

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING
COMPREHENSION AT THE SECOND SEMESTER OF ENGLISH
EDUCATION STUDY PROGRAM OF IKIP PGRI BOJONEGORO**

THESIS

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

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EDUCATION STUDY PROGRAM OF IKIP PGRI BOJONEGORO**

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Presented to
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In partial fulfilment of requirements
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By
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
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APPROVAL SHEET

THESIS

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LEGITIMATION

SKRIPSI

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This is to certify that sarjana's thesis
has been approved by the Board of Examiners
as the requirements of the degree of Sarjana in English Language Education
10th August 2023

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STATEMENT OF AUTHENTICITY

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I solemnly declare that the thesis that I have written is really my own writing and does not constitute plagiarism either in part of in whole.

If in the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions.

Bojonegoro, 26 Juli 2023

The Researcher



Bella Fitria Putri Sagita

ABSTRACT

Sagita, Bella Fitria Putri. 2023. An Analysis of Students' Difficulties in Listening Comprehension at The Second Semester of English Education Study Program of IKIP PGRI Bojonegoro. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Rozak, M.Pd., (II) Meiga Ratih Tirtanawati, M.Pd.

Keyword: Students' Difficulty, Listening, Comprehension, Listening Comprehension

This research aimed to identify the difficulties students encountered in listening comprehension. Using descriptive and qualitative methods supported the analysis of the difficulties. The study was conducted at IKIP PGRI Bojonegoro. Students in the second semester of the English Education Study Programme 2022/2023 served as the study's subjects. The study's subject consisted of 32 students. Data was collected through interviews, and students' responses were verified by observation while listening. The analysis of students' listening comprehension difficulties showed that listening is a skill that students learning foreign languages have difficulty with on average. Their listening depended on three variables: the listening material, the listener factor, and the physical setting. Therefore, the main issues that students' English Education Study Programme encountered included accents, speed of speech, a lack of vocabulary, diverse accents of the speakers, lack of concentration, and poor recording quality. The teacher should improve the listening tools and materials, increase students' vocabulary, provide a variety of accents to practise listening to in the language lab, provide some listening strategies, and always motivate students as solutions to the issues. The answers were provided as a guide for the lecturers.

ABSTRAK

Sagita, Bella Fitria Putri. 2023. An Analysis of Students' Difficulties in Listening Comprehension at The Second Semester of English Education Study Program of IKIP PGRI Bojonegoro. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Rozak, M.Pd., (II) Meiga Ratih Tirtanawati, M.Pd.

Kata Kunci: Kesulitan Siswa, Mendengarkan, Kemampuan, Kemampuan Mendengarkan.

Penelitian ini bertujuan untuk mengidentifikasi kesulitan mahasiswa dalam pemahaman mendengarkan. Penelitian ini menggunakan metode deskriptif kualitatif untuk mendukung dalam analisis kesulitan. Penelitian ini dilakukan di IKIP PGRI Bojonegoro. Mahasiswa semester dua Pendidikan Bahasa Inggris tahun akademik 2022/2023 menjadi subjek dalam penelitian ini. Jumlah subjek penelitian adalah 32 mahasiswa. Pengambilan data menggunakan teknik wawancara dan observasi ketika kelas mendengarkan berlangsung. Analisis kesulitan pemahaman pendengaran siswa menunjukkan bahwa mendengarkan adalah keterampilan yang memiliki kesulitan rata-rata dialami oleh siswa yang belajar bahasa asing. Mendengarkan mereka bergantung pada tiga variabel: materi mendengarkan, faktor pendengar, dan pengaturan fisik. Oleh karena itu, masalah utama yang dihadapi oleh mahasiswa Program Studi Pendidikan Bahasa Inggris meliputi aksen, kecepatan berbicara, kurangnya kosakata, aksen pembicara yang beragam, kurangnya konsentrasi, dan kualitas rekaman yang buruk. Pengajar harus meningkatkan alat dan bahan mendengarkan, menambah kosakata siswa, menyediakan berbagai aksen untuk berlatih mendengarkan di laboratorium bahasa, memberikan beberapa strategi mendengarkan, dan selalu memotivasi siswa sebagai solusi untuk masalah tersebut. Jawaban-jawaban tersebut disediakan sebagai panduan untuk para pengajar.

MOTTO

“It’s not that God doesn’t know your sadness, but God knows you’re strong.”

“MARK LEE”

“Being financially independent means having the power to make your own choices and live life on your own terms.”

“REBECA MOJICA”

DEDICATION

By expressing gratitude to Allah for his abundance of grace and guidance so that researchers can present this thesis to my loved ones:

1. To my parents and family, who always pray for and continue to give full encouragement in the researcher's life.
2. All friends of the comrades of 2019, especially the English education study program at IKIP PGRI Bojonegoro.
3. All friends who are always there and provide support in completing this thesis.

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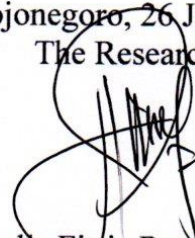
First, the researcher likes to express gratitude to Allah SWT for the bounty—secondly, peace and blessings to the final prophet in the universe, Muhammad SAW. The researcher was able to conclude this thesis's preparation. The title of the researchers' proposed thesis is "An Analysis of Students' Difficulties in Listening Comprehension in The Second Semester of The English Education Study Program at IKIP PGRI Bojonegoro." The researcher would also like to express gratitude to the following individuals:

1. Dr. Junarti, M.Pd., As the Rector of IKIP PGRI Bojonegoro.
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3. Chyntia Heru Woro Prastiwi, M.Pd., as Head of the English Language Study Program.
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5. Meiga Ratih Tirtanawati, M.Pd., as Advisor II who help so much, have given patient guidance during the preparation and completion of this thesis.

May Allah grant all a favorable response. For further improvement, the researcher will gladly welcome suggestions and constructive criticism. Last, the researcher's decision to surrender everything to Allah may prove beneficial, particularly for researcher and us all.

Finally, the researcher would like to express the deepest gratitude to th
parents for their love, education, material, and spiritual support and to all of the
friends who encouraged the researcher to complete this thesis.

Bojonegoro, 26 July 2023
The Researcher

A handwritten signature in black ink, appearing to be 'Bella Fitria Putri Sagita', written over a circular stamp or mark.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Listening is an important element of learning English as a foreign language. It is a skill used most frequently in daily life, making it more significant than other skills like writing, reading and speaking. Our ability to listen will significantly boost our ability to speak. If people want to communicate effectively, meaningfully, and easily, they must continuously and frequently hear different types of English. The process of listening is difficult because it requires the listener to comprehend the information from what they hear. Listening also enables us to realize better communication. (Hien, 2015) Listening is important for foreign language learning since listening produces language input. As listening gives language input, people cannot learn a language without listening. Developing the students' language skills depends heavily on listening as an input ability. Furthermore, listening can help students improve their word stress, pronunciation, and syntax comprehension. It supports linguistic proficiency and knowledge.

In addition to speaking, reading, and writing skills in language and communication, listening is one of the most crucial talents that must consider. Listening is the ability that is used the most commonly, with a rate of 45%, according to Celce Murcia in Solak & Altay, 2014. In daily life, speaking is used for 30% of communication. While reading is used for communication in this

situation at a rate of 16%, Writing is only used 9% of the time for communication daily.

According to (Wang, 2020), One of the two categories of interactive activities is listening. It's the method for getting an audible symbol. Listening begins with receiving sound waves through your ears and allowing them to enter the nerve impulses that are eventually transferred to your brain.

Language teachers should recognize their students' issues understanding listening materials to teach them effective listening techniques that will help them overcome these difficulties. It will help students' listening skills. Additionally, lecturers must be aware of their students' challenges because they are crucial components in enhancing their listening skills. The ability of students to recognize and solve their problems will determine how well they listen. It will be simple for students to discover a solution if they know that a problem is impacting their ability. To enhance their capacity for listening comprehension, they will diligently study.

Understanding the speaker's pronunciation, vocabulary, and grammar, as well as understanding the speaker's meaning, must all be done by listening. It makes it difficult for students to hear, especially if the speaker is a native speaker of a foreign language who speaks very fluently. Individual human characteristics can also hinder communication regarding perception, age differences, emotional states, listening abilities, status variances, information distribution, and information filtering. The learner encountered some difficulties, including a lack of vocabulary, a lack of comprehension of genuine speech, a loss of confidence,

a lack of focus, and poor recording. The causes of students' hearing comprehension issues are divided into various categories, such as issues with the listening text, tasks and activities, and issues with the listener and the teacher's teaching technique. As a result, it was possible to identify the students' challenges in three key areas: listener factors, listening content, and physical setting. Additionally, it served as advice for the teacher to improve listening comprehension.

From the case presented above, the researcher chose to conduct a research titled “An Analysis of Students’ Difficulties in Listening Comprehension at the Second Semester of English Education Study Program of IKIP PGRI Bojonegoro.”

B. Research Problem

The researcher formulates the problem based on the background mentioned above:

1. What are the difficulties experienced in listening comprehension by the second-semester students English Education Study Program at IKIP PGRI Bojonegoro in Academic Year 2022/2023?

C. Research Objective

In connection with the problems above, this study aims to discover the difficulties faced in listening comprehension by second-semester students at IKIP PGRI Bojonegoro Academic Year 2022/2023.

D. Research Significant

1. Theoretically

In education, this research is expected to have a positive impact. The contribution comes in the form of information. It connects it to the difficulties faced by the English education department's second-semester students who are willing to learn listening comprehension at IKIP PGRI Bojonegoro.

2. Practically

a. For Educators

Through this study, the researcher expects to inform teachers about the difficulties associated with teaching students a foreign language, even while trying to improve their listening comprehension skills. It will help educators develop effective teaching methods and strategies for their classes.

b. For Students

For students' to solve their problems and enhance their listening abilities, they must be aware of the difficulties faced when learning to listen.

c. For Researcher

The findings of this study ought to function as further guidelines or a source of reference for future researchers that might research related topics.

E. Definition of Key Terminologies

1. Students' Difficulty

According to Cambridge Dictionary (2003), Difficulty means that something needs to be more complex to execute or comprehend. The difficulty is also described as any learning or emotional issue that hinders or significantly hinders a person's capacity to learn. The difficulty arises when they cannot preserve the incoming sound in their short-term memory for a long enough amount of time, so the utterance may processing for semantic interpretation (Wilson, 2008). According to Yagang (1994), four components relating to listening difficulties: the message, the speaker, the listener, and the physical setting.

Student difficulty is a condition that impacts a student's achievement. It was directly related to their cognitive abilities that could interfere with the students' ability to comprehend and answer the questions.

2. Listening

Listening is the process of comprehending first or second language communication. According to Jafari and Hashim (2015), learning a foreign language requires more than half of the learner's time, and listening comprehension is crucial.

While listening is a language modality, according to Tyagi (2013), it requires people's active participation. The sender, message, and receiver are all involved in listening. Receiving, attending to, getting the point of, and reacting to spoken and nonverbal messages are all psychological processes.

3. Comprehension

According to Mikulecky and Jeffries (2004), comprehension is the method of understanding the meaning of what someone receives and relating the concepts to what they already know.

The perspective was supported by Smith (2004); comprehension can be thought of as connecting external factors, such as what we receive, to the ideas, plans, and expectations we already have. That is, without a doubt, the goal of reading and learning to read.

4. Listening Comprehension

The study of listening comprehension processes in second language learning emphasizes the significance of particular linguistic units (e.g., words, grammatical structures), the listener's expectations, the setting and context, background knowledge, and the topic. Listening comprehension activities typically target various listening functions, such as general topic recognition and emotional tone. The process begins with comprehension and retention of critical concepts and specifics (Richards & Schmidt, 2010).

According to Hasan in Abdalla and Elhadi (2015: 45): listening comprehension supports language mastery and the growth of other language abilities. Listening can therefore be categorized not just as a receptive skill but also for the development of verbal language skills. This perspective is supported by Rost (2015), which claims that strengthening listening skills is essential to acquiring speech competency.