

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING
COMPREHENSION ABILITY: A CASE STUDY AT THE ELEVENTH
GRADE STUDENTS OF SMA NEGERI 2 LEMBAR IN ACADEMIC
YEAR 2016 /2017**



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University of Mataram

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FACULTY OF TEACHER TRAINING AND EDUCATION
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RATIFICATION

A Journal entitled "An Analysis of Students' Difficulties in Listening Comprehension Ability: A Case Study at The Eleventh Grade Students of SMA Negeri 2 Lembar in Academic Year 2016/2017" by Andi Lomania Cheni Mulya Putri (E1D113015) has been approved to be examined on July 2017 as requirement to achieve Sarjana Degree (S.Pd) in English Education Program, Faculty of Teacher Training and Education University of Mataram.

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ABSTRACT

**Andi Lomania Cheni Mulya Putri, Dra. Eni Djuhaeni M.Pd., Ni wayan Mira
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This thesis was aimed to find out the students' difficulties in listening comprehension and the factors which contributed to the listening difficulties which were faced by the eleventh grade students of SMA Negeri 2 Lembar in academic year 2016/2017. This study is a case study research. The students' result in listening comprehension test based on English National Examination in academic year 2014/2015: 13 students (29,5%) are poor, 31 students (70,5%) are very poor and there are no students at satisfying, good, and very good categories. The students' result based on listening test based on English National Examination in academic year 2015/2016: 7 students (15,90%) are poor, 34 students (84,09%) are very poor, 1 student is satisfying, and there are no students at good and very good categories. In conclusion, the eleventh grade students of SMA Negeri 2 Lembar had very poor listening comprehension ability. The results of questionnaire and interview presented the students' difficulties in listening comprehension, such as: unfamiliar words, unfamiliar topic, the complexities of grammatical structures, the length of listening materials, the speed of speakers speak, unclear pronunciation, variety of speakers' accent, noisy environment, and unclear recorded sounds. The causes of the students got the difficulties: lack of the students' vocabulary mastery, lack of the students' grammatical knowledge, lack of listening practice inside and outside the English class, lack of the students' concentration and noisy environment. In addition, the students also were dislike English lesson and they thought listening was language skill which was difficult to learn.

Key words: Listening skill, Listening comprehension, Listening comprehension difficulties

**ANALISIS KESULITAN SISWA DALAM KEMAMPUAN
MENDENGARKAN : STUDI KASUS PADA SISWA KELAS SEBELAS
SMA NEGERI 2 LEMBAR TAHUN AKADEMIK 2016/2017**

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ABSTRACT

**Andi Lomania Cheni Mulya Putri, Dra. Eni Djuhaeni M.Pd., Ni wayan Mira
Susanti, S.Pd. MA.**

Penelitian ini bertujuan untuk mengetahui kesulitan siswa dalam pemahaman mendengarkan dan faktor - faktor yang berkontribusi terhadap kesulitan tersebut yang dihadapi oleh siswa kelas XI SMA Negeri 2 Lembar pada tahun akademik 2016/2017. Penelitian ini merupakan penelitian studi kasus. Hasil tes pemahaman mendengarkan siswa berdasarkan Ujian Nasional Bahasa Inggris pada tahun akademik 2014/2015: 13 siswa (29,5%) pada tingkat kategori Kurang , 31 siswa (70,5%) pada kategori Sangat Kurang dan tidak ada siswa yang memiliki kemampuan pada kategori Cukup, Baik dan Sangat Baik. Hasil tes pemahaman mendengarkan siswa berdasarkan Ujian Nasional Bahasa Inggris pada tahun akademik 2015/2016: 7 siswa (15,90% pada tingkat kategori Kurang, 34 siswa (84,09%) pada kategori Sangat Kurang, 1 siswa pada kategori Cukup, dan di sana tidak ada siswa yang memiliki kemampuan mendengarkan pada kategori Baik dan Sangat Baik. Kesimpulannya, siswa kelas XI SMA Negeri 2 Lembar memiliki kemampuan mendengarkan yang Sangat Kurang. Hasil kuesioner dan wawancara menunjukkan kesulitan siswa dalam mendengarkan, seperti: banyak kosa kata yang tidak di mengerti siswa, topik yang baru/ tidak biasa, kompleksitas struktur gramatikal, panjangnya materi mendengarkan, kecepatan pembicara, pengucapan yang tidak jelas, variasi aksen pembicara. , Lingkungan yang ribut, dan suara recoded yang tidak jelas. Penyebab para siswa mendapat kesulitan: kurangnya penguasaan kosa kata siswa, kurangnya pengetahuan gramatikal siswa, kurangnya praktik mendengarkan di dalam dan di luar kelas bahasa Inggris, kurangnya konsentrasi siswa dan lingkungan yang ribut. Selain itu, para siswa juga tidak menyukai pelajaran bahasa Inggris dan mereka pikir mendengarkan adalah kemampuan bahasa yang sulit dipelajari.

Key words: Listening skill, Listening comprehension, Listening comprehension difficulties

1. INTRODUCTION

There are four essential language skills that must be mastered in English, those are listening, reading, speaking and writing. One of the most significant roles of listening skill is listening has a considerable impact to develop other language skills such listening skill be able to improve reading skill, this was evidenced by a study which reported by Berninger (2000), he found that participants improve reading comprehension through listening instruction. Goss (1982) stated that in listening comprehension listeners try to construct a meaning when they get the information from the listening source. Hence, Listening comprehension emphasizes students to identify, memorize, comprehend and retell what they have heard before. It can be assumed that listening comprehension affect language proficiency. Nevertheless, students in a foreign language environment have some difficulties in listening comprehension. According to the real experience of the writer while doing practical teaching program as an English teacher from August until December 2016 at SMAN 2 Lembar. The observation was conducted by the writer during the practical teaching program, and the result of the observation showed that most of the students at eleventh grade had low of listening comprehension ability. Listening comprehension difficulties that are faced by students varies widely. According to Hasan (2000) there are several difficulties that learners probably encounter in listening comprehension processes such ‘unfamiliar words’, ‘difficult grammatical structures’, and ‘the length of the spoken text’ are the most important factors for listening problems. These problems are also found at the eleventh grade students of SMA Negeri 2 Lembar. Hence, this is the reason why the writer interested in doing the research entitled “An Analysis of Students Difficulties in Listening Comprehension Ability: A Case Study at The Eleventh Grade Students of SMA Negeri 2 Lembar“.

2. REVIEW OF RELATED LITERATURE

A. Listening skill in English foreign language learning

As a foreign language learning, listening is called receptive skill. Students listen to receive a language and decode meaning, to understand messages of

language input. According to Rost (1994) stated that listening is a vital element in language classrooms because it provides input for learners. As an input skill, listening plays a crucial role in students' language development. Jafari and Hashim (2015) also emphasized that listening is a tool for comprehensible input and more than 50 percent of the time learners spend in learning a foreign language is done by listening. Therefore, without understanding the input of language, any kinds of languages learning will not occur.

B. Listening comprehension ability in English foreign language learning

English foreign language learners perceive listening comprehension process as difficult language skill to learn. Buck (2001) emphasized the complexity of the listening process, in which the listener must use a wider variety of knowledge sources, linguistic and non-linguistic, to interpret rapidly incoming data. This complexity process is largely unobservable directly while listening, it maybe difficult for learners to have a clear understanding about the information that are expressed by the speaker. While, the learners require listening comprehension to access language input and make sense of incoming message in teaching learning English process. Therefore, listening comprehension is an important skill to develop understanding and acces various kinds of language.

C. Listening comprehension strategies

According to O'Malley and Chamot (1990), there are three types of strategies in listening comprehension. They are cognitive, metacognitive, and socio-affective strategies. Cognitive strategy is a strategy for understanding and acquiring the materials input of listening. Sometimes, learners unfamiliar with some words but they are able to understand the meaning of words from the context during listening activity. That is an example of cognitive strategy. According to Gilakjani and Sabouri (2016) "Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use" (p.124). Then, metacognitive strategies deals with learning how to plan, monitor and asses the whole. Next, socio-affective strategy confirms and encourages learners' positive emotional response and perspective in language learning. Vendergrift (2003) explained that socio-affective strategies are

techniques that listener utilizes to cooperate with others, examine their understanding and reduce their apprehension.

D. Students' difficulties and factors contribute the difficulties in listening comprehension ability

According to an international academic journal which was written by Hamouda (2013) entitled "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom", specified several students' listening comprehension difficulties which were related to the listening material, the speaker and the listener itself. Forward, these difficulties are also divided into some sub things. Here are the detail explanations about the difficulties: (a) students' difficulties related to listening materials: the difficulties pertain with limited English vocabulary, poor grammar knowledge of students, length of listening materials, (b) students' listening comprehension difficulties related to the basic linguistic: The difficulties were caused by students on inferential process, the use of signal words and too long and complex sentence of the listening materials, (c) students' listening comprehension difficulties related to low of concentration, students loss focus on looking for an answer in listening task, students do not focus on the spoken text because they focus on the next question of task, the length of text will cause students get confused to draw conclusion about the idea of the spoken text, (d) students' listening comprehension difficulties related to psychological characteristic: students' psychological problems are also caused by anxiety of students in doing listening task and inability of students to understand the listening material, (e) students' listening comprehension difficulties related to the listener: Listeners get difficulties to recognize words that they knew which pronounced differently, could not understand the spoken text and predict what would come next, could not recognize words they knew in written which mentioned in spoken, (f) students' listening comprehension difficulties related to the speaker: speaker's unclear pronounciation, variety speaker' accents, the speed of speaker's speech (g) Students' listening comprehension difficulties related to physical settings: poor quality of tape or disk which use in teaching-learning process and by noise.

3. RESEARCH METHOD

A. Research Design

The study was classified as a Case Study research. This study was designed by using a case study to investigate, analyze and elaborate the students' listening comprehension difficulties and the factors that contribute to the difficulties which were faced by the eleventh grade students of SMA Negeri 2 Lembar in academic year 2016/2017. The study has been done by using three instruments: listening tests, questionnaire and interview.

B. Population of Study

Arikunto (2006) defines, population is the whole subject of research. The population of this study was all of the eleventh grade students of SMA Negeri 2 Lembar which consists of 44 students, they were divided into two classes: social and science class. The

C. Sample of Study

The sample of the study was all of the eleventh grade students of SMA Negeri 2 Lembar which were classified into social and science class. Social class consists of 21 students and Science class consists of 23 students. Therefore, total number of this research sample are 44 students.

D. Method of Data Collection

In collecting the data three types of instruments were used by the writer: listening tests, questionnaire and interview. The purpose of listening test was to measure the students' ability in listening comprehension and to analyze the common difficulties which were often faced by the students. The Questionnaire aimed to analyze the difficulties in listening comprehension, and the interview was done to obtain the students' own perspective about listening comprehension difficulties and the factors contributed to the difficulties which were faced by the eleventh grade students of SMA Negeri 2 Lembar:

1. Listening test based on listening test of English National Examination in academic year 2014/2015 and in academic year 2015/2016.
2. The questionnaire was designed to find out the students' difficulties in listening comprehension. The questionnaire was adopted from

International Journal of Academic Research in Progressive Education and Development of Hamouda (2013). Moreover, the questionnaire consists of 20 items which are in form of close-ended questions.

3. Interview, aimed to analyze the students' listening comprehension difficulties and the factors that contribute to the difficulties.

E. Method of Data Analysis

1. Identification, in this step students' listening comprehension difficulties have been identified by giving the students listening test. The students' score in listening comprehension tests have been assessed through these criteria :

No	Score	Category
1.	80-100	Very Good
2.	70-79	Good
3.	56-69	Satisfying
4.	46-55	Poor
5.	0-45	Very Poor

Table. 3.2 (source : Buku Model Penilaian Kelas KBK (BSNP) 2007)

___ Next, the percentage of each data of the students' listening comprehension tests which were obtained in the study were calculated by using the following formula:

$$C = \frac{F}{n} \times 100 \%$$

Description:

C= category

f= frequency

n= total students

2. The Questionnaire has been used to obtain the details information about the students' difficulties in listening comprehension and the factors which caused the difficulties
3. The interview data was used to reinforce the data of listening tests and the questionnaire. It was done based on the questions which have been prepared before. The interview took 5-10 minutes depends on the respondents' time taking.

4. Analysis and elaboration of the results of all the instruments (listening tests, questionnaire and interview) obviously became the final conclusion of this study. The conclusions have been drawn based on a case study research. Then, the essential roles of this study were expected to provide useful information for the English teachers especially in SMA Negeri 2 Lembar, so they could help the students overcome their difficulties in listening comprehension.

4. FINDINGS AND DISCUSSIONS

A. The ability of the students in listening comprehension

Table 4.1 The Students' Individual Score on Listening Comprehension Test based on English National Examination in academic year 2014/2015:

No	Subject	Score	Category
1.	AR	27	VERY POOR
2.	AK	40	VERY POOR
3.	AM 1	27	VERY POOR
4.	AM 2	27	VERY POOR
5.	APD	27	VERY POOR
6.	BS	13	VERY POOR
7.	BR	20	VERY POOR
8.	BRS	47	POOR
9.	BS	40	VERY POOR
10.	DA	13	VERY POOR
11.	DAD	27	VERY POOR
12.	DC	53,3	POOR
13.	DI	47	POOR
14.	FA	53,3	POOR
15.	FZ	33,3	VERY POOR
16.	HAM	47	POOR
17.	HAN	6	VERY POOR
18.	HP	20	VERY POOR
19.	HRH	47	POOR
20.	HY	6	VERY POOR
21.	ID	47	POOR
22.	IM	27	VERY POOR
23.	IS	47	POOR
24.	KN	33,3	VERY POOR
25.	LD	27	VERY POOR
26.	LP	33,3	VERY POOR
27.	MA	27	VERY POOR
28.	MH	47	POOR
29.	MI	47	POOR
30.	MU	6	VERY POOR
31.	MUJ	27	VERY POOR
32.	MUN	27	VERY POOR

33.	NE	53,3	POOR
34.	RA	33,3	VERY POOR
35.	RE	47	POOR
36.	RI	33,3	VERY POOR
37.	SA	33,3	VERY POOR
38.	SAM	27	VERY POOR
39.	SIS	27	VERY POOR
40.	SR	27	VERY POOR
41.	SU	13,3	VERY POOR
42.	WA	6	VERY POOR
43.	WR	47	POOR
44.	YD	27	VERY POOR
Fx		1.411	
MEAN		32.06	
RANGE		0-100	

Each category on Table 4.1 was arranged by the writer based on the scoring system in Buku Model Penilaian Kelas KBK (BSNP) 2007: 80-100 is very good, 70-79 is good, 56-69 is satisfying, 46-55 is poor, and 0-45 is very poor. The data above presented total score of the students which consist of 44 students is 1.411. The highest score of the students is 53,3 and the lowest score of the students is 6. Then, there are 3 students get the highest score and 4 students get the lowest score. Next, the mean score of the students is 32.06. Therefore, based on the scoring system in Buku Model Penilaian Kelas KBK (BSNP) 2007, the mean score of the students, 32.06 is at very poor category.

Table 4.1.2 The Students' Individual Score on Listening Comprehension Test based on English National Examination in academic year 2015/2016:

No	Subject	Score	Category
1.	AR	40	VERY POOR
2.	AK	60	SATISFIED
3.	AM 1	20	VERY POOR
4.	AM 2	47	POOR
5.	APD	40	VERY POOR
6.	BS	27	VERY POOR
7.	BRS	13,33	VERY POOR
8.	BR	47	POOR
9.	BS	40	VERY POOR
10.	DA	47	POOR
11.	DAD	33,33	VERY POOR
12.	DC	40	VERY POOR
13.	DI	47	POOR
14.	FA	20	VERY POOR
15.	FZ	40	VERY POOR

16.	HAM	53,33	POOR
17.	HAN	13,33	VERY POOR
18.	HP	40	VERY POOR
19.	HRH	20	VERY POOR
20.	HY	0	VERY POOR
21.	ID	20	VERY POOR
22.	IM	27	VERY POOR
23.	IS	40	VERY POOR
24.	KN	47	POOR
25.	LD	27	VERY POOR
26.	LP	40	VERY POOR
27.	MA	27	VERY POOR
28.	MH	33,33	VERY POOR
29.	MI	20	VERY POOR
30.	MU	27	VERY POOR
31.	MUJ	13,33	VERY POOR
32.	MUN	27	VERY POOR
33.	NE	20	VERY POOR
34.	RA	20	VERY POOR
35.	RE	27	VERY POOR
36.	RI	13,33	VERY POOR
37.	SA	20	VERY POOR
38.	SAM	47	POOR
39.	SIS	13,33	VERY POOR
40.	SR	27	VERY POOR
41.	SU	33,33	VERY POOR
42.	WA	20	VERY POOR
43.	WR	20	VERY POOR
44.	YD	33,33	VERY POOR
Fx		1.331,3	
MEAN		30,3	
RANGE		0-100	

Each category on Table 4.2 also was arranged by the writer based on the scoring system in Buku Model Penilaian Kelas KBK (BSNP) 2007: 80-100 is very good, 70-79 is good, 56-69 is satisfying, 46-55 is poor, and 0-45 is very poor. The data above showed total score of the students is 1.331,3. The highest score of the students is 60 and the lowest score of the students is 0. Based on the data, there is 1 student get the highest score and also 1 student get the lowest score. Next, the mean score of the students was 30,03. Therefore, based on the scoring system in Buku Model Penilaian Kelas KBK (BSNP) 2007, the mean score of the students, 30,03 is at very poor category.

Therefore, the students' score on Table.4.1 and 4.2 indicated the majority of the students' score were at very poor category.

Table 4.3 The percentage of the listening test data based on English National Examination in academic year 2014/2015:

No	Score	Category	Frequency	Percentage
1.	80-100	Very good	0	0%
2.	70-79	Good	0	0%
3.	56-59	Satisfied	0	0%
4.	46-55	Poor	13	29,5 %
5.	0-45	Very poor	31	70,5%

The table illustrated the category of the students' score in listening comprehension tests based on English National Examination in academic year 2014/2015: 70,5% of the students were at very poor category, 29,5% of the students were at poor category, and 0% of the students were at satisfying, good and very good categories.

Table 4.4 The percentage of the listening test data based on English National Examination in academic year 2015/2016:

No	Score	Category	Frequency	Percentage
1.	80-100	Very good	0	0%
2.	70-79	Good	0	0%
3.	56-59	Satisfied	1	2,27%
4.	46-55	Poor	7	15,90%
5.	0-45	Very poor	34	84,09%

The table above presented the category of the students' score in listening comprehension test based on English National Examination in academic year 2015/2016: 84,09% of the students were at very poor category, 15,09% of the students were at poor category, 2,27% of the students were at satisfying category, and 0% of the students were at good and very good categories.

4.1.2 Students' common difficulties in listening comprehension tests

The students' common difficulties in listening comprehension tests were indicated by students' false answer in listening comprehension tests which have

been done by the eleventh grade students of SMA Negeri 2 Lembar. The source of the data was based on the students incorrect answered on the listening comprehension tests based on English National Examination test in academic year 2014/2015 and English National Examination tests in academic year 2015/2016. Each of data presented in the table 4.5 and 4.6:

Table 4.5 The result of the students in listening comprehension test based on English National Examination in academic year 2014/2015:

Part	Question Number	Types of Listening Test	Number of Students Answer Incorrect
I	1.	Listening to some short conversations	14
	2.		25
	3.		27
	4.		21
II	5.	Choosing the best response to each questions based on some incomplete dialog	21
	6.		28
	7.		28
III	8.	Choosing the most suitable picture for short conversation and monolog	20
	9.		28
	10.		34
	11.		31
IV	12.	Listening to several monolog and choose the best answer to the question	37
	13.		36
	14.		27
	15.		37

The table illustrated, the most common difficulties which were faced by the students in listening comprehension test based on English National Examination in academic year 2014/2015 were listening to monolog, it has been

showed from 27-37 (61,36%-84,08%) students answered the questions incorrectly. Then, there were 20-34 (45,45%-77,27%) students answered the questions incorrectly in choosing the most suitable picture for short conversation and monolog. Next, 21-28 (47,72%-63,63%) students answered the questions incorrectly in giving suitable response based on incomplete dialog. In addition, there were 14-27 (31,81%-61,36%) students also answered the questions incorrectly in listening to short conversation questions.

Table 4.6 The result of the students in listening comprehension test based on English National Examination in academic year 2015/2016:

Part	Question Number	Types of Listening Test	Number of Students Answer Incorrect
I	1.	Listening to some short conversations	24
	2.		33
	3.		35
	4.		30
II	5.	Choosing the best response to each questions based on some incomplete dialog	26
	6.		28
	7.		36
III	8.	Choosing the most suitable picture for short conversation and monolog	32
	9.		33
	10.		26
	11.		26
IV	12.	Listening to several monolog and choose the best answer to the question	37
	13.		33
	14.		27
	15.		36

The table above also presented, the most common difficulties which were faced by the students in listening comprehension test based on English National

Examination in academic year 2015/2016 were listening to monolog, it has been showed from 27-37 (61,36%-84,08%) students answered the questions incorrectly. Next, there were 26-36 (59,09%-81,81%) students answered the questions incorrectly in giving suitable response based on incomplete dialog. Furthermore, 24-35 (54,54%-79,54%) students answered the questions incorrectly in listening to short conversation. Moreover, 26-32 (59,09%-72,72%) students also answered the questions incorrectly in choosing the suitable picture based on short conversation and monolog.

B. The Students' difficulties in listening comprehension

The students' difficulties in listening comprehension were analyzed by the results of the questionnaire. The questionnaire was adopted from International Journal of Academic Research in Progressive Education and Development of Hamouda (2013). It was divided into five aspects of listening difficulties which were related to the materials, the listeners, the speakers, the psychological aspects and the physical settings. The first aspect of the questionnaire discussed about the students' difficulties related to the listening materials. There were 90,91% of the students thought the main causes of their difficulties in listening comprehension were the listening topics were unfamiliar and also too many unfamiliar words which they did not know what the meaning of the words while listening so the students were unable to understand the materials easily. Furthermore, 86,36% of the students stated, the complexities of grammatical structures could interfere their listening comprehension. In addition, 84,38 of the students found difficulties in listening comprehension because they could not understand every single words of incoming speech. Thus, based on the data, the causes which contributing the students' listening comprehension difficulties related to the listening materials were unfamiliar words, unfamiliar topics, and the complexities of grammatical structures. The second aspects of the questionnaire explained about the students' difficulties in listening comprehension related to the listener. It showed, the ability of the listener might affect listening comprehension. Then, one of the listening problems which were caused by the listener, they were unable to understand the

materials from the first listening, it was shown from the data, there were 77,26% of the students had the difficulties. Besides that, there were 86,36% of the students also were unable to predict what would come next while listening. Next, 86,36% of the students thought, the lack of their ability in remembering words and phrases which they had just heard could be causes of the listening difficulties. Furthermore, the lack of the students' ability to identify the meaning of words which similar but they had different pronunciation could affect they got difficulties in listening comprehension, the data showed 86,36% of the students got the difficulties. Moreover, 86,36% of students could not comprehend the materials without listening transcript. Therefore, those problems could be serious problems were caused by the listener which could be affect listening comprehension of the students. The third aspects of the questionnaire was about the students' difficulties in listening comprehension related to the speakers. Besides, the materials and the listeners, the speakers also might be a source of the students' problems in comprehending listening materials. The problems were caused by the speakers such as the speakers did not pronounce the words clearly, so it made the students could not understand the meaning of the words, it was presented from the data, there were 95.46% of the students had the difficulties. Then, 93,18% of the students thought, they found difficulties in comprehending the listening materials because they could not control the speed of speakers speak whether the speaker spoke quickly or slowly. Next, there were 93,18% of the students stated, they had difficulties to understand the whole materials without repetition. It showed, the students needed more than one repetition in doing listening to achieve better understanding of the listening materials. In addition, 90.91% of the students could not apprehend the messages which were expressed by the speakers in various accents. The next aspects of the questionnaire was about the students' difficulties in listening comprehension related to the psychological aspects. It could be a serious problems which influenced the students' listening comprehension. The psychological aspects dealt with the students' concentration and feelings in doing listening. Based on the questionnaire, there were 84,09% of the students agreed, they lost their concentration when they thought about the

meaning of new words during listening, and 77,28% of the students also lost their concentration if the listening materials was too long. Next, 75% of the students were unable to concentrate in doing listening comprehension test because they searched for the answers, and they listened to the materials at the same time, so it made the students might answer incorrectly. Then, there were 60,9% of the students got difficulties in listening comprehension because they had some feelings such as nervous, worried and fear which they could not understand the materials. Therefore, the psychological aspects which caused the students' problems in listening comprehension were related to lack of concentration and vocabulary knowledge of the students. The last aspects of the questionnaire discussed about the students' difficulties in listening comprehension related to the physical settings. It presented the condition of the class and the quality of listening audio could affect the students' listening comprehension. There were 100% of the students agreed, noisy environment would interfere their focused on listening materials. Besides that, 88,63% of the students stated, unclear sounds resulting from a poor-quality CD-player also made they were unable to understand what the speakers were saying. It showed, a comfortable environment could influence the students' comprehension in doing listening.

C. The factors that contributing students' difficulties in listening comprehension

The students' own perceptions about the factors contributed their difficulties in listening comprehension were directly obtained from the interview. Therefore, some causes occurred as the reasons why the students got problems in answering listening comprehension tests. Furthermore, as it had been explained, listening materials became a particular area which caused the students' difficulties in listening comprehension. The students were unable to understand the listening materials which did not exist before. Besides that, the students also found difficulties to identify the meaning of words which were expressed by the speakers and the complexities of grammatical structures in listening materials could affect the students' listening comprehension. Hence, most of the difficulties were caused by lack of the students' vocabulary and grammatical knowledge .

Then, the causes of the students' problems related to the listener such the students were rarely practice listening exercises inside and outside the English class even the teacher gave them time to do listening practice in every chapter which had discussed. Therefore, the students could not predict some words in different pronuntation while listening. They expressed, they recognized the words but they had hesitation because there were some words had similar pronuntation. Then, the causes of the students' problems related to the speaker because the students did not expose themselves to practice listening such listening to English song and watching English movie which could improve their ability in listening. Therefore, they got difficulties to understand what the speakers were saying if they spoke too fast and also it would be a trouble if the speakers spoke unclearly. In addition, the causes of the students' problems in listening related to the psychological aspects, those dealt with the students' concentration and feeling during listening. Most of the students disliked English lesson and they felt, listening was a difficult language skill to learn. Thus, they realized that they must focus on the listening to understand the materials easily. Then, the students said, they could not concentrate if they thought the answers while they listened to the materials and the questions at the same time. Besides that, the listening text was too long could interfere the students' concentration while listening. Next, the students' problems in listening comprehension also related to the physical settings. It referred to the situation of the environment during listening. The students claimed that comfortable environment could increase their focus, concentration, and comprehension while listening. However, if the situations inside and outside the class were noisy so they could not focus on the listening materials. Therefore, the condition inside and outside classroom would impact their listening comprehension. In addition, there were some common difficulties in listening comprehension tests which were faced by the students: listening to monolog, questions and responses, and short conversation. Then, based on the data of the listening tests and the interview, the most common difficulties in listening comprehension tests which were faced by the students were listening to monolog. The students stated that listening to monolog was the most difficult questions in

listening comprehension because the materials of monolog were too long and too many unfamiliar words which students did not understand the meaning of the words. Therefore, the students were unable to comprehend the listening materials.

5.CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of listening test which were conducted by the writer. It showed the data of the listening test based on English National Examination in academic year 2014/2015, there were 13 students (29,5%) at “poor” category and 31 students (70,5%) at “very poor” category, then there were no students at “satisfying”, “good”, and “very good” categories. In addition, the percentage data of the listening test based on English National Examination in academic year 2015/2016, there were 7 students (15,90%) at “poor” category, 34 students (84,09%) at “very poor category”, 1 student (2,27%) at “satisfying” category and there were no students at “good” and “very good” categories. Therefore, based on the data above, the eleventh grade students’ of SMA Negeri 2 Lembar had “very poor” listening comprehension ability and they got difficulties in comprehending the listening materials.

Listening comprehension difficulties which were faced by the eleventh grade students of SMA Negeri 2 Lembar were analyzed by the writer. It related to five areas of listening difficulties which referred to the materials, the listeners, the speakers, the psychological and the physical settings. These difficulties based on the results of the questionnaire which was adopted from International Jurnal of Academic Research and Progressive and Development of Hamouda (2013) Firstly, the difficulties related to the materials (point 1-4 of the questionnaire): (a) unfamiliar words, (b) unfamiliar topics, and (c) the complexities of grammatical structures. Secondly, the difficulties related to the listener (point 5-9 of the questionnaire): (a) the students had difficulties to understand materials w listening transcripts, (b) the students found difficulties to recognize the words because different pronunciation, (c) the students also got difficulties to understand the materials from the first listening. Thirdly, the difficulties related to the speakers (point 10-13 of the questionnaire): (a) the students were unable to

comprehend the materials because the speakers spoke too fast and unclearly pronunciation, (b) the students could not understand the speakers' accents, (c) the students had difficulties in comprehending listening materials without unrecorder text. Fourthly, the difficulties related to the psychological aspects (point 14-18 of the questionnaire) : (a) the students could not concentrate because the listening materials was too long, then they also could not focus when they thought the meaning of new words while the listened to the materials and the questions in the same time, (b) the fear of students on doing listening. The last was the difficulties related to the physical settings (point 19-20 of the questionnaire): (a) noisy environment, (b) unclear recoded sounds.

Moreover, the factors which caused the students' difficulties in listening comprehension were also divided into five categories. It based on the result of the interview which have been done by the students. The first, the causes of the students' difficulties related to the listening materials were lack of the students' vocabulary mastery and grammatical knowledge. The second, the causes of students' difficulties related to the listener and the speaker was lack of students' practices listening exercises inside and outside the English class, then the students also did not expose themselves to practice listening such listening to English songs, watching English movies which could improve the students' listening ability. The fourth, the cause of students' difficulties related to the psychological aspects such as most of the students were dislike the English lesson and they thought listening was language skill which difficult to learn. The next was the cause of the students' difficulties related to the psychological aspects was lack of the students' concentration .The last was the causes of the students' difficulties related to the physical settings such as noisy environment.

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