REVEALING STUDENTS’ LISTENING COMPREHENSION DIFFICULTIES AND STRATEGIES IN INTERMEDIATE LISTENING CLASS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Agnes Lestyo Rini

Student Number: 131214148

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2017
REVEALING STUDENTS’ LISTENING COMPREHENSION DIFFICULTIES AND STRATEGIES IN INTERMEDIATE LISTENING CLASS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the SarjanaPendidikan Degree in English Language Education

By
Agnes Lestyo Rini
Student Number: 131214148

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2017
A Sarjana Pendidikan Thesis on

REVEALING STUDENTS' LISTENING COMPREHENSION DIFFICULTIES AND STRATEGIES IN INTERMEDIATE LISTENING CLASS

By

Agnes Lestyo Rini

Student Number: 131214148

Approved by

Priyatno Ardi, S.Pd., M.Hum. 15 August 2017
A Sarjana Pendidikan Thesis on

REVEALING STUDENTS' LISTENING COMPREHENSION DIFFICULTIES AND STRATEGIES IN INTERMEDIATE LISTENING CLASS

By
AGNES LESTYO RINI
Student Number: 131214148

Defended before the Board of Examiners on 13 September 2017 and Declared Acceptable

Board of Examiners
Chairperson : Yohana Veniranda, M.Hum., Ph.D.
Secretary : Christina Lhaksimita Anindari, S.Pd., Ed.M.
Member : Priyatno Ardi, S.Pd., M.Hum.
Member : Gregorius Punto Aji, S.Pd., M.Hum.
Member : F.X. Ouda Teda Eno, S.Pd., M.Pd., Ed.D.

Yogyakarta, 13 September 2017
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
I can do all things through Christ who strengthens me.

-Philippians 4:13

I dedicated this thesis to
My beloved parents
My lovely sister and brothers
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or part of the work of other people, except those cited in the quotation and the references, as a scientific paper should.

Yogyakarta, 13 September 2017

The Writer

Agnes Lestyo Rini

131214148
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama: Agnes Lestyo Rini
NIM: 131214148

Demi pengembangan ilmu pengetahuan saya memberikan kepada Perpustakaan Universitas Sanata Dharma, karya ilmiah saya berjudul:

**REVEALING STUDENTS’ LISTENING COMPREHENSION DIFFICULTIES AND STRATEGIES IN INTERMEDIATE LISTENING CLASS**

Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk lain, mengolahnya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikan di internet atau media lain untuk kepentingan akademis tanpa harus meminta izin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 13 September 2017

Yang menyatakan

Agnes Lestyo Rini
ABSTRACT

Rini, Agnes Lestyo. (2017). Revealing Students’ Listening Comprehension Difficulties and Strategies in Intermediate Listening Class. Yogyakarta: English Language Education Study Program, Department of Language and Art Education, Faculty of Teachers Training and Education, Sanata Dharma University.

The aim of this research was to reveal students’ English listening comprehension difficulties and strategies to overcome the difficulties in Intermediate Listening class. The strategies were needed to overcome the difficulties in order to improve the listening skill of the students in listening comprehension.

The researcher formulated two research questions, namely (1) what are the listening comprehension difficulties faced by Intermediate Listening students of English Language Education Study Program? (2) what are students’ strategies to overcome the difficulties in listening comprehension?

The research employed qualitative research. The research design referred to the tradition in ethnographic studies. The participants of this research were six (6) students. The researcher conducted the research triangulation to evaluate and validate the data. The researcher conducted observations, collected the reflections, and conducted interviews.

The results of this study showed that the students had difficulties in listening comprehension and strategies to overcome it. The difficulties involved the vocabulary, speed of speech, accent, pronunciation, condition of class, concentration and motivation. Besides, the strategies were using media as the learning tool and scanning the questions before listening. The conclusion of this research showed that listening difficulties could obstruct the students’ listening success. The strategies could help the students to overcome some the students’ difficulties. However, this research was expected to be developed by the future researcher.

Keywords: listening, listening difficulties, listening strategies, intermediate listening

vii
ABSTRAK


Tujuan dari penelitian ini adalah untuk mengungkap kesulitan pemahaman mendengarkan bahasa Inggris oleh siswa dan strategi untuk mengatasi kesulitan di kelas Intermediate Listening. Strategi diperlukan untuk mengatasi kesulitan dalam rangka meningkatkan kemampuan mendengarkan siswa dalam pemahaman mendengarkan.

Dalam penelitian ini, peneliti membuat dua rumusan masalah. Rumusan masalah dalam penelitian ini adalah: (1) apa kesulitan pemahaman mendengarkan yang dihadapi oleh siswa Intermediate Listening di Program Studi Pendidikan Bahasa Inggris? (2) apa saja strategi bagi siswa untuk mengatasi kesulitan dalam pemahaman mendengarkan?


Hasil dari penelitian ini bahwa mahasiswa memiliki kesulitan dalam mendengarkan serta strategi untuk mengatasi masalah tersebut. Kesulitan tersebut mencangkup kosakata, kecepatan berbicara, aksen, pengucapan, kondisi kelas, konsentrasi, dan motivasi. Selain itu strategi yang digunakan adalah penggunaan media sebagai alat pembelajaran dan pemindaian pertanyaan sebelum mendengarkan. Kesimpulan dari penelitian adalah bahwa kesulitan dalam mendengarkan dapat menghambat keberhasilan mahasiswa. Strategi yang dapat pula membantu mahasiswa untuk mengatasi kesulitan mendengarkan. Namun, penelitian ini diharapkan dapat dikembangkan oleh peneliti selanjutnya.

Kata kunci: listening, listening difficulties, listening strategies, intermediate listening
ACKNOWLEDGEMENTS

I would like to express my greatest gratitude to my Jesus Christ, and Mother Mary, who give me the patience, strength, and blessing to face and solve my difficulties and problems.

My special thanks goes to my parents, Bapak Yohannes Berchman Ponijan dan Ibu Theresia Gilah for their encouragement, motivation, prayers and endless love during the hard time. I also want to give gratitude to my sister and brothers, Lusia Ratnawati, F.X. Dwi Aries Pratama, and Markus Andre Agunan for the endless love and support.

This research will not be possible without the support of many people. I want to give my gratitude to Bapak Priyatno Ardi, S.Pd., M.Hum., who abundantly helped and offered invaluable assistance, support, encouragement, guidance, and insightful comments to the fulfillment of my thesis. I also want to apologize for all mistakes I made during the process of this thesis.

I would like to express my gratitude to Ibu Maria Vincentia Eka Mulatsih, S. S., M. A. for her kindness to permit me to have the observation in her class. I would also like to thank all the lecturers and staff of English Language Education Study Program, Sanata Dharma University for their love.

I will never forget to express my thanks to my best friends, Estu Yugo Pandega, Rhela Riliziah, and Elkiza Rifyal who always listen to my complaints and give me the advice and motivation. I also want to express my gratitude to my
friends, Putri, Indah, Sari, Tiwi, Rinda, Lisa, Gina, Chacha, and all the students of F class in batch 2013.

Finally, I would like to give my gratitudes and thanks to everyone who always gives me love, prayers, support, and advice.

Agnes Lestyo Rini
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE ..........................................................</td>
</tr>
<tr>
<td>APPROVAL PAGE ..........................................................</td>
</tr>
<tr>
<td>DEDICATION PAGE ........................................................</td>
</tr>
<tr>
<td>STATEMENT OF ORIGINALITY ........................................</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI ................................</td>
</tr>
<tr>
<td>ABSTRACT .................................................................</td>
</tr>
<tr>
<td>ABSTRAK .................................................................</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS ....................................................</td>
</tr>
<tr>
<td>TABLE OF CONTENTS ...................................................</td>
</tr>
<tr>
<td>LIST OF APPENDICES ..................................................</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION .................................................. 1

- A. Research Background ................................................ 1
- B. Research Questions .................................................. 3
- C. Research Significance ............................................... 4
- D. Definition of Terms .................................................. 5

## CHAPTER II. REVIEW OF RELATED LITERATURE .......................... 8

- A. Theoretical Description ............................................. 8
  1. The Nature of Listening ........................................... 8
     a. Definition of Listening ......................................... 8
     b. Listening Process ............................................... 9
  2. Listening Difficulties .............................................. 10
3. Listening Strategies..................................................................................14
B. Theoretical Framework.........................................................................16

CHAPTER III. RESEARCH METHODOLOGY .............................................19
A. Research Method ..................................................................................19
B. Research Setting ...................................................................................20
C. Research Participants ..........................................................................21
D. Instruments and Data Gathering Technique ......................................22
   1. Instruments ........................................................................................22
      a. Observation Sheet .........................................................................22
      b. Reflection Sheet ..........................................................................23
      c. Interview Guideline .......................................................................24
   2. Data Gathering Technique ................................................................25
E. Data Analysis Technique ......................................................................27

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION..............................29
A. Students' Listening Comprehension Difficulties ..................................29
   1. Limited English Vocabulary ............................................................31
   2. Speed of Speech ..............................................................................33
   3. Accent of Native Speaker ...............................................................36
   4. Unclear Pronunciation ....................................................................38
   5. Condition of the Class ....................................................................39
   6. Lack of Concentration .....................................................................41
   7. Lack of Motivation ..........................................................................43
B. The Strategies for Overcoming Difficulties ........................................46
   1. Using Media as Learning Tool .........................................................47
   2. Scanning the Question before Listening ........................................51
CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS ......................54

A. Conclusions ...........................................................................54

1. Students' Learning Comprehension Difficulties ....................54

2. The Strategies to Overcome the Difficulties .........................55

B. Recommendations ..................................................................56

1. Recommendations for English Listening Lecturers ..........56

2. Recommendations for the Future Researchers .................56

REFERENCES ..............................................................................58

APPENDICES .............................................................................61
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>APPENDIX</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX A</td>
<td>Observation Sheet</td>
<td>61</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>Reflection Sheet</td>
<td>64</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>Interview Guideline &amp; Transcription</td>
<td>67</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This chapter describes the background and reason why this study is conducted. This chapter is divided into four major parts. They are the background of the study, research questions, significance of study, and definition of terms.

A. Research Background

Listening is an early stage in the process of receiving information. As the first processor, a listener is expected to have a good listening skill in order to get the comprehensive and clear information. For EFL learners, listening skill becomes an aspect that is assessed to see their achievement. Listening comprehension is still considered as difficult in language learning because the students have to have an extra focus to comprehend the context of the text. Walker (2014) says that listening process is a heavy cognitive load on listeners, because the students should listen to, keep information in memory, integrate it, and adjust their understanding with the information and knowledge.

Based on the researcher’s experience in the Intermediete Listening class of English Language Education Study Program, many students face some difficulties when they are listening to the audio. The students face several challenges, such as the pronunciation, speed of speech, and accent of the speaker. The limited and unfamiliar vocabulary also become a challenge that has a great deal of influence
on their understanding. Moreover, the quality of the audio which is not good produces the unclear sound. The condition of the class sometimes can affects the students during listening to audio. Indeed, the difficulties of listening comprehension are not only related to the speaker’s elements, but it also involves the ability of the students to process the information by using basic knowledge in order to understand the listening. Anderson and Lynch (1988) argue that understanding is the result that have been processed by activating various types of listeners knowledge, applying what the listeners know to what they hear and trying to understand what the speaker says.

The problems faced by the students come from the external or internal factors. The example of the external factor is the audio or material which it is related to linguistic aspect. The audio sometimes is hard to be followed because it is very fast. Therefore, the students cannot catch or forget what the speakers in audio are talking about. The limited mastery of vocabulary which belongs to the linguistic elements becomes the problem that is usually found in listening comprehension. The problem can also come from themselves (internal), such as less concentration, and less motivation in English listening comprehension.

The issues of listening comprehension problems have been studied by previous researchers. Bingol (2014) reveals that the speakers’ accent and unfamiliar vocabulary are the causes of listening problem. Gilakjani (2016) also found that the difficulties of listening comprehension were the length of listening and the quality of recorded materials. However, these earlier studies only focus on
external factors that occur during listening. Other researchers also investigate about from internal factors of the listener. Hamouda (2013) finds that the listening comprehension problems are related to the students’ concentration, and motivation. Those problems show that the students have certain difficulties in understanding when English speaker speaks. In addition, Renukadevi (2014) also finds that listener’s concentration becomes the major problem in listening. Thus, the lack of concentration is considered as a major problem because the shortest break in attention can impair the comprehension seriously.

Nevertheless, the strategies to overcome listening difficulties are still less paid into attention in the research. The listening strategies are needed to solve the problems that might hinder the students to successes in listening. Oxford (1990) explains that the strategy is a tool for active and self-directed involvement, which it is important for learning language to develop their communicative competence.

B. **Research Questions**

Based on the research background, the researcher intends to find out the students’ listening comprehension difficulties and their strategies to solve the difficulties in Intermediate Listening class of English Language Education Study Program. There are two questions in this research. The questions are as following.

1. What are the listening comprehension difficulties faced by Intermediate Listening students of English Language Education Study Program?
2. What are students’ strategies to overcome the difficulties in listening comprehension?

C. Research Significance

This research is expected to give the benefits for the lecturers of Intermediate Listening class, the students of Intermediate Listening, and ELESP. Hopefully, the findings of the research help those the students as describe in the following.

1. For Lecturers of Intermediate Listening

This research contributes the knowledge for the lecturers of intermediate listening. The lecturers also need to understand more the students by knowing the students’ listening difficulties. The result of this study can be used as a reference and inspiration for the teachers who want to help the students to solve their problems in listening.

2. For Students of Intermediate Listening

This research provides information about students’ listening difficulties, and their strategies to overcome the difficulties. The result of this research can make the students realize about what the difficulties in listening they have. The results of this research will inspire English students to overcome their listening difficulties by using the strategies provided. It can be very useful to improve the students’ listening skill.
3. **For ELESP**

For ELESP, this study provides the information about the students’ listening difficulties and the strategies to overcome the problems. Especially for listening lecturers and students, this information can be used as the representation to know what the actual students face during listening class. It is expected to have a collaboration between lecturers and students to reach a successful listening.

**D. Definition of Terms**

To avoid misinterpretation and clarify the concepts, the researcher provides some definitions of terms in this research. The researcher thought that it is necessary to define the following terms. The definition of terms are presented as follows.

1. **Listening**

According to Buck (2001), “Listening is complex process in which the listener takes the income data, an acoustic signal, and interprets it based on a variety of linguistic and non linguistic knowledge” (p.247). Listening comprehension is a process of receiving what the speaker says, constructing and representing meaning, and creating meaning through involvement and imagination (Rost, 2002). Howatt and Dakin (n.d.), as cited in Saricoban (1999) reveal that listening involves the understanding of speaker's accent or pronunciation, grammar, vocabulary, and grasping the meaning.
2. **Listening Difficulties**

Listening becomes one of the reasons of the students’ difficulties in English learning. In this study, difficulty is defined as a disorder that can lead an inhibition and failure of learning progress. The difficulties involve the inability to understand the words and sentences that native speaker says. It is also reinforced by theory of Anderson and Lynch (1988) which say that the difficulty comes from the inability to recognize the topic conversation from the native speaker’s. The problem is due to the many factors that influence during listening. Listening difficulties faced by the students come from external and internal factor, such as the speaker who speaks too fast, limited vocabulary, different accent, lack of concentration, and motivation. This problems will have an impact on failure to receive the information. In this research, listening difficulties are perceived by students in Intermediate Listening.

3. **Listening Strategies**

Vandergrift (2016) shows that the strategy development is important to guide and check the learners’ comprehension and responses. O’Malley and Chamot (1990), as cited in Lee (2010) claim three main types of strategies: metacognitive, cognitive and social strategies. The metacognitive strategy is a kind of self-regulated learning. It includes the attempt to plan, check, monitor, select, revise, and evaluate.

The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. For social strategies,
Vandergrift (2016) defines the strategies as the techniques for listeners to collaborate with others, to verify understanding or to lower anxiety. Those strategy types can be implemented by the students as the solution of the problems.

4. **Intermediate Listening**

Intermediate Listening is one of the courses in English Language Education Study Program of Sanata Dharma University. It deals with practicing students skills on listening to announcements, short monologues, descriptions, instructions, and practical dialogues. The students are allowed to employ the strategic skill in order to complete the course. In the course, the students exercise to paraphrase, take note, and summarize simple extended discourse.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reveals some theories which support as related to the research. This chapter contains two majors sections, namely theoretical description and theoretical framework. Theoretical description shows the theories and principles which are related to the implementation of using authentic materials and listening comprehension. Theoretical framework covers the synthesis of relevant theories that can help the research to answer the research questions.

A. Theoretical Description

This theoretical description concerns with theories that are related to key words used in this research. This part shows the nature of listening, listening difficulties, and listening strategies. The theoretical description are presented as follows.

1. The Nature of Listening

The nature of listening consists of the basic theories of the listening. The theories are the definition of listening and listening process.

a. Definition of Listening

According to Buck (2001), “Listening is a complex process in which the listener takes the income data, an acoustic signal, and interprets it based on a
variety of linguistic and non-linguistic knowledge” (p.247). Nation and Newton (2009) also state that ‘listening’ can determine the early stages of language development in a person’s first language (p.37). Then, this complexity can trigger problems in listening comprehension. Listening is a skill which is different from and more than hearing. Listening tends to be centered to the meaning of what the listeners hear. Besides, Nunan (2003) describes that listening is not only receptive skill, but also it allows the listeners to understand the incoming information.

According to Morley (1972), as cited in Gilakjani and Sabouri (2016), ‘listening’ involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. This also involves the understanding of speaker’s accent or pronunciation, grammar, vocabulary, and grasping the meaning. In other words, the listeners do not only listen to the English speaker, but also create the meaning in their mind. In conclusion, listening has a complex process which involves many elements in creating the meaning.

b. Listening Process

Listening process is important because it will determine what the listeners understand from the speaker. In the listening process, the listeners are required to be able to use their ability and knowledge to process the information. The listeners do not only hear the speakers, but they also have to keep and develop it by utilizing their knowledge. Walker (2014) says that listening process is a heavy cognitive load on the listeners because they have to listen, retain information in
memory, integrate it, and adjust their understanding with what information and knowledge heard.

Buck (2001) explains that there are two types of knowledge in listening process. First, the linguistic knowledge or bottom-up process is used by the listeners. They use linguistic knowledge to understand the meaning of a message because it becomes the basic elements in learning language. The listeners grasp the meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message.

Afterwards, non linguistic knowledge or top-down is one of the knowledge types. The listeners use the prior knowledge to understand the meaning of a message. The prior knowledge can be the knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory. The listeners use the content words and context as the clues to form hypotheses in an explanation.

2. **Listening Difficulties**

   In listening process, many listeners are influenced by the difficulties they have. In fact, the listeners have to combine what they hear with their knowledge and ideas in the same time. It is regarded as the important issue, especially for the listeners who have low listening ability. In order to have successful listening, the difficulties about listening in English should be identified firstly. During the listening process, the listeners have many factors that can determine their comprehension in listening. The factors come from the internal and external.
means that the listeners itself and the learning environment can give the effects in comprehension.

According to Brown and Yule (1983, p. 24) there are four major factors that can affect the listening process relates to material or linguistic aspect. The first is the speed and the accent of speaker can determine how the listeners understand the topic of discussion. The listeners need time to process the information from the speaker. Then, if the speaker speaks faster, the listeners have the less time to think. The second is the listeners interest and response will affect the difficulties of listening. It may affect the students to have the lack of motivation because they have low interest and response. The third is the content that relates with the grammar, vocabulary, and information structure. Listening process will obstruct if the listeners have bad grammar, poor of vocabulary, and bad information structure. Last, the supporting items in listening can also influence the accuracy of listeners understanding, such as diagrams, pictures, etc.

Meanwhile, Anderson and Lynch (2003) state that there are number of different ways for the listeners which can success or fail to process in incoming speech. First, the listeners may not hear adequately what has been said, as the example is in competing background noise or unfamiliar word with the speaker accent. Then, the listeners can hear adequately but it is unable to understand because the syntax and semantics problem. The listeners also need times when to be able to hear perfectly and understand the speaker. Last, there are messages which the listeners attend to construct a coherent interpretation.
In previous research, Jiang (2009) investigates that there are some difficulties for the listeners to encounter when listening section. First, the listeners cannot keep up and miss the information from the speaker because they are busy to understand the meaning of one part they hear. Then, unfamiliar pronunciation and accent of the speaker also influence them. It is caused by their inability to recognize words with similar sounds. Last, the limited vocabulary becomes an important obstacle because it is the major element in learning native language. Underwood (1989), as cited in Jiang (2009) says that an unknown word can suddenly stop them to think the meaning of the word in listening. Therefore, it makes them to be missing in the next part of speech.

In addition, Gilakjani (2016) also performs that the difficulties of listening comprehension come from the length and speed of listening, unfamiliar vocabulary and quality of recorded materials. The long conversation can affect the students’ concentration because they tend to think longer and get disturbance from their surrounding. On the contrary, by knowing the meaning of the word, the listeners can arouse the interest and motivation which can give the positive effect in listening comprehension. Meanwhile, the quality of recorded materials deals with the clarity of students in grasping what the speakers say.

Moreover, Anderson and Lynch (1988) say that comprehension plays a central and possibly predominant part in whole process of learning. There are three main skills which are important for foreign listeners. The first is the ability to recognize the topic conversation from the native speaker’s initial remarks. By
having a good memory, listener can save and deliver the information well. Next, it is related to the ability that make predictions about likely developments of the topic to which will have to respond. It also involves the ability in recognizing when he has not understood enough of the input to make a prediction or a response.

Hamouda (2013) also investigates about listening comprehension problems in his journal. The journal discussed about inability to understand the spoken text because limited English vocabulary, understanding every word in the text, hearing new word, pronunciation, and speed of speech. It reports that limited and unfamiliar English vocabulary hinders the comprehension of the listeners. In addition, understanding the speech is difficult for the listeners if the speaker has unclear pronounced. Meanwhile, it is also difficult for the listeners to understand the meaning because they try to translate every single word while they do not see the context widely. Last, speech in faster speed gives the negative impact because when the speaker speaks rapidly, the listeners will be difficult to comprehend it. Many listeners also tend to quickly forget about what they just heard, and need much of time to translate the words.

Besides, Hamouda (2013) also completes the investigation by finding the internal factors in listening difficulties, such as the concentration, anxiety, and lack of interest. The concentration of the listeners is easily distracted when they hear a new word. The listeners still have to analyze the words in the same time. Then the students are always nervous and worried when they do not understand the spoken
text. Brownell (1995) also agrees that anxiety and stress have a large role which can affect the ability in listening because high anxiety and stress may lead to make unrelated statements to the topic of discussion (pp. 48-50). Besides, the listeners will be bored because of the text is repeated too much. Whereas, the motivation and interest of the students are important in understanding the topic.

Next, the listeners must process any information that comes when they listen or get new information. Thus, losing the concentration may affect them to lose some information that may be very important to students' understanding. As a result, the students tend to give up and stop listening as they have difficulty in understanding the spoken text.

In conclusion, listening comprehension difficulties might be arisen from many elements. The elements can come from the linguistic aspect in English spoken, the ability of listeners to comprehend the meaning and manage their motivation. In addition, concentration might be a major factor in the students’ difficulties of listening.

3. **Listening Strategies**

Rubin (1994), as cited in Nation and Newton (2009, p. 51), claims that listening strategies can be taught and done in comprehension improving. In defining the strategies, Oxford (1990) explains that the strategies are important for learning language because it is a tool for active, self-directed involvement, which is essential for developing communicative competence.
Goh (2000), as cited in Nation and Newton (2009, p. 52), suggests that there are two types of useful strategies which can be used to train the listening strategies. The first type is the communication strategies to assist the comprehension. The listeners can make a prediction before listening by scanning or reading the question sheet. The second type is the learning strategies by noticing language forms when they are listening the speaker. For example is negotiating in order to seek the clarification, listening for patterns, and focused listening.

Besides, Nunan (1999, p.184) classifies the strategies based on linguistic aspect. There are six ways for students to overcome their listening difficulties and to improve their listening skill. It is described as follows:

1) Conversational Pattern

In improving the listening skill, the listeners use the expressions to start conversation and keep them going. The example is matching the expressions to situations.

2) Practicing

Practicing is the main strategies in order to increase the listening skill. In listening, the listeners can practice by doing a listening exercises to improve their knowledge and skills. Knowledge is needed to build the basis of the skills. As the example, the listeners listen to conversation, and practice it with a partner.
3) Using Contact

The difficulties can be solved by knowing the context of the English speaker. The listeners can try to use the context in surrounding in order to guess the meaning of unknown words, phrases, and concepts.

4) Summarizing

Summarizing is the one way to train the listeners’ listening skill. The way is by picking out and presenting the major points in a text in summary form. It also makes the listeners become accustomed when they have to make a take note when listening.

5) Selective Listening

Selective listening is important process for the listeners who want to increase their comprehending in listening. The listeners do not have to understand and know the meaning of every word. However, it can be more effective if the listeners can choose and focus the key and important information.

6) Skimming

In linguistic aspect, skimming can be also implemented by reading quickly to get a general idea of a text. For example, the listeners can try by reading newspaper article, a letter, or an advertisement.

Some researchers have investigated the advancing of listening comprehension. Safranj (2015) claims that watching movie also can help and influence in increasing listening skill. Through subtitle on the movie, the listeners
can see the picture, hear the pronunciation, and hint the message of the movie. Safranj also believes that using film is the effective way because the listeners are more comfortable by doing fun and relax activities.

B. Theoretical Framework

In listening, many students find the difficulties which are influenced by many factors. Two of the factors come from external and internal factors. The elements of language material can also give the effect for students to know the meaning and message of native speaker. In order to answer the research questions, the researcher employs the theories related to listening difficulties and strategies to overcome the problems.

In order to answer the first research question, the researcher employs three major theories. The first theory is about the factors of listening difficulties which may be faced by the students. The first factor comes from the external factor which involved the condition of the environment and the elements of language materials. The theory is stated by Brown and Yule (1983). It is used to find out the difficulties that occur in the listening process. The next theory is about the ability in listening comprehension. The researcher uses Anderson and Lynch’s (2003) theory to find out the cause of the problems concerned with the ability or absence of students in the listening process. In addition, the researcher also utilizes the investigation from Jiang (2009) to support and strengthen the findings of research. Afterwards the theory of Underwood (1989), as cited in Jiang (2009), is also used as additional information in explaining the difficulties of listening comprehension.
Related to the internal factor, the researcher employed theory from Brownell (1995) to find out the other difficulties from other aspects. The theory about listening process is also used as the basis to identify the basic form of the listening difficulties. Thus, the researcher applies the theory from Buck (2001). Those theories are useful to know and find the difficulties faced by the students.

Listening is a complex process in stage of language development. The effect of the complexity is to emerge the students’ difficulties in improving listening skills which involve the various elements. Thus, the students need the strategies to overcome the problems.

Furthermore, in order to answer the second research question, the researcher uses some theories about listening comprehension strategies. Goh (2000), as cited in Nation & Newton (2009, p. 52), claims that the problems can be solved by communication and learning strategies. Besides, Nunan (1999, p.184) states that the difficulties can be overcome by the strategies based on linguistic aspect classification. The theories are expected to help and support the information to overcome the problems faced by the students about listening comprehension.
CHAPTER III

RESEARCH METHODOLOGY

This section elaborates the methods and techniques to analyze the data. This section is divided into six parts, namely research method, research setting, research participant, instruments and gathering techniques, and data analysis techniques.

A. Research Method

The method used in this research was qualitative research. Patton (1983) stated what qualitative definition was:

Qualitative data consist of detailed descriptions of situations, events, people, interactions, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or entire passages from documents, correspondence, records, and case histories (p. 22).

Since the students’ difficulties and their strategies to overcome listening difficulties are related to the students’ behavior, attitude, and experience, the researcher used ethnographic studies which was one of the qualitative research types as the research method. Ary, Jacob, and Ravazieh (2002) stated that ethnographic studies focused on the naturally behavior and attitude that occurred in a group. Moreover, Fraenkel and Wallen (2009) stated that ethnographic studies emphasized in describing and analyzing the everyday experiences of individuals. It also used the observation, reflection, and interview as the data...
sources. Therefore, this research is suitable to conduct qualitative research which contains a detail description of students’ experience.

The researcher obtained the data from more than one data sources. Therefore, the researcher used data triangulation to check and examine between one and others data. Denzin (1970), as cited in Cohen (2000), states that data triangulation involves the use of more than one instrument in order to give the data objective in the study. Furthermore, the instruments of the data gathering techniques were the observation sheet, reflection sheet, and interview guideline.

B. Research Setting

This section presented the setting of time and place in which the research was conducted. This research was conducted in A class of Intermediate Listening of English Language Education Study Program of Sanata Dharma Yogyakarta. The researcher chose A class since the class had the students who had varying levels of listening ability and learning success. The observation was conducted on 9 March 2017 until the end. The observation started from 09.00 a.m. to 10.45 a.m. The reflection was collected in the end of the class. Meanwhile, the interview was conducted on 21, 22, 26, and 27 April 2017. The interview took place based on the respondent capability. However, most of the interview took place in around the campus.
C. Research Participants

This section discussed the participants who were involved in this research. In this research, the participants in this research were the 2nd semester college students of the English Language Education Study Program who took Intermediate Listening Course at Sanata Dharma University Yogyakarta. The range of their age was 18 – 19 years old. The researcher chose them as the participants to find out about their difficulties and strategies to overcome the difficulties in listening comprehension in English.

The 2nd semester students were chosen since the researcher considered that they still had a lot of practices in listening even though their skill had been good. They also had experiences about difficulties listening comprehension in last semester. The researcher chose A class as the research field because it was accessible and suitable with the researchers schedule. The total numbers of students in this class were 31 students. However, the researcher chose 6 students of 31 students who had listening difficulties. The amount of the participants in this research was in a small size. The reason was caused by the amount of research field was not too large. There were also not the whole students faced the difficulties in listening, but only the several students.

In determining the respondents, the researcher used the purposive sampling. Johnson and Christensen (2012) say that in purposive sampling, the researcher specifies the characteristics of the population of interest and tries to locate the individuals who have the characteristics. In order to get the
coresponding respondents, the researcher qualified the respondents based on the criteria of students’ attitude during listening. The students who were not interested and not focused on listening became the focus of the researcher. The researcher also consider that the students who had lower grade or showed poor listening ability to be the respondents of the interview.

D. Instruments and Data Gathering Technique

In order to gather the data for this research, there were three instruments used, namely observation sheet, reflection sheet, and interview sheet. The observation sheet and reflection sheet were used to know the basic description, raise the interview questions, and strengthen the result of the data from the next instruments. Meanwhile, the researcher used interview as the instrument in order to obtain deeper information and data result.

1. Instruments

a. Observation Sheet

The first instrument was observation sheet. Nunan (1992) states that observation is usually used in education to support the understanding and developing in. It meant that the observation was the common tool in research instrument. The observation was proper to be used in order to research the human behavior in small respondents. The observation was established to know and measure the subject from the situation, and condition of the class, and also to determine the appropriate interview questions based on the class experience.
The observation in this research was in description form. The researcher conducted the observation in several times, and focused on the students’ behavior and attitude during listening. Besides, the students’ attitude related to lack of concentration and motivation was also observed by the researcher. In post-listening, the researcher also noticed toward the students’ statements and responses which might arouse about the difficulties during listening section. The observation which was conducted repeatedly aimed to identify the other behaviors and attitudes changes that might be done by the students during listening.

In the observation, the researcher could determine what role to perform during the observation. Cohen (2007), divided into four types of researcher role in observation, namely the complete participant, the participant as observer, the observer as participant, and complete observer. In this research, the researcher used the complete observer in observation. Cohen (2007) stated that the complete observer only observed and detached from the group. The researcher role was only listening and observing the condition and situation in the environment. The researcher did not participate or took apart directly in the activity. Therefore, this observation was very useful to help the researcher in obtaining the actual data because the researcher could focus and concentrate in observation.

b. Reflection Sheet

The second instrument employed in the research was reflection sheet. The reflection sheet was used as the references in order to know the difficulties that the students had. The reflection sheet was in short paragraph that contained about
whether there are the listening difficulty in basic listening or not. The students were allowed to write down any difficulties or failures they might have. Based on the reflection, the researcher focused on the students who had many listening difficulties and got a bad score in the basic listening. Therefore, the reflection was also useful as supporting and verification data.

c. Interview Guideline

According to Ary, et al. (2002, p.434), interview was used to gather data on subjects’ opinions, beliefs, and feelings about the situation in their own words. The Interview guideline would be done to verify and clarify the respondents answers related to the research questions. It was also used as a source to gather more information in order to strengthen the data.

The researcher used the open-ended interview in order to gain the deeper information from the participants. The researcher generated interview guideline as the instrument to collect the data (see Appendix C). Furthermore, the semi-structured interview was used to make the discussion which to be not widespread and focused on the main topic. The interview topic concerned and focused on the student listening difficulties and the strategies to overcome it.

In the interview, the researcher used the interview guideline to lead the interview questions. Michael (1983, p. 200) stated that interview guideline was a list of questions or issues that were to be explored in the course of an interview. The interview questions were open-ended questions which contains the difficulties of the listening comprehension. Rossman and Rallis (1998) reveal that
the open-ended requires asking general questions and developing an analysis from the information supplied by participants.

The researcher conducted the interview with the Intermediate Listening students in order to gather more information about students’ listening difficulties and strategies to overcome the difficulties. The students were asked about whether the students had any listening difficulties or not, the difficulties that student had, what the causes of the difficulties, and the solution of the difficulties. The researcher also found about the basic reason of their listening difficulties based on the developed questions. Last, the interview also talked over about what the strategies had been done by the students to overcome those difficulties in the future.

In obtaining the data, the researcher utilized the tape recorder in order to help the researcher to analyze the data research. By using tape recorder, the researcher could use the time effectively. Tape recorder was more suitable to be used in interview because the researcher could be more focus in asking the questions. In addition, Patton (1983, p. 247) reveals that to increase the accuracy of data collection, the use of the tape recorder permitted the interviewer to be more attentive to the respondent.

2. Data Gathering Technique

The researcher used the observation and interview to find out and overcome the problem of English listening comprehension. The observation was going to conduct in Intermediate Listening class of ELESP, and researcher would
determine who were going to be interviewed based on the result of the observation. The students who had been chosen would be interviewed in order to obtain more information.

First, the researcher did the observation, and the result of the observation was analyzed. The observation was aimed to know the general students’ condition and activities during listening class. The observation was related to students’ behavior before listening, during listening, and after listening. The researcher took note the students’ attitude, behavior, and activity during listening process. Afterwards, researcher predicted and made an analysis description what the students’ listening comprehension difficulties.

The second step is that the researcher asked the students to make a short reflection about their listening class in previous semester and what the difficulties that they faced during listening. The reflection also became an instrument to obtain the data information which was utilized as the reference to establish the guideline of interview question. Then, the researcher decided to choose the students who were proper to be an interview respondent. The interview respondents were students who had poor ability, many difficulties, and got bad score in listening class, because they were expected to be able in answering the research questions based on those requirements.

In order to obtain further information and to confirm the result from the previous instruments, the researcher conducted an interview with 6 students. According to Ary, et al. (2002, p. 434), the interview is used to gather data on
subjects’ opinions, beliefs, and feelings about the situation in their own words. The interview was conducted on 21, 22, 26, and 27 March, 2017 in around Sanata Dharma University. In order to get a detail information, the interview was open-ended and semi-structured interview. There were 8 main questions which were used in the interview. However the question would be developed by researcher based on the respondents responses. The questions focused on the students’ listening difficulties, causes of listening difficult, and the strategies to overcome the difficulties.

The researcher conducted the interview by providing the questions, discussion, and tape recorder. Tape recorder was used to save the data sources which it would be analyzed as the data research later. Then the data from the observation, reflection, and interview were gathered. The researcher analyzed the summary, and conclusion based on data from the all of the instruments. The result was expected to present the information clearly about what the student’s difficulties of listening comprehension, and how to overcome the difficulties.

E Data Analysis Technique

There were three steps in analyzing this research. Ary et. al. (2010) define that the analysis involves three steps, namely familiarizing and organizing, coding and reducing, and interpreting and organizing. The explanation of three steps of analyzes is presented as follows.

In this stage, the data obtained was collected together. The researcher started the process by reading, taking note, and reviewing the entire data. Then,
the researcher organized relevant data to focus on the problems of the study. The data were from the observation sheet, reflection sheet, and interview.

The second step was coding and reducing. It was the data selection, focusing, and simplification of data from the holistic data. The unnecessary data were set aside, and the important data were gathered and classified into more specific.

Coding was used in order to get a specific data from the holistic data research. Strauss and Corbin (1990), as cited in Cohen (2011), define coding as “the process of breaking down segments of text data into smaller units”. The researcher sorted and organized the data from observation sheet, reflection sheet, and interview by classifying the students’ listening difficulties and the listening strategies based on the questions and students’ answer.

The third step was interpreting and representing. The researcher interpreted the findings, analyzed by using the researcher’s knowledge and expert theory, and presented the data result. Afterwards, the researcher tested again the finding by using triangulation technique. Denzin (1970), as cited in Cohen (2000), states that data triangulation involves the use of more than one instrument in order to give the objective data in the study. Multiple instruments were considered suitable to evaluate and to validate the data. After analyzing the all instruments, the researcher presented the result of the study.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, researcher presents the result and the discussion of the study. There are two major parts of discussions presented. First, researcher discusses the students’ difficulties in listening comprehension. The second discussion is the students’ strategies to overcome the problems of listening difficulties that faced by the students.

A. Students’ Listening Comprehension Difficulties

Since listening had a fairly complex process, so the students had the possibility to have the problems in listening comprehension. The listening difficulties experienced by the students were quite varied. In essence, it was caused by the inability of the students to understand the speakers that were also influenced by various factors.

Based on the findings, students’ listening difficulties came from internal and external factors. The external factors included the class condition and the linguistic language problems. The linguistic of language problems were caused by limited vocabulary, speed of speech, native accent, and pronunciation. The internal factors also came from lack of concentration and lack of motivation.

Based on the responses, the researcher obtained that each of the students had different problems in listening. However, most of them had the same difficulties and causes. In the beginning of the interview, the researcher tried to
know how the students assessed their listening ability. The two of them shared their feeling,

"Kalau aku pribadi masih ngerasa di average. Soalnya masih ngerasa sulit di listening, belum mahir." (Interview, Student 2)

(I am still not good in listening. I sometimes find any difficulties when listening.) (Interview, Student 2)

"Saya masih di rata-rata. Karna untuk listening, saya masih mengalami kesulitan-kesulitan. Dan bisa dibilang masih mengalami kesulitan sebesar 50%." (Interview, Student 4)

(I still get some difficulties in listening. The percentage of my difficulties are about 50%.) (Interview, Student 4)

"Kalau buat aku sedang-sedang saja. Tidak terlalu mudah, tapi tidak terlalu susah juga." (Interview, Student 5)

(I feel that it is not too difficult, but it is also not easy.) (Interview, Student 5)

From the information above, most of the students’ listening ability was still not too good. Some students said that listening was difficult while some others said otherwise. Therefore, the researcher concluded that the students might still be able to find the problem because of their abilities were still not perfect.

Based on the interview, the students showed that they faced the difficulties during listening. There were 7 major problems found through the interview. The problems were related to limited English vocabulary, speed of speech, native accent, condition of the class, lack of concentration, and lack of motivation. Besides, the researcher also found that the problems were caused by the unclear pronunciation. Even though unclear pronunciation was not the main difficulty that was faced by the students.
1. **Limited English Vocabulary**

In the interview, all of the respondents said that their difficulties were related to the limitation of vocabulary. They stated that there was still unfamiliar word. Moreover, it was also proved by reflection result that some of students faced problem in vocabulary mastery.

The students acknowledged that the problems came from the limited of vocabulary. Thus they needed English dictionary to help them in knowing the meaning of the words. It was supported by the reflection data which some students did not have many vocabularies.

My vocabulary is not much. (Reflection, Student 2)

*Yang pertama itu biasanya dikarenakan vocabnya. Karena saya tidak menguasai kata-kata yang berhubungan dengan bahasa Inggris, dan masih membutuhkan kamus.* (Interview, Student 3)

(It is caused by my limited vocabularies. My English vocabulary is bad, and I still need a dictionary.) (Interview, Student 3)

Besides, some students also stated that unknown and unfamiliar words became the one of the problems when listening to English speaker. Most of them did not know the meaning of the words and had never heard the words. Hamouda (2013) said that limited English vocabulary hinder the listeners’ understanding because the unfamiliar and limited words.

Besides, based on reflection, the researcher found that the students faced obstacle in understanding the message of the speaker if they did not know the word. Meanwhile, Gilakjani (2016) revealed that by knowing the meaning of a word, the listeners should be able to arouse the interest and motivation which could give positive effect to listening comprehension ability.
Kosakata yang saya miliki masih kurang. Jadi masih banyak kata yang tidak tahu artinya, belum pernah didengar dan tidak familiar. (Interview, Student 2)

(I have no much vocabulary. Thus, there are many words that I do not know. It is such as unfamiliar for me.) (Interview, Student 2)

Terkadang ada kata-kata yang belum tahu. Apalagi kalau ada istilah-istilah yang jarang didengar. (Interview, Student 4)

(I do not know some vocabularies, especially for unfamiliar words.) (Interview, Student 4)

The problems above gave some effects to the students during listening to English speaker. Some of them needed a moment to remember and guess the meaning of word. Underwood (1989), as cited in Jiang (2009), stated that an unknown word made them to miss out in the next part of speech. It could suddenly stop them to think the meaning of the word. Those matters interfered them in processing the information from speaker. As a result, they missed and lost about what speaker said.

Jiang (2009) also revealed that the listeners could not keep up and miss the information because they were busy to understand the meaning of one part they hear. The listeners needed times when the listeners were able to hear perfectly and understand the speaker. Therefore, some students who realized their problems should be solved in order to improve the vocabulary. It indicated that mastering vocabulary is important to understand the meaning.

"We have to improve our vocabulary too. If we don’t know the words, we cannot get the meaning (Reflection, Student 3)."

Saya juga agak susah untuk mengingat arti dari kata tersebut. Jadi saya suka ketinggalan waktu dengerin. (Interview, Student 1)
(It is hard for me to remember the meaning of the word. I always miss when listening to audio.) (Interview, Student 1)

Jadi terkadang saya butuh waktu untuk mengingat arti kata tersebut. Karena ketinggalan jadinya saya lost saat mendengarkan. (Interview, Student 4)

(I miss and lose the information because I need the time to think about the meaning of the word.) (Interview, Student 4)

In addition, the researcher completed the information with some examples. It was used to strengthen and prove that the limitation in mastering vocabulary was a problem. From the students interviewed, the examples of difficult vocabulary based on part of speech were noun and adjective.

Kalau untuk saya, kata yang paling sulit dipelajari itu kata noun. Karena jarang digunakan. Contohnya seperti noun dalam bidang kesehatan, misalnya nama penyakit. (Interview, Students 3)

(Noun word is difficult to be learn, and it is also rarely used. The example is like the health term such as the name of the disease.) (Interview, Students 3)

Kata sifat itu memang agak sulit untuk diingat. Misalnya berkaitan dengan perasaan contohnya kata ‘scary’ ‘stiff’. (Interview, Student 6)

(Adjective word is rather difficult to be memorized. The example is like ‘scary’ ‘stiff’). (Interview, Student 6)

2. Speed of Speech

Most of the students claimed that the major factor of the listening problem was caused by the speaking speed of the speaker. From the reflection, some students said the speaker spoke rapidly. The students also emphasized that the first problem was caused by the fast speed of the speech.
"The natives also speak too fast (Reflection 2)".

*Pertama kecepatan ngomong orang yang berbicara bahasa Inggris.* (Interview, Student 6)

(The first is the speed of English speaker.) (Interview, Student 6)

*Jujur nih untuk pertama kecepatannya. Waktu awal mula masuk kelas listening ngerasa kesulitan karna terlalu cepat.* (Interview, Student 3)

(Honestly, I feel difficult because the speaker speaks too fast at the beginning of the listening class.) (Interview, Student 3)

From the statements, the researcher found out the reason why the students felt difficult was caused by the speed of speech. Native speaker who spoke quickly might cause the students to be cannot understand the content of the conversation. It was also explained by Brown and Yule (1983) that the listeners needed time to process the information they receive. Then if the speaker spoke faster, the listeners had the less time to think. It was supported by Hamouda (2013) that faster speech rate gave negative impact because when the speaker spoke rapidly, the listeners were difficult to comprehend it.

The activities that should be done simultaneously while listening also became one of the reasons, such as doing and answering the exercises. It encouraged the brain to work in two or more activities at the same time, so that the concentration became split. Besides, some of the students admitted that it was caused by no pause during speaking.

*Terkadang ngomongnya cepat jadi nggak sempat buat mikir sambil nulis jawaban.* (Interview, Student 2)

(The speaker sometimes speaks too fast. I have no time to think and write the answer.) (Interview, Student 2)
Ngomongnya agak terlalu cepat. Kadang nggak ada jedanya mereka ngomongnya. (Interview, Student 4)

(There is no pause when they speak too fast.) (Interview, Student 4)

"It is hard to listen the native speaker because the native speaker speak so fast." (Reflection 5)

In fact, speed had a big role in understanding the English speech. Speaking in fast rates made the word by word become a bundle. The students became a bit difficult to analyze and identify every sentence. The short pauses lead them to have no time to think too long.

Kecepatannya itu mempengaruhi. Biasanya kalo cepat satu kata dengan kata yang lain jadi satu. (Interview, Student 5)

(The every word will merge into one if the speaker speaks too fast.) (Interview, Student 5)

The speed of speaker also affected the concentration of listeners. Hamouda (2013) said that it could distract easily when they heard a new word because they had to analyze it. It would be worse if there was another new word in the next section.

Karna ngomongnya cepat jadi harus mikir kata yang tidak tahu sebelumnya juga. Saat mikir kata yang satu udah ada lagi yang ngomong. Jadi nggak sempat mikir. (Interview, Student 1)

(I must think the unfamiliar words. When I think about one word, there are other words next. So I have no time to think it.) (Interview, Student 1)

Kalau terlalu cepat agak susah untuk menganalisa speakernya ngomong apa. (Interview, Student 3)

(I feel a little bit hard to analyze what the speaker says if it is too fast.) (Interview, Student 3)
The problems also came from the students who tend to think the meaning from word by word. Hamouda (2013) stated that it would also be difficult for the listeners to understand the meaning because they tried to translate every single word while they did not see the context widely.

*Karena kalo saya sendiri kan harus mengidentifikasikan per kata. Jadi kalo ngomongnya terlalu cepat susah untuk menangkap informasinya.* (Interview, Student 6)

(I have to identify word by word. If the speaker speaks too fast, it is hard to me to catch the information.) (Interview, Student 6)

From the students’ acknowledgement, speed of speech gave big effect towards the process of getting information from the native speaker. Most of the students still needed time to identify and analyze each word. Thus, the listening process became hampered due to inability of the students to catch what was being delivered.

3. **Accent of Native Speaker**

The accent of native speaker might give an effect in the process of understanding. Unconsciously, the students had been used to hear the Indonesian accent. Thus, some difficulties could be caused by something which students were hearing. Eventhough it was not occured in many students, the accent could be an inhibiting factor for the students to listen native speaker.

Based on the interview, some students faced problem in listening due to the accent of native speaker. Some of the them also stated that accent had big portion in the listening problem. They could not understand what the speaker was talking about.
Salah satunya kesulitan dikarenakan aksennya. Aksennya sulit dipahami. (Interview, Student 4)

(One of the problems is the accent which hard to be understood.) (Interview, Student 4)

Presentase dari accent itu membuat tidak mengerti sebesar 85%. Soalnya kebanyakan dari listening itu pakai accent British. (Interview, Student 4)

(85% of my problems are caused by the speaker accent since most of English speakers talk with British accent.) (Interview, Student 4)

Related to the British accent, the students admitted that the speech became unclear. The students felt hard to understand what the speaker was saying. It was described in the students’ reflection which stated,

"The words is unclear especially if the speaker is from UK. This accent makes me confused." (Reflection 3)

Anderson and Lynch (2003) claimed that the listeners needed times when they were able to hear perfectly and understand the speaker. Another reason was unfamiliar accent which made the students got confused. Anderson and Lynch (2003) said that the listeners might not hear adequately what had been said caused by unfamiliar accent. It was proved by the students who said,

"Then the accent of native speaker is so different from Indonesian accent." (Reflection 5)

It indicated that the students were accustomed to the Indonesian accent. They found the difficulties when they listened to different and unfamiliar styles and accents. The students usually found the trouble in speaker with British accent.

Kata-katanya itu terdengar berbelit-belit. Jadi sulit untuk dipahami. (Interview, Student 4)

(It is hard to be understood because the words are unclear pronounced.) (Interview, Student 4)
Jadi rada-rada susah buat dimengerti. Karna nggak terbiasa mendengar accent British. (Interview, Student 4)

(Thus, it is rather difficult since I am not used to hear English in British accent. (Interview, Student 4)

Based on the interview, some students’ problems were influenced by the native accent especially British accent. The students who were not accustomed to hear the British accent would had difficulty in adjusting with unfamiliar accent. As a result, the students became less able to understand what was being said.

4. Unclear Pronunciation

The next difficulty was related to listening to the pronunciation of the native speakers. The students acknowledged that sometimes some words had similarities and also had differences. It could be seen from how the word was spoken, written, and the meaning contained. Besides it made the spoken word becomes obscure and difficult to be heard.

Pronouncenya itu tidak jelas dan tidak terdengar. Ada kata yang artinya beda tapi pronouncenya itu hampir sama. (Interview, Student 2)

(The pronunciation is not clear, and unable to be heard. There are words with different meaning whereas it has almost same pronunciation.) (Interview, Student 2)

In addition, the unclear pronunciation allowed the students to guess what word was being said. The students should understand the context of the conversation. Thus, they could determine which words were correct and appropriate.

"I don’t know about the word which has same voice.” (Reflection 6)
The difficulty was found in words that had similar pronunciation whereas had different meaning. It was supported by investigation from Jiang (2009), that the unfamiliar pronunciation affected the students to have an inability of word recognition with similar sounds.

*Kata-kata yang mungkin agak sulit untuk didengar itu yang mengandung huruf S. Kalau di headphone itu terdengar kayak mendesis-desis gitu. Agak sulit untuk menebak itu kata apa.* (Interview, Student 6)

(The words that kinda hard to be heard consist of S letter. If I used a headphones to hear those words it is gonna sound like hissing words. It is kinda hard to guess what exactly the words is.) (Interview, Students 6)

*Untuk contoh mungkin misalnya kata here dan heir, atau kata right dan write. Itu kalau didengar akan sulit membedakannya. Kita harus tahu konteksnya apa.* (Interview, Student 6)

(The examples are like here and heir, or right and write. If we hear those word, it is gonna be harder to differ it. We have to understand what the context is.)

Based on the students’ statements, it proved that the problem of pronunciation became an obstacle which disturbs the students in listening. The students did not only understand the meaning of word by word, but were also required to understand the context of the material. Thus it could help the students to minimize the failure in listening to native speaker.

5. **Condition of the Class**

Students’ difficulties during listening could come from external factors. The researcher found out that the condition of the classroom and around might disturb the students in concentrating during listening. Some students said that the temperature of the room could make them uncomfortable in doing tasks and listening to audio.
Terkadang kalau pas kelasnya dingin atau AC-nya dingin jadi kedinginan. Jadinya bikin nggak bisa konsentrasi. (Interview, Student 3)

(Sometimes when the AC is a bit too freezing, it is gonna be hader to concentrate.) (Interview, Student 3)

Suara di sekitar yang mungkin bisa menganggu. Terus mungkin temperatur dari ruangannya terlalu dingin bisa bikin nggak konsentrasi. Atau terlalu panas juga bisa bikin nggak konsentrasi. (Interview, Student 4)

(The noises in surroundingme might be annoying. The temperature of the class can also make me less of concentration.) (Interview, Student 4)

"Then, about the condition of the class. I think that too strained.” (Reflection 4)

It showed that the tense circumstances and condition of the class arisen to have nervous and uncomfortable feelings. Besides, the nuisance also came from the people around. When the students felt annoyed and uncomfortable with the activities that people did around them, it would be easy for them to lose their concentration.


(Perhaps, there is someone who tapping the pen to the table, it bothers me up. In other case, someone wagging the legs while listening also bothers me up.) (Interview, Students 4)

From the interview result above, it could be seen that the causes of difficulty experienced by the students during listening were not only involved by the language elements, but also came from the external factors. It was the conditions and situations in the classroom environment. Furthermore, listening required high concentration and focus. Thus no matter how small the disturbance
was, it could make the students to be harder in getting information during listening.

6.  **Lack of Concentration**

The researcher also found that other basic difficulty was internal factor from the students. Some of them felt difficult to concentrate when they were in certain circumstances. The low concentration occurred as they were hungry and less of energy. It made them lose their concentration while listening. Since listening required high concentration, it was very important to be able to concentrate continuously.

Next, the students said that the cause of the lost of their concentration was due to hunger. Besides, the study time was also suspected to affect them to have less of concentration while listening. It shows that the students’ condition and the timing of study could affect their seriousness in listening.

*Lalu biasanya kalau listening itu sering lapar. Jadi karena lapar dan ngantuk jadi susah buat konsentrasi.* (Interview, Student 4)

(In listening section, I often get hungry all of a sudden. Thus, I cannot concentrate at all if I am feeling hungry.) (Interview, Student 4)

*Kelas saya yang sebelumnya mulai jam 11 selesai jam 1. Jadi saya sudah lapar karena sudah siang. Kalau sudah lapar jadi susah konsentrasi sama fokus.* (Interview, Student 1)

(My previous class starts at 11 o'clock, and finishes at 1 o'clock. So I am already hungry because it is already noon. It makes me difficult to concentrate and focus.) Interview, Student 1)

Some of the students also revealed that they became unfocused on what the speakers said when they were in less of energy. They still listened to audio but
in less of concentration. The students also took a long time to be able to understand and focus on the audio content.

*Kalau saya sudah lapar jadi nggak bisa konsentrasi. Jadi nggak fokus.*
(Interview, Students 4)

(If I am already hungry, I cannot concentrate and focus.) (Interview, Students 4)

*Kalau saya ngantuk atau lapar, ya tetap mendengarkan audio. Tapi sudah gak konsentrasi terus bingung ngomongnya apa. Jadi untuk fokus butuh waktu yang lama.*
(Interview, Student 3)

(Even though I feel sleepy or hungry, I am still listening to the audio. But my concentration level will go down and I will lose the conversation. It takes longer time to focus.) (Interview, Student 3)

However, loss of concentration did not only come from the condition of the body, but it could be also caused by the persons’ inability to concentrate on one thing. In the interview, there was a student telling that she cannot concentrate during listening because the inability of dividing the attention between listening and answering the questions.

*Saya susah dalammembagi konsentrasi antara menjawab soal dan mendengarkan.*
(Interview, Student 1)

(I feel difficult to concentrate in listening and answer the question in same time.) (Interview, Student 1)

Besides, the students tended to become unable to think and they did other activities when they were hungry. The students also claimed that they needed energy in thinking. The less energy is considered as the cause of lack of concentration.

*Kadang saya sudah nggak konsen jadinya bengong. Jadi aku kadang suka melamun.*
(Interview, Student 5)
(If I lose my concentration, I will be spacing out, and it is sucks.)
(Interview, Student 5)

Saya sudah nggak bisa mikir karna lapar. Karena berpikir itu membutuhkan energy, sementara perut sudah kosong. (Interview, Student 2)

(I cannot think anymore if I am hungry. Since thinking needs energy, i cannot do with empty stomach.) (Interview, Student 2)

As a result, lack of concentration could not be denied as a big problem of the students. The reason was that listening required high concentration, and might affect their motivation in learning. The loss of concentration could obstruct the students to follow the lessons well. Therefore concentration during listening was considered as something important to keep the students to be focus.

7. Lack of Motivation

The last difficulty found by the researcher was related to student learning motivation. Many things could be the cause of low motivation during listening. Lack of motivation came from the student self caused by the way of thinking, psychology, or physical condition of student during listening.

Based on interviews, many students explained that they had a low motivation during listening. Some students stated that low motivation occurred when they were sleepy. It affected them to lose their motivation and did other things. During observation the researcher also found that the students were less motivated as entering the middle until the end of the class. Some students started put their head on the table.

Saya jadi malas kalau ngantuk. Jadi efeknya ngobrol sama temen.
(Interview, Student 3)
(Feeling sleepy makes me lazy, so I talk with my friend instead.) (Interview, Student 3)

In addition, some students mentioned that lack of motivation came from the amount of audio repetition, length and speed of the speaker. In the class, the researcher also observed that some students played their hand phone when the audio was played too long and repeatedly. Furthermore, other students also said that they did not understand what the speaker talked about.

*Alasan saya tidak termotivasi karena saya nggak tahu maksud ucapannya apa, bosan, dan yang paling utama karna panjangnya.* (Interview, Student 6)

(The reason why I am not motivated because I do not know what the speaker says about, bored, and the conversation is too long.) (Interview, Student 6)

Thus, there was a correlation between repetition toward the students’ interest. Hamouda (2013) said that listener would get bored because of the repetition of the text whereas the motivation and interest were important in understanding the topic.

*Kadang ngantuk kalau listening class. Kadang itu diputarnya sampai tiga kali. Karena diputar tiga kali jadi merasa bosan. Dan juga karena sudah merasa yakin sama jawabannya. Jadi merasa ngantuk.* (Interview, Student 4)

(Sometimes I feel sleepy in listening section because they play the audio up to three times. That makes me bored to wait. Besides, I am already sure with my answer actually.) (Interview, Student 4)

*Kadang kalau diputar berulang-ulang saya menjadi bosan. Karna terlalu lama akhirnya saya jadi malas.* (Interview, Student 5)

(Sometimes when it is played repeatedly, I get bored. Finally it make me to be lazy because it is too long.) (Interview, Student 5)
Kadang juga bosan dibagian tengah atau akhir audio. Kadang tiba-tiba malas, apalagi kalau ngomongnya cepat. (Interview, Student 5)

(Sometimes I am bored in the middle or in the end of the listening section because it is too fast, I cannot catch up them.) (Interview, Student 5)

Actually, lack of motivation is also influenced by previous difficulties. For example the difficulty was the inability in capturing the messages from speakers. The problem was also affected by the speaker’ factor. The researcher could say that lack of motivation above as the result of other difficulties.

However there were also the students who had other reasons caused by psychological problems. The reasons for lack of motivation stemmed from a lack of confidence, and a sense of nervousness. Brownell (1995) stated that high anxiety and stress had a large role because it might lead to make the unrelated statements to the topic of discussion (pp. 48-50). Besides, it was also due to low interest in listening. The condition and relationship with friends also affected the students who did not have the spirit to follow the listening class.

Biasanya dari diri sendiri merasa tidak percaya atas kemampuan yang ada. Terkadang saya merasa nervous sebelum ujian atau listening class. (Interview, Student 4)

(Iam usually lack in believe my own capabilities. But sometimes I get nervous before the exams or on the listeninf class.) (Interview, Student 4)

Kalau tugasnnya hanya untuk exercise biasanya agak kurang niat. Beda kalau pas ujian, niat untuk mengerjakan pasti tinggi. Sementara kalau exercise akan berpikir pasti ada pengulangan dan pembahasan di akhir. (Interview, Student 3)

(The motivation between exam and exercise is different. I have a higher motivation when I am doing an exam rather than doing just an exercise task. In exercise task, they will repeat the audio all over.) (Interview, Student 3)
Waktu SMA saya masih nggak suka bahasa Inggris. Tapi memang susah kalau dasarnya nggak suka. (Interview, Student 6)

(When I was in senior high school, I did not like English. It is hard if basically you are not interested with English.) (Interview, Student 6)

Saya tidak nyaman di kelas listening saya sebelumnya, karena saya merasa nggak cocok sama teman-teman di kelas. Saya merasa malas dan nggak termotivasi untuk masuk kelas karena pasti ketemu sama teman-teman yang nggak enak. (Interview, Student 1)

(I am not comfortable in my listening class before, because I do not feel the compatible with my classmates. It makes me lazy to attend the class because I have to meet the friends who do not make me comfortable.) (Interview, Student 1)

Based on all the findings above, some causes of the lack of motivation were influenced by other factors. It could not be separated from the difficulties they had caused by the internal factors. In this case, the lack of motivation was triggered by the other difficulties that they could not be overcome. However, the psychological factor and interest which came from the students self also allowed the students to be constrained in comprehending the listening material.

B. The Strategies for Overcoming Difficulties

The strategies and solutions in dealing with this problem were important because it aimed to improve and increase the students' listening skills. The strategies came from the students itself. The strategies obtained were used to solve the students’ listening difficulties.

The strategy that could be done was by using the media as a learning tool. It aimed to solve the students’ problems in improving vocabulary, getting used to hear English accent, getting used to hear pronunciation well, and practicing to listen to speaker in fast rate. In addition, scanning the question before listening
helped the students to be able to guess and get clue about the topic would be heard. This strategy was expected to assist the students who faced the problems.

1. **Using Media as the Learning Tool**

In a process of learning, media was needed to support the delivery of learning materials to the students. Besides, it was necessary to help the students to understand the learning materials easier. In listening, the use of media could also be a way to help the students in order to improve their skills and enriched the required knowledge in English language.

The researcher found that media usage could be applied in improving English knowledge of the students. Based on interview, the students could learnt English through movies, songs, and games. Some students said that by using the media, they could enrich their knowledge, and overcame the problems they had, such as unfamiliar accent, limited vocabulary, and unfamiliar pronunciation. Some students also acknowledged that they were more interested and enjoy when using the media they liked. It was considered important to be done in order to increase the students’ interest.

*Karena merasa tidak terbiasa maka perlu latihan mendengarkan seperti mendengarkan orang berbicara dengan accent British, dan berbicara cepat agar terbiasa.* (Interview, Student 4)

(I am not getting used to hear people who talking fast and using British accent. Thus, I need to practice listening more.) (Interview, Student 4)

*Nonton film pakai subtitle Inggris dirumah lalu subtitle Inggrisnya dibaca.* (Interview, Student 5)

(Watching the movies with English subtitles at home and then reading the English subtitles in that movies.) (Interview, Student 5)

*Solusinya kita harus memperbanyak vocabulary kita. Misalnya dengan kita banyak mendengarkan percakapan secara rutin. Itu bisa dilakukan*
dengan sesuatu yang membuat kita have fun seperti nonton film atau mendengarkan lagu. (Interview, Student 3)

(The solution is to enrich our vocabulary. For example, we listen to a lot of conversations routinely. It can be done with something that makes us have fun like watching movies or listening to songs.) (Interview, Student 3)

Saya biasanya menonton film dengan menggunakan dua subtitle, bahasa Inggris dan Indonesia. Dari situ bisa melihat kata bahasa Inggris dan arti bahasa Indonesia yang saya tidak tahu. (Interview, Student 3)

(I used to watch movies using two subtitles, English and Indonesian. I can see the English word and the meaning of the Indonesian language that I do not know.) (Interview, Student 3)

Misalnya kita nonton film barat dan subtitlenya barat. kita bisa tahu pengucapannya bagaimana, vocabnya seperti apa, dan grammarnya. (Interview, Student 6)

(For example, if we watch western movies with western sub, we will know the grammar pattern, and how to spell the words rightfully.) (Interview, Student 6)

Kita bisa mendengarkan pronunciation yang benar melalui film, dan kita bisa liat tulisan di subtitlenya. Kita bisa tahu juga perbedaannya misalnya pengucapannya beda, tapi tulisannya sama. (Interview, Student 6)

(We can listen to the right pronunciation through the movie, and we can see the text on the sub. We can also know the differences, such as the pronunciation of the word is different whereas the writing is the same.) (Interview, Student 6)

From the statements above, the students could learn and practice the listening ability, and increase the knowledge of English through watching movies. By watching the English movie, the students could improve their vocabulary through the English subtitle on the movie. It was considered as one of the effective strategies in solving the limited vocabularies, unfamiliar English accent, and unfamiliar pronunciation. Through the subtitle of the movie, the students could also learn the grammar, and the writing of the English word correctly.
In the contrast, there was a student who suggested to watching movies without using subtitle. It aimed to sharpen and intensify the ability in grasping the meaning and words spoken during listening. It was considered as a challenge in order to have better listening skill. Listening to the movies without using subtitles became the right way to get used to hear someone speak English. In listening class, the students were required to hear the native speakers without reading subtitle,

_Biasanya nonton film tapi nggak pakai subtitle. Jadi cuma dengar aja misalnya pronunciationnya, seperti membayangkannya apa yang diomongin. Biar agak challenge untuk melatih supaya terbiasa._ (Interview, Student 2)

(I am usually watching movies without the sub. I just listen to the way they pronounce it. It let me to get a little challenge to train me to get familiar.) (Interview, Student 2)

Other students also said that effective strategy could be done by doing something that was considered fun. One of them was by listening to the song. The aim was same with the previous strategy that was to solve the problems in improving the vocabulary and being familiar with the pronunciation. They were more interested with something that made them enjoy.

_Bisa dilakukan dengan cara-cara yang bisa membuat kita have fun, seperti mendengarkan lagu. Karena kalau hanya mengafalkan kata per kata pasti akan bosan._ (Interview, Student 3)

(It can be done in ways that can make us have fun, such as listening to songs. We will get bored if only memorizing word by word) (Interview, Student 3)

_Kalau untuk vocab bisa dari mendengarkan lagu bahasa Inggris._ (Interview, Student 5)

(Vocabulary can be learnt from listening to English songs.) (Interview, Student 5)
Dibiasakan untuk mendengarkan misalnya biasakan mendengar lagu bahasa Inggris (Interview, Student 4)

(You are getting used to hear English song.) (Interview, Student 4)

Kita bisa lakukan dengan nyanyi sambil baca lirik. Lalu kalau ada kata-kata yang nggak tahu bisa dicari di kamus setelah itu. (Interview, Student 6)

(We can by reading the lyrics. If there are an unknown words, it can be looked in the dictionary.) (Interview, Student 6)

Therefore, there was also a student who suggested to overcome the difficulties related to listening skills through playing games. The students revealed when playing any game, they could know new vocabulary which it was the causes of the difficulties in listening.

Game di komputer kebanyakan pakai bahasa Inggris. Lalu di situ ada teks dan orang yang bicara pakai bahasa Inggris. Kita bisa lihat di teksnya untuk menambah vocab baru dan juga grammar. (Interview, Student 6)

(Most of games in computer use English language. There is the English which can be seen in the text to improve vocabulary and grammar.) (Interview, Student 6)

Besides, there were a student who did activity from another source to solve the difficulties they had. The students stated that in improving listening skill, it could be done by watching the news with British news through the internet. As a listener, the students would be familiar with hearing the British accent which became the one of the difficulties of the students. In other side, another student acknowledged that to improve the knowledge of English could also be done during in other course. One of them was by using a dictionary to search for unknown words.

Saya sih nonton BBC news di youtube. Itu yang ngomong rata-rata accentnya British, jadi buat membiasakan diri untuk dengerin aksen Inggris. (Interview, Student 1)
(I am watching BBC news on youtube. Most of the speakers speak in British accent. So I can be familiar to hear a British accent.) (Interview, Student 1)

Saya bawa kamus kecil. Misalnya di mata kuliah lain menemukan ada kata yang nggak tahu bisa sambil dicari arti katanya. Jadinya vocabnya nambah gitu. (Interview, Student 4)

(I have a small dictionary. When in other courses there are words that do not know, I can find the words in the dictionary. It enriches my vocabularies.) (Interview, Student 4)

Based on the results, using media became the effective solution to solve the difficulties of limited vocabulary, unclear pronunciation, speed of speech, and unfamiliar accent of speakers. The students were possible to improve many aspect of English linguistic in one media or more. Hence, using media was considered more interestand capable as the strategy to overcome the difficulties. Therefore in listening, the students could be more successful and did not get problem anymore.

2. Scanning the Question before Listening

In order to minimize the failure when listening, it was better for the students to have early knowledge related to the topic to be heard. It was important because many people only got the raw information from the speakers. People became troubled because they did not have the basic knowledge that could be as early description of information.

Then, the strategy which could avoid information blindness was by scanning the question before listening to audio. Several of the students revealed that it was better to read the first question before listening. The students could guess what the context would be spoken by the speakers. The same statement had been said by Buck (2001) that listening to the context as the non-linguistic
knowledge could be used by listeners as the clues to form the hypotheses. It became easier for the students to understand the topic of the conversation. As the result, there is no confusion during listening to the native speech.

*Baca dulu pertanyaannya beberapa detik sebelum audionya diputar. Jadi waktu jawab pertanyaan nggak 'gelagapan' harus mikir soal dan jawaban. Waktu dengar audionya juga jadi lebih mudah karna sudah dapat hintnya di soal pertanyaannya itu.* (Interview, Student 3)

(I am reading the question a few seconds before the audio is played. When answering the question, you are not 'stutter' caused by thinking the question and answer. Listening the audio will be easier because you know the hint from the question.) (Interview, Student 3)

From the statement above, the researcher found that strategy was also needed before receiving the information. By having a little information about something in the beginning, the students would be easier to receive further information. Anderson and Lynch (1988) revealed that it was important because the students needed to have the ability to make predictions of the topic.

A little time to scanning the question would also be very useful to help the students in listening. Question scanning was a suggestion to the students in order to prevent them to find a bigger problem during listening. It could also be used to minimize the problem of limited vocabulary due to the students could know the topic keyword from the question.

Based on the data, the researcher did not found any strategies to solve the condition of the class, lack of concentration, and lack of motivation problems. The researcher expected that the future research could find and give any strategies to solve those problems. Thus it could help the students to have better listening skill.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the research and recommendations for improvement. From the analyzed data and the result discussed, researcher concludes one point and proposed recommendation for English students, teachers, and future researchers who are interested in similar research.

A. Conclusions

The objectives of this study are to find out the students’ difficulties and the strategies to overcome the problems in listening of 2nd semester of Intermediate Listening class. Based on the research result and discussion in the fourth chapter, the research would like to draw the following conclusion.

1. Students’ Listening Comprehension Difficulties

Based on data from the observation, reflection, and interview, it can be concluded that the 2nd semester of Intermediate Listening class students have difficulties in following listening comprehension. From the result of the investigation, the researcher figures out 7 major difficulties experienced by the students. The existing difficulties come from external and internal factors. The problems are mostly caused by external factors, involving limited English vocabulary, speed of speech, accent of native speaker, unfamiliar pronunciation, and condition of the class. Most of the students reveal that those problems can
affect and hinder their understanding of what the speaker say. They also argue that it sometimes takes time to process every single word spoken. The students claim that they have problems while simultaneously the speaker has unfamiliar accent and vocabulary followed by talking with fast speed.

Moreover the students state that the information from speaker will not be optimal to be obtained caused by the internal factors. They mention that lack of concentration and motivation have a big influence in the disruption of their understanding. Most of the students feel such as tired, bored and sleepy in the middle and the end of the class. Therefore, the students feel that their listening success will be hampered if the difficulties could not be solved. They have to overcame it to have a better listening skill.

2. The Strategies to Overcome the Difficulties

From this research, there are 2 ways to minimize and overcome difficulties in listening comprehension. First, the students can use the media as a learning tool that aims to improve and intensify the listening skills. Increasing listening skills through movies, songs, and games become a good solution which is considered as an enjoyable and effective way in overcoming the problems they faced. Second, the students can avoid information blindness by scanning the question in the work sheet before listening, so that they get an overview of the issue or topic discussion. In addition, the students argue that every student has to be able to choose the most appropriate way in order to solve their respective difficulties in listening comprehension.
B. Recommendations

After conducting the research, the researcher has three recommendations. The first recommendation is for the English Listening Lecturers. The second recommendation is for the students, and the third recommendation is for the future researchers.

1. Recommendations for English Listening Lecturers

Based on the observations obtained by the researcher, the lecturers should always take advantage of various teaching strategies by using various forms of learning methods and media that can inspire students to improve listening skills. This is based on the research result that the solution of the difficulty in listening can be overcome by getting used to listening to the English content through movies, songs, and games.

The lecturers can also insert any small games in listening class related to vocabulary or short sentences to trigger students' desire in learning. In fact the results of research indicate that the major difficulties faced by students due to the limited vocabulary and lack of motivation in learning. It is expected that the help and encouragement of the lecturers can further improve the students’ learning success in listening class.

2. Recommendations for The Future Researchers

The future researchers who are interested in listening comprehension difficulties and the strategies to overcome the problems can conduct mix-research method. The future researcher can develop the research by conducting the quantitative research to achieve more authentic, detailed, and valid data in order to
support the qualitative research. The researcher can also distribute the questionnaire as the instrument of the research to get more accurate data. Besides the future research can expand the scope of the participants in order to get a more varied sample. It will also make the data richer and more complete. Hopefully, the future researchers can develop the further research so that the difficulties of listening comprehension can be known more clearly. Hopefully, the strategies in listening comprehension can be found and designed more by the future researchers in order to help the students improve the listening comprehension.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
REFERENCES


Rost, M. (2002). Teaching and researching listening. London: Longman


APPENDIX A: OBSERVATION SHEET
Observation Sheet

The observation was held on February, 9th 2016 until the end. The class was started at 9 a.m. First observation, some students played their handphone when the lecturer played the audio and explained the material. The students who sat in the edge of the class were seen leaning in the wall of the classroom. In the middle and end of the class, some students put their head on the table and looked like not excited.

The researcher observed that the students could be focused to the listening activities. However, it changed when entering the middle and end of the class. The researcher also saw that they played their handphone when the audio was played too long and repeatedly. They also played their handphone when the lecturer explaining in flat way. Otherwise the students looked more excited when the lecturer explained the material by inserting a simple joke.

The researcher did not find too many activities or attitudes that showed the students had any difficulties in listening to speakers at the beginning of the class. They were also enthusiastic and serious throughout the lesson. However in the back row of the class there were some students who yawned and played their gadget when listen to the last audio. But overall, the students looked fluent and had no obstacles in listening to the audio.

In the last observation, the researcher found some same activities as the first observation. At the beginning of the class, the students returned to listen to
the audio played by the lecturer. However, some students moved around because there were some headphones which were considered uncomfortable and not functioning properly. In the first and second listening section, the students looked seriously in listening to the audio and working on the questions. They also made some notes about what they heard. Nevertheless on the third audio playback, some students looked unfocused and talked to their friend who sitting in the next to them. A student was seen looking around the class and harassing his friend. Some of them also played the gadget but only briefly. There were also students who were seen leaning on the wall without writing notes while listening.

When discussing the lesson, the lecturer asked the students to answer one by one the questions. She appointed the students to answer the questions. But not all students could answer well and correctly because they felt difficulty in taking notes. They felt that they had difficulties when speakers spoke too fast. It made what the speaker said became unclear. Until the end of the class, the researcher did not find the others activities and attitudes of the students who showed the difficulties in listening comprehension.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B: REFLECTION SHEET
REFLECTION SHEET

1. The only problem that I had in basic listening was I felt kinda sleepy in class when I woke up late. Other than, there is nothing too serious. Ohh... one more thing that disturb my listening was the recording that sometimes are not in good quality. My score in basic listening was preety good.

2. The problems that I faced in Basic Listening were I rarely heard someone spoke in English. I did not know how to transfer what I listen to write them. My vocabularies are not much. The natives also speak too fast. I think listening is very difficult course. I have struggled about it. I often hear the words are unclear especially if the speaker from UK.

3. Their accent makes me confused. But I realize that we have improved our vocabulary too. If we do not know the words, we cannot get the mening of the topic that we hear.

4. In listening class for the first semester, I got C for the score. It maybe because I did not listen clearly the audio for several of meetings. The audio play too fast, it makes me confused. Then, about the condition of the class I think that too strained.

5. My problem in Basic Listening is I am hard in listening to the native speaker because native speaker is so fast. Then the accent of native speaker is so different from Indonesian accent. I think it the real problem of...
Basic Listening, and the word that I do not know before. The spelling of the word also becomes my problem. It can make your work to be wrong.

6. My reading class was very interesting, fun and challenging. My lecturer was Miss Eka is very kind. My difficulties are I do not know about the word which has same voice. When I want to write down the sentence there will be new information and I forget about the first and second information. So, I do not know write down anything.
APPENDIX C: INTERVIEW GUIDELINE & TRANSCRIPTION
INTERVIEW GUIDELINE

1. In general, what are your difficulties in listening class?
2. What are your difficulties caused by internal factor during listening class?
3. What are your difficulties caused by external factor during listening class?
4. What is the cause of each of your difficulties in listening?
5. What have you done in order to improve your listening skill?
6. What are the solutions and strategies to overcome the difficulties you have in listening?
7. Mention the examples of your problem as the evidence!
8. How the difficulties you have effect you?
INTERVIEW TRANSCRIPTION

1. I: Dah.
2. R: Udah nih?
3. I: Udah. Emm.
5. I: Gak pa-pa hhhhh.
6. R: Pertanyaannya apa nih mbak?
7. I: Gini ya, aku tuh mau tanya. Pake kamu aku aja. Kalo kamu di listening class kamu memposisikan diri kamu itu di rate yang mana? Di average, poor, sudah expert, atau yang mana?
9. I: Kenapa kamu bisa emm berarti kamu memposisikan diri kamu masih harus yang banyak belajar? Apa yang membuat kamu merasa masih sangat-sangat kurang khususnya di dalam listening skill ini?
11. I: Trus kan kalau hmm kalau di Inggris sendiri itu ada empat skill. Ada listening, reading, writing, sama speaking. Nah, kamu di kemampuan bahasa Inggris emm yang lainnya itu juga sama kah kayak yang seperti di listening skill masih harus banyak belajar atau lebih baik di skill yang lain?
12. R: Kalau untuk saya sendiri sih untuk yang pertama skill yang paling bener-bener untuk saya itu listening. Soalnya kita nggak bakal tahu orang
ngomong apa kalau kita gak ngerti listening. Trus kalau kita sudah ngerti listening, otomatis kita bisa ngerti apa yang orang omongin kan.

13. I: Jadi menurut kamu pengaruh kemampuan mendengarkan dalam bahasa Inggris itu sendiri dalam memahami konteks atau hal dalam bahasa Inggris itu gimana?


15. I: Buat di dalam kelasnya sendiri emm ada nggak faktor-faktor lain yang mempengaruhi ketika kamu menjadi sulit untuk mendengarkan audionya? Misalnya dari faktor luar, seperti dari teman, atau kondisi ruangan, ataupun cuaca mungkin yang bisa mempengaruhi?

16. R: Kondisi teman kali ya.

17. I: Contohnya seperti apa?

19. I: Emm trus misalnya waktu listening class ee.. Kayak ada nggak sih pengaruh, merasa mungkin emm kondisi ruangan entah terlalu dingin atau terlalu panas yang ujungnya membuat kamu gak konsentrasi?
20. R: Kalau ruangannya sendiri sih nggak (.) ada pengaruhnya.
21. I: Kan seandainya, kan banyak kemaren saya udah observasi, kemaren saya melihat waktu mendengarkan, waku audio diputar kadang-kadang ada gangguan dari teman, mungkin gangguannya berupa misalnya emm nanya ditengah-tengah audio diputarkan.
22. R: Itu audio itu kan di putar dari kaset kan ya, headphone kan?
23. I: Kadang-kadang waktu mendengarkan tiba-tiba temannya adayang manggil atau apa?
25. I: Tapi seberapa sering kamu emm maksudnya sering terjadi hal itu terjadi?
26. R: Hampir setiap emm English class (laugh)
27. I: Buat emm buat to solve those problem kayak audionya nggak terdengar terlalu jelas apa yang kamu lakukan?
29. I: Kenapa kualitas terlihat atau terdengar sangat berpengaruh terhadap memahami isi atau konteks dari listening buat kamu?
30. R: Karena itu tadi, larinya ke vocab.
31. I: Larinya ke vocab?
35. I: Tadi grammar tadi gimana?
37. I: Momok hhhhh
39. I: Trus bisa nggak kasih contoh sentence, kalimay yang seperti apa yang biasanya itu sulit buat emm kan biasanya alau listening class itu mendengarkan trus kita dikasih soal kita sambil (. ) ya apa samil jawab
pertanyaan gitu. Ada nggak? (2) Atau nggak emm tenses apa yang kayanknya agak susah gitu
40. R: Nah kalau tenses apa yang agak susah emm bukan agak sih...ya emang susah sih. Yang susah itu yang ada continuous-continuous sama perfect kali ya.
41. I: Continuous? Kok bisa?
42. R: Kalau yang present itu kan keliatan sederhana gitu.
43. I: Ohh
44. R: Tapi kalau udah ada yang have had apa lah itu. Itu yang bisa bikin kita bingung hhhhh
45. I: Itu bingung karna (.)
46. R: Penggunaannya sih
47. I: Penggunaan. Trus kalau yang kira-kira membuat yang didengarkan apa yang tensesnya itu yang sulit didengarkan daripada kayak yang simple present tense?
49. I: Continuous. Past continuous.
50. R: Nah itu kan yang bikin bingung.
51. I: Bikin bingung.
52. R: Pakenya waktu kapan, untuk menunjukan apa itu. (3) Trus terang masih bingung sampe sekarang (4)
53. I: Pengaruhnya kalau sekarang kalau antara kebingungan itu emm kayak dipakeknya kapan. Nah, buat pemahamannya sendiri kalau lagi mendengarkan, maksudnya pengaruhnya apa sih kamu waktu mendengarkan sama waktu kamu menjawab (.) tentang susahnya itu ()
54. R: Ada, ada. Saya pernah tes bahasa inggris emm TOEFL sekali. Saya tes TOEFL sekali (2) saya memang agak kesulitan di listeningnya karena itu ada soal yang (2) apa ya kalau nggak salah yang isi (.) kosong itu loh.
55. I: Kalimat rumpang kayak gitu? Fill in the blank?
R: Emm ya maksudnya siapa gitu loh. Kalau ada dua orang dua orang percakapan itu kan (.) nanti yang dimaksudkan sama yang (.) yang nanya soalnya itu maksudnya si A ini apa. Bingung juga kan, apalagi yang monolog. Misalnya kayak satu orang ngomong tapi belakangnya kaak ada 4 soal 4, 5 soal. Nah kadang nginget tadi tuh susah gimana caranya. Mungkin susah juga karena kita mungkin belum terlalu paham juga (3).

I: Dari segi pengucapannya susah nggak? Pronunciation.

R: Pengucapan orangnya (.) orang atau dari kita sendiri?

I: Dari speakernya.

R: Speakernya? Ohh, pengucapan sih paling (.) lebih ke logat mungkin ya.


R: Emm (2)

I: Atau ss-secara umum, rata-rata udah tau pronunciationnya (?)

R: Kalau kata yang susah ditangkep mungkin kata yang ada S S nya.

I: Oh yang ada S S nya.

R: Attention atau apa gitu.

I: Attention.

R: Itu kalau di audio itu kedengeran agak mendesis gitu. Jadi (.) kadang kita (.) pass gitu. Itu saya sendiri loh hhhhh saya alamin. (3) Kalau ada kata syen-syen nya gitu

I: em ada ter-.ada pronunciation yang terdengar mungkin sama ?

R: Ah iya, ya terdengar sama tapi artinya beda.

I : oh gitu

R: Mis...

I: Misalnya ada contoh misalnya ada nggak? Yang kira-kira sama.

R: Contoh apa ya emm (4) apa ya hhhhh.
I: Gak apa-apa mikir dulu hhhhh. (2) yang simple-simple aja.

R: (4) emm (2) ahh misalnya kayak present (2) present tuh artinya (.) apa sih (.) ada dua kan?

I: Ya.


I: Berarti pengucapan?

R: Iya.

I: Present (hadiah) sama present (menampilkan).

R: Phoneme kali ya kalo dalam bahasa Indonesia.

I: Stress, penekanan itu loh. Present sent—present.


I: Present itu kan menampilkan, present itu dch. Berarti kayak emm sulit membedakan satu kata yang berhubungan dengan penekanan yang mana.

R: Ya hhhhh susah.

I: Trus apalagi tadi. Oh ya trus masalah di-dialect atau accent tadi.

R: Ya.

I: Gimana?

R: Kalau saya sendiri kalau dengar orang amerika itu gampang.

I: Amerika?

R: lebih mudah ditangkep lah soalnya pengucapannya lebih jelas karena lebih familiar.

I: Familiar?

R: Karna kita-kita nonton film-film di TV kan. Film barat kan itu banyak yang Amerika ya lebih familiar lah daripada yang (.) Australia atau nggak yang Inggris.
95. I: (4) Jadi British, trus kalau British yang lain kayak yang Australi gitu bikin denger-denger susah, susah buat dipahami itu dari segi apa sih?
96. R: Pengucapannya.
98. R: Ya logat.
99. I: (2) Apa sih contohnya hhhhh antara Amerika hhhhh dengan British?
100. R: Hhhhh contohnya? (4) Emm apa ya bentar.
102. R: (3) kalo (3) kalo Amerika (10) apa ya bingung aku juga (5) tata bahasanya juga beda sih (2) kayaknya (2) apa ya bingung juga nih hhhhh.
103. I: (?) Oh ya terus tentang speed (.) kecepatan tadi kan diomongin (2) emm dikatakan kalau speed itu seperti jadi faktor penting (2) atau nggak jadi major problem buar kamu?
104. R: Ya.
105. I: Kenapa bisa gitu?
107. I: Apa sih, maksudnya speakernya itu cepat yang seperti apa yang bisa kamu jadi sulit? (3) apa yang emm efek dari kecepatan itu (3) ya jadi seperti kata-katanya serba nyambung-nyambung atau (.) ?
109. I: Oh gitu.
111. I: Vocabulary, vocab emm maksudnya kan vocab itu ada yang tentang adjective, em noun, adverb. Ada nggak yang memang emm secara khusus itu tuh kayak aku tuh susah, aku tuh memang membutuhkan kosakata yang banyak.
R: Adjective kali ya.
I: Adjective.
R: Kata sifat yang kalau dari saya sendiri kata sifat itu yang memang agak sulit dihafalin.
I: Hafalin?
R: He-em.
I: Lah pengaruhnya apa? Apa karna jarang di gunakan?
R: Ya jarang digunakan, ya.
I: (3) Kalau buat verbnya sendiri, kata kerja gitu ada nggak yang susah?
R: Kalau kata kerja sih nggak terlalu sulit, karna lebih banyak pake –ing kali ya hhhhh.
I: –ing? Hhhhh.
R: Karna ada –ing nya jadi itu pasti kata kerja kalau ada –ingnya. Mungkin ya nggak semua hhhhh.
I: Hhhhh itu kan dari segi audio emm kalau dari faktor dalam diri sendiri yang nggak ada hubungannya dengan faktor emm faktor-faktor luar yang mungkin memang dari diri sendiri yang bikin.
R: Susah? Belajarnya?
I: Yang susah untuk belajar listening class sendiri kadang-kadang kedistract, karna apa?
R: oh ya, itu ya tadi dalam diri sendiri. Males hhhhh
I: Males hhhhh kenapa bisa males.
R: Jujur karna SMP sama SMA saya benci sama bahasa Inggris. Iya hhhhh
I: hhhhh trus kenapa itu emm..
R: Ya say a dulu benci itu pas masih SMP SMA saya masih benci tapi karena emm pas kuliah itu harus dipelajarin mau gak mau. Cuma susah kalau emang dasarnya nggak suka hhhhh gitu.
I: Trus karna kamu males biasanya apa sih yang bener-bener bisa mempengaruhiemmm bukan mempengaruhi sih tapi akibat yang paling emm
yang paling besar emm yang paling nyata kamu merasa males. Males berarti bisa dikatakan kamu tuh jadinya lack of motivation nggak sih.


133. I: Karna Gak termotivasi kan karna males itu. Itu dampaknya itu waktu dengerin audio itu apa sih?

134. R: Ya tadi gak bakal ngerti apa maksudnya.

135. I: Gak bakal ngerti.

136. R: Dua patah kata bisa lah ditangkep. Cuma kalau di tes audio listening gitu banyak soalnya hhhhh

137. I: Oh banyak soalnya?

138. R: Kan 20% (?)

139. I: Ada nggak sih hubungan antara banyak pertanyaan sama rasa males itu sendiri.

140. R: Ada.

141. I: Apa?

142. R: Makin banyak pertanyaan makin males hhhhh

143. I: Hhhhh kenapa bisa kayak gitu?

144. R: Karna pusing, mbak. Hhhhh

145. I: Karna pusing. Bosen?


147. I: Jadi males ngerjain?


149. I: Kadang ada nggak misalnya di waktu emm sepanjang apa sih (.) karna mungkin (2). Oh gini ada nggak pengaruh panjangnya audio sama emm keinginan kamu buat menjawab pertanyaan.


151. I: Hhhhhitu kenapa? Karna bosan karna ngantuk itu pernah?

152. R: Pertama karna, pertama karna udah gak tau maksudnya pa. Yang kedua karna bosen.Tapi yang paling kerasa karna panjangnya karna kita kan
harus dikasih kata per kata gitu. Jdi kalimat pertamanya udah miss gitu gimana mau ke kalimat selanjutnya jadi kan nggak () ya seperti itu lah.
153. I: Trus kadang pernah gak sih waktu mendengarkan audio itu, maksudnya ngantuk atau (2) laper gitu?
156. R: Konsentrasi, kalau laper.
157. I: Nggak konsentrasi?
158. R: Nggak konsentrasi kalau laper.
159. I: Pengaruh banget ya itu ya.
161. I: Tapi sering atau kadang-kadang?
163. I: Trus kalau kamu udah ngerasa laper, nggak termotivasi, emm nggak konsentrasi lagi sama (. ) em sama audionya itu, kamu biasanya ngapain sih? Kan audio tetap diputar kan?
164. R: Ya, kalau udah bingung udah nggak tau gimana lagi (. ) jawb seadanya.
165. I: Seadaanya hhhhh.
166. R: Hhhhh jangan seadanya (. ) coba-coba berhadiah hhhhh jujur banget sih.

3 minutes interviewer thinks the next questions
167. I: Tadi itu bilangnya vocabulary nya masih kurang di kata-kata adjectve. Ada nggak solusi yang kamu lakukan atau strategi buat men-solve problem itu?
168. R: Nah, ada ada. Kebetulan ada. Saya memulai memotivasi diri sendiri untuk berbahasa Inggris lah. Yang pertama saya (. ) minggu depan mau kursus, minggu depan mau kursus (. ) trus mulai dari beberapa hari kemarin udah bikin (. ) catetan kecil

79
I: He-eh.


I: Biasanya berapa kata?

R: Permulaan sih 20 kata per hari, ntar ditempel ditembok. Jadi tiap bangun, tiap pergi, tiap pulang pasti liat kan.

I: Seberapa efektifnya sih?

R: Efektif.

I: Efektif.

R: Cuma kalau lagi pengen aja hhhh kadang kalau capek gak pengen diliat, males gitu hhhh. Tapi efektif kok (?). Trus yang kedua kalau ngatasin audionya gitu, temen-temen nyaraninnya sih banyak-banyak nonton film barat.

I: Film barat? Barat itu.

R: Yang subtitle nya barat juga.

I: Ohh

R: Gitu, kata teman-teman.

I: Karna?

R: Karna kalau misalnya kalau kita nonton film barat dan subtilenya barat juga kita bisa tau pengucapannya gimana, trus vocabnya seperti apa, grammar juga pasti keliatan kan.


R: Nggak, nggak (.). Kebetulan temen juga nyaranin kalau nonton film barat subtilenya juga barat download yng Indonesinya juga.

I: Oh gitu.

R: Jadi nontonnnya dua kal. gitu.

I: Hhhhh ditonton dua kali.
188. R: Ditonton dua kali. Pertama kan oo kayak gini bahasa Inggrisnya, nah itu nanti pake yang bahasa Indonesia subtitlenya, jadi kita ngerti. Itu kayak yang pemula kayak saya mbak hhhhh.


190. R: Iya, pengucapannya.

191. I: Apa bisa itu juga di emm strateginya dipelajari lewat emm nonton film lagi atau ada hal yang lain?


193. I: Ada nggak, maksudnya itu kan dari (2) sesuatu kegiatan yang boleh dikatakan mungkin pasif, emm maksudnya satu arah kayak nonton video sama (?) dari kita nggak ada interaksi. Ada nggak kira-kira strategi yang emm (2) memang membangun interaksi misalnya ada orang lain ngomong?


195. I: Oh whatapp.

196. R: Atau dari BBM atau apalah. Jadi kita minta temen yang udah jago bahasa inggris, sering-sering kita atau nge-whatsapp kita atau apalah
terserah. Jadi nanti kita tuh percakapan bahasa Inggris. Tapi kalau kita
salah kita minta dibenerin sama temen sendiri.

197. I: Kalau dari obrolan langsung, ada emm maksudnya bisa nggak sih itu
dijadikan strategi buat pronunciation loh ya, pengucapannya itu?

198. R: Bisa sih, Cuma emang agak susah kalo secara langsung. (4) Karna saya
bel..belum pernah kalo secara langsung kalo sama temen.

199. I: Berarti tadi dibilang pengalaman berbicara dengan orang, nah itu ada
nggak sejauh ini, emm pengaruhnya buat meningkatkan listening skill?

200. R: Hmmm.

201. I: Kan waktu ngomong mendengarkan juga.

202. R: Iya, cuman berapa kali ya, cuman dua kali hhhhh,

203. I: Hhhhh.

204. R: Saya juga bingung mbak. Karna itu cuman dua kali jadi (2) ya nggak
tahu itu bisa efektif apa nggak. Mungkin kalo sering jadi bisa, cuman itu
kan lingkungan kuliah juga nggak ada yang (2) orang barat, jadinya (3)
saya juga kurang tahu, orang asing lah maksudnya.

15 seconds interviewer prepared the next questions


206. R: Apa lagi mbak? Hhhhh

207. I: Bentar, tadi tuh kamu tuh bilang apa trus kayknya itu penting. Oh iya,
wak.. kamu bukang kan waktu mendengarkan audio (2) formal tuh
sepertinya (1) sulit gitu loh. Ada bahasa, dalam kebahasaan memang ada
informal sama formal.

208. R: Ya.

209. I: Yang formal tuh kayak (2) speaker membacakan description text kan
biasanya kalimatnya formal-formal. Ada nggak sih pengaruh formal
dengan informal yang bikin kamu (,) apa, sulit itu. Seberapa susah siih
kata-kata atau percakapan formal buat menangkap suatu makna?

I: Trus ada strategi lain nggak yang kira-kira berhubungan dengan aa...un...atau untuk meningkatkan listening skill. Kan tadi nonton film, oke.

R: Oh iya. Ada sih.

I: Buat kemampuan mendengarkan.


I: Musik bahasa inggris.

R: Ya memang agak lebih susah daripada nonton film kalo itu.

I: Oh gitu. Musik bahasa Inggris itu kamu dengerin musik sambil liat liriknya, atau tanpa lirik sambil menangkap ini ngomongnya apa?


I: Nerka-Nerka.

R: Cuma nerka, apalagi kalo ngomong (...) lagunya agak nge-rap atau apa apa agak cepet juga bingung kan. Trus liat liriknya, kalo ada liriknya, kalo, kalo, dihapenya ada liriknya pake itu (...) sambil denger ini nya.

I: Trus selama ini (...) umumnya waktu dengerin musik trus ini kan masih seperti kayak meraba-raba “oh” menebak gitu ya.

R: He-em

I: Seberapa akurat sih kebanyakan?

R: Lirik sama itu nya?

I: He-eh, misalnya kata-kata ini “oh, emm kayaknya kata-katanya ini deh”. Ternyata bener gitu, nah seberapa sering sih kamu..

R: Oh akurasinya mungkin sekitar 60%.

I: 60% hhhhh.

R: Makin cepet lagunya makin gak akurat hhhhh. Iya.

I: Apalagi ya apalagi.
230. R: Kalo saya sih nyaraninnya kalo ada temen, temen lain yang mau belajar dari dasar sih (2) mungkin lebih efektif kalo pake nonton film kali ya.
231. I: Nonton film.
233. I: Trus apa sih, kalo dari dalam diri sendiri ya, males.
234. R: ()
235. I: He-eh, ada hak sih cara meningkatkan motivasi kamu sendiri itu apa?
239. I: Jadi motivasinya lebih kesitu.
240. R: Hhhhh lebih kesitu. Hhhhh
241. I: Kalau buat belajar sendiri maksudnya yang apa sih ya, ada nggak (2) media yang bisa meningkatkan kamu termotivasi untuk penggunaanya seperti apa itu?
242. R: Oh emm ada. Ya game.
243. I: Game?
244. R: Ya geme.
245. I: kenapa bisa game ()
246. R: Game itu kan apalagi game komputer kan sekarang kebanyakan pake bahasa Iggris.
248. R: Trus disitu kan gak Cuma teks, gak Cuma teks kan pasti ada juga orang ngomong, kan bisa ada-ad-ada subtitle nya kan.
249. I: Iya.
250. R: Kayak game-game zombie-zombie gitu kan. Mungkin mbak pernah nonton eh, main game Resident Evil?
251. I: Nggak Hhhhh.
252. R: Hhhhh.
253. I: ()
254. R: Atau nggak game kayak perang-perang gitu kan ada tuh karakternya tuh kadang ngomong juga kan.
255. I: Oh ya.
257. I: Berarti () apa, itu yang kamu pelajarin vocabnya kah, atau struktur kalimatnya kah?
258. R: Vocab sama ita, itu struktur kalimat.
259. I: Grammar?
260. R: Grammarnya iya. Menurut saya itu tuh yang paling susah. (3) Selain mendengarkan grammarnya juga,
261. I: Trus dari rasa lapar tadi sendiri gimana?
262. R: Nah kalo itu mah tiap orang aja mbak.
263. I: Hhhhh tiap orang.
265. I: Apa sebelumnya diatasin pake apa makan apa dulu atau bawa minum dulu minimal.
266. R: Bawa roti sih. Kalo saya bawa roti.
267. I: Bawa roti.
269. I: Hhhhh apa lagi ya.
271. I: Oh iya, kalo yang dari temen itu sendiri.
272. R: Yang mana?
273. I: Kalo audio emang nggak bisa ya. Tentang audio tadi.
274. R: Kenapa?
275. I: Strateginya atau advicenya buat diputerin audionya itu gimana.
276. R: Oh iya itu kalau.
277. I: Ke dosennya kah? Atau minta gimana?
281. I: Nah diantara yang tiga ka itu kamu yang paling konsentrasi iu di yang mana?
282. R: Emm yang pertama sih jelas.
283. I: Yang pertama.
284. R: Cuman kalau agak miss kan, masih ada yang kita belum kita paham maksudnya kan masih bisa dicari di kedua ketiga kalinya.
285. I: Semakin banyak yang diulag kamu semakin merasa apa? Semakin termotivasi, ngantuk, makin laper?
286. R: Ya kalo misalnya tiga kali diulang nggak ini juga nggak tau maksudnya apa ya males hhhhh.
287. I : Seberapa banyak sih, maksudnya maksimal emm diulang audio itu buat (. emm maksudya buat biar orang nggak terlalu ngerasa bosennya)
288. R: Tiga kali kayaknya.
289. I: Udah maksimal itu.
290. R: Ya tiga kali udah, lima kali malah nggak jago bahasa Inggris, malah bosen dengernya. Meskipun yang nggak jago bahasa Inggris pengennya
diulang-ulang terus tapi kasialso kan sama yang udah bisa-bisa kan hihhh.


292. R: Oh yang konsentrasi? Itu kalo aku tadi, yang pertama laper, itu yang pertama. Trus yang kedua (2) pengucapannya (3) pengucapannya itu yang bikin (3) yang paling susah ngertiin audio itu pengucapannya. Yang tadi kan ada kayak sinonim ada kayak apa itu yang tulisannya sama bacanya beda, artinya kan beda juga. (3) Itu terus (.) yang terakhir (.) kecepatannya.

293. I: Kecepatannya.

294. R: Kecepatan ngomongnya.

295. I: Ada nggak sih (.) kayak maksudnya usaha dari diri sendiri selain yang disesuitin tadi kayak nulis vocab secara umum aja ya buat ningkatin (.) kemampuan bahasa Inggris. Ngelatih, maksudnya practice seperti apa atau ikut (.) atau ikut kursus atau apa?

296. R: Kursus.

297. I: Kursus.

298. R: Cuman saya belum kursus. Disebutin nggak nama tempat kursusnya apa?

299. I: Jangan-jangan hihhh.

300. R: Nggak usah ya hihhh. Ntar dikira promosi lagi.

301. I: Seberapa penting sih ikut kursus buat ningkatin (3) bahasa Inggris gitu loh secara umum?

302. R: Sebenernya sih gak terlalu penting sih/

303. I: Ya padahal dikampus juga ya belajar terus malahan tiap hari.


305. I: Apa yang (.) mungkin dikampus ada, enggak ada tapi di tempat kursus malah ada?

306. R: Ahh kalo di tempat kursus itu ada yang husus conversation.
I: Oh jadi di kelompokan kan?
R: Ya dikelompokan, ada yang conversation, ada yang khusus toefl aja. Saya sendiri ikut yang conversation karna saya pengen bisa berinteraksi secara aktif sih. Maakanya (2) ya seperti itu lah hhhhh.
I: Menurutmu dalam bahasa Inggris sendiri kan ada empat tadi ya.
R: Nah.
I: Emm, gimana ya. Dalam medapatkan informasi yang pertama itu yang mana?
R: Listening.
I: Dari listening?
R: He-em. Listening itu yang pertama. Abis itu yang kedua speaking baru yang lainnya yang lainnya itu. Saya juga ada yang jago listening tapi pas mau ngomong balik itu gak bisa.
I: Memang banyak sih mas yang kayak itu. Temen-temen saya juga ada yang kayak itu.
R: Masa? Mbaknya nggak keliatan kayak nggak bisa bahasa Inggris hhhhh.
I: Saya emang gak bisa bahasa Inggris mas hhhhh. Ya udah mas ya.
R: Segitu aja?
I: Ya mungkin segitu aja.
R: Ya.