

Analysis of Students Difficulties in Learning Listening Comprehension of Eleventh Grade Students at Senior High School 9 Jambi

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ABSTRACT

The process of learning that involves listening comprehension aids pupils in comprehending the subject or lesson being covered. The goal of this study is to learn more about the challenges that children have with reading comprehension. based on the observations made by the researcher during fieldwork (PPL). When listening to audio content, some pupils experience difficulty. This research use qualitative method and the data was gathered by questionnaire. According to the analysis of students difficulties listening comprehension, listening is an extremely challenging skill for language learners. The factors that affected their listening were the physical environment, the listener factor, and the listening content. Therefore, the English Education main issues with students accent, pronunciation, speech rate, vocabulary and diverse speaker accents were combined with a lack of focus and poor recording quality. Understanding students challenges can motivate effective learning strategies to help students improve their listening skills. It also suggested remedies to the challenges, such as the teacher adapting and improving listening material, activating students vocabulary, providing a diversity of accents while practicing listening in a language laboratory, and improving their pronunciation through instruction from native speakers. The study findings may be valuable to people who are interested the topic.

Keyword : Listening, Difficulties

INTRODUCTION

English is a very popular language and one of the most widely used in the world, and in indonesian education, English is one of the foreign languages students learn in school. In order to learn English, students need four skills, one of which is listening. It means that listening is an important ability that must be learned and mastered when learning English as a foreign language. It can teach students to learn new words, to use words in appropriate situations, and to teach how to spell words and their meanings in listening comprehension.

In listening comprehension, listeners must grasp and retain the concepts they have heard in addition to receiving the message. Buck (2001, p. 3) states that listening comprehension is the outcome of several information sources interacting, such as auditory input, various forms of linguistic knowledge, and so on. In the process, the listener must comprehend the acoustic signal, which stands in for the significant sounds of the language, in addition to working to receive the message. This idea gives explains why listening comprehension is a more involved process than just listening.

Listening is a process of receiving what the speaker says, creating meaning by participation, creativity, and also listening can help students to understand the world around them and is one of the necessary elements in creating success. If students want to learn speak, they must first understand the language they hear. If students want to communicate with native speakers, they must first understand in real language situation in order to understand what the native speakers say. Therefore, researchers say that listening is an active capacity, not a passive capacity, because in this case, meaning is built through the flow of sound.

When someone speaks students will understand what they want to say, focused listening skills are your ability to hear particular sounds. To listen more effectively, students must understand the message that their communication, effective listening requires concentration and competence. In fact, when students learn to listen in school, students have difficulty capturing and understanding English sentences. It is based on a vocabulary abilities, understanding English accents and lack of concentration on listening.

Teaching listening comprehension in the level of senior high school at 9 Jambi is considered to be progress level. Based on the curriculum merdeka grade XI, the aim of teaching listening is to give students the opportunity to understand the diversity of ideas with communication purposes, the structure of texts and certain linguistic characteristic in different oral texts. Therefore, researchers need to analyze the difficulties faced by students in listening comprehension, because it is important to conduct research, a researcher will know where students' listening difficulties lie and so that there are no misunderstandings of vocabulary in listening comprehension.

There are many ways to help learner improving their listening comprehension, for example they can try to listen the audio in English, for this research the researcher will use to improve learners hearing through English audio. Audio is form of intermediary or non printed introduction that can be used to convey the message of the teacher to the students through direct play or listening, in order for the students to master certain competencies of the learning activities they perform. The advantages of using audio material in listening comprehension, students can improve their listening skills and also can help sharpen students listening by training them to focus and understand spoken information.

REVIEW OF RELATED LITERATURE

Definition of Listening

Listening is a process of listening to verbal symbols, with full attention, understanding appreciation and explanation to obtain information, capture content, and communicate the meaning of information transmitted by the speaker through language. Listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 2001). Rost (1994) asserts that listening is critical to language acquisition since it contributes to and helps pupils advance their language proficiency.

Furthermore, listening is the process of receiving and understanding information in the language spoken. According to Rost (2009) listening helps us to understand the world around us and is one of the necessary elements in inventing successful communication. It means listening to sound through the ears, trying to understand the sound in our minds, and trying to understand the meaning of sound and with a successful communication, students can listen orally,

understand the message and accept what the speaker says. If students can understand what the speaker says, they can easily hear pronunciation and vocabulary in listening.

Listening is a complex problem solving ability, and is more than just hearing sounds (Oxfor, 1993:206). Listening includes understanding basic language skills. Children, young people and adults receive most of their information, understanding of the world and human affairs, feeling of values, goals and their appreciation. Listening is not only plays a role as a language ability in language performance, but is also an important means of acquiring a second language in communication.

Based on the explanation above, the researcher review that listening is the ability to recognize and understand what others say. It is also a complex activity, and students can understand what they hear by activating previous knowledge. Listening is an active process because listening is not just a matter of listening, and listening includes many processes. Listening determines the meaning and message of the sound.

Types of Listening

Kline (1996:29-43) mentioned that there are five types of listening, namely :

1. Informative listening

Informative listening is the name given to a condition where the listener is focusing primarily on understanding the message. Listeners are successful as long as the meaning they give to messages is as close as possible to what the sender meant.

The learning of listening is found in all areas of our daily lives. Many of our learning come from the information we hear. For example,

we listen to instructions and what we learn depends on how well we listen to them. In the workplace, we listen to understand new practices and procedures and how we perform depends on how well we listen. We listen to instructions, reports and speeches, if we listen poorly, we are not equipped with the information we need.

2. Appreciative Listening

Appreciative listening like listening to music for enjoyment, listening to speakers because you like their style, choosing theatre, radio, or cinema. It is the response of the listener, not the source of the message, that defines the appreciation of the listener. What gives appreciation for one person may give something else to another. For example, hard rock music is not a source of appreciation for me. I prefer to listen to jazz, or the "golden age". The quality of the listening is largely dependent on three factors : presentation, perception and previous experience.

3. Critical Listening

The ability to listen critically is essential in a democracy. On the job, in the community, in the family, there is virtually no place where critical listening is not important.

Politicians, the media, sellers, supporters of policies and procedures and our own financial, emotional, intellectual, physical needs require us to put emphasis on critical listening and the thinking that accompanies it. The subject of critical listening deserves more attention than we can afford.

Definition of Listening Comprehension

Listening comprehension is a complex process in which listeners play an active role in distinguish between sounds, understanding vocabulary and grammar shocks, interpreting intonation and stress, and finally using all the above skills to interpret the word in the socio- cultural context (Vandergift, 1999). To reduce the difficulty of listening comprehension, teachers can provide students with some advanced planning activities that lead to more effective listening and better understanding. The aim of listening comprehension is to understand Chastains native conversation at a normal level in a spontaneous situation (Bingol, 2014).

Acording to Pourhosein Gilakjani & Sabouri, 2016), listening comprehension is the process of understanding the language spoken, which includes language sound and the meaning of individual words. Learning listening will allow us to greatly improve the ability to communicate, with increased communication abilities students can easily understand what the speaker says and it is also very easy to understand in listening comprehension. In addition, Demir, M.D., and Tavit (2021) say that communication is very important and that listening comprehension skills are part of the language we have to learn in detail. According to Oxford (1990), listening comprehension develops more quickly than the other three language skills. It may also help the other language skills emerge more quickly.

Comprehension is needed in listening, it means a process that wants to measure how meaning is understood. Therefore, listening comprehension is a complex process of identifying and understanding dialogue what the speaker say when use audio. Rost (2002) and Hamouda

(2013) defined listening comprehension as an interactive process in which listeners are involved in the construction of meaning. It is very important to find out the difficulties of students in listening comprehension to ensure that sttudents succeed in listening comprehension.

Process of Learning Listening Comprehension at Senior High School 9 Jambi

Listening is actually the process of understanding and interpreting the input and the language spoken. In this case, the students class XI of Phase F at Senior High School Jambi will distinguish sounds, vocabulary, intonation and intended meanings. Gebhard (2000:144) states that there are two processes to understand spoken English namely text processing and the type of context in which understanding takes place. Students will decode the messages they hear by sounds, words, and grammar to create meaning.

Meanwhile, students will use background related to the topic, situation and language of the speaker. This knowledge of the background will helps students class XI of Phase F at Senior High School 9 Jambi to understand spoken languages and anticipate what is to happens next. During this process, students will listen to the main ideas, draw conclusion, and summarize them.

According to the type of situation in which understanding occurs, the interactive listening process is an observation process in which students are asked to participate in dialogues of listening and speaking. Interaction listening situations include repetition so that students have the opportunity to ask for clarification from the interlocutor. On the other hand, the process of listening to students is through audio where students passively listen to

conversations and where students usually do not have opportunity to request a repetition.

Problems of Listening Comprehension

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are many difficulties learners face in the process of listening and understanding, and the purpose is to recognize these problems and try to solve them. Some of these problems are as follows :

1. Quality of Recorded Materials

In some courses, teachers use non high quality recorded materials. The quality of the sound system can have an impact on understanding the learning of learners (Azmi Bingol, Celik, Yidliz and Tugrul Mart 2014).

2. Cultural Differences

The learners should be familiar with the cultural knowledge of the language, which has a major impact on the learners understanding. If the listening task involves completely different cultural materials, then learners may have critical problems in understanding. Teachers are responsible for preparing background knowledge of the listening activity (Azmi, Celik, Yidliz & Tugrul 2014).

3. Accents

Munro and Derwing (1999) stated that too much emphasized speech leads to a significant decrease in comprehension. Unknown accents, both native and non native can cause serious listening comprehension problems, and familiarity with an accent helps learners to understand their listening. Buck (2001) noted that listening to unfamiliar accents such as indian english for the first time after

studying only american english would face critical difficulties.

This will certainly interrupt the whole process of listening comprehension and at the same time make the unknown accent impossible for the listeners to understand. According to Adank et al. (2009), native English speakers performed worse on tests when exposed to an unknown English accent than when exposed to the identical information from an English speaker with a familiar accent. Bradlow and Brent (2008) proposed that the same accent's phonetic features, which are known to be rather stable among speakers, could cause such an impact.

4. Unfamiliar Vocabulary

According to Azmi Bingol, Celik, Yidliz and Tugrul Mart (2014), when you hear texts that contain known words, it would be very easy for students to use them. If students know the meaning of words, it can stimulate their interest and motivation and have a positive effect on their ability to listen to words. Many words have multiple meanings and students will be confused if they are not used correctly in their appropriate contexts.

5. Length and Speed of Listening

It is very difficult for students of lower levels to listen for more than three minutes and to complete the listening task. Short listening passages make learning easy and reduce fatigue. According to Underwood (1989), speed can make listening difficult. If speakers speak too quickly, students may have serious problems understanding the second language words. In this situation, listeners can not control the

speed of the speaker, which can cause crucial problems in listening comprehension.

Factors in Listening Comprehension

According to Hermawan (2012), students difficulties are divide into two categories that internal and external factors. Internal factors are factors that come from within a person or the individual, which usually takes the form of attitudes and characteristics inherent in a person. External factors are factors outside a person or an individual. This factor includes the environment around it, including the closest people.

a) Internal Factors

1. Lack of Vocabulary

Vocabulary is the process of acquiring new words in daily life, and more specifically, the foundation of learning any language. Moreover, vocabulary development focuses on helping students understand the meaning of new words and concepts in various contexts and in all academic field.

Nunan (1998) explained that learners often achieve less than their potential without extensive vocabulary and strategies to acquire new vocabulary. This may discourage from using the opportunities for language learning around them, such as listening to audio, listening to native speakers, using language in a different context.

When you listen and understand what you are listening to, it is very important to know the meaning of what the speaker conveys or says. However, this is different from what the speaker says. The teachers audio to students stiiil has so many words that they are not

familiar with, which makes it difficult for students to listen.

According to Goh (1999), vocabulary affects students understanding. To understand what is very important is to know the meaning of the words in the text.

2. Unclear Pronunciation

The difficulty faced by students also related to the pronunciation of native speakers. There are several words with the same meaning, but they are different and are often called homonyms.

3. Lack of Concentration

The motivation of students is one of the key factors influencing listening comprehension. Students may find it difficult to maintain their engagement in the foreign language learning room. In listening comprehension, even the smallest pause of attention can considerably.

When students find the topic of the listening text to be appealing, understanding would be more comfortable. Despite this, students find listening very exhausting, even if they are interested in the subject, because it takes a considerable effort not to lose the meaning.

Concentration is vital to developing the ability to listen because it helps students to obtain accurate information simultaneously, it indicates that the listener is interested in what a speaker is saying.

According to the university of cambridge (2012), it is defined as the ability to direct thinking in any direction.

4. The Speaker Talks Too Fast

When listening to the teachers audio, not all conversations

spoken by native speakers can be listened to by students well. In addition to accents and pronunciation, the speed of conversation with native speakers is also one of the difficulties for students. According to Goh (1999), language differences have different “normal” speaking speeds.

5. Motivation

When learning a foreign language, motivation means that students have something to look forward to, they must have a performance to achieve. The main purpose is not only to learn a second language, but to master the four macro skills.

When motivation generates interest, and the reason for doing activity is within the activity itself, this indicates that motivation comes from learners needs, desires. This motivation exist when the learner learns to accomplish the task, if it has an external value or not.

b) External Factors

1. Speaker Accent

It is different from dialect, it refers to pronunciation characteristics that identify where a person comes from regionally or socially. An emphasis is a language that speaker has it consist of the use of certain consonants and vowel sounds, as well as rhythmic, intonation. It also includes the interrelationship between these features and sounds and the rules that control their use. According to Wells, 1982 states that the difference between accents and dialects is that accents include only pronunciation characteristics, whereas language include certain sets of syntax, morphology, and pronunciation.

Each stress and each speaker have different prosodic features that influence the understanding of the speakers speech.

Buck (2001) indicates that when listeners hear an unfamiliar accent, such as Indian English for the first time after studying only American English, they will encounter essential difficulties in listening. That causes students confused in learning English listening. Munro and Derwing (1999) state that too many accented speeches can lead to an important reduction in comprehension. Unfamiliar accents of both native and non-native can cause serious problems in listening comprehension. This will interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for listeners.

2. Environmental Noises

Environmental factors such as temperature, lighting, furniture, etc. affect our ability to hear. A too dark room can make students sleepy, just as a too warm or cold room can raise awareness of their physical discomfort to the point of distraction. Some seating arrangements facilitate listening, while others separate people. In general, when listening is in direct visual contact and near a speaker, the listener is more manageable.

When a group of members is allowed to choose a leader, they often choose the person who sits in the center or head. Noise in the classroom usually occurs when the teacher can not control the class. If the sound is not acceptable, it is

difficult to understand how to hear it, and the classroom environment is affected by external noise from students in wind, cars or factories. In this case, the teacher can close the front windows or move to a room with less noise.

Gerges (1991) stated that sound and noise are the same physical phenomena, but they are not synonymus. Noise is simply a kind of sound, but sound is not necessarily noise. Students must focus on how they handle these sounds when they occur in learning situations.

3. Materials

In the practice of listening, the teacher must prepare materials that are considers appropriate for the purpose of the lesson. We should not ignore the fact that listening materials have not only advantages, but also disadvantages. This chapter discusses the different types of listening materials, how to select authentic listening materials, how to use and preserve these materials in classes.

It is important to illustrate the types of listening products or materials when we talk about listening. The first product is the human voice, the other product is audio material. Moreover, it is important to remember that the human voice is not suitable for al listening activities.

Yagang (1993) stated that twelve people sometimes use ungrammatical sentences in spontaneous conversations, because of their nerveousness or hesitation. It can make it impossible for the listener to understand the meaning. Spontaneous and authentic speech

does not give students the kind of practice they nedd to understand when listening to it, because it happens only in classrooms and because they are not native speakers. The second type of listening material is audio, which contains the voice of the native speaker, which is better for students who learn english as a foreign language. Recorded material has some advantages, it enables the teacher to introduce native speakers voice into the classroom and present various voices and accents.

METHODOLOGY

According to Green and Thorogood (In L. Haven & Van Grootel, 2019), qualitative research design which aims to answer the question of how, why, and what. In this study, to answer the problem of students difficulties listening comprehension and to answer how many students difficulties are unable to learn listening comprehension.To collect data, research tols were used. The collected data are then qualitative analyze with a number of statements in the research, which can be done by describing the objectives of the research carried out.

All levels of education in Indonesia use an independent curriculum adapted for English language research in 11th grade Phase 1 at Senior High School 9 Jambi.

FINDINGS AND DISCUSSIONS

This study was conducted at Senior High School 9 Jambi, and was carried out on january 11, 2024. In order to obtain further information on

the analysis of students difficulties in learning listening comprehension at Senior High School 9 Jambi, the researcher presented the results of the questionnaire instruments that was used by the researcher. The aim of this study is to determine the difficulties of students in learning listening comprehension, especially in 11th grade Phase F1. Questionnaire were distributed in 11th grade students Phase F1.

The researcher distributed the questionnaire directly in 11th grade students Phase F1. 36 students completed the questionnaire, and the questionnaire was analyze by researcher. This is given to obtain accurate data on the students difficulties in listening comprehension. In order to analyze the students difficulties in listening comprehension 11th grade Phase F1, the researcher asked them to place their answers on a Likert Scale (Never, Seldom, Sometimes, Often, Always). The questionnaire consist 15 statements.

To find out the difficulties of listening comprehension, the researcher distributed the questionnaire to students of English education to obtain the data. The researcher classified the data according to the difficulties that affect students listening comprehension. The researcher found some data from the results that would be explained and this questionnaire received responses from 36 students. The results of the research can be described as follows:

Results of All Students

Questionnaire 1 : I found vocabulary difficulties in the audio material.

This questionnaire shows that 27 students choose always because the vocabulary was limited and it was difficult to find the vocabulary, resulting in students having a high chance of misinterpreting whay they heard. When students listen and understand what they hear, it is very important to know the meaning and vocabulary conveyed by the speaker so that they do not have difficulty finding vocabulary and students do not have difficult to find the same vocabulary. It means that the same vocabulary that is rarely heard is one of the difficulties students have in obtaining meaning from listening and understanding. It can be concluded that vocabulary that is rarely heard is the difficulty for a students in listening comprehension.

Questionnaire 2 : I can not hear a clear pronunciation, so it is difficult to understand.

This questionnaire shows that 26 students choose always had difficulty listening because their pronunciation was not clear. It means that students still difficult to hear the pronunciation so that it can not heard clearly in the understanding of listening. In listening comprehension, Pronunciation is one of the difficulties students face in gaining meaning through listening comprehension.

Unclear pronunciation will make it difficult for students to understand the sentences that they heard, which will lead to errors in the meaning of each words. Many students said they were unsuccessful because they were unable to know what the speaker says, because they do not have the ability to pronounce. This statement conclude that many students still have

difficulties pronunciation what they hear in the audio material and students need to practice words clearly in pronunciation.

Questionnaire 3 : It is difficult to understand what the speaker says when speaker speaks too fast.

This questionnaire shows that 30 students choose always. From 36 students, many students choose always that they find difficult to understand what the speaker says when the speaker speaks too fast, speaker speaks too fast is a factor that affects students understanding of listening. It means students feel that they are find it difficult to understand what the speaker says when the speaker speaks too fast.

When the speaker speaks too fast, it is difficult for them to understand what is said, even though the words are familiar to them. Many students said that even if the speaker speaks too fast, they find it difficult to understand what is said. The speaker talks too fast, so students had the difficulty with a speaker that is too fast for delivery is that are not familiar with listening to the native speaker.

The native speakers speaks too fast, so students sometimes hear all the words as a single unit. At this point, the difficulty with speed delivery is because of the unknown of listening to the native speaker. Students must practice listening comprehension by listening to native speakers.

Questionnaire 4 : I find difficulty to concentrate if there are any noises around me.

This questionnnaire shows that 19 students choose always which

means that it is difficult to concentrate if there are other sounds in the listening process, such as vehicles, screams, or other sounds, so their focus is divided. It is difficult to concentrate because the classroom environment is inadequate and that there is noise around them. Noise around is an obstacle to understanding, noise in the room will make students not focus on listening to the recording material. It is certain that the noise around them will not have a good effect on listening. It can be concluded that many students still difficult to concentrate when there is sound around them because it really affects their concentration in listening comprehension.

Questionnaire 5 : I had difficulty understanding the meaning of the speaker accent.

This questionnaire shows that 18 students choose always that it is difficult to understand the meaning of the speaker's accent. Students may not have a rich vocabulary in their second language, so it is difficult for them to express their thoughts and idea effectively. If the accent is different from the way the teacher speaks indonesian, it will make it harder for them to know the exact words of the phrase used, so students can not understand when students heard their teacher speaks.

Students may struggle to pronounce certain words and sounds accurately, which leads to communication difficulties. It means that the pronunciation of the words the speaker speaks differs from that which they heard many time before. Therefore, they hesitate to interpret the word because they hear it with another accent. It can be concluded

that still many students have difficulty understanding the accent of the speaker during listening comprehension.

Questionnaire 6 : I lose concentration when the recording quality is bad.

The questionnaire indicates that 27 students have chosen always to lose concentration if the recording is of low quality. Many Students have responded that the bad quality of the recording affects their listening comprehension because they lose concentration and they can not focus on what the speaker says.

Students can not focus on what the speaker says, because the bad recording can hinders their listening comprehension due to a lose of concentration. This is when interference occurs in the recording, such as when an unclear sound is heard or the sound is interrupted, they can not focus on what the speaker says. It can be concluded that they lose concentration due to low recording quality in listening comprehension.

Questionnaire 7 : It is difficult to find long dialogues in audio material.

This questionnaire shows that many

26 students choose always to understand long dialogues because it was difficult. Students who choose always have difficulty understanding long dialogues about listening comprehension. It means that long dialogues are difficult for students to listen and the ability of the listener to gain a detailed understanding of long dialogues can be limited.

Long dialogues are one of the

difficulties for students who achieve meaning in their understanding of listening. Although it is difficult to understand, it is also difficult to read grammatically. In this explanation, many students still find it difficult to understand what they are hearing when listening to long dialogues. It can be concluded from long conversations that students find it difficult to understand the words of the speaker.

Questionnaire 8 : I have been motivated to learn the listening comprehension in audio material.

This questionnaire shows that still many 23 students choose always that they are motivated to learn listening. It means that they still want to have the motivation to learn listening, if students have the motivation to learn to understand what is being said, then students will easily understand what is being discussed in the audio material.

Students must also focus on listening comprehension because when they lose focus, students are unable to motivate themselves. It is difficult for them if there is no motivation to learn of listening, because it will lead to difficulty in what they heard. It can be concluded that students must be motivate to learn listening so that they can undersrtand it easily.

Questionnaire 9 : I find the pronunciation familiar, but could not recognize the words.

This questionnaire shows that there are 23 students choose always to find a familiar pronunciation, but students can not recognize the word. It means that many students are aware that the pronunciation of words sounds familiar or known, but are unable to

identify the words they actually use. Almost all students responded that they could not recognize the words because of the way the speaker pronounces it.

The word was pronounced differently than was learned. For example, if someone hear a language similar to a language they know but does not understand specific words spoken. At this point, the audience may not recognize that it is the same word existence. It can be concluded that there is an inconsistency between the recognition of intonation or voice and the understanding of the words that are actually spoken and also different cultures can influence this problem.

Questionnaire 10 : I find it difficult to understand speakers who have different accents in the audio material.

This questionnaire shows that there are 23 students choose always because they had difficulty understanding when the speakers they heard had had different accents. Students who choose always means that it is difficult for them to understand speakers with different accents. It indicates that many students find it difficult to understand the spoken text because of the variety of accents of the speaker.

Students must know American and British accents to become familiar with them. When students know the accent, it is also easier for them to understand the speech of the speaker. For example, when a students has learned English with an American accent and then is confronted with a listening test with a British accent, it is very likely that the students will have difficulty

understanding what the speaker is saying. This is because the pronunciation of American and British and their vocabulary differ, although both accents are in the English language.

Students felt confused with British and American English because pronunciation were quite different. Different pronunciations can cause different sounds, especially with different accents, which will make it difficult for students to recognize accents, leading to misunderstandings when listening to audio material. It can be concluded that students should learn not only English but also its variation.

Questionnaire 11 : I find it difficult to understand audio material because listening is less effective.

This questionnaire shows that many 24 students choose always that there was a lack of effective understanding of the materials in listening comprehension. Most of the factors affecting 24 students are material factors. The first major difficulties is related to the context. In this case, students feel difficult when listening to the materials because of bad situation caused by class noise or bad recording quality.

Students believe that listening materials are difficult to learn because discussions about the materials used are too high and do not correspond to students level of ability. It means that they are still experience a lack of effective understanding of the material and that it is difficult to learn and understand it when they listen. It can be concluded that many students still do not understand audio material in learning listening comprehension.

Questionnaire 12 : I lose

concentration when thinking about the meaning of new words.

This questionnaire shows that 20 students who have chosen always that they have lose concentration when thinking about the meaning of new words. Students need a good strategy to maintain their concentration. There were 20 students who responded that they lose concentration when they hear new words while listening. Students lose their concentration because they think too much to find a better answer. It means when they think too much to find a better answer, students lose their concentration and have to think about the meaning of the new word.

When students think about the meaning of new words, they must focus on what they are listening to, so that they do not lose concentration and can get the meaning of new words from the audio materials. It can be concluded they often try to catch everything they heard, and they feel panic if they do not recognize a word or a structure.

Questionnaire 13 : It is difficult to deduce the meaning of unknown words when I listen audio material.

This statement shows that still many 17 students who choose always are difficult to deduce the meaning of unknown words. It means that students are still having difficulty drawing conclusion or understanding the meaning of unknown words when listening to audio material. When students encounter unknown words, many students stop listening and think about the meaning of the new words.

There are so many unfamiliar words in listening comprehension.

When listening to long conversations, they try to understand all the words that they say in order to get the right answer, and when they get an unknown words, they focus on finding the meaning of the words. It can be concluded that it is difficult for them to interpret new words that appear in audio.

Questionnaire 14 : It is difficult to find information through listening comprehension in audio material.

This statement indicates that 17 students choose always. But many students choose always, which means that students have difficulty finding information through their understanding of hearing when listen to audio materials and also have problems understanding the content verbally, so their search for detailed information is difficult to find when listening. Students have difficulties making meaningful connection with new information when they listen in audio material.

Effective listeners use their background knowledge to connect them to the new information in the language content,

thus helping them to understand the text when processing it. Students should have some prior knowledge to understand new information. If this process is successful, the information will be accurately reconstructed. However, if the process fails, the information is incorrectly reconstructed. It can be concluded that students find it difficult to obtain information when they listen without being accompanied by text.

Questionnaire 15 : I do not pay attention to the intonation of the

speaker.

This statement indicates that 16 students choose always to know what the speaker said, the students must pay attention to the speakers intonation. In reality, however, many students do not pay attention to the speaker. As a result of the 36 students, only 16 students paid attention to the speaker, it became a problem for languages because intonation is very important for understanding. Many students said it was not important to understand what the speaker said.

This means that there are still many students who do not pay attention to the way the speaker speaks, especially in terms of intonation or variations in tone. It can be concluded that could be due to their emphasis on the meaning of the words accompanying communication.

This research aims to determine the difficulties faced by students 11th grade Phase F1 in listening comprehension. The students difficulty in listening comprehension was analyzed by the results of the questionnaire. From the questionnaire data obtained, the majority of students choose “always” to the statement that they experienced difficulties in learning listening comprehension.

From the explanation above, it can be concluded that listening is a difficult for

students, as can be seen from the results of the questionnaire during the listening. There are some difficulties due to external and internal factors encountered by students when listening. Among them, are lack of vocabulary, lack of

concentration, the speaker speaks too fast, variation accents, unclear pronunciation, poor quality disk, materials.

CONCLUSIONS

In this study, it was found that all the students listening comprehension difficulties analyzed in this study affect the students comprehension as foreign language students. Thus, based on the results of data analysis shows that students 11th in the Phase F1 at Senior High School 9 Jambi are experiencing difficulties in learning listening comprehension. Most students in the study are aware of the importance of listening skills, but they still find many difficulties in listening comprehension. This could happen because students did not receive sufficient training in listening comprehension of English during school.

Furthermore, based on the findings of this study, the 11th grade students at Senior High School 9 Jambi have many difficulties in understanding the listen, which can be caused by the content of the listening passage such as unknown words, lack of vocabulary, materials, lack of concentration, variation accents, unclear pronunciation, poor quality disk, speaker speaks too fast and difficulties in determining the meaning of the listening text.

Students difficulties can also be related to their inability to concentrate, such as poor recording quality, noise around the listening and poor listening equipment. These difficulties can also be related to the speaker, as the speaker speaks too fast and uses different accents in the listening text. It

is true that the difficulties of listening comprehension facing students come not only from the listener, but also from the content and the environment. Students should study and more practice to improve their listening abilities. This could happen because students did not receive sufficient training in listening comprehension of English during school.

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