasinya sebenarnya paling utama jelas untuk lulus pengembangan jelas ya. Kalau kalian tidak lulus maka kalian harus

remidi dan sebagainya. Tapi, kalau mengerucut ke listeningnya, kita memotivasinya dengan seperti ini. Kadang-kadang kan, dalam artian, mereka bukan mahasiswa bahasa inggris kebanyakan ya, tapi kadang-kadang kan mereka mendengarkan podcast, mendengarkan movie orang yang berbicara bahasa inggris yang sometimes tidak ada subtitle Bahasa Indonesia. Apa iya selamanya kalian ga akan tahu apa yang akan mereka katakan, apa yang mereka bicarakan, anda akan bingung terus. Padahal kan Bahasa Inggris kan beda dengan bahasa lainnya, yang mana Bahasa Inggris itu mostly even mereka orang Palestina pun mereka bisa Bahasa Inggris gitu ya. Karena itu untuk media kita ya, untuk berbicara dengan orang luar gitu ya dan kalau misal sometimes anda ketemu dengan bule misal atau ga bule pun misal ada sebuah forum akademik gitu ya yang mana narasumbernya dari orang luar negeri ataupun orang yang berbicara bahasa inggris, apa iya kalian selamanya ga mudeng dengan apa yang mereka katakan. Karena kan itu listening, kita harus bisa mendengarakan even you can't speaking English. Jadi walaupun kalian ga bisa bicara bahasa inggris ya, tapi anda paling engga at least you can listen, karena itu input ya, setidaknya anda bisa mendapatkan informasi walupun anda tidak bisa berbicara Bahasa Inggris”.

AH : “Bagaiman anda memberikan feedback kepada siswa mengenai skill listening comprehension mereka”.

R11 : “Kalau untuk pengembangan bahasa ya. Jadi setiap skill kan ada soal latihannya ya. Jadi setiap sehabis exercise per nomor tekniknya kan mereka baca dulu pilihan jawabannya, terus mendengarkan, sometimes twice ya jadi mereka mendengarkannya dua kali atau satu kali, setelah itu mereka baru menyawab. Setelah itu feedback-nya yaitu kita mendengarkan kembali audionya lalu kita membahas bersama-sama. Kalau mereka ada yang salah itu mereka salahnya dimana. Apakah anda

menjawab tadi similar sounds-nya yang anda pilih gitu ya. Kalau itu yang anda pilih itu salah karena misal ang disuruh itu untuk mencari avoid sounds. Dan lagi feedback-nya misal tidak tahu vocab-nya itu berarti anda itu baca kalimatnya secara full. Jadi kadang kan kita tidak tahu jawabannya, kita tidak tahu arti dari kata tersebut tapi kita tahu kata-kata sebelum atau sesudah dalam kalimat tersebut. Coba cari apakah korelasinya ada. Eh korelasina jelas ada, sorry. Dalam artian itu coba kalian tebak makna dari kata terebut. Jadi intinya itu per-nomor selalu saya tanyakan siapa yang salah. maaf lebih ke yang betul biasanya. Biasanya kan misal yang betul kan angkat tangan, berarti yang lainnya kan salah, lalu tanyakan salahnya dimana gitu”.

AH : “Adakah tips lain yang belum anda sebutkan untuk mengatasi listening comprehension problems siswa?”

R11 : “Kalau idealnya si ya kita mengundang, even itu zoom ya, kita mengundang pembicara dari luar pakai zoom, yaa kenalan kita saja gitu ya. Kita ngobrol saja, kita menggunakan zoom lalu ditampilkan di LCD projector. Dari situ kira-kira siswa paham tidak dengan apa yang kita obrolkan. Nah itu untuk apaya, untuk memotivasi merea juga. Ketika kita ngobrol dengan penutur asli, mereka paham tidak dengan apa yang kita bicarakan, ketika mereka tidak paham, itu artinya listening skill mereka belum jago gitu. Kemudian kita cari tadi vocab-vocab apa saja ya yang diucapkan oleh penutur asli yng kita jarang dengarkan gitu ya. Lalu kita cari kalimat-kalimat yang dari penutur asli tersebut, kira-kira masuk ke tips yang mana gitu ya. Walaupun memang kita kudu harus cari penutur asli paling engga itu salah satu metode juga ya untuk bisa memotivasi mereka juga, dam mereka mendengarkan secara langsung bukan hanya audio percakapan saja. Sebelumnya tips ini belum kami laksanakan, walaupun sebenarnya kita ada ya dosen yang memang sudah tidak disini ya, dosen yang sudah married dengan orang USA. Cuma

kan memang talking about time kan sibuk ya, kita juga ga enak juga kan”.

Date : April 27, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 12: Mr. Beny Krisbiantoro (R12)

Interview 12

AH : “Tantangan apa yang anda alami ketika mengajar siswa pengembangan bahasa inggris, khususnya saat mengajar listening comprehension?”

R12 : “Okay, tantangan yang saya hadapi ya untuk topic listening khususnya listening TOEFL ya. Yang pertama itu mereka kurang konsentrasi pada saat mereka mendengarkan. Kedua yaitu kurangnya kosa kata, pengetahuan kosa kata yang mereka miliki itu kurang. Karena pengetahuan kosa kata yang mereka miliki itu bisa membantu mereka dalam mengerjakan listening, mereka bisa menemukan jawaban yang tepat. Mereka tidak dapat memahami arti dari kosa kata yang ada di opsi jawaban dan mereka tidak memahami arti dari kalimat yang ada di percakapan seperti itu. Jadi selain kurang konsentrasi, kurangnya kosa kata, mereka juga jarang latihan di rumah masing-masing. Mereka hanya mau latihan listening di dalam kelas. Mungkin karena di dalam kelas pengembangan ini, mereka hanya menganggapnya sebagai tambahan kuliah saja. Dari segi niat, motivasi, kemauannya sangat rendah sekali itu berdampak pada durasi latihan listening-listening mereka, ditambah ketika saya mengajar listening harus berulang-ulang kali unuk memutarakan audionya. Karena kalau cuma sekali mereka tidak akan paham, mereka tidak akan menemukan jawaban yang tepat meskipun saya sudah memancing-mancing menggunakan strategi-

strategi sebelumnya ya, tapi mereka tetap meminta pengulangan. Tapi sebenarnya itu bagus juga ya untuk latihan mereka, jadi tidak apa-apa melakukan pengulangan sekali dua kali untuk latihan. Pada saat latihan juga saya perbolehkan untuk menuliskan catatan, soalnya permasalahan lain juga mereka biasanya lupa dengan apa yang mereka dengarkan, makanya mereka menuliskan apa yang mereka dengarkan terutama apa yang diucapkan pembicara kedua karena biasanya text yang diucapkan itu panjang. Akan tetapi kalau saat tes itu tidak ada pengulangan dan tidak boleh mengambil catatan ya. Sebenarnya banyak sekali tantangan dalam listening terutama di speaker aktif juga ya. Karena di kelas pengembangan ini saya juga membawa speaker sendiri ya, karena memang difasilitasi namun kualitasnya tidak begitu bagus karena memang sudah mulai rusak ya, akhirnya saya inisiatif sendiri membawa speaker sendiri. Dengan adanya speaker aktif ini mahasiswa dapat terbantu untuk mengerjakan soal listening. Sebenarnya untuk listening itu idealnya dilakukan di lab ya dengan earphone sendiri-sendiri, tapi karena memang kelas pengembangan itu sangat banyak jadi belum bisa memadai. Saat ujian nantinya siswa itu disuruh mengerjakan 50 soal listening tanpa kamus, tidak boleh menulis, tidak boleh meminta pengulangan, jadi mereka langsung mengerjakan, langsung menjawab. Jadi apabila mereka terlewat, mereka kurang konsentrasi, mereka melamun, mereka mengantuk, mereka ga focus, jawabannya sudah dijamin salah. Karena soal kan sebenarnya tidak boleh menebak, tapi kalau dalam listening sebenarnya ada tips menjawab dengan menebak jawaban yang beda sendiri, tapi kan ga mungkin semuanya beda sendiri ya.

AH : “Metode apa yang anda pilih untuk mengakomodasi siswa dari berbagai level yang ada pada kelas pengembangan bahasa inggris dalam mengajar listening comprehension?”

R12 : “Okay, metode yang digunakan untuk mengajar ya, kalau dalam mengajar di kelas pengembangan ini saya lebih ke practice ya. Jadi practice kemudian di guide, practice kemudian di guide, kenapa seperti itu?. Karena mahasiswa itu dengan kompleksitas keberagaman jurusan dan level tadi tanpa di guide listening, mereka tidak akan bisa menjawab dengan epat. Jadi sebanyak mungkin diberikan practice-practice kemudian di guide, kemudian bagaimana mereka akhirnya bisa menemukan jawaban yang tepat dengan seringnya latihan seperti itu. Karena jika kita menggunakan metode lain seperti metode komunikatif, metode kooperatif, itu justru akan menghabiskan banyak waktu ya, daripada yang tadi practice kemudian guide, yang direct langsung. Karena yang mereka butuhkan di TOEFL itu bukan bagaimana cara mereka menyukai listeningnya, tapi bagaimana mereka bisa meningkatkan nilainya. Beda kalau di kelas speaking, writing, reading itu kan mereka enjoy the process. Tapi kalau di mata kuliah listening khususnya TOEFL itu yang penting how to increase heir score. Jadi purpose-nya itu score oriented bukan lagi ke process oriented. Jadi misalkan pre-test-nya sekian dengan adanya pelatihan listening, structure, reading TOEFL itu mereka paling tidak meningkan seperti itu. Jadi tadi, saya paling suka itu dengan metode practice guide direct teaching.

AH : “Bagaimana anda mengatasi permasalahan siswa yang kesulitan memahami berbagai aksen yang kurang jelas?”

R12 : “Kalau aksen dalam English kan ada dua ya, American dan British, kalau dalam TOEFL itu pakainya yang American. Kalau aksen American itu jelas sekali, jadi misalkan mahasiswa merasa bahwa aksen American kurang dimengerti, kurang jelas itu berarti mereka harus sering-sering terbiasa mendengarkan Bahasa Inggris. Jadi mahasiswa itu harus dibiasakan mendengarkan audio Bahasa Inggris bisa dalam

bentuk apapun, monolog, dialog, podcast, atau bisa juga dalam bentuk lagu, film atau presentasi yang menggunakan aksen American English. Kalau mereka sudah terbiasa mereka tidak akan merasa kesulitan lagi. Kemudian kalau volume speaker itu memang menjadi kendala bersama, dengan kendala speaker tadi mereka harus duduk di depan dengan begitu suara yang didengarkan pun akan terdengar lebih jelas, akan tetapi mereka lebih memilih duduk dibelakang, ya sudah mau gimana lagi. Kalau saya sarankan ke mereka, kalau saya jadi mereka, kalau saya ikut ujian TOEFL saya pastikan saya duduk di paling depan, karena tidak ada earphone, saya harus berangkat paling awal agar bisa duduk paling depan.

AH : “Adakah sumber daya, aplikasi, atau teknologi yang anda rekomendasikan untuk listening skill siswa?”

R12 : “Di youtube ya. Di youtube itu banyak sekali materi. Bisa kita gunakan untuk mencari soal-soal listening, bisa juga untuk mencari penjelasan-penjelasan soal listening. Karena tidak semua soal TOEFL itu dijelaskan dikelas pengembangan. Jadi saya sarankan ke mereka untuk cari banyak referensi, baik berupa materi, dan latihan listening di youtube. Selain itu, ada juga penggunaan quizziz. Di quizziz itu banyak sekali latihan-latihan soal dari berbagai materi, baik listening, structure, maupun soal-soal TOEFL. Mereka bisa cari soal yang baik yang sesuai dengan level mereka. Kemudian, aplikasi seperti CBT. Mereka bisa menggunakan aplikasi Computer Based Test, mereka bisa instal kemudian mereka bisa gunakan di laptop mereka masing-masing. Kalau di TOEFL itu ada paper based test ada juga internet based test yang mana berupa aplikasi. Waktu itu saya pernah pakai ARCO, saya instal, saya gunakan di laptop saya, disana ada listening 1, listening 2, structure 1, structure 2, sampai banyak banget yang bisa melatih kita dalam TOEFL, termasuk dalam listening, dan itu nilainya langsung keluar, ada

penjelasannya juga, kenapa benar, kenapa salah. nah aplikasi seperti itu malah lebih dibutuhkan daripada mereka mengakses sendiri di internet karena banyak sekali distracter-nya. Saya belum pernah menggunakan aplikasi-aplikasi tersebut dikelas pengembangan, namun saya pernah menggunakan aplikasi-aplikasi tersebut dikelas-kelas sebelumnya yang pernah saya ajar. Melihat dengan keterbatasan waktu, keterbatasan sumberdaya yang tidak memungkinkan. Kaya yang tadi, aplikasi ARCO, mereka harus menginstal sendiri di laptop mereka masing-masing sementara kalau disini kan biasanya pakai handphone ya. Tapi nantinya jika fasilitasnya sudah bagus, pasti akan memakai aplikasi-aplikasi seperti itu karena pastinya akan lebih enak ya. Misal sudah ada laboratorium komputer kan pasti lebih mudah ya, mereka tidak perlu repot-repot membawa laptop sendiri-sendiri karena sudah bisa mengakses di computer.

AH : “Bagaimana anda memotivasi siswa dalam berlatih Bahasa Inggris, khususnya dalam materi listening comprehension?”

R12 : “Memotivasi mereka itu gampang sebenarnya, ketahui dulu apa tujuan mereka mengikuti kelas pengembangan ini. TOEFL itu banyak sekali manfaatnya bagi mereka. Bukan karena kewajiban mereka datang ke kelas pengembangan Karena kalau ga lulus ini ga bisa daftar ini, ga bisa daftar itu, wisuda misalkan, atau ujian skripsi misalakan. Tapi manfaanya buat masa depan mereka. Sekarang kalau ingin daftar PNS di instansi juga harus punya bukti nilai sertifikat TOEFL. Kemudian kalau kalian bisa TOEFL, kalian akan mendapatkan nilai plus. Ketika kalian daftar di perusahaan, ketika orang lain hanya mengumpulkan ijazah, sementara mereka mengumpulkan ijazah ada, sertifikat TOEFL ada. TOEFL itu banyak sekali manfaatnya. Kemudian untuk listeningnya ya tadi, kalau listening orang se-ASEAN saja, Malaysia, Vietnam, Thailand kan listeningnya bagus-bagus, orang Filipina,

Singapura, juga listening mereka bagus. Itu semua karena mereka sungguh-sungguh mau belajar latihan listening. Sebenarnya itu dari diri-sendiri motivasi internalnya. Kalau motivasi eksternalnya TOEFL itu tidak hanya ada listening ya, tapi ada structure, ada reading, manfaatnya itu buat masa depan mereka sendiri. Dan itu pasti akan ketemu di jenjang berikutnya, jenjang S2, S3. Daftar S2 saja ada TOEFL, untuk daftar beasiswa juga.

AH : “Bagaiman anda memberikan feedback kepada siswa mengenai skill listening comprehension mereka”.

R12 : “Feedback-nya itu dengan memberikan evaluasi ya sebenarnya. Jadi setiap beberapa pertemuan sekali itu ada semacam evaluasi tambahan diluar pelajaran. Jadi semisalkan saya sudah mengajarkan strategi dari 1 sampai 10, nanti dipertemuan berikutnya akan saya review dengan memberikan kuis. Dari kuis itu nanti kita akan bahas, dari no 1 ini strateginya seperti apa, no 2 strateginya seperti apa. Dari kuis tersebut kita bisa tahu apakah mereka sudah menguasai skill Bahasa Inggris, khususnya listening tadi. Kalau feedback dalam bentuk reward itu memang harus diberikan ya. Contohnya itu dalam bentuk ucapan verbal kaya good job, kalau tidak begitu bagus bisa try again, dan lainnya ya. Karena kita tidak boleh langsung percaya aja kalau mereka sudah paham, tetap harus dibuktikan ya.

AH : “Adakah tips lain yang belum anda sebutkan untuk mengatasi listening comprehension problems siswa?”

R12 : “Kalau tipsnya itu Cuma satu ya, mereka itu harus dibiasakan. Kalau mau listeningnya bagus ya harus practice listening, listening, listening. Kalau biasanya belajar hanya durasinya 20 menit, 30 menit, maka harus ditambahkan menjadi sejam, dua jam, dalam waktu beberapa hari pasti bagus, kalau rutin, itu kalau listening. Kalau structure memang harus diingat-ingat betul-betul rumusnya.

Date : April 27, 2024

Interviewer : Alfi Hanafiah (AH)

Interviewee 13: Miss Actinis Muqsitha paradista (R13)

Interview 13

AH : “Tantangan apa yang anda alami ketika mengajar siswa pengembangan bahasa inggris, khususnya saat mengajar listening comprehension?”

R13 : “Jadi kalau pengembangan itu permasalahannya selalu sama ya. Mahasiswa pengembangan itu kan mahasiswa yang tidak lulus ujian UKBA dan berarti inputnya sudah pasti dibawah standar, standar kelulusan ya seperti itu semuanya sama. Masalah mereka itu yang pertama karena vocabulary-nya kurang maka banyak dari mereka masih kurang bisa paham bahkan kata-kata paling mudah yah, yang gampang itu, yang bagi kita standar, yang mereka harusnya bisa tapi mereka tidak bisa paham. Cuma itu 1080ing si sebenarnya. Karena ga biasa mendengarkan akhirnya kan ga paham seperti itu. Untuk fasilitasnya juga kurang memadai, sebenarnya untuk speaker memang disediakan dari kampus ya, tapi karena memang dipakai banyak orang ya akhirnya rusak, itu pun dipakai dari tahun berapa ya. Akhirnya saya membawa speaker sendiri. Sebenarnya menurut saya idealnya itu setiap kelas disediakan loudspeaker-nya sendiri-sendiri, tapi mungkin kalau disini itu kendalanya adalah universitas yang cukup besar ya jadi mungkin tidak ter-handle semua ya. Selain itu an bisa juga di lab sebenarnya ya tapi kan lab juga terbatas sementara siswanya itu banyak banget.”

AH : “Metode apa yang anda pilih untuk mengakomodasi siswa dari berbagai level yang ada pada kelas pengembangan bahasa inggris dalam mengajar listening comprehension?”

R13 : “Kalau saya biasanya lebih ke banyak memberikan contoh-contoh kaya misal listening comprehension ya berarti diberi banyak audio. Terutama kalau di buku EPTUS itu kan kebanyakan exercise ya, jadi satu tips itu ada suatu audio yang masing-masing untuk 10 pertanyaan, nah yang dibahas itu aja terus. Dibiasakan ketika lagi membahas satu nomor nih. Satu nomor bisa diulang bolak-balik. Yang penting adalah kamu denger ga ini?, kalau ga denger ulangin lagi. Jadi satu nomor bisa diulang lima, enam kali, atau lebih. Itu pun yang masih belum paham ya ada. Yang bahkan sudah bolak-balik karena dia tidak punya primer knowledge yang ada dalam audio itu, jadi harus bolak-balik ya. Baru setelah ditanyai, ini ada kata-kata apa aja yang kamu dengar meskipun hanya satu kan seenggaknya ada. Setelah diulang bolak-balik baru familiar dengan beberapa kata-katanya seperti itu. Jadi metodenya seperti itu, pengulangan, diulang terus-ulang terus seperti itu. Jadi pengajarannya dominan berdasarkan pada buku, kecuali kalau ada kuis-kuis misalnya untuk bahasan ini, nah itu bisa pakai quizziz, kan biasanya ada audionya dari situ. Atau ada beberapa audio yang gampang baru saya ambil dari internet bisa.

AH : “Bagaimana anda mengatasi permasalahan siswa yang kesulitan memahami berbagai aksen yang kurang jelas?”

R13 : “Nah itu sebenarnya itu intinya sama. Jadi kalau di TOEFL ya, di EPTUS acuannya itu pada TOEFL atau American acent yak arena buatannya Amerika. Dan itu sebenarnya lebih gampang dari British acent. Nah kembali lagi ke mahasiswanya, kalau mereka ga terbiasa, ga terbiasa dengerin orang ngomong bahasa inggris, tidak ada ketertarikan berarti cara saya ya menyuruh mereka untuk coba saja

dengerin. Kamu suka dengerin lagu enggak misalnya. Soalnya biasanya rata-rata American music kan biasanya lebih sering didengar. Kalau enggak misalnya kalian punya social media coba yang difollow adalah akun-akun yang berbahasa Inggris dan bukan orang Indonesia. Karena biasanya kalau orang Indonesia kalau berbicara bahasa Inggris itu masih dibawa aksen local. Kalau memang ada orang yang Bahasa Inggrisnya bagus ya ga papa, dengan aksen yang normal, nah kaya gitu. Jadi lebih banyak kayak di support untuk terbiasa mendengarkan orang berbicara Bahasa Inggris kaya gitu. Namanya juga bahasa kita ga bakal bisa dengan hanya satu atau dua hari, itu butuh jadi habit ya, jadi memang harus menjadi rutinitas tertentu dulu yang harus dilewati beberapa waktu.

AH : “Adakah sumber daya, aplikasi, atau teknologi yang anda rekomendasikan untuk listening skill siswa?”

R13 : “Kalau dari aplikasi itu saya biasa kasih mereka duo lingo. Itu tapi hanya untuk yang tertarik ya, tidak banyak. Buat mereka yang tertarik belajar bahasa saya sarankan mereka untuk menggunakan aplikasi, salah satunya paling sering saya kasih itu duo lingo karena itu yang gratis ya. Kalau yang tidak bersedia ya sudah tidak papa, itu sudah lepas dari saya. Terus selain itu paling dari beberapa koleksi audio-audio yang saya punya, dari buku-buku TOEFL longman, ataupun dari web-web tentang pembelajaran Bahasa Inggris.”

AH : “Bagaimana anda memotivasi siswa dalam berlatih bahasa Inggris, khususnya dalam materi listening comprehension?”

R13 : “Karena bukan dari jurusan Bahasa Inggris dan banyak yang tidak tertarik berarti saya biasanya kasih tahu aja, maksudnya kembali lagi saya tidak bisa memaksa kepada seseorang yang memang tidak tertarik. Tapi, saya Cuma bilang jika memang anda tertarik silahkan coba anda dengarkan, biasanya saya langsung coba kasih mereka web apa gitu.

Atau saya kasih link youtube gitu untuk di tonton. Atau saya kasih lagu apa yang bisa didegarkan. Misalnya lagu yang gampang didengarkan dan diingat. Atau misalnya coba kamu dengarkan kutipan di instagram dari reels atau video mungkin. Nah itu hanya untuk membiasakan mereka mendengarkan aja si.”

AH : “Bagaiman anda memberikan feedback kepada siswa mengenai skill listening comprehension mereka”.

R13 : “Kalau saya itu tipe yang feedback-nya itu berupa pujian ya bagus atau tidak, itu regardless of their performance ya. Jadi setidaknya itu yang pertama yang paling dibutuhkan itu adalah support ya untuk whatever they are saying ya. Ketika dengan saya memberikan feedback ketika mereka jawab seperti that’s very good, ya pokoknya pujian ya dan juga apresiasi terhadap usaha mereka terhadap pertanyaan saya seperti itu.”

AH : “Adakah tips lain yang belum anda sebutkan untuk mengatasi listening comprehension problems siswa?”

R13 : “Sebenarnya itu kalau tips-tips itu kalau menurut saya lebih ke rutinitas dirumah saja ya. Karena sekarang kalau saya meminta mereka untuk mendengarkan EPTUS mungkin terlalu jauh ya, karena kalau ini ranahnya sudah akademik ya. Jadi lebih kaya sekarang kamu hobinya apa? Nah itu ya yang kamu pakai, itu buat jadi bahan belajar juga. Jadi misal nih kamu sukanya dengerin music barat, atau mungkin suka nonton stand up comedi ya berarti coba deh sekali-kali coba tonton stand up komedi yang Bahasa Inggris, jadi intinya itu biasakan dulu, jadi nantinya ketika kita sudah biasa mendengarkan ya, terus nanti ada vocabulary-vocabulary yang muncul baru nanti kita kan pasti pengen tahu, ini maksudnya apa si, jadi kita bukan sekedar nonton. Jadi kita juga pengen tahu cara ngomongnya gimana. Misal ada sebuah kata nih yang asing buat kita terus oh artinya ini, oh cara ngomongnya begitu ya. Nah itu kan artinya kita sudah dapat tiga. Yang pertama, listening. Yang

kedua, speaking untuk mengulangi pronunciationnya. Dan yang ketiga itu vocabulary, kita jadi tahu arti dari kata itu apa.”



Appendix 7

Documentations of Observations

Observation 1



Observation 2



Observation 3



Observation 4



Appendix 8

Documentations of Interviews

A. Interview with Students

Interview with R1



Interview with R2



Interview with R3



Interview with R4



Interview with R5



Interview with R6



Interview with R7



Interview with R8



Interview with R9



Interview with R10



B. Interview with Lecturers

Interview with R11



Interview with R12



Interview with R13



Appendix 9

CURRICULUM VITAE

A. Identitas Diri

1. Nama Lengkap : Alfi Hanafiah
2. NIM : 2017404091
3. Tempat/Tgl. Lahir : Purbalingga, 18 januari 2002
4. Alamat Rumah : Banjaran RT 03/RW 02, Bojongsari, Purbalingga, Jawa Tengah, 53362.
5. Nama Ayah : Turiman Hasbi Ahmadi
6. Nama Ibu : Lasriyanti

B. Riwayat Pendidikan

1. MI Muhammadiyah Banjaran
2. MTs Muhammadiyah 10 Purbalingga
3. SMAN 1 Padamara
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto

C. Pengalaman Organisasi

1. OSIS MTs Muhammadiyah 10 Purbalingga
2. OSIS SMAN 1 Padamara

Purwokerto, 11 Juni 2024



Alfi Hanafiah

NIM. 2017404091