LISTENING COMPREHENSION PROBLEMS ENCOUNTERED BY ELEVENTH GRADE STUDENTS AT SMA AR-ROHMAH PUTRI BATU

UNDERGRADUATE THESIS

BY
IANNATUL HUSNIA BOENG
155110507111031

ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019

LISTENING COMPREHENSION PROBLEMS ENCOUNTERED BY ELEVENTH GRADE STUDENTS AT SMA AR-ROHMAH PUTRI BATU

UNDERGRADUATE THESIS

Presented to
Universitas Brawijaya
In partial fulfillment the requirements
For degree of Sarjana Pendidikan Bahasa Inggris

BY
IANNATUL HUSNIA BOENG
155110507111031

ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019

DECLARATION OF AUTHORSHIP

I hereby,

Name   : Iannatul Husnia Boeng
NIM   : 155110507111031
Address   : Jl. Tatanggo, BTN Dermaga, Kota Namlea, Kab. Buru, Prov.
              Maluku

Declare that,

1. This *undergraduate thesis* is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. If a later time it is found that this *undergraduate thesis* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, July 17th 2019

Iannatul Husnia Boeng
NIM. 155110507111010

This is to certify that the undergraduate thesis of **Iannatul Husnia Boeng** has been approved by the Supervisor.

Malang, July 17th 2019

Supervisor

Pratnyawati Nurjdi Suwarso, M. Li.
NIP 201807 7909272001

This is to certify that the undergraduate thesis of **Iannatul Husnia Boeng** has been approved by the Board of Examiners as one of the requirements for the degree of Sarjana Pendidikan Bahasa Inggris.

Examiner

Agus Gozali, S. Pd., M. Li.
NIK 2018077708131001

Supervisor

Pratnyawati Nuridi Suwarso, M. Li.
NIK 2018077909272001

Acknowledged by,

Head of English Language
Education Program

Head of Department of
Language Education

Dr. Ive Emaliana, M. Pd.
NIP. 19840214 201504 2 001

Dr. Sony Sukmawan, M. Pd.
NIP. 19770719 200604 1 001

ACKNOWLEDGEMENT

Praise and gratitude to the presence of Allah SWT which has made it easier for the researcher to complete this undergraduate thesis. Solawat and greetings to the best role model, Rasulullah SAW, which became the guidance in carrying out this thesis. The researcher realizes that without the help of the almighty God, this final assignment cannot possibly reach this stage.

The researcher expresses the deepest gratitude to the supervisor, Pratnyawati Nuridi Suwarso, M. Li. and Agus Gozali. S. Pd., M. Li. as the examiner, for the guidance so that this assignment can be completed. Thank you for the briefing that has been given, for advice and input that is very useful for improving this task. Without direction from the supervisor and examiner, it was difficult for researcher to complete this thesis. Thanks also to the expert validator, Dian Novita Dewi, S. Pd. M. Li. who have helped in validating the research's instruments as one of the important element in this study.

The researcher also don't forget to thank to researcher's parents, Bapak Hayun Boeng S. Pd. and Ibu Nariah Boeng, for the support and motivation given for the researcher to be excited in completing this task. The researcher also say thank you to all friends for the support during the process of finishing this thesis. For Angga Dwi Cahyo, Likma Ayu, and Agung, thank you for all your valuable guidance. Thanks also to my dearest friend who faithfully accompanied the researcher in revising this thesis, dear Safira Ma'rifatus Solihah.

The researcher really hope for all readers to provide input and comments relating to this thesis, for the sake of improvement so that this work can be improved to be better.

Malang, July 17th 2019

The Researcher

ABSTRACT

Boeng, I. H. 2019**. Listening Comprehension Problems Encountered By Eleventh Grade Students At SMA Ar-Rohmah Putri Batu.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Pratnyawati Nuridi S, M. Li.

Keywords: *listening problems, internal factors, external factors*

EFL (English for Foreign Language) students still have many problems dealing with listening comprehension as the researcher found in students of SMA Ar-Rohmah Putri Batu. When the researcher taught in the school, researcher discovered that there were problems in the process of listening for students. These problems comes from students internal and external factors. Therefore, the research aims to identify the internal and exteral factors affect students listening comprehension problems.

This research used survey design as the research method. The subject of this research is eleventh grade students from four classes at SMA Ar-Rohmah Putri Batu. They are three science classes and one social class. The total students which are taken randomly for the respondents are 104 students. This research used questionnaire and interview as the research instruments which were adepted from Anandapong (2011) and Hamouda (2013). The data were collected using collective administration method.

Based on the research result, the researcher identified that students at SMA-Ar-Rohmah Putri Batu have listening problems from these two factors, internal and also external factors. The result shows that the main problems of the external factors for students in listening comprehension is about understanding words that are not pronounced clearly, the speed of speakers which are too fast, the poor quality of tape recordings, and the poor quality of equipment. Meanwhile, the main problem that comes from internal factor is about students' failure to concentrate because of the unclear sound resulting from the bad quality of tape recordings. Nonetheless, external factors still dominate internal factors as the main listening problem for students. Therefore, the researcher suggests to solve this problem. The students can work together with the teachers. For instance, providing input to teachers about the solutions needed to ease the listening process in class.

ABSTRAK

Boeng, I. H. 2019. **Masalah Menyimak yang Dihadapi oleh Siswa Kelas XI di SMA Ar-Rohmah Putri Batu**. Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Pratnyawati Nuridi S, M. Li.

Kata kunci: *masalah menyimak, factor internal, factor eksternal*

Siswa EFL (English for Foreign Language) masih memiliki banyak masalah dalam pemahaman mendengarkan sebagaimana peneliti temukan pada siswa di SMA Ar-Rohmah Putri Batu. Ketika peneliti melakukan prakter mengajar di sekolah tersebut, peneliti menemukan bahwa ada masalah dalam proses mendengarkan bagi siswa. Masalah-masalah ini berasal dari faktor internal dan faktor eksternal. Dengan demikian, penelitian ini bertujuan untuk mengidentifikasi faktor-faktor internal dan eksternal yang mempengaruhi masalah pemahaman mendengarkan siswa.

Penelitian ini menggunakan survei desain sebagai metodologi penelitian. Subjek penelitian ini adalah siswa kelas XI dari empat kelas di SMA Ar-Rohmah Putri Batu. Kelas-kelas ini terdiri dari tiga kelas sains dan satu kelas sosial. Total siswa yang diambil secara acak untuk responden adalah 104 siswa. Penelitian ini menggunakan kuesioner dan wawancara sebagai instrumen penelitian yang diadaptasi dari Anandapong (2011) dan Hamouda (2013).

Berdasarkan hasil penelitian, peneliti mengidentifikasi bahwa siswa di SMA-Ar-Rohmah Putri Batu memiliki masalah menyimak dari kedua faktor, baik internal dan juga eksternal. Hasil penelitian menunjukkan bahwa masalah utama dari faktor eksternal bagi siswa dalam pemahaman mendengarkan adalah tentang memahami kata-kata yang tidak diucapkan dengan jelas, kecepatan speaker yang terlalu cepat, kualitas rekaman kaset yang buruk, dan kualitas peralatan yang buruk. Sementara itu, masalah utama yang berasal dari faktor internal adalah tentang kegagalan siswa untuk berkonsentrasi karena suara yang tidak jelas akibat kualitas rekaman kaset yang buruk. Meskipun demikian, faktor-faktor eksternal masih mendominasi faktor internal sebagai masalah mendengarkan utama bagi siswa. Oleh karena itu, peneliti menyarankan untuk menyelesaikan masalah ini. Para siswa dapat bekerja bersama dengan para guru. Misalnya, memberikan masukan kepada guru tentang solusi yang diperlukan untuk memudahkan proses mendengarkan di kelas.

TABLE OF CONTENTS

CHAPTER IV FINDINGS AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF FIGURES

LIST OF APPENDIX

CHAPTER I
INTRODUCTION

This chapter elaborates about several parts in introduction which are the background of the study, problem of the study, objective of the study, significances of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Listening is an important skill in English. It enables language learners to receive and interact with language input and facilitates the emergence of other language skills (Vandergrift and Goh, 2012, p. 4). As an input skill, listening plays a significant role in integrating three other skills which are speaking, writing, and reading. Those skills can be acquired only by receiving the language input such as listening. This statement is supported by Hamouda (2013) who states that language acquisition is achieved mainly through receiving understanable language input. He also explains further that without understanding language input, any kind of learning simply cannot occur. Therefore, listening is a fundamental language skill, and it deserves a crucial priority among the four skill areas for language students.

However, listening as a substantial skill sometimes ruled out by many teachers and students. According to Mendelsohn (1995, p. 9), inspite of its importance in foreign language learning, the teaching of listening comprehension has long been-somewhat neglected and poorly taught aspect of English in many EFL programs. According to the previous theory, Rebecca (1993) also stated "Listening is a fundamental language skill, but it is often ignored by foreign and second language teachers." The same statement was supported by Hamouda (2013)

who stated that listening and speaking skills in fact are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons.

According to Hamouda (2013), there are three reasons why most teachers do not give much interest to listening skill. The first reason is due to their assumptions that this skill would develop or increase naturally during the learning process. They believe that when students keep on listening for many times, then this skill will certainly be honed. The second reason is the fact that inability of this skill for students can easily be fooled through nodding and shaking of the head. Even though these signs gave an indication of their understanding, but these actions also create confusion for the teachers in determining whether the students actually understand or just nod their head. The third and least reason for the teachers is the focus of course books and curriculums are to English grammar. As it is explained by Ulum, (2015), very few books were found discussed listening, as well as the curriculum at school. More of them discuss about grammar and language structure which they assumed as the most important factor in learning languages.

Similarly to the teachers, students seem to learn listening for requisition, not listening for comprehension. It was due to listening comprehension as the most neglected and the least understood aspect of language teaching (Glisan, 1985). Some researchers such as Walker, (2014), and Ulum (2015), found that many students felt that listening skill was difficult to be learned. It caused them to be not interested and encouraged for taking the lesson happily. They also founded that the students complained and showed dislike during listening class. Beside, comprehending speech in a foreign language is a quite difficult task for language

learners (Hamouda, 2013). Therefore, in order to assist the students in improving their listening comprehension, teachers need to know the listening problems faced by students, and create appropriate strategies to solve students' learning difficulties.

Listening difficulties as mention above can occur to students of any level of stages, ranging from elementary schools, junior high schools, senior high schools and even universities. Including to this matter, students of eleventh grade at Ar-Rohmah Putri High School were assumed to have several problems which explained previously. The fact was got by the researcher when doing PPPP activities (the process of implementing teaching practices) in the school concerned. In the teaching practices, researcher found that there were problems in the process of listening for students.

When the audio track was playing, there were some students who slept in the classroom. They also complained most about the recording contents that was difficult to understand, and the accent of the speakers was not clear. Regarding to the unclear voice of speakers, it was alleged that the accent usually played to students was British accent. It in fact was rarely used in the environment around students such as family, community, or social media. Furthermore, students were also interfered from the unclear sound of the tape recordings.

Regarding the habits of students who like to sleep in class, the researcher identified the existence of environmental factor that caused them to be sleepy during the learning proses. The factor was like the activities outside of the school such as dormitory's activity. The researcher felt that it was important to examine this problem because students often slept during the learning process including on

listening subject. According to some information from the students, they had two activities which were from school and the dormitory. The activities at school started from morning to noon and the activities at the dormitory were held in the afternoon and before dawn. It was what made the researcher assumed that the students were influence by these two activities. They might be tired for having the activities and caused them to be sleepy in the class.

In addition, students are also prohibited from using various communication devices that are connected to the internet such as cellphones. This regulation makes students unable to access various information or lessons they need from the internet. By the applying of this regulation, it is important to study the impact of this rule for students. It is because the function of internet in learning English such as listening is very necessary. Many learning facilities for students are widely available on the internet with creative and fun content such as youtube, blogs, etc. Thus, these devises can help students in listening English from various sources available overthere.

Based on several factors affect students listening comprehension above, researcher will conduct the research on students' listening problems that are influenced by external factors such as the environment and learning facilities. In addition to external factors, researcher is also curious whether the factors causing students' listening problems also arise from within themselves such as laziness and lack of learning motivation. Therefore, the researcher will examine the problems of listening to students from their internal and external factors.

To help the researcher in doing this study, several previous studies will be used as the references and guidances. The first research was conducted by Hamouda, (2013) entitled "*An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Skill*". The study attempts to investigate the listening problems encountered by a group of first year English major students of Qassim University. The second study entitled "*Listening Problems Faced by the Eleventh Grade at SMA Negeri 2 Batu*", was conducted by Haeruddin (2017). The purpose of this study is to identify listening problems faced by students of eleventh grader of SMA Negeri 2 Batu, Malang.

There are differences between the current study and these two previous studies. The difference of the first previous study lies in the type of senior high school. The previous study was conducted in SMA 2 Batu as a private school, while the current study was conducted in SMA Ar-Rohmah Putri as a boarding school. Both of these schools had their own rules in students learning process. The difference of the second previous study is on the discussion of internal and external factors that affect students listening comprehension problems. The researcher in the previous study identified the existence of internal and external factors after conducting the research, while the current study placed the internal and external factors as the purpose of the research which will be examined based on the theory used.

1.2 Problem of the Study

Based on the background of the study, the researcher seeks to answer the following research problem:

What are the internal and external factors encountered by eleventh grade students at SMA Ar-Rohmah Putri in their listening comprehension problems. The problem of the research will be detailed into two discussions which are:

1. External factors that most affect students listening comprehension.

2. Internal factors that most affect students listening comprehension.

1.3 Objective of the Study

According to the research problem above, the researcher determines the aim of the study as follows:

To find out what are the listening comprehension problems encountered by eleventh grade students at SMA Ar-Rohmah Putri Batu from their external and internal factors.

1.4 Significances of the Study

In conducting the study, the researcher conveys the significances of the study as follows:

a. The teachers to understand in detail of students' listening difficulties and improve their teaching methods to overcome students' listening comprehension problems.

b. The students to recognize their difficulties in listening comprehension to ensure what further learning strategies are appropriate. In order to understand the difficulties, they need to comprehend the internal and external factors that affect their listening comprehension by reading this research. Therefore, they can improve their listening skill to be preferable listeners.

c. The next researchers to utilize this research as a source of information for future studies.

1.5 Scope and Limitation of the Study

The scope of the study is for the students of eleventh grader at SMA Ar-Rohmah Putri Batu. The number of students used for this study is 104 students. This study is limited only in the students listening comprehension problems, particularly from their internal and external factors.

1.6 Definition of Key Terms

This part will define the unfamiliar terms that is found in this study. Those terms are as follows:

Listening comprehension   : Regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning (Rost, 2002).

Listening problems   : Defined as internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension (Goh, 2000).

Internal factors   : Listening problems that originate from the listener himself. These factors can be seen from four aspects, namely physical condition, self-limitation, difficulty in concentrating and personal

interest (Agus, H.2012).

External factors : Factors that come from outside the listener. These

factors namely environmental factors, material

factors, speakers, and styles of speech technique

(Agus, H. 2012).

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains about the references relates to listening skill. It defines the definition of listening, listening comprehension, listening comprehension problems, factors in listening comprehension, and previous studies.

2.1 Definition of Listening

There are many definition of the term "Listening". According to Rost, (2011) listening is one of the significant parts of verbal language processing. There is no oral language sine listening. Listening is also an area that is related to numerous fields of research and progress such as linguistics, educations, and in social sciences. In understanding the term 'listening', he summarized the opinions of the scientists regarding the definition of listening into two orientations. They are receptive and constructive orientations.

In receptive orientation, it is explained that listening was receiving what the speaker actually said, catching speakers' ideas, and disassembling the content from the speakers (Rost, 2011). He then concluded that listening was taking up the shifting of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker. In constructive orientation, listening means constructing and representing meaning, comprehending what is in the speakers' mind, and seeking for enticing information to what the speakers said. To sum up, listening is a way how the spoken language is accepted, critically and deliberately noticed, known and translated in form of past experiences and future hopes.

The meanings summarized by Rost above provide much understanding of what is meant by listening skill. Those definitions are similar to the definition of listening by Thomlison (1984). He stated that listening skill was the capability in recognizing and comprehending what the speaker said. This process included comprehending the speaker's pronunciation, grammar, and comprehension of meaning (as cited in Hamouda, 2013). According to Gilangkanji, (2016) stated that listening includes listening for thoughts, feelings, and intentions. it also needs active involvement, effort, and practice. According to Goss (1982), listening is a process of understanding what is heard and organized into lexical elements to which meaning can be. In conclusion, listening is an effort to catch what is conveyed by the speaker in terms of pronunciation, grammar, and the meaning delivered by the speaker.

2.2 Listening Comprehension

Rost, (2011 p. 53) stated that comprehension is often considered to be the first-order goal of listening, the highest priority of the listener. Many people even consider it the sole purpose of listening. Sanders and Gernsbacher (2004) called comprehension as a structure building. It is about the corresponding language to concepts in one's remembrance or background knowledge and references in the reality. It is aim to build coherence and relevance. According to Brown (1983), listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it.

In his first edition book, Rost (2002) said that Listening comprehension was regarded as a complex, interactive process in which listeners are involved in a

dynamic construction of meaning. Listeners conceived the spoken language from sound distinction, background knowledge of lexicon, grammatical structures, stress and tone, such as other utilize linguistic, paralinguistic, or non-linguistic signs in contextual utterance as well. According to Hamouda (2013 p. 113), listening comprehension is detailed into mastering several important factors of learning language. They are pronunciation, accent, speed of speech, vocabulary, concentration, anxiety, and a quality of recording.

2.3 Listening Comprehension Problems

According to Goh (2000), Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension. Based on this theory, the factors that influence students' listening problems are two factors, namely internal and external factors which will be explained in detail below.

2.4 Factors in Listening Comprehension

Listening skill has factors that can influence the learning activity. According to Tarigan (2015: 105-115), there are eight factors that affect listening skill. They are physical factors, physiological factors, experience factors, attitude factors, motivation factors, sex factors, environmental factor, and role factors in society. Those factors affect students when they are having listening activity whether in a classroom or out of the class. Those factors also come both from their own self and from their surroundings. Another theory of factors affecting listening is from Agus,

(2012 :49-54). He defines factors in listening skill into two parts, internal and external factors.

2.4.1 Internal factors

Internal factor are factors which come from inside the individual. There are some internal factor affecting listening skill such as problems of hearing and physical condition, limitation of catching all the information simultaneously, the difficulty of staying focus, personal interest, motivation and feeling (Agus, 2012, p. 49-54 and Haeruddin 2017). Those factors are explained in detail below.

1. Problems of Hearing and Physical Condition.

Listener's organs and physical condition greatly affect the hearing process. If the person has a hearing impairment, then this is a very fatal condition because the hearing lost can block the entry of sound into the hearing instruments. Besides, disturbances in physical conditions also affect the course of the learning process where listeners will not be able to focus on recordings.

2. The limitation of ourselves in catching all the information simultaneously.

The ability of the mind in storing many information leave some spaces for words to be filled. Therefore, the listener has the opportunity to think about other things. This is what causes listeners mind full of too much information. Another reason of this matter also because the brain has limitations in remembering the words that are heard. Thus, there are usually things that are forgotten after the listening process is completed.

3. The difficulty of staying focus.

When listening, the thing that is very difficult to maintain is to keep it focused. Listeners think of things that are related to listening material in the beginning of listening process, but in the end the thought continues further and further until there is no connection with listening material anymore. For example, when someone listens to a conversation about the beach, he/she will imagine his own vacation of going to a beach not about the listening contents itself. This will certainly turn the listener's focus away from the material being played.

4. **Personal interest as motivation and feeling.**

Factors of internal interest is very important for listeners in encouraging them to focus and concentrate during the listening process. These factors such as motivation and feeling. Learning to listen will be very effective when someone is motivated by expecting something he needs or gets from the learning process.

2.4.2   External factors

External factors include enviromental factors, material factors, speakers and style of the speech technique. These external factors also have a major influence on learning listening skill. For example in the material factor, students will be interested in the presentation of material that is gradual rather than non-gradual. This is because they will be able to arrange understanding of the listening material in stages. Another example is the speaker factor or the language style of the speaker. Students or listeners are influenced by the style of the language and accent of the speaker. When the accent used by the speaker is the accent they usually hear, their interest in listening is greater. On the contrary, when the accent used is unusual for

them such as the British accent, then they will be lazy and surrender to learn listening.

The researcher took the theory from Hermawan in conducting this research because this theory is very suitable with this research. In this study, the researcher wants to examine problems faced by students in internal and external factors which affect students in their listening comprehension. Internal factors that will be examined are about psychological characteristics of students, problems related to the listeners, and students' problem of failure to concentrate. External factors include problems related to material and content, problems related to the speaker, and problems related to the physical setting.

2.5 Previous Studies

Two previous studies will be used in conducting the current study by comparing the differences and the similarities, such as the study by Haeruddin (2017) with the title "*Listening Problems Faced by the Eleventh grade at Public High School (A survey of 11th study at SMA 2 Batu)"* and Hamouda (2016) by the title *"An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom"*.

The first previous study is from Haeruddin, (2017) entitled "*Listening Problems Faced by the Eleventh grade at Public High School (A survey of 11th study at SMA 2 Batu)"*. The purpose of the study was to describe students listening problems in the classroom. He conducted the study of 30 eleventh grader as his research subjects. The research instrument used was a questionnaire and interview guideline adopted from Annandapong (2011) and Hamouda, (2013).

The data collection using questionnaire was carried out at the time of the student break. After distributing the questionnaire, the research conduct interviews with several students. After collecting data, the author analyzed the theory proposed by Kuntojo (2009: 51). The steps of analysis in this theory began with the process of editing, coding, data tabulation, and drawn the result. It was able to produce answers to research questions by presenting the data statistically in the form of charts or graphs.

The similarities of these two studies are found in the methodology and the students' level of learning. Both of these studies used survey as the research design in analyzing the data. About student's level of learning, both of these studies were conducted their researches in eleventh grade students of senior high school.

The difference between current study and the previous study lies in the location and the regulation of the school. In the study carried out by Haeruddin, the place for conducting the research was in SMA 2 Batu, while this research was conducted at SMA Ar-Rohmah Putri Batu. Both of these schools had their own rules. SMA 2 Batu was a private school. The lessons began in the morning and ended in the afternoon. It was different with SMA Ar-Rohmah Putri as a boarding school which was a full day school. In addition, boarding school students also cannot use their gadget as well as private school students. This was due to the prohibition of gadget and mobile phone in boarding school.

The result of the first previous research conducted by Haeruddin pointed out that students in Batu 2 High School experienced both problems from internal and also external factors. However, the most disturbing problem is derived from the

internal factors of the students, namely the personal interest of the students. The results of this study are reversed with the result of the curent study. In the curent study, the most dominant factors affecting students in listening comprehension are external factors. On this factor, poor quality on tape recording is the major problem for students in listening.

However, there is a slight inaccuracy in the previous study in categorizing listening problems included in internal factors. Haeruddin categorizes physical setting as an internal factor in students listening problems by referring to the theory of Hermawan, 2012: 49-54. However, in his theory, the physical setting that Hermawan referred to was external factors such as material factors and speech styles. It does not include in internal factors as Haeruddin intended in his research. Thus, in this curent study researcher tries to categorize listening problems which are included in internal and external factors according to the theory that is used appropriately. Therefore, the students are able to recognize these two factors correctly.

The second previous study by the title "*An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom"* was conducted by Hamouda. This study attempt to investigate the listening comprehension problem encountered by students of first year at Qassim University. The study used questionnaire and interview as the research instruments. The questionnaire was adapted after reviewing several theories (Boyle 1984, Yagang 1994, Hasan 2010, etc.). The study was carried out with quantitative and qualitative methods. The data obtained from questionnaires were analyzed in mix-methods, meanwhile the data from interviews were analyzed qualitatively.

The study was conducted of 60 freshmen (2012/2013) whom majoring in English language and translation. Their ages range from 20 to 22 years old. The result of this study showed that the major listening problems faced by the students were from eight aspects. They are speakers' accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording tape. Nonetheless, the result of the previous study do not present the problem of listening for students into two categories which are listening problems originating from students themselves (internal factors) and listening problems originating from the students' environment (external factors). Therefore, researchers feel it is important to categorize the factors of listening problems into two categories, namely internal factors and external factors.

This classification is for students to identify the listening problems they face easily, whether the problem comes from their own selves (internal factors), or the problem comes from their environment. Thus, students are able to solve the problem precisely according to the factor.

The similarities between current study and the previous study are in the instruments and the theories used. Both of this study used questionnaire and interview guidelines as the research instruments. About the theories, these two research used the same theories such as the theory of Goh (2000) about internal and external characteristics interrupt listening comprehension, and the theory of Rost (2002) about factors in listening comprehension.

The differences in these two studies are in the purpose of the study. In the previous study, the researcher attempted to investigate the students' listening

comprehension problems. Meanwhile, the current study tries to find out students

listening comprehension from the internal and external factors.

CHAPTER III

RESEARCH METHODOLOGY

This chapter details several parts in the methodology of the study that consists of research design, data and source of data, research procedures, research instrument, data collection, data analysis, and validity of the study. Each of them will be explained below.

3.1 Research Design

This study used survey research as the research design. Survey research was defined by Check & Schutt (2012, p. 160) as the collection of information from a sample of individuals through their responses to questions. Kumar (2011) defined survey research as a procedural plan that was adopted by the researcher to answer questions validly, objectively, accurately and economically. The final goal of survey research was to study about a large population by surveying a sampling of the population. Therefore, it also called as descriptive survey or normative survey. In this method, the researcher submitted a series of questions to the respondents, condensed their responses in percentage, conducted frequency distribution, and several other statistical approaches.

In research methodology, survey research is included as one of the quantitative method. Quantitative research method is research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is supported by Kumar (2011) who stated quantitative study designs are specific, well structured, have been tested for their validity and reliability, and can be explicitly defined and recognized. Each

19

quantitative research generally ended with a response or the hypothesis being tested. This method was used to identify one or more variables to be tested and continue with collecting data from the variables.

3.2 Data and Source of Data

Two data would be used by researcher in identifying the problem of listening comprehension. The first data would be from the questionnaire and the second data would be from the interview guidelines. The data would amounted to 110 questionnaires and 10 interview guidelines which in the next procedure would be processed into table form as a result of the research on listening problems faced by students especially in internal and external factors. The description of the questionnaire and interview guidelines would be explained in detail in the research instruments.

The researcher conducted this study on eleventh graders in Ar-Rohmah Putri High School Malang as the source of data. Based on the name of the school, all students were female. The participants were taken from four classes which consisted of three science classes and one social class. The researcher targeted 110 students to be the respondents for the questionnaire because the minimum respondents for survey research must be 100 students. About the interview, the researcher would choose 10 students randomly as the representative of each class.

3.3 Research Procedure

Klagge (2018), Showkat and Parveen (2018), mentioned some steps to be done in conducting a study. The researcher then took their theory to be the references for this research procedure as explained below.

1. Specify the purpose of the study

    The first and most important step in conducting a survey was to clarify the aim of the survey. Therefore, the researcher specified the goal of this study to find out the internal and external factors of students' listening comprehension problems.

2. Determine the research method of the study

    The second step was to determine the research method. The researcher chose survey design as the research method in this study. Survey design was one of a research methodology that was suitable for researching a case with a large number of respondents as well as the number of students in the eleventh grade of Ar-Rohmah Putri Batu High School.

3. Decide the source of data

    The third stage was to determine the data source. The researcher chose eleventh grade students at Ar-Rohmah Putri Batu High School as the source of data in this study. It was because the researcher identified the listening problem faced by students when teaching listening subjects to the eleventh grade students.

4. Choose the research instruments

   The fourth step of the study was to determine the research instrument that was suitable for this study. The researcher then chose the questionnaire and interview guidelines as research instruments to adjust the research method with a large number of respondents.

5. Validate the instruments to an expert validator

   In the fifth step, the researcher validated the instrument to an expert validator. The researcher determined the validator on this instrument based on two criteria. The first criterion was that the person must be someone who had concerned and experienced in teaching listening skill. The second criterion was that the person must be a lecturer who taught listening subject.

6. Conduct the data collection

   The sixth step was about carrying out the data collection. The researcher conducted the tryout of the questionnaire and interview guidelines to get the data from the responses of these two instruments.

7. Analyze the data.

   The seventh step after collecting the data was to analyze the data. The researcher analyzed the data with the help of data analysis services. The result of the data analysis was presented in an understandable report which was in form of tables and charts.

3.4 Research Instrument

The researcher used two instruments in this study. The questionnaire was the first instrument and interview guidelines was the second instrument. The questionnaire were adapted from Hamouda (2016) and the interview was adapted from Anandapong (2011). By these two instruments, the researcher wanted to know what listening problems students faced when practicing listening skill.

The questionnaire consisted of seven parts of question, four parts was for external factors affect students' listening problems and the rest three parts was for internal factors affect students' listening difficulties. Following explanation detailed these two factors further.

The external factors that consisted of four parts were listening problems related to the content of the listening text, listening problems related to linguistic features, listening problems related to the speaker, and listening problems related to the physical setting. Whereas, internal factors which consisted of three parts were listening problems related to listener, problems related to psychological characteristics, and problems caused by the failure to concentrate. These two factors are discussed based on the findings below.

In creating the questionnaire, the researcher adapted from Hamouda's questionnaire with some reduction in four categories of questions namely *students' general self-rating to listening proficiency*, *students' perception to the importance of listening skills*, *students' perceptions related to their high school education*, *and using different means to enhance listening skills*. The reduction in these three categories was done because they were not related to this study. The researcher focused on the research's purpose to find out internal and external factors that

influence listening problems for students. Thus, the researcher removed the categories of questions to adjust the purpose of the study.

In addition, the questionnaire was in a form of closed-ended questions. This form of questionnaire gives freedom to the respondents for choosing the answer. It was a multiple-choice form which did not require a description. As it was explained by O'Leary and Israel (2014), the closed-ended format provides the person taking the survey with a range of response options that he/she can select from to indicate his/her answer.

The second instrument was the interview guidelines. The questions in the interview guidelines were in a form of open-ended questions. This instrument was made by the researcher in accordance with the need of information for this research. The information from this interview would complement the questions which have not been covered in the questionnaire.

3.5 Data Collection

The data would be generated by using two instruments which were the questionnaire and interview guidelines. For the questionnaire, the researcher would use collective administration method in gathering the data. Based on the statement of O'Leary and Israel (2014), the method of collective administration is one of the best way of administering a questionnaire. It function to obtain the audience such as students in a classroom, people attending a function, participants in a programme or people assembled in one place. In addition, this method is suitable for a research with a large number of respondents.

In this study, the questionnaire would be distributed randomly to students in the class. The researcher would go to each class that had been asked for permission to the teacher. After that, the researcher would inform the intention of the study in asking the students to fill out the questionnaire. Then the questionnaire was filled out by students based on the time adjusted for the students' free time. After that the researcher would collect all the questionnaires to be the data of this study.

Meanwhile, the interview guidelines would be used to collect the additional information in a form of structured interview. In a structured interview the researcher asked a set of questions which had been prepared previously. The students would be interviewed after they finished filling out the questionnaire. The researcher then selected two students in random as the class representatives. After that, they would be interviewed one by one (face to face interview) according to the questions that had been made.

3.6 Data Analysis

The researcher would conduct two steps of data analysis. The first step was about the analysis of the questionnaire which would be carried out by the service's statistical analysis, and the second step was about the analysis of the interview which would be held by the researcher. The research would be analyze by referring to the data analysis of Kuntojo (2009). He explained the process of data analysis which was started from the step of editing, coding, and data tabulation. The steps which explained previously would be applied in the first step statistically by using SPSS. Meanwhile, the second step would be analyzed manually by the researcher.

The results of the analysis in these two instruments would be presented with percentage comparisons. After the researcher got the results of the questionnaire's analysis from the statistical analysis, the researcher then presented the data into tables. Meanwhile, the results of the interview's analysis were presented by researcher in the form of pie charts. In addition, the data analysis of the interview would be classified by the researcher into two categories, namely internal and external factors based on the reasons of the students.

3.7 Triangulation Process

This study used two research instruments namely questionnaire and interview guidelines in collecting the data. Thus, the researcher needed to carry out a triangulation process in finding the relationship between the results of these two instruments. According to Heale and Forbes (2013), methodological triangulation was the most common type of triangulation. Researches that used triangulation might include two or more sets of data collections using the same methodology. Furthermore, Heale and Forbes also explained that the combination of these two instruments to answer a phenomenon might result to one of three outputs which are the results might cause the same conclusions, the results might associate with different aims or cases, and the result might be diverse. Based on the theory, the result found in this study leaded to the same conclusion that the result of data from questionnaire and interview produced the same conclusion. It was that students in Ar-Rohmah Putri High School had the biggest listening problem from their external factors. Therefore, this triangulation process strengthened the findings in this study that external factors are the main problem for students' listening comprehension.

3.7 Validity of Expert Validator

Validation is an important part of a research. Validation is needed to assess the accuracy of an instrument in the study. According to Pelham and Blanton (2003), validity refers to whether a study is well-designed and provides results that are appropriate to generalize to the population of interest. The theory argued that validation process is important at every stage of the research, start from the beginning of determining the research method, the research instrument, and the results obtained at the end of the study. In addition, Mohajan (2017), specify the role of validation in terms of research instruments. He stated that validity was the ability of an instrument to measure what it was designed to measure. Therefore, the researcher would do an instrument validation to ensure the research instrument was valid.

3.8 Validity and Reliability Test

Validity and reliability testing is an important part in validating the research instruments of quantitative research. Thus, the researcher conducted a validity and reliability test in this study by using data analysis personnel. After the researcher did a try out questionnaire to one class with the number of students 24, then the result of the try out was tested by using statistical analysis. This study used the decision making regarding the validity of each question in the instrument by using the method of r value calculated with the value of r table. Based on the result of the statistical analysis, each question on the questionnaire was declared valid when the value of r calculated at N = 24 were 0.404. Thus, each question will be declared valid when the r table is greater than r count. Based on the result of the validity test, the r value of the table on each question used by the researcher in this study is

greater than the calculated r value. Therefore, the questionnaire in this study was declared valid.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents obout findings and discussion of the listening problems face by the students. The first part presents about the findings of the questionnaire, the second part is about the findings of the interview guidelines, and the third part is the discussion of the questionnaire and interview result. In this chapter the researcher presents the result of questionnaire in form of table percentages and the interview in form of pie charts.

4.1 Research Findings

The findings of this study was based on the result of data collection which were questionnaire and interview guidelines. The researcher conducted the study by distributing the questionaire and interviewing the students randomly. Nonetheless, the number of students that used for filling the questionnaire is only 104 students because there are same students moved to another school. Based on the survey research had been applied, the researcher elaborated the findings of these two instruments as detailed below:

4.2 Findings of the Questionnaire

The researcher validated this instrument to an expert validator, Dian Novita Dewi, S. Pd., M. Li. The researcher chose her as a validator on this instrument because she had fulfilled the criteria that the researcher had determined. The questionnaire was validated after three times revisions. In the first revision, the validator suggested to give clear reasons for reducing several categories of

29

questions in chapter three. In the second revision, she suggested that the questionnaire must be translated into Bahasa, because the level of students did not understand the difficult vocabularies as in the questionnaire. In the third revision, she validated the questionnaire with still a revision for using vocabularies of Bahasa that was easy for students to understand. After the validation process, the instrument was ready to be used for the research.

The limitation of this questionnaire was that the researcher did not do the second test of validity and reliability. In the first validation test, the results showed that there were three invalid questions based on the r table and r count values. Each item of the question would be valid when the value of r count = 0.404, or greater than that value. The value of these three invalid questions did not reach the value of r count, so all three were categorized as invalid questions. When there was one or more invalid question, a validation test should be done again, but the limitation of this research was not did so. Thus, the next studies could re-validate the test when there were invalid questions.

Based on the findings, there are fifteen external factors and two internal factors that most affected students listening comprehension as detailed below.

4.2.1 External Factors

There are fifteen external factors that interfered students listening comprehension as explained below.

Question 1: Students' problems in understanding unfamiliar words including jargon and idioms.

Based on the result showed in table 1, about 61,5% of students had responded that unfamiliar words including jargon and idioms was often and even always iterrupted their listening comprehension.

Question 2: *Students' problems related to the length of a spoken text.*

In addition to lack of vocabulary, the length of a spoken text also became a major problems for students in comprehending the message. Based on the finding in the table 1, there are 54,8% of the students responded that the length of a spoken text interfered their listening comprehension. The result pointed out that a long spoken text often became problems to the students. Moreover, some of them responded that this problem always interfered their listening comprehension.

Question 3: *Students' problems related to interprete the meaning of a long spoken text.*

The result showed in table 1 revealed that 56,7% of students had problems in interpreting the meaning of a long spoken text. The result of percentages indicated the students often found difficulties in interpreting the meaning of the recordings. Some of them even responded that this problem always became an obstacle in their listening comprehension.

Question 4 : *Students' problems related to unfamilliar topics.*

From the above finding, it showed that unfamiliar topic includes one of the main difficulties in students' listening comprehension. Table 1 indicated that students about 67,3% had responded that they found it difficult to conceive the listening text when they were unusual to the topic. The scale's percentages

revealed that the students were not only often but also always had difficulties in understanding a spoken text with unfamiliar topics.

Question 5: Students'problems related to the use of colloquial and slang expressions.

The result of table 2 proved the theory above that 51% of the students agreed that colloquial language and slang made a spoken text more difficult to be comprehended. The students responded that the expressions of colloquial language and slang often and even always be a barrier in comprehending a material.

Question 6: sixth question was about problems related to inferential process.

Based on table 2, there were 51% of the students who agreed that inferential process in listening was not easy. They chose the scale of often and always to show that this process was one of the difficulty they faced when listening to a spoken text. This result proved the theory of Rost (1990) who stated that "Understanding spoken language was essentially an inferential process based on a perception of cues rather than straight forward matching of sound to meaning". He also proposed that the EFL students should take several inferential process when listening.

Question 7: Students' problems related to long and complex sentences.

Table 2 showed that 56,8% of students had responded that a long and complex sentences was often and even always became a problem in understanding a spoken text. As it is explained by Hamouda that a long and complex sentences contained complex structures and many more information

which probably caused challenges for non native learners in understanding the spoken text.

Question 8*: was about problems related to unclear pronunciation.*

Unclear pronounciation of the speakers was also one of the main problem for students in eleventh grade of SMA Ar-Rohmah Putri. It was proved by the finding of 78,9% students who agreed that unclear pronunciation prevented them in comprehending the spoken text. It had been realized by the researcher about this problem by observing the students when having listening activity in the class. Many of them camplained when the pronunciation of the speakers were not clear, and some even standing or moving forward to be closer to the recording tape.

spoken text.

Question 9*: Students' problems related to variety of accents.*

Based on the result of table 3, the students of 53,9% had difficulties to understand the accents of the speakers. They often and even always had problems in listening to a spoken text when the accent was not familiar to them. This result supported the researcher hypothesis in the background of the study. When the researcher tought them in the class, most of them complained about the unclear voice from the speaker particulary to the accent used.

Question 10*: Students' problems related to speed of delivery.*

As it was showed in table 3**,** many students 78,8% responded that it was difficult to understand the spoken text when the speakers speak too fast. The students responded that they often and even always got difficulties dealing with a too fast spoken text. The finding was consistent with the result of a study

done by Underwood (1989) who stated that the lack of control to the speed of speech would absolutely encountered certain difficulties in students listening comprehension.

Question 11: was about problems related to lack of pauses.

Pauses was another factor that affect students listening comprehension. Table 3 indicated that many students 58,6% found it difficult to understand the spoken text when the pauses were not long enough. The result represented that the students often and even always found it difficult when the spoken material is less of pauses.

Question 12: was about problems related to get things repeated.

Repeatings is one of the effective way to make students understand the spoken text. As it stated by Ur, (1984) that learners should be exposed to the recording for once or more to comprehend the information they heard. The table showed that 67,3% of students agreed that it is difficult to understand the recorded material if they were unable to get things repeated.

Question 13: Students' problems related to noises.

Noises was another external barrier affect students' listening comprehension. The finding showed that 60/104 (57,7%) students were interfered by the noises from the environment. Hamouda, A (2013) also explained that noises including background noises on the recording or the environmental noises, could take the students' concentration off from the listening passage. He also exlained that students also got difficulties to listen to teachers' voices by the noises came from corridors and other classes.

Question 14: Students' problems related to the poor quality tapes or disks.

Based on table 4, majority of the students about 75,9% agreed that the poor quality of recording or tapes caused difficulties in listening comprehension. Majority of them responded that bad quality of tapes or disks often and even always disturbed students listening comprehension. Thus, this noises also effected students listening comprehension.

Question 15: Students' problems related to the unclear sounds of equipment.

Problem of physical setting also came from the poor aquipment. The finding showed 76,9% of the students responded that a poor aquipment interfered their listening comprehension. The result indicated that unclear sounds resulting from the aquipment bothered their process in listening to the recordings.

4.2.2 Internal Factors

Based on the findings, there are only two internal factors that interfered students listening comprehension as explained below.

Question 1: Students' problems related to lack of interest.

The interest of students in listening skill is an important booster to increase their desire in mastering this skill. As it was stated by Hamouda, A. (2013) that motivation and interest were also important factors in understanding the topic of the spoken text. The result showed that 54 of 104 students (51%) agreed that it was difficult to understand the spoken text which was not interesting for them. Therefore, they had responded that it was often and even always for this problem affected their listening comprehension.

Question 2: Students' problems related to concentration loss when the recording is in a poor quality.

The finding in this item showed that 70 of 104 students (67,4%) agreed that a poor quality of the recording was one of a problem in understanding the spoken text. They often and even always found it difficult in listening to a listening material.

4.3 Findings of the Interview

To get any additional information about listening problems to students, this interview was conducted. The researcher validated the interview sheet to Dian Novita Dewi, S. Pd., M. Li. In the interview process, the validator requested that the question on the interview had to be reduced. There were seven questions at first, but then she asked to reduce the questions into five to make them more effective.

When interviewing the students, the researcher could not explore as much information as possible due to the limited time. Thus, the researchers interviewed them about the important things needed. Here are five questions in the interview guidelines along with the findings on each question.

4.2.1 Question 1 : Do the activities in the dormitory reduce your rest time?

(Give the reason!)
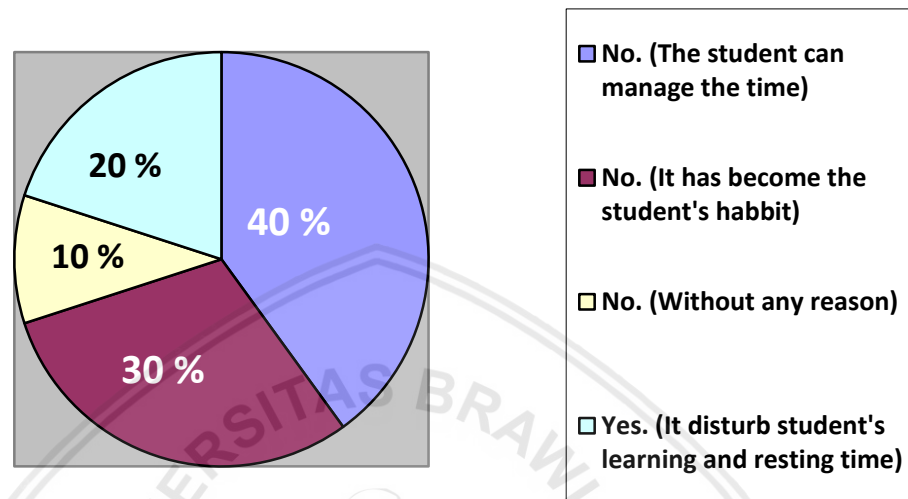
Figure 1. The effect of dormitory activities for students

The first chart shows that there are 40% (4 students) do not agreed if the activities in the dormitory such as Dinia' lesson disturb their time. Most of them answer that they can manage the time. They also said that the additional activities in the dormitory do not bother their learning and rest time. The others 30% (3 students) agreed with the previous reason that the activities did not become a problem for them because they have been accustomed to do the activities. There are also 1 students (10%) who agreed that this problem did not bother her time, eventhough she does not give any reason.

The last 20% (2 students) said that the activitites of the dormitory abbsolutely disturb students time. They said that because of the additional activities in the dormitory such as seminar or workshop, they loss the time for

learning or completing their home work. In addition, they even have to stay up late to finished their task.

4.2.2 Question 2 : Does the prohibition on using cellphones reduce your access to learning English more broadly?

(Give the reason!)
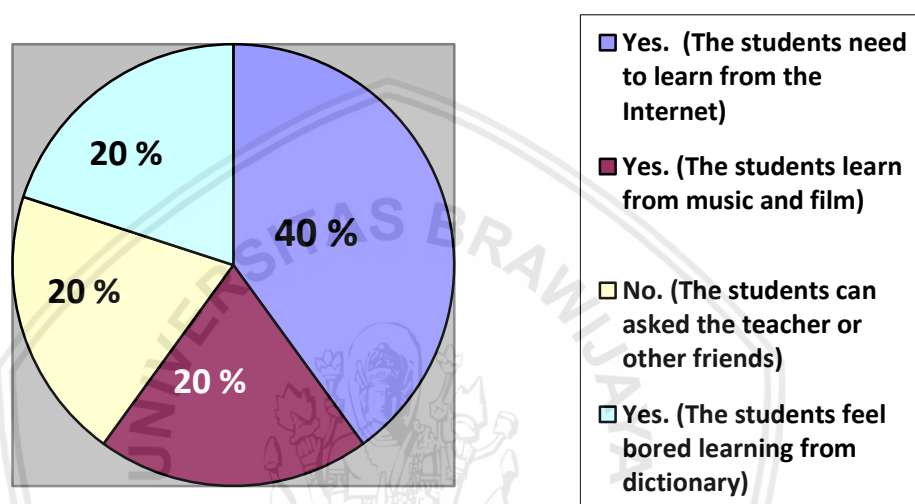
Figure 2. The effect of cellphone prohibition for students

The second question is about the ban on using cellphones. There are 4 students from 10 argued hat they need to learn english from the cellphones to get access to the internat. These students said that it is necessary for them to learn english from apps such as google, youtube, or any internet devices that can support their learning. Another 2 students (20%) also agreed that the prohibition of using cellphones also limit their access in learning throuh music and film. They said that learning english has to be from many sourcess to enhance their english, include listening comprehension. Besides, 2 students consider english as an unwanted suject (they dislike english). They assume that this lesson is boaring to

be learned. Therefore, they need another interesting way in learning this skill such as using cellphones.

In opposite to those tudents who feel that the ban of cellphone can restrain their step in learning english, the rest 2 students did not agreed that the role of this school in banning the students for using cellphones can disturb their learning english. They said that when they have any difficulties in learning english, they can just ask other friends or the teachers to solve the prolems. There is also student who disagreed that the prohibition of cellphone as a learning obstacle said that dictionary is also a solution for learning english.

4.2.3 Question 3 : What language accent do you understand more easily

between a British accent or an American accent?

(Give the reason!)
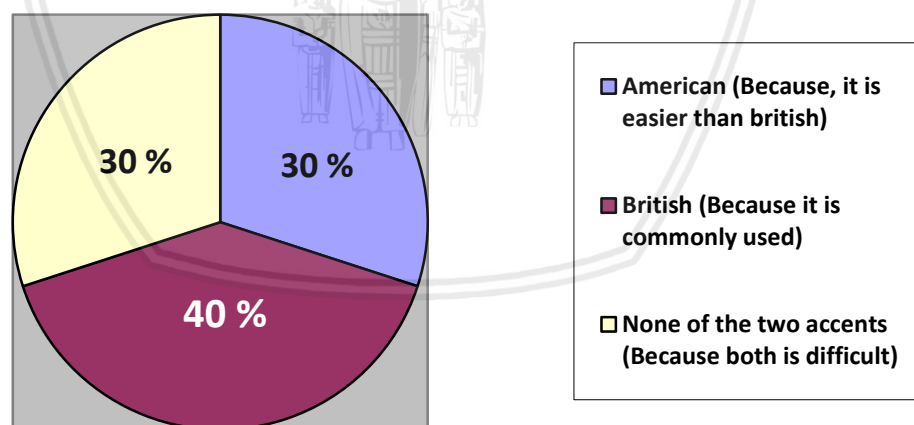
Figure 3. The effect of speakers' accents to students

From the chart above, 4 students (40%) said that they preferred English with a British accent. Many reasons they said, including that British accent is easier than the American accent. There are also those who said that because the British

accent is often used during listening times, so they are used to listen to it. A student even responded that British accent is cool as in the Harry Poter movie. That is why she love this accent.

In opposite to the students who like British accents, 3 students (30%) who prefer American accent also give their own arguments. Some said that because British accents are difficult and American Accent is easy to understand. In addition, there were also 3 students (30%) who did not like both of these accents. They argued that these two accents were difficult and they could not distinguish between the two accents.

The results of the third question contrast with the researchers' hypothesis at the beginning of the study. The researcher thought that the students' difficulties in listening were due to the use of British accent that were not commonly used in EFL students such as in this school. However, it turned out that most children liked this accent because they were used to it or because the British accents were cool to them.

4.2.4 Question 4 : From internal and external factors, which factors most influence you in the listening process?

(Give an explanation!)
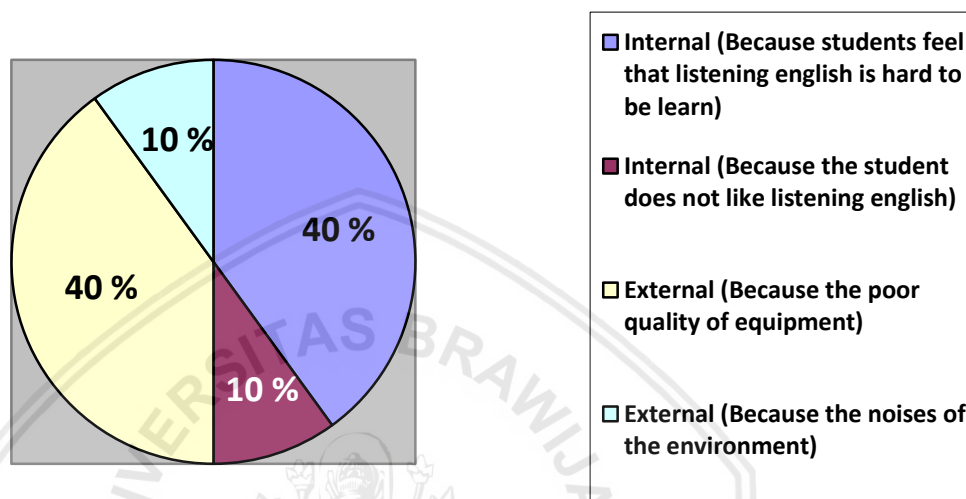
Figure 4. the most influence factor for students

The results of the fourth question show that the students feel that both of internal and external factors have a significant effect in influencing students' listening comprehension. About 50% of the students who perceive external factors as a problem, 40% revealed that the most disturbing problem was the poor quality of recordings. the remaining 10% said that the noise from the surrounding environment was like the sound of building workers around the school. The rest 50% of the students assume that internal factors are the most influential, 40% of them said that the most disturbing internal factor was that they felt English was difficult to learn. For example, remembering English vocabulary is not easy. The remaining 1 student (10%) argued that she certainly did not like English lessons.

4.2.5 Question 5 : What is your suggestions for solving problems from

internal and external factors? (Give an explanation!)
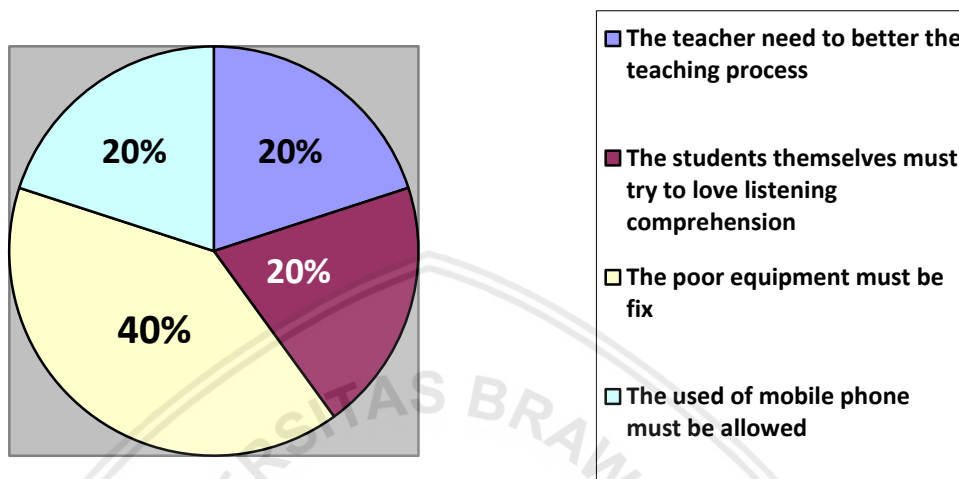
Figure 5. Students' suggestion to solve their problems

Based on the result above, the students give suggestion for both internal and external factors influenced students listening comprehension. The most suggestion of 80% is about external factors. 4 students (40%) suggested that the quality of the recordings and tape devices itself must be repaired or replaced with a better one. Thus students are able to listen for a clear sound from the recordings. About 20% or 2 students propose that the use of cellphones must be legalized. it can expose and easier the students to access various applications that can support their English learning. There are also 20% give advice that teachers can improve their teaching methods to follow the development of today's millennial students. In other words, the teachers can approach the students to not be fierce in teaching yet more relaxed but serious.

The rest 20% or 2 students give suggestion to solve the internal factor. Based on the result in chart above, students realized that they have to love English before studying about the language. It is because the interest in studying English is important to push them in comprehending this language.

4.3 Research Discussion of Questionnaire and Interview

In this discussion part, the researcher explained the factors affect students listening comprehension from the questionnaire and the interview guidelines. Based on the finding of the questionnaire and interview guideline, between these two factors, external factors dominate the internal factors in interfering students listening comprehension problems. The result of questionnare shows, from all 24 external factors, there are 15 factors that most affect students of eleventh grade at SMA Ar-Rohmah Putri Batu. For internal factors, there is only two factors from 17 factors affect the students listening comprehension problems.

The 15 external factors identified from the students of eleveth grade are listening problems related to unfamiliar words including jargon and idioms (61,5%), listening problems related to a long spoken text (54,8%), listening problems related to interpreting the meaning of a long spoken text (56,7%), listening problems related to unfamiliar topic (67,3%) listening problems related to colloquial language and slang (51%), listening problems related to not paying attention to intonation of the speaker (77,9%), listening problems related to the difficulties of following the sequence of a too long and complex spoken text (56,8%), listening problems related to understanding the meaning of words which are not pronounced clearly (78,9%), listening problems related to the difficulties to

understand well when speakers speak with a variety of accents (53,9%), listening problems related to understanding the recording well when speakers speak too fast (78,8%), listening problems related to understand the listening text when the speaker does not pause long enough (58,6%), difficulties to understand the recorded material without repeating the recordings (58,6%), difficulties for concentrating with noises around (57,7%), listening problems related to unclear sounds resulting from poor quality from tape recording (75,9%), listening problems related to unclear sounds resulting from poor quality of aquipment (76,9%).

For internal factors, the two internal factors that most affect students are difficulty to understand the spoken text which is not of the students' interest (51%) and difficulty to concentrate when the tape recording is not clear / a poor quality of the tape (67,4%).

The result of interview also presents that external factors affect the students more than the internal factors. From the fifth chart (figure 1 to 5), there are 80% students who agreed that the external factor such as the role of cellphone prohibition reduce their access to learn English more broadly. Beside this factor, about 100% of the students also felt the accents used in the spoken text are difficult to be understood (40% said American is dfficult, 30% said British is difficult, and 30% said that both accents are difficult). Based on this result, about 80% of students suggest that the external factors have to be solved. There are only one external factors which do not become students problems in comprehending listening skill. It is about the additional activity from the dormitory. It is prove by 80% of the students said that the activity did not bother their learning or rest time because they had been accustomed to manage the time. However, external factor still become

students major problems based on the result of interview as well as the questionnaire.

CHAPTER V

CONCLUSION AND SUGGESTION

This section elaborates the conclution along with the suggestion based on the findings for further research.

5.1 Conclusion

Based on the researcher analysis, it can be concluded that eleventh grade students of SMA Ar-Rohmah Putri Batu had certain problems in listening comprehension, particularly from the internal and external factors. The findings was in line with the theory used in this study. They were the theories by Hermawan (2012) who found that nearly all of the students had problems in listening, both from internal and external factors. These two factors include eight factors that affect listening skill. They are physical factors, physiological factors, experience factors, attitude factors, motivation factors, sex factors, environmental factor, and role factors in society Tarigan (2015: 105-115). Nevertheless, among these two factors, the factors that become the main problem for students are external factors.

Based on the result of the research above, it can be proven that the biggest factor affecting students listening comprehension problem comes from external factors. External factors that most influence students are listening material and the recordings such as unfamiliar topics, difficult to understand accents, and unclear intonation. The results obtained from the interview also show the same thing, that the external factors influence the students much than internal factors. Most of the problems from students when doing interview with the researcher is also about this

46

factors. For example students are disturbed by unclear listening equipment and limited school facilities with the prohibition of using cellphones. They even suggested for reparing the tape recording and legalizing the use of cellphones to ease theirselves in lerning english.

On the other hand, internal factors have very little effect on the process of listening to students. Only in the form of less motivation by some students who indeed do not like English. Nonetheless, the rest of these factors don't have much effect to students. Even internal factors such as time management between school assignments and dormitory duties are not a significant problem for students, because they are already familiar with such daily activities.

To sum up, the researcher identified that students at SMA-Ar-Rohmah Putri Batu have both problems, internal and also external factors. However, from this two factors, external factor is the most affecting students listening comprehension problems. It is based on the findings that there are 15 external factors that most affected students than internal factor that only 2 factors that interfered students listening comprehension. Therefore, several suggestion below may be the inputs for figuring out students listening problems.

5.2 Suggestion

The researcher expects that the existence of this research will be a good reference for teachers, students, and for the next researchers. The researcher hope the findings of this research can be input to improve the learning process and teach listening skills.

5.2.1 For The Teacher

Based on the findings of the students when the research was conducted, the teachers could improve the teaching method from two sides, namely from the internal and from the external or the environment. From the internal, it is necessary to create a comfortable learning environment for students by adjusting their learning style. However, the teacher still controlled the class. This teaching method can be implement by using game activities or using media learning.

In addition, external factors such as teaching materials or the environment are also an important factor to be considered. Particularly, the recording equipment or recording material itself, whether it is clearly heard by students or not. Thus the teachers can anticipate the other records with clearer voices. It is because recording is a crucial factor in the process of listening to students. Beside the material, the surrounding environmental noise also bother students concentration. For example, noises from school building workers or from other classes that are not currently tought. By optimizing the improvement of these two aspects, it is expected that students are able to carry out the listening process better.

5.2.2 For The Students

The most listening problem experienced by the students is from external factors. To solve this problem, the students can work together with the teachers. For instance, providing input to teachers about the solutions needed to ease the listening process in class. For example, giving input regarding the solution of using cellphones as a facility that can help students

learn English more broadly. However, without neglecting other duties and obligations from school or the dorminotory. As an example by limiting the use of time or day.

Beside external factors, students must also solve their internal problems by increasing motivation in learning. Motivation can be obtained by learning together with friends, teachers, or asking for motivation from parents. In addition, students can also pray for asking the motivation from Allah SWT.

5.2.3 For The Next Researcher

The next researchers may consider to pay attention about the place and time of the research before conducting the study. The researcher suggests that it is crucial to ascertain the place to be researched in advance, so that the research's schedule can be arranged well. Beside the place, research' schedule in collecting the data must be determined. If the time is not decided yet, the research will be delayed from a predetermined schedule. It is because each school has its own activities, including the completion of their students for final examinations. Therefore, the researcher need to marked this point before the worse thing happed is that the research is expected to be repeated in the next semester.

REFERENCES

Agus, H. (2012). *KomunikasiPemasaran*. Jakarta: Erlangga

Anandapong, S. (2011). *A Study of English Listening Problem and Listening Proficiency of Business Students at Bangkok University* (Unpublished thesis). Bangkok: Thammasat University. http://digi.library.tu.ac.th/thesis/lg/0641/title-appendices.pdf

Anderson, A. and Lynch, T. 1988. *Language Teaching: A Scheme for TeacherEducation*. New York: Oxford University Press

Bagatur, S. 2016. The Perceptions of EFL Preparatory School Students on their Listening Skills: A Quantitative Study. *Procedia: social and behavioral sciences.* P. 806-812

Bloomfield, A. et al. 2011. *What Makes Listening Difficult?:Factors Affecting Second Language Listening Comprehension*. University Of Maryland Center For Advanced Study Of Language.

Brown, A. L., &Palinscar, A. S. (1982). *Introducing Strategic Learning from Texts by Means of Informed Self-Control Training*.Illinois:University of Illinois.Urbana Champaign Library. https://www.ideals.illinois.edu/bitstream/handle/2142/17590/ctrstreadt echrepv01982i00262_opt.pdf?sequence=1

Butt, M. N. et al. 2010. Listening Comprehension Problems among the Students: A Case Study of Three Govt. Boys' Higher Secondary Schools. *European Journal of Social Sciences – Volume 18, Number 2 (2010)*

Carter, R., Nunan, D. (2001). *The Cambridge Guide to Teaching English toSpeakers of Other Languages*. United Kingdom: Cambridge University Press.

Check, J. and Schutt, R. K. Survey research. In: J. Check, R. K. Schutt., editors. *Research methods in education*. Thousand Oaks, CA Sage Publications; 2012. pp. 159–185.

Dunkel, P. 1988. "Academic Listening and Lecture Note-taking for L1/SL Students: The Need to Investigate the Utility of the Aximos of Good Note-taking." *TESL Canada Journal,* 6, 11-26.he ELT Journal

Gilakjanil, A. P., Sabouri, N. B. learners' listening comprehension difficulties inenglish language learning: a literature review. *Canadian center of science and education. Vol. 9, No. 6.* 123-133

Glisan, E. W. (1985). The effect of word order on listening comprehension and pattern retention: an experiment in Spanish as a foreign language. *Language learning, 35*(3). p. 449-69

Goh, C. (2000). *A Cognitive Perspective on Language Learners' Listening Comprehension Problems*. National Institute of Education: Singapore. *28,* 55-75.

Goss, B. (1982). Listening as information processing. *Communication quarterly*, 30,304-307.http://dx.doi.org/10.1080/01463378209369465

Gernsbacher, M., and Shroyer, S. (1989) The cataphoric use of the indefinite 'this' in spoken narratives.*US National library of medicine national institutes of health.*17, pp. 536–40.

Haeruddin. 2017. *Listening Problems Faced by the Eleventh Grade at SMA Negeri 2 Batu.* (Unpublished undergraduate thesis). University of Brawijaya, Malang, Indonesia.

Halpern, D. F. (2007). The Science of Sex Differences in Science and Mathematics. *US National Library of Medicine National Institutes of Health*. 8 (1). p. 1-51

Hamouda, A. (2013). An investigation of listening comprehension problemsencountered by Saudi students in the EL listening classroom. *International journal of academic research in progressive education and development*. Vol 2. No. 2. Saudi. Hrmars.

Kerlinger, F. (1973). *The Structure of Scientific Revolution*. Chicago: University ofChicago Press.

Klagge, J. (2018). Guidelines for conducting survey. Arizona State University. https://www.research gate.net/publication/327425122_Guidelines_for_Conducting_Surveys

Klagge, J. (2018). Guidelines for conducting surveys. College of Integrative Sciences and Arts. Arizona State University. https://www.researchgate.net/publication/327425122

Kumar, R. (2011). *Research Methodology.* London: Sage Publications.

Kuntojo. (2009). *MetodologiPenelitian*. Kediri: Universitas Nusantara PGRI.

Leedy, P.D (1993). *Practical Research: Planning and Design*. 5th ed. New York: Mackmillan Publishing Company.

Mendelsohn, D. J. and Rubin, J.(1995). *A Guide for the Teaching of Second Language Listening.* San Diego, CA: Dominie Press. p.9

Mohajan, H. K. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. Published in: Annals of SpiruHaret University. Vol. 17, No. 4 (24 December 2017): pp. 56-82.

Nuttall, C. 1996. *Teaching reading skills in a foreign language.* Oxford: Heinemann English

O'Leary, J. L and Israel, G. D. (2014). The savvy survey #6b: constructing open-ended items for a questionnaire1. *Af ifas extension*. P. 1-3. University of Florida.

Pelham, B. W., & Blanton, H. (2003). *Conducting research in psychology: Measuring the weight of smoke (2nd Ed.).* Toronto: Thompson Wadsworth

Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the advances practitioner in oncology .Vol6*, p. 168

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

Rost, M. (2011). *Teaching and researching listening*. Carter, Ronald (Eds). UnitedKingdom: British Library Cataloguing in Publication Data.

Rebecca, L. (1993). Research update on teaching L2 listening. *Science directjournal. 21 (2)*, p. 205-211.

Samuels, S. 1984. *Factors influencing listening: Inside and outside the head. 23*(3), 183-189.

Seyedeh M. A. (2016, November 18). *The importance of listening* comprehensionin language learning. *International Journal of Research and Education*, p. 7.

Showkat, N. and Parveen, H. (2018). Quantitative methods: survey. Aligarh Muslim University. https://www.researchgate.net/profile/Nayeem_Showkat

Tarigan, H. G. (2015). *BerbicaraSebagaiSuatuKeterampilanBerbahasa.*Bandung: Angkasa.

Ulum, O. G. 2015. Listening: the ignored skill in EFL context. *International Journal of Humanities Social Sciences and Education (IJHSSE)*.Hakkari, Turkey 2(5). p. 72-80. https://files.eric.ed.gov/fulltext/ED577306.pdf

Underwood, M. (1989). *Teaching Listening*. New York: Longman.

Ur, P. 1984. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.

Vandergrift, L., Goh, C.C. M. 2012. *Teaching and Learning Second Language Listening.*New York: Rouledge. p.4

Walker, N. 2014.Listening: the most difficult skill to teach. Manchester MetropolitanUniversity. *Encountro*.http://www.encuentrojournal.org/textos/Walker_LISTENING%20.pdf

Yagang, F. 1994. Listening: Problems and solutions. In T. Kral (ed.) *Teacher Development: Makingthe RightMoves*.Washington, DC: English Language ProgramsDivision, USIA.

APPENDICES

Appendix 1. Questionnaire adapted from Anandapong (2011) and Hamouda (2016)

Questionnaire

This questionnaire aims to identify internal and external factors of listening comprehension problems faced by EFL students. In detail, this questionnaire consists of seven question categories. The three categories explain the internal factors faced by students which are are listening problems related to listener, psychological characteristics, and problems caused by the failure to concentrate. The other four categories explain the external factors which are problems related to the content of the listening text, listening problems related to linguistic features, listening problems related to the speaker, and listening problems related to the physical setting. These seven categories are detailed for each questions in the tables below.

Instructions:

1. Please read each of the questions below carefully and give a sign of (√) to the answer choices that match your choice.
2. The answers given have nothing to do with something that harms or defames you as a research respondent.
3. Thank you for your help in completing this questionnaire.

Name:

Class :

Give the mark (√) in the column based on your answer!

Listening problems related to the content of the listening text

No.	Statements	Never	Sometimes	Often	Always
1.	I find it difficult to understand listening text in which there are too many unfamiliar words including jargon and idioms.				
2.	Complex grammatical structures interfered with my listening comprehension.				
3.	Long spoken text interfered with my listening comprehension.				
4.	I find it difficult to interpret the meaning of a long spoken text.				

5.	I feel fatigue and distracted when I listen to a long spoken text.				
6.	I find it difficult to understand listening texts when the topic is unfamiliar.				
7.	I find it difficult to understand every single word of incoming speech.				
8.	I find the listening passage difficult to understand.				

Listening problems related to linguistic features.

No.	Statements	Never	Sometimes	Often	Always
9.	I find it surprising and difficult to deal with colloquial language and slang.				
10.	I find it difficult to understand reduced forms.				
11.	I find the pronounciation familiar but cannot recognize the words.				
12.	I do not often pay attention to intonation of the speaker.				
13.	I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another.				
14.	When encountering an unknown word, I stop listening and think about the meaning of the word.				
15.	I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.				

Listening problems related to the speaker.

No.	Statements	Never	Sometimes	Often	Always
16.	I find it difficult to understand the meaning of words which are not pronounced clearly.				
17.	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.				
18.	I find it difficult to understand well when speakers speak with a variety of accents.				
19.	I find it difficult to understand well when speakers speak too fast.				
20.	I find it difficult to understand the listening text when the speaker does not pause long enough.				
21.	I find it difficult to understand the recorded material if I am unable to get things repeated.				

Problems related to the physical setting

No.	Statements	Never	Sometimes	Often	Always
22.	It is difficult for me to concentrate with noises around.				
23.	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.				
24.	Unclear sounds resulting from poor equipment interfere with my listening comprehension.				

Problems related to the listener

No.	Statements	Never	Sometimes	Often	Always
25.	I find it difficult to get a general understanding of the spoken text from the first listening.				
26.	At the time of listening I found it difficult to predict what would come next.				
27.	I find it difficult to quickly remember words or phrases I have just heard.				
28.	I found it difficult to recognize the words I know because of the way they are pronounced.				
29.	There were words that I would normally understand in writing, but when I heard them in a stream of speech, I found it difficult to tell where one word finishes and another begins.				
30.	I find it difficult to answer questions which require other than a short answer (e.g. why or how questions)				

Listening problems related to psychological characteristics.

No.	Statements	Never	Sometimes	Often	Always
31.	I feel nervous and worried when I don't understand the spoken text.				
32.	I find it difficult to understand the spoken text which is not of interest to me.				
33.	I stop listening when I have promblems in understanding a listening text.				

No.	Statements				
34.	If I don't arrive at a total comprehension of an oral text, I feel disappointed.				
35.	Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.				

Problems caused by the fallure to concentrate.

No.	Statements	Never	Sometimes	Often	Always
36.	I lose my focus of the talk when I have got an expected answer in my mind.				
37.	I am unable to concentrate because I search for the answers, and I listen to the dialogue at the same time.				
38.	I lose my concentration when the text is too long.				
39.	I lose my concentration when I think about the meaning of new worlds.				
40.	I lose my concentration if the recording is in a poor quality.				
41.	I lose my consentration when I think of another question.				

Appendix 2. Table of the questionnaire'sresult

Table 1. Listening problems related to the content of the listening text

No	Stat Ements	Never	Sometimes	Often	Always
1.	I find it difficult to understand listening text in which there are too many unfamiliar words including jargon and idioms.	0%	38,5%	50%	11,5%
2.	Complex grammatical structures interfered with my listening comprehension	7,7%	55,8%	29,8%	6,7%
3.	Long spoken text interfered with my listening comprehension	11,5%	33,7%	44,2%	10,6%
4.	I find it difficult to interpret the meaning of a long spoken text.	4,8%	38,5%	47,1 %	9,6%
5.	I feel fatigue and distracted when I listen to a long spoken text.	9,6%	45,2%	35,6%	9,6%
6.	I find it difficult to understand listening texts when the topic is unfamiliar.	5,8%	26,9%	54,8%	12,5%
7.	I find it difficult to understand every single word of incoming speech.	5,8 %	51,9%	34,6%	7,7 %
8.	I find the listening passage difficult to understand.	8,7%	46,2 %	40,4%	4,8%

Table 2. Listening problems related to linguistic features.

No.	Statements	Never	Sometimes	Often	Always
9.	I find it surprising and difficult to deal with colloquial language and slang.	10,6%	38,5 %	42,3%	8,7%
10.	I find it difficult to understand reduced forms.	13,5%	50%	29,8%	6,7%
11.	I find the pronunciation familiar but cannot recognize the words.	4,8%	52,9%	41,3%	1%

12.	I do not often pay attention to intonation of the speaker.	26%	51,9%	18,3%	3,8%
13.	I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another.	16,3%	48,1%	32,7%	2,9%
14.	I find it difficult to infer the meaning of an unknown word while listening.	3,8%	45,2%	45,2%	5,8%
15.	I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.	2,9%	40,4%	46,2%	10,6%

Table 3. Listening problems related to the speaker.

No.	Statements	Never	Sometimes	Often	Always
16.	I find it difficult to understand the meaning of words which are not pronounced clearly.	1,9%	19,2%	55,8%	23,1%
17.	I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.	21,2%	41,3%	33,7%	3,8%
18.	I find it difficult to understand well when speakers speak with a variety of accents.	16,3%	29,8%	46,2%	7,7%
19.	I find it difficult to understand well when speakers speak too fast.	1,9%	19,2%	53,8%	25%
20.	I find it difficult to understand the listening text when the speaker does not pause long enough.	6,7%	34,6%	44,2%	14,4%
21.	I find it difficult to understand the recorded material if I am unable to get things repeated.	1,9%	30,8%	41,3%	26%

Table 4. Problems related to the physical setting

No.	Statements	Never	Sometimes	Often	Always

22.	It is difficult for me to concentrate with noises around.	5,8%	36,5%	36,5%	21,2%
23.	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.	2,9%	21,2%	47,1%	28,8%
24.	Unclear sounds resulting from poor equipment interfere with my listening comprehension.	3,8%	19,2%	47,1%	29,8%

Table 5. Problems related to the listener

No.	Statements	Never	Sometimes	Often	Always
25.	I find it difficult to get a general understanding of the spoken text from the first listening.	6,7%	49%	28,8%	15,4%
26.	At the time of listening I found it difficult to predict what would come next.	8,7%	52,9%	32,7%	5,8%
27.	I find it difficult to quickly remember words or phrases I have just heard.	6,7%	53,8%	32,7%	6,7%
28.	I found it difficult to recognize the words I know because of the way they are pronounced.	11,5%	48,1%	38,5%	1,9%
29.	There were words that I would normally understand in writing, but when I heard them in a stream of speech, I found it difficult to tell where one word finishes and another begins.	9,6%	41,3%	39,4%	9,6%
30.	I find it difficult to answer questions which require other than a short answer (e.g. why or how questions)	8,7%	45,2%	35,6%	10,6%

Table 4.6 Listening problems related to psychological characteristics.

No.	Statements	Never	Sometimes	Often	Always
31.	I feel nervous and worried when I don't understand the spoken text.	19,2%	37,5%	31,7%	11,5%
32.	I find it difficult to understand the spoken text which is not of interest to me.	17,3%	31,7%	43,3%	7,7%
33.	I stop listening when I have problems in understanding a listening text.	33,7%	41,3%	20,2%	4,8%
34.	If I don't arrive at a total comprehension of an oral text, I feel disappointed.	21,2%	29,8%	32,7%	16,3%
35.	Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.	17,3%	39,4%	31,7%	11,5%

Table 7. Problems caused by the failure to concentrate

No.	Statements	Never	Sometimes	Often	Always
36.	I lose my focus of the talk when I have got an expected answer in my mind.	12,5%	48,1%	33,7%	5,8%
37.	I am unable to concentrate because I search for the answers, and I listen to the dialogue at the same time.	13,5%	38,5%	36,5%	11,5%
38.	I lose my concentration when the text is too long.	8,7%	50%	31,7%	9,6%
39.	I lose my concentration when I think about the meaning of new worlds.	10,6%	51%	30,8%	7,7%

| 40. | I lose my concentration if the recording is in a poor quality. | 5,8% | 26,9% | 46,2% | 21,2% |
| 41. | I lose my concentration when I think of another question. | 7,7% | 46,2% | 35,6% | 10,6% |

Appendix 3. Samples of students' questionnaire results

LAMPIRAN

Lampiran 1. Angket diadaptasi dari Anandapong (2011) dan Hamouda (2016)

Angket

Angket ini bertujuan untuk mengidentifikasi faktor-faktor internal dan eksternal pada masalah pemahaman menyimak yang dihadapi oleh siswa EFL. Secara rinci, angket ini terdiri dari tujuh kategori pertanyaan. Tiga kategori pertama menjelaskan faktor internal yang dihadapi oleh siswa yaitu masalah menyimak yang berkaitan dengan pendengar, karakteristik psikologis, dan masalah yang disebabkan oleh kegagalan berkonsentrasi. Keempat kategori lainnya menjelaskan faktor-faktor eksternal yang merupakan masalah yang terkait dengan isi teks menyimak, masalah mendengarkan yang terkait dengan fitur linguistik, masalah mendengarkan yang terkait dengan pembicara, dan masalah mendengarkan yang terkait dengan pengaturan sarana dan lingkungan penunjang pembelajaran. Tujuh kategori ini dirinci untuk setiap pertanyaan dalam tabel di bawah ini.

Instruksi:

1. Harap dibaca masing-masing pertanyaan di bawah ini dengan hati-hati dan berikan tanda (√) pada pilihan jawaban yang sesuai dengan pilihan anda.

2. Jawaban yang diberikan tidak ada hubungannya dengan sesuatu yang membahayakan atau mencemarkan nama baik anda sebagai responden penelitian.

3. Atas partisipasi anda dalam mengisi angket ini kami ucapkan terima kasih.

Nama: Diah Ayu S.
Kelas: XI MIPA 2.

Beri tanda (√) di kolom berdasarkan jawaban anda!

Menyimak masalah yang terkait dengan konten dari teks menyimak.

No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
1.	Saya merasa sulit untuk memahami teks menyimak di mana ada terlalu banyak kata yang tidak dikenal termasuk jargon dan idiom.			√	
2.	Struktur tata bahasa yang kompleks menghambat pemahaman menyimak saya.			√	
3.	Teks lisan yang panjang menghambat pemahaman menyimak saya.		√		

No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
4.	Saya merasa sulit untuk mengartikan arti dari teks panjang yang diucapkan.		✓		
5.	Saya merasa lelah dan teralihkan ketika saya menyimak teks yang panjang.		✓		
6.	Saya merasa sulit untuk memahami teks-teks menyimak ketika topiknya tidak dikenal.		✓		
7.	Saya menggunakan pengalaman saya dan pengetahuan sebelumnya dari topik untuk memahami teks yang diucapkan.		✓		
8.	Saya merasa sulit untuk memahami setiap kata dari pidato yang disampaikan.		✓		
9.	Saya merasa bahwa menyimak teks panjang itu sulit untuk dipahami.		✓		

Masalah menyimak berkaitan dengan aspek Bahasa.

No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
10.	Saya merasa tidak terbiasa dan sulit untuk memahami bahasa tidak formal dan Bahasa *slang* pada audio.		✓		
11.	Saya merasa sulit untuk memahami bentuk kata yang disingkat.		✓		
12.	Saya menemukan pengucapan itu umum tetapi tidak dapat mengenali arti atau maknanya.		✓		
13.	Saya sering tidak memperhatikan intonasi pembicara.			✓	
14.	Saya merasa sulit untuk mengenali tanda yang menunjukkan bahwa pembicara bergerak dari satu titik ke titik lain.		✓		
15.	Ketika menemukan kata yang tidak dikenal, saya berhenti menyimak dan memikirkan arti kata itu.	✓			

| 16. | Saya merasa sulit untuk menyimpulkan arti dari kata yang tidak diketahui saat menyimak. | | ✓ | | |
| 17. | Saya merasa sulit untuk mengikuti urutan teks yang diucapkan ketika kalimat terlalu panjang dan kompleks. | | | ✓ | |

Masalah menyimak berkaitan dengan pembicara.

No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
18.	Saya merasa sulit untuk memahami pembicara yang sering terhenti singkat saat berbicara.		✓		
19.	Saya merasa sulit untuk memahami arti kata-kata yang tidak diucapkan dengan jelas.	✓			
20.	Saya merasa sulit untuk memahami arti dari teks yang diucapkan tanpa melihat bahasa tubuh pembicara.		✓		
21.	Saya merasa sulit untuk memahami dengan baik ketika pembicara berbicara dengan berbagai aksen.			✓	
22.	Saya merasa sulit untuk memahami dengan baik ketika pembicara berbicara terlalu cepat.	✓			
23.	Saya merasa sulit untuk memahami audio ketika pembicara tidak memberi jeda cukup lama.	✓			
24.	Saya merasa sulit untuk memahami materi rekaman jika saya tidak mengulang-ulanginya beberapa kali.	✓			

Masalah menyimak berkaitan dengan pengaturan sarana dan lingkungan penunjang pembelajaran.

No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
25.	Sulit bagi saya untuk berkonsentrasi dengan adanya suara-suara di sekitar.		✓		
26.	Suara yang tidak jelas yang dihasilkan dari *recording* yang buruk mengganggu pemahaman saya dalam mendengarkan.		✓		
27.	Suara yang tidak jelas yang dihasilkan dari fasilitas alat recording yang buruk mengganggu pemahaman menyimak saya.		✓		

Masalah mendengarkan berkaitan dengan pendengar.

No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
28.	Saya merasa sulit untuk mendapatkan pemahaman umum tentang teks yang diucapkan dari proses mendengarkan yang pertama.		✓		
29.	Pada saat mendengarkan, saya sulit memprediksi apa yang akan terjadi selanjutnya.			✓	
30.	Saya merasa sulit untuk cepat mengingat kata-kata atau frasa yang baru saja saya dengar.			✓	
31.	Saya merasa sulit untuk mengenali kata-kata yang sebenarnya saya ketahui dikarenakan cara pengucapannya.		✓		
32.	Ada kata-kata yang biasanya saya pahami secara tertulis, tetapi ketika saya mendengarnya dalam audio, saya merasa sulit untuk mengatakan di mana satu kata selesai dan yang lain dimulai.		✓		
33.	Saya merasa sulit untuk menjawab pertanyaan yang membutuhkan jawaban yang tidak				

	singkat (Misalnya pertanyaan dengan diawali kata "Mengapa" atau "Bagaimana").			✓	

Masalah mendengarkan berkaitan dengan karakteristik psikologis.

No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
34.	Saya merasa gugup dan khawatir ketika saya tidak memahami teks yang diucapkan.		✓		
35.	Saya merasa sulit untuk memahami teks lisan yang tidak menarik bagi saya.		✓		
36.	Saya berhenti mendengarkan ketika saya memiliki masalah dalam memahami teks menyimak.		✓		
37.	Jika saya tidak sampai memahami secara total teks pada audio-nya, saya merasa kecewa.		✓		
38.	Sebelum mengerjakan latihan menyimak, saya takut bahwa saya tidak dapat memahami apa yang akan saya dengar.		✓		

Masalah menyimak berkaitan dengan kegagalan konsentrasi.

No.	Pernyataan	Selalu	Sering	Kadang-kadang	Tidak pernah
39.	Saya kehilangan fokus pada percakapan ketika saya mendapat jawaban yang ada dalam pikiran saya.		✓		
40.	Saya tidak dapat berkonsentrasi karena saya mencari jawaban, dan saya menyimak dialog pada saat yang bersamaan.		✓		
41.	Saya kehilangan konsentrasi ketika teks terlalu panjang.			✓	
42.	Saya kehilangan konsentrasi ketika berpikir tentang makna dari kata-kata baru.	✓			
43.	Saya kehilangan konsentrasi jika *recording*-nya berkualitas buruk.		✓		

| 44. | Saya kehilangan konsentrasi ketika memikirkan pertanyaan lain. | | | ✓ | |

Informasi Tambahan

Jika ada factor lain yang tidak termasuk dalam kategori atau pertanyaan-pertanyaan diatas, anda dapat menuliskannya pada kolom di bawah ini!

Appendix 4. Blueprint of the questionnaire

Blueprint Questionnaire

Variable	Aspects	No. Item
External Factors	Listening problems related to the content of the listening text	1. I find it difficult to understand listening text in which there are too many unfamiliar words including jargon and idioms.
		2. Complex grammatical structures interfered with my listening comprehension.
		3. Long spoken text interfered with my listening comprehension.
		4. I find it difficult to interpret the meaning of a long spoken text.
		5. I feel fatigue and distracted when I listen to a long spoken text.
		6. I find it difficult to understand listening texts when the topic is unfamiliar.
		7. I find it difficult to understand every single word of incoming speech.
		8. I find the listening passage difficult to understand.
	Listening problems related to linguistic features	9. I find it surprising and difficult to deal with colloquial language and slang.
		10. I find it difficult to understand reduced forms.
		11. I find the pronounciation familiar but cannot recognize the words.
		12. I do not often pay attention to intonation of the speaker.
		13. I find it difficult to recognize the signals which indicate that the speaker is moving from one point to another.
		14. When encountering an unknown word, I stop listening and think about the meaning of the word.
		15. I find it difficult to follow the sequence of the spoken text when the sentences are too long and complex.

	Listening problems related to the speaker.	16. I find it difficult to understand the meaning of words which are not pronounced clearly.
		17. I find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.
		18. I find it difficult to understand well when speakers speak with a variety of accents.
		19. I find it difficult to understand well when speakers speak too fast.
		20. I find it difficult to understand the listening text when the speaker does not pause long enough.
		21. I find it difficult to understand the recorded material if I am unable to get things repeated.
	Problems related to the physical setting	22. It is difficult for me to concentrate with noises around.
		23. Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.
		24. Unclear sounds resulting from poor equipment interfere with my listening comprehension.
Internal factors	Problems related to the listener	25. I find it difficult to get a general understanding of the spoken text from the first listening.
		26. At the time of listening I found it difficult to predict what would come next.
		27. I find it difficult to quickly remember words or phrases I have just heard.
		28. I found it difficult to recognize the words I know because of the way they are pronounced.
		29. There were words that I would normally understand in writing, but when I heard them in a stream of speech, I found it difficult to tell where one word finishes and another begins.
		30. I find it difficult to answer questions which require other than a short answer (e.g. why or how questions)
		31. I feel nervous and worried when I don't understand the spoken text.

	Listening problems related to psychological characteristics.	32. I find it difficult to understand the spoken text which is not of interest to me.
		33. I stop listening when I have promblems in understanding a listening text.
		34. If I don't arrive at a total comprehension of an oral text, I feel disappointed.
		35. Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.
	Problems caused by the fallure to concentrate.	36. I lose my focus of the talk when I have got an expected answer in my mind.
		37. I am unable to concentrate because I search for the answers, and I listen to the dialogue at the same time.
		38. I lose my concentration when the text is too long.
		39. I lose my concentration when I think about the meaning of new worlds.
		40. I lose my concentration if the recording is in a poor quality.
		41. I lose my consentration when I think of another question.

Appendix 5. Sample of students' interview result

Nama : Silviah — IPA 3
1.) Ngk. Karena bisa membagi waktu.
2.) Iya. Karena belajar bhs Inggris harus punya banyak sumber, dengerin lagu, browsing, film dll.
3.) British. Tapi american jg ng terlalu paham meskipun britis jg sngh terlalu paham. Tapi lebih susah british. Viral bahasa slang u/k kez akem.
4.) Internal. Karena susah konsentrasi karena mikir lemaz itu pengaruh dan text nya banyak bikin males.
5.) Kalau ngajar jago jadi guru Killer dibawa santai kyk ngajar anak muda soalnya soalnya jago susah.
Sausx Internal

Nama : Fx. Valendharia Anastasya — IPA 3
1.) Ngk. Tidak mengganggu aktivitas belajar
2.) Ngk juga. Ta kalau ada kesulitan tanya teman/kamus
3.) Kurang tau perbedaannya. Emang kurang memahami bahasa Inggris.
4.) Internal : Cepet lupa kosa kata baru, kadang kalau sudah tidak bisa, jadinya males.
5.) Eksternal - teknis - pemutaran dijeda tapi ngk terlatih juga sebenarnya.
— sebelum listening dibacakan dulu instruksinya agar membiasa writing yg benar.

Nama : Irba Ticbito — IPA 3
1.) Itu Tergantung, kalo ada acara itu mengganggu waktu belajar dan Istirahat "acara surat pernyataan". Kalau tugas banyak jg mengganggu.
2.) Sedikit. Karena kalo ada akses Internet itu bisa cari di youtube, google. Tapi dngn aturan ini menjadi sulit karena harus ke perpus atau tanya ke murid
3.) Tidak sama aja, karena adek/murid membedakan 2 aksen ini karena tidak dipelajari perbedaannya.
4.) Eksternal : alat/audio yg greweng ngk jelas. Speakers ngomongx kecepatan sulit dipahami
5.) Eksternal alat/audionya diberikan yg baru dan bagus dan speakers cari yg lambat/dilambatin.

Nama : KAmila Risda — IPA 3
1.) Seringx iya. Misalx tibaz ada workshop/seminar dari kesehatan id tdh srsnya tersita. akhirnya malam harus menyelesaix tugas3 jadi mengganggu aktivitas belajar.
2.) Iya. Karena tau vocab biasar dr lagu atau film sehingga kurang membantu. Kalau kesulitan nanya ke ustadzah.
3.) American. Karena lebih gampang.
4.) Eksternal : Audionya kalau todak jelas, mempersulit. Internal : sulit konsentrasi kalau usterisngx sulit ditangkap
5.) Internal : memperbaiki Eksternal : Pakai K13 IT, audionya yg jelas. (untuk Hp sendiri perlu dibolehx dengan aturan tertentu.)

Appendix 6. The data analysis of frequency distribution

Distribusi Frekuensi

Result of question number 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kadang-kadang	40	38,5	38,5	38,5
	Sering	52	50,0	50,0	88,5
	Selalu	12	11,5	11,5	100,0
	Total	104	100,0	100,0	

Result of question number 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	8	7,7	7,7	7,7
	Kadang-kadang	58	55,8	55,8	63,5
	Sering	31	29,8	29,8	93,3
	Selalu	7	6,7	6,7	100,0
	Total	104	100,0	100,0	

Result of question number 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	12	11,5	11,5	11,5
	Kadang-kadang	35	33,7	33,7	45,2
	Sering	46	44,2	44,2	89,4
	Selalu	11	10,6	10,6	100,0
	Total	104	100,0	100,0	

Result of question number 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	5	4,8	4,8	4,8
	Kadang-kadang	40	38,5	38,5	43,3
	Sering	49	47,1	47,1	90,4

		Frequency	Percent	Valid Percent	Cumulative Percent
	Selalu	10	9,6	9,6	100,0
	Total	104	100,0	100,0	

Result of question number 5

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	10	9,6	9,6	9,6
	Kadang-kadang	47	45,2	45,2	54,8
Valid	Sering	37	35,6	35,6	90,4
	Selalu	10	9,6	9,6	100,0
	Total	104	100,0	100,0	

Result of question number 6

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	6	5,8	5,8	5,8
	Kadang-kadang	28	26,9	26,9	32,7
Valid	Sering	57	54,8	54,8	87,5
	Selalu	13	12,5	12,5	100,0
	Total	104	100,0	100,0	

Result of question number 7

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	3	2,9	2,9	2,9
	Kadang-kadang	30	28,8	28,8	31,7
Valid	Sering	51	49,0	49,0	80,8
	Selalu	20	19,2	19,2	100,0
	Total	104	100,0	100,0	

Result of question number 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	6	5,8	5,8	5,8

	Frequency	Percent	Valid Percent	Cumulative Percent
Kadang-kadang	54	51,9	51,9	57,7
Sering	36	34,6	34,6	92,3
Selalu	8	7,7	7,7	100,0
Total	104	100,0	100,0	

Result of question number 9

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	9	8,7	8,7	8,7
	Kadang-kadang	48	46,2	46,2	54,8
Valid	Sering	42	40,4	40,4	95,2
	Selalu	5	4,8	4,8	100,0
	Total	104	100,0	100,0	

Result of question number 10

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	11	10,6	10,6	10,6
	Kadang-kadang	40	38,5	38,5	49,0
Valid	Sering	44	42,3	42,3	91,3
	Selalu	9	8,7	8,7	100,0
	Total	104	100,0	100,0	

Result of question number 11

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	14	13,5	13,5	13,5
	Kadang-kadang	52	50,0	50,0	63,5
Valid	Sering	31	29,8	29,8	93,3
	Selalu	7	6,7	6,7	100,0
	Total	104	100,0	100,0	

Result of question number 12

	Frequency	Percent	Valid Percent	Cumulative Percent

	Tidak Pernah	5	4,8	4,8	4,8
	Kadang-kadang	55	52,9	52,9	57,7
Valid	Sering	43	41,3	41,3	99,0
	Selalu	1	1,0	1,0	100,0
	Total	104	100,0	100,0	

Result of question number 13

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	27	26,0	26,0	26,0
	Kadang-kadang	54	51,9	51,9	77,9
Valid	Sering	19	18,3	18,3	96,2
	Selalu	4	3,8	3,8	100,0
	Total	104	100,0	100,0	

Result of question number 14

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	17	16,3	16,3	16,3
	Kadang-kadang	50	48,1	48,1	64,4
Valid	Sering	34	32,7	32,7	97,1
	Selalu	3	2,9	2,9	100,0
	Total	104	100,0	100,0	

Result of question number 15

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	15	14,4	14,4	14,4
	Kadang-kadang	41	39,4	39,4	53,8
Valid	Sering	33	31,7	31,7	85,6
	Selalu	15	14,4	14,4	100,0
	Total	104	100,0	100,0	

Result of question number 16

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	4	3,8	3,8	3,8
	Kadang-kadang	47	45,2	45,2	49,0
Valid	Sering	47	45,2	45,2	94,2
	Selalu	6	5,8	5,8	100,0
	Total	104	100,0	100,0	

Result of question number 17

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	3	2,9	2,9	2,9
	Kadang-kadang	42	40,4	40,4	43,3
Valid	Sering	48	46,2	46,2	89,4
	Selalu	11	10,6	10,6	100,0
	Total	104	100,0	100,0	

Result of question number 18

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	21	20,2	20,2	20,2
	Kadang-kadang	57	54,8	54,8	75,0
Valid	Sering	21	20,2	20,2	95,2
	Selalu	5	4,8	4,8	100,0
	Total	104	100,0	100,0	

Result of question number 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	2	1,9	1,9	1,9

	Frequency	Percent	Valid Percent	Cumulative Percent
Kadang-kadang	20	19,2	19,2	21,2
Sering	58	55,8	55,8	76,9
Selalu	24	23,1	23,1	100,0
Total	104	100,0	100,0	

Result of question number 20

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	22	21,2	21,2	21,2
	Kadang-kadang	43	41,3	41,3	62,5
Valid	Sering	35	33,7	33,7	96,2
	Selalu	4	3,8	3,8	100,0
	Total	104	100,0	100,0	

Result of question number 21

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	17	16,3	16,3	16,3
	Kadang-kadang	31	29,8	29,8	46,2
Valid	Sering	48	46,2	46,2	92,3
	Selalu	8	7,7	7,7	100,0
	Total	104	100,0	100,0	

Result of question number 22

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	2	1,9	1,9	1,9
Valid	Kadang-kadang	20	19,2	19,2	21,2
	Sering	56	53,8	53,8	75,0

Selalu	26	25,0	25,0	100,0
Total	104	100,0	100,0	

Result of question number 23

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	7	6,7	6,7	6,7
	Kadang-kadang	36	34,6	34,6	41,3
Valid	Sering	46	44,2	44,2	85,6
	Selalu	15	14,4	14,4	100,0
	Total	104	100,0	100,0	

Result of question number 24

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	2	1,9	1,9	1,9
	Kadang-kadang	32	30,8	30,8	32,7
Valid	Sering	43	41,3	41,3	74,0
	Selalu	27	26,0	26,0	100,0
	Total	104	100,0	100,0	

Result of question number 25

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	6	5,8	5,8	5,8
	Kadang-kadang	38	36,5	36,5	42,3
Valid	Sering	38	36,5	36,5	78,8
	Selalu	22	21,2	21,2	100,0
	Total	104	100,0	100,0	

Result of question number 26

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	3	2,9	2,9	2,9
	Kadang-kadang	22	21,2	21,2	24,0
Valid	Sering	49	47,1	47,1	71,2
	Selalu	30	28,8	28,8	100,0
	Total	104	100,0	100,0	

Result of question number 27

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	4	3,8	3,8	3,8
	Kadang-kadang	20	19,2	19,2	23,1
Valid	Sering	49	47,1	47,1	70,2
	Selalu	31	29,8	29,8	100,0
	Total	104	100,0	100,0	

Result of question number 28

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	7	6,7	6,7	6,7
	Kadang-kadang	51	49,0	49,0	55,8
Valid	Sering	30	28,8	28,8	84,6
	Selalu	16	15,4	15,4	100,0
	Total	104	100,0	100,0	

Result of question number 29

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	9	8,7	8,7	8,7
	Kadang-kadang	55	52,9	52,9	61,5
Valid	Sering	34	32,7	32,7	94,2
	Selalu	6	5,8	5,8	100,0
	Total	104	100,0	100,0	

Result of question number 30

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	7	6,7	6,7	6,7
	Kadang-kadang	56	53,8	53,8	60,6
Valid	Sering	34	32,7	32,7	93,3
	Selalu	7	6,7	6,7	100,0
	Total	104	100,0	100,0	

Result of question number 31

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	12	11,5	11,5	11,5
	Kadang-kadang	50	48,1	48,1	59,6
Valid	Sering	40	38,5	38,5	98,1
	Selalu	2	1,9	1,9	100,0
	Total	104	100,0	100,0	

Result of question number 32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	10	9,6	9,6	9,6
	Kadang-kadang	43	41,3	41,3	51,0
	Sering	41	39,4	39,4	90,4
	Selalu	10	9,6	9,6	100,0
	Total	104	100,0	100,0	

Result of question number 33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	9	8,7	8,7	8,7
	Kadang-kadang	47	45,2	45,2	53,8
	Sering	37	35,6	35,6	89,4
	Selalu	11	10,6	10,6	100,0
	Total	104	100,0	100,0	

Result of question number 34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	20	19,2	19,2	19,2
	Kadang-kadang	39	37,5	37,5	56,7
	Sering	33	31,7	31,7	88,5
	Selalu	12	11,5	11,5	100,0
	Total	104	100,0	100,0	

Result of question number 35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	18	17,3	17,3	17,3
	Kadang-kadang	33	31,7	31,7	49,0
	Sering	45	43,3	43,3	92,3
	Selalu	8	7,7	7,7	100,0
	Total	104	100,0	100,0	

Result of question number 36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	35	33,7	33,7	33,7
	Kadang-kadang	43	41,3	41,3	75,0
	Sering	21	20,2	20,2	95,2
	Selalu	5	4,8	4,8	100,0
	Total	104	100,0	100,0	

Result of question number 37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	22	21,2	21,2	21,2
	Kadang-kadang	31	29,8	29,8	51,0
	Sering	34	32,7	32,7	83,7
	Selalu	17	16,3	16,3	100,0
	Total	104	100,0	100,0	

Result of question number 38

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tidak Pernah	18	17,3	17,3	17,3

	Frequency	Percent	Valid Percent	Cumulative Percent
Kadang-kadang	41	39,4	39,4	56,7
Sering	33	31,7	31,7	88,5
Selalu	12	11,5	11,5	100,0
Total	104	100,0	100,0	

Result of question number 39

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	13	12,5	12,5	12,5
	Kadang-kadang	50	48,1	48,1	60,6
Valid	Sering	35	33,7	33,7	94,2
	Selalu	6	5,8	5,8	100,0
	Total	104	100,0	100,0	

Result of question number 40

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	14	13,5	13,5	13,5
	Kadang-kadang	40	38,5	38,5	51,9
Valid	Sering	38	36,5	36,5	88,5
	Selalu	12	11,5	11,5	100,0
	Total	104	100,0	100,0	

Result of question number 41

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	9	8,7	8,7	8,7
	Kadang-kadang	52	50,0	50,0	58,7
Valid	Sering	33	31,7	31,7	90,4
	Selalu	10	9,6	9,6	100,0
	Total	104	100,0	100,0	

Result of question number 42

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	11	10,6	10,6	10,6
	Kadang-kadang	53	51,0	51,0	61,5
Valid	Sering	32	30,8	30,8	92,3
	Selalu	8	7,7	7,7	100,0
	Total	104	100,0	100,0	

Result of question number 43

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	6	5,8	5,8	5,8
	Kadang-kadang	28	26,9	26,9	32,7
Valid	Sering	48	46,2	46,2	78,8
	Selalu	22	21,2	21,2	100,0
	Total	104	100,0	100,0	

Result of question number 44

		Frequency	Percent	Valid Percent	Cumulative Percent
	Tidak Pernah	8	7,7	7,7	7,7
	Kadang-kadang	48	46,2	46,2	53,8
Valid	Sering	37	35,6	35,6	89,4
	Selalu	11	10,6	10,6	100,0
	Total	104	100,0	100,0	

Appendix 7. Validation sheet

LEMBAR VALIDASI

Judul Skripsi : *"Listening Comprehension Problems Encountered By Eleventh Grade Students At Sma Ar-Rohmah Putri Batu"*.

A. Petunjuk Pengisian
   1. Untuk memberikan penilaian terhadap format kuisioner untuk mencari tahu *Students listening comprehension problems* yang digunakan oleh *Eleventh grade students of SMA Ar-Rohmah Putri Batu*, dalam mencari factor internal dan eksternal yang mempengaruhi masalah menyimak bagi para siswa, anda cukup memberikan tanda centang (√) pada kolom nilai yang disediakan.
B. Aspek Penilaian
   1. Kesesuaian indikator soal dengan tujuan penelitian
   2. Bahasa yang digunakan baik dan benar
C. Skala Penilaian
   0 = tidak Valid
   1 = kurang Valid
   2 = cukup Valid
   3 = valid
   4 = sangat Valid
D. Huruf-huruf yang dimaksud dalam kolom yang dimaksud berarti :
   A = dapat digunakan tanpa revisi
   B = dapat digunakan dengan sedikit revisi
   C = dapat digunakan dengan revisi sedang
   D = dapat digunakan dengan banyak sekali revisi
   E = tidak dapat digunakan

ITEM	ASPEK YANG DINILAI									
	Kesesuaian Indikator dengan Tujuan					Penggunaan Bahasa				
	0	1	2	3	4	0	1	2	3	4
1					√					√
2					√					√
3					√					√
4					√					√
5					√					√
6					√					√
7					√					√
8					√					√
9					√					√
10					√					√
11					√					√
12					√					√
13					√					√
14					√					√

15				✓					✓

Penilaian *checklist* secara umum

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format kuisioner untuk mencari tahu *Translation strategies* yang digunakan oleh *Translation Students* dalam menerjemahkan artikel berita.		✓			

Saran-saran:

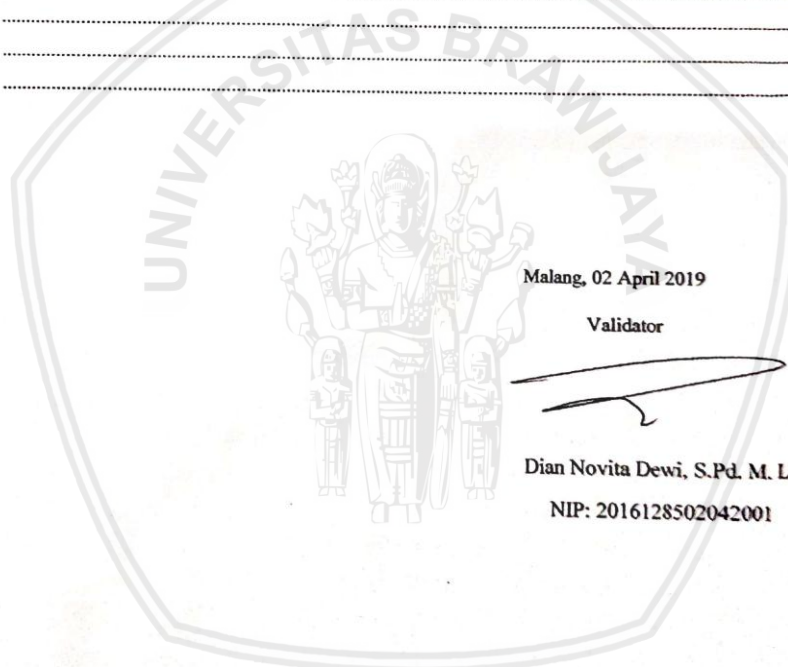explain clearly the reasons of reducing some items from source in the chapter III

Malang, 02 April 2019

Validator

Dian Novita Dewi, S.Pd. M. Li.

NIP: 2016128502042001

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145 Indonesia
Telp. (0341) 575875   Fax. (0341) 575822
E-mail: fib_ub@ub.ac.id   http://www.fib.ub.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Iannatul Husnia Boeng
2. NIM : 155110507111031
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Listening Comprehension Problems Encountered By Eleventh Grade Students at SMA Ar-Rohmah Putri
5. Tanggal Mengajukan : 25 Januari 2019
6. Tanggal Selesai Revisi : 17 Juli 2019
7. Nama Pembimbing : Pratnyawati Nuridi Suwarso, M. Li.
8. Keterangan Konsul :

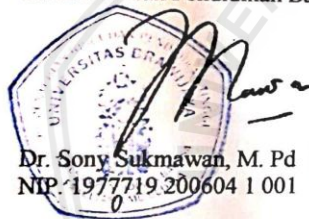| No.	Tanggal	Materi	Pembimbing	Paraf
1.	25-01-2019	Konsultasi judul	Pratnyawati Nuridi Suwarso, M. Li.	
2.	11-03-2019	Konsultasi Bab I	Pratnyawati Nuridi Suwarso, M. Li.	
3.	20-03-2019	Konsultasi Bab II	Pratnyawati Nuridi Suwarso, M. Li.	
4.	25-03-2019	Konsutasi Bab III	Pratnyawati Nuridi Suwarso, M. Li.	
5.	01-04-2019	Konsultasi Bab IV	Pratnyawati Nuridi Suwarso, M. Li.	
6.	23-05-2019	Konsultasi Bab V	Pratnyawati Nuridi Suwarso, M. Li.	

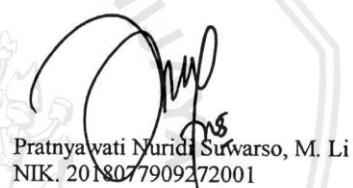| 7. | 24-06-2019 | ACC Sempro | Pratnyawati Nuridi Suwarso, M. Li. | 𝓋𝓈 |
8.	12 -06-2019	ACC Semhas	Pratnyawati Nuridi Suwarso, M. Li.	𝓋𝓈
9.	11-07-2019	ACC Kompre	Pratnyawati Nuridi Suwarso, M. Li.	𝓋𝓈
10	17-07-2019	ACC Yudisium	Pratnyawati Nuridi Suwarso, M. Li.	𝓋𝓈

1. Telah dievaluasi dan diuji dengan nilai: B+

Mengetahui,
Ketua Jurusan Pendidikan Bahasa

Dosen Pembimbing

Dr. Sony Sukmawan, M. Pd
NIP. 1977719 200604 1 001

Pratnyawati Nuridi Suwarso, M. Li
NIK. 2018077909272001