

Investigating EFL Students' Listening Comprehension: Problems and Causes

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ABSTRACT

Listening comprehension is essential in the learning process, especially for EFL students. However, the students still tend to have problems in listening comprehension that hinder their learning performance. Additionally, the students in the recent semester are studying from home with different situations and equipment than in the listening class. This research aimed to identify the higher education EFL students' listening comprehension problems and the factor causing them. This research used the qualitative approach. It was found that the students had four major issues in learning to listen. The primary concern is unfamiliar words that the students encountered which slowed the students to think about the meaning of those words and missed the next part of the speech. They are also troubled with their memory because they may easily forget about the word they just listened to in the long-spoken text. The other problem is related to the rate of delivery, where the students are hard to keep up with the speaker if it is too fast. A variety of accents also troubled the students to understand the spoken text because they are not used to another accent than American. The main reason the students have these problems is that their lack of practice outside the listening class makes them lack vocabulary, anxiety, and nervousness while doing the listening task. It makes it hard to think and lose focus—lastly, poor-quality recording and noisy surroundings disturb their listening concentration.

Keywords: listening, problems, causes, comprehension

ABSTRAK

Pemahaman mendengarkan sangat penting dalam proses pembelajaran, terutama bagi pembelajar EFL. Walau demikian, mereka masih cenderung memiliki masalah dalam pemahaman mendengarkan yang menghambat kinerja belajar. Selain itu, mahasiswa yang berada di tahun kedua mereka belajar dari rumah dengan situasi dan peralatan yang berbeda daripada di kelas mendengarkan. Penelitian ini bertujuan untuk mengidentifikasi masalah pemahaman mendengarkan mahasiswa EFL pendidikan tinggi dan faktor penyebabnya. Penelitian ini menggunakan pendekatan kualitatif. Berdasarkan hasil penelitian ini, pembelajar memiliki empat masalah utama dalam pembelajaran mendengarkan. Masalah utama adalah kata-kata asing yang ditemui siswa yang memperlambat siswa untuk memikirkan arti kata-kata itu dan melewatkan bagian selanjutnya dari pidato. Mereka juga bermasalah dengan ingatan mereka karena mereka dapat dengan mudah melupakan kata yang baru saja mereka dengarkan terutama dalam teks yang diucapkan panjang. Masalah lainnya terkait dengan kecepatan penyampaian, dimana mereka sulit mengikuti pembicara jika terlalu cepat. Berbagai aksen juga menyulitkan pembelajar untuk memahami teks lisan karena mereka tidak terbiasa dengan aksen

lain selain Amerika. Alasan utama mengapa pembelajar mengalami masalah ini adalah karena kurangnya latihan di luar kelas mendengarkan yang membuat mereka kekurangan kosa kata, kecemasan, dan gugup saat melakukan tugas mendengarkan yang membuat sulit untuk berpikir dan kehilangan fokus. Terakhir, kualitas rekaman yang buruk dan lingkungan yang bising sehingga mengganggu konsentrasi mendengarkan mereka.

Kata kunci: mendengarkan, masalah, penyebab, pemahaman

INTRODUCTION

Listening as one of four skills in the English language has a significant role in the succession of communication. Because by listening, we can respond to other people in a conversation. The learner should first understand the spoken language they hear before speaking. According to Ahmadi (2016), understanding actual language situations to comprehend the main point is essential. If the learners want to improve their ability to communicate with native speakers, they should first learn what native speakers tell. Therefore, listening is essential as a receptive language skill as a tool needed to develop oral language skills. Listening is one of the most significant English capabilities; we learn by listening to our environments, remembering, and ultimately attempting to imitate the information managed with our brainpower. Listening is receiving data and creating a meaning process that is negotiable throughout participation, sympathy, and empathy (Gilakjani & Sabouri, 2016).

Rost (2001) stated that listening presents a significant role in students' foreign language learning development because it provides language input. The students who have good listening comprehension will quickly get the information, knowledge, and idea from the sources they heard. Since it needs more concentration and attention to understand the material, listening was considered the most challenging language skill in some circumstances of the language classroom for students because of the complicated process. Many things occur inside the learners' minds. Gao (2014) in his study, also mentioned that listening is the most challenging skill. It is the least investigated and received the least attention in second language acquisition.

According to the previous research about listening comprehension problems at the university level such as from Hamouda (2013), Juan & Abidin (2013), and Maresta (2018). A study by Hamouda (2013) showed the problems encountered by Saudi EFL students are pronunciation, accent, insufficient vocabulary, speaking speed, different speaker accent, anxiety, lack of concentration, and poor recording quality. The students still tend to have problems with listening comprehension. If they have difficulty in the listening process, it will make their listening competence is low. Depending on how the students know and solve their difficulties in listening, it can be a solution to improve their listening competence in the learning process. There are three listening levels in English Department at Universitas Lambung Mangkurat. It starts from Listening I in the second semester, followed by Listening II in the third semester and Listening III in the fourth semester. Each course can be interpreted as Beginner, Intermediate, and Advance learning.

In the previous study, most participants were early semester students from the 1st semester or 2nd semester. Furthermore, the researcher is interested in knowing the 4th-semester students' problems in listening comprehension because they have been through Listening I, II, and III. It covers sound recognition and discrimination and stresses and intonation and their

meanings and more difficult material in advanced learning, as this research needs students' experience with proper listening activity to make the data more valid. Another reason is that since the fourth-semester students are beginning to learn more difficult listening materials, even the students who were familiar with some words they listened to, the students still quickly forgot the words, as Goh (2000) found in her research. By finding out their problems as soon as possible, the researcher believes it can significantly help them solve the problem and prepare for more difficult listening material such as TOEFL or TOEIC, which is very important in academically and future careers. Additionally, the COVID-19 pandemic makes the learning process conducted from home. This different learning process might affect the students learning performance, especially in listening comprehension, where the students used to have the listening task in the classroom.

In addition, the researcher identifies the problems and tries to know the factors that cause the problems in listening comprehension. Hopefully, understanding the factors of the issues can give more insight into the problems in listening comprehension and prevent the same problems in the next batch of students.

Therefore, by considering the above description, the investigation on EFL students' problems and the causes in listening comprehension will benefit the development of students' learning process.

METHOD

This research is descriptive qualitative research, frequently referred to as a study that investigates the quality of relationships, activities, situations, or materials, according to Fraenkel et al. (2012). In gathering the data, the researcher applied qualitative research to analyze the students' problems in listening comprehension. This research intends to describe the students' issues and the factors that cause them.

The participants of this research were selected by using a purposive sampling technique as, according to Arikunto (2010), is the process of selecting a sample by taking a subject that is not based on the level or area. Still, it is taken based on the specific purpose. The researcher has chosen only six students because of the limited time the researcher has. The participants were sophomore (fourth-semester) students of the English Language Department from Universitas Lambung Mangkurat. The reason why the fourth-semester students were chosen are:

- The fourth-semester students already passed the listening I, II, and ongoing with Listening III when the researcher collected the data, which means they have been taught with a proper listening activity.
- The fourth semester is the perfect time to help the students overcome the problems that may help them for many English courses they will learn in the future.

The questionnaire was used to get detailed information about students' difficulties in listening activity. The questionnaire design is based on the review of literature and adaptation from Hamouda (2013). This research questionnaire is closed-ended questions. The questionnaire aimed to get data about the problem related to listening material, linguistic features, listener, speaker, psychological characteristic, and physical setting. The questionnaire data would be supporting data in this research.

The interview was used to verify and clarify the respondent's answer related to the research question. It is also used to gather more information to strengthen the data. The structured interview was used to focus on the main topic. The interview concerns the students

listening comprehension problems and the factors that cause the students' difficulties in listening comprehension. In obtaining the data, the researcher utilized a smartphone as the tape recorder to help the researcher document the interviews' contents. The records were then transcribed to text word to get analyzed.

This research was collected data from the questionnaire and interview. The questionnaire was given out through google doc; after that, the researcher explained the questionnaire's point and how to answer it, then waited for the students to answer and submit it.

The researcher interviewed the students to obtain further information and confirm the previous instrument's result. The interviews were recorded with a smartphone and transcribed into text. In qualitative research, data can be categorized as good data if valid. To get the validity of the data, the researcher used triangulation. The triangulation technique used is methodological triangulation because the questionnaire and the interview were used on the same participant, just as stated by Denzin (2017) cited by Cohen et al. (2000). Therefore, the result of triangulation can prove the data to be credible.

After the data was collected from the questionnaire and interview, the researcher analyzed it using descriptive qualitative analysis. Miles & Huberman (1994) advise three processes of activities in analyzing the data, data reduction, data display, and data drawing or verification. Reducing data includes selecting, focusing, simplifying, abstracting, and transforming the interview, questionnaire, and documentation information. It refers to making interview transcripts. Then field notes in questionnaire and documentation. After that, the researcher reduced the data not relevant to the research and organized the data.

In the data display, the researcher organized the data reduced in the previous stage. The researcher compressed the information to get the conclusion drawing and action. Data display aims to understand what is happening and do something-either analyze further or take action based on that understanding. The conclusion was made based on data reduction and data display interpretations. A conclusion was drawn which related to the research question. The results of the research answered the problem questioned.

FINDINGS AND DISCUSSION

In this section, the researcher showcased the questionnaire and interview results conducted on the six students on May 21st 2021.

STUDENTS' LISTENING COMPREHENSION PROBLEMS

UNFAMILIAR WORD

The first question is about the unfamiliar word that may hinder the learner's listening comprehension. This kind of word rarely comes up in a sentence, or the word is not well known unless on a particular topic. The result showed that all respondents answered that the unfamiliar word interfered with their listening comprehension. This also supported based on student's answer on the interview as about what is their problems in listening comprehension as below:

I also hear unfamiliar word that it's hard for me to know what they talking about". KA (May 21st, 2021).

This result means that vocabulary is a significant obstacle to most students' listening comprehension. This unfamiliar word problem also results from a lack of practice outside the class, making the students lack vocabulary. This finding coincides with Butt et al. (2010), who reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message.

UNFAMILIAR TOPIC

When the students do not know the topic, they have very little or no knowledge of the subject, making it challenging to understand the text fully. Most of the respondents say yes to this problem with unfamiliar topics. The questionnaire result is also supported by the student's answer on the interview as below:

"When the topic is unfamiliar for me, then most of the time the word that used is also unfamiliar". SAL (May 21st,2021).

When the students feel unfamiliar with the topics, most of the time, the word used in the text might be unfamiliar. As a result, the students have a problem understanding the text thoroughly.

GRAMMATICAL STRUCTURES

The third question is about the complex grammatical structures that interfered with the learner's listening comprehension. Grammatical structure in the English language is simply the arrangement of words, phrases, and clauses in sentences. Half of the students have answered that complex grammatical structures interfered with their listening comprehension. It is relevant to the student's answer to the interview as below:

"The complexity of grammatical structures indeed affects my listening comprehension, I usually need more time than usual to comprehend or to understand a listening task" RTA (May 21st, 2021).

This result points out that complex grammatical structures caused much trouble to the students. The students need to know more about the structural component of the text as it is required for the learner to become more accurate in understanding the spoken text.

LONG SPOKEN TEXT

Less than half of the respondents say they have problems with the long-spoken text. The students explained that long conversations might make them forget the information as below:

"I kind of have some difficulties depending on the assignment, ... on the last session it gives long conversation I kind of forgot it easily." SAL, (May 21st, 2021)

"I also have problems with longer text especially when one long conversation text with several question on it" KA (May 21st, 2021).

Even though only two students have this problem, long-spoken text can be considered a problem because it may bore the students and distract their concentration. Furthermore, as

the students said in the interview, they might forget the material easily because they need to keep more information from the spoken text.

REDUCED FORM

Reduced forms are primarily presented in authentic material. It is considered one of the problems for EFL learners because it might confuse connected speech due to the rate of delivery by accurate material. But based on the questionnaire result, only one of the respondents had a problem with the reduced form. It means that most students already listened to the reduced form and understood the meaning.

NERVOUS

When it comes to learning performance, nervousness may become disruptive as emotional problems. Most of the students responded that they feel nervous when they do not understand the spoken text. It is also explained by the students' as below:

"Not only nervous, but also anxious. It feels like I do not know what happen and I have no idea what I'm going to do". RTA (May 21st, 2021)

"When I'm nervous all of the knowledge I have like suddenly jump out of my brain, and it makes me hard to stay focus". SAL (May 21st, 2021)

Nervous while doing listening tasks might affect the students' concentration. As the students said in the interview, they become hard to stay focused and think. This anxiety is mostly because the students do not understand the spoken text, or when they are doing an exam, if they can't keep the word, they become worried they couldn't answer the question.

UNINTERESTED MATERIAL

Uninterested material has a relationship with the student's motivation. If the students are interested in some material or topic, they easily understand the text. But the finding here shows that only two of the six students have this problem. Furthermore, there is no additional explanation from the participant about it. Based on this, most of the students seem to have no problem understanding the spoken text that is not interested.

PREDICTING WHAT WOULD COME NEXT

Predicting what would come next can significantly help the students answer the question. It also means the students have a high understanding of the content of the spoken text. But based on the questionnaire result, more than half of the respondents say yes to this problem. It shows that most students still find it difficult to predict what will come next.

RECOGNIZE THE WORD

The word in the written text might have different pronunciations, especially with a different accent. The questionnaire result shows that less than half of the respondents say yes. The response of the students regarding this problem in the interview could be seen below:

"Back again with the accent and speed that the speaker use, sometimes it just so different with the written text". SAL (May 21st, 2021).

According to the students' statements, they are more likely to have problems with delivery rate and variety of accents. But with less than half of the students' responses, yes means that most of them have no trouble recognizing the word even though it has a different pronunciation.

MEMORY

The ability to keep information is very important to understand the spoken text fully. The questionnaire result shows that most students say yes regarding problems remembering the words or phrases that they just heard quickly. The respondent explanation also supports this as below:

"I struggle a lot keeping the information that I got in my mind. As the result I need to listen more than one time" RTA (May 21st, 2021).

It means that most of the students have problems memorizing words or phrases that they just listen to. The students need to practice more in remembering the word or phrase. Remembering a few keywords can significantly help the students understand the spoken text they listen to.

PROBLEM WITH WHY OR HOW QUESTION

Only several students say yes to this problem. It shows that this problem is not significant for the respondent, although some students still have this problem.

PROBLEM WITH UNREPEATED RECORDING MATERIAL

Most of the respondents answered with yes on having difficulty understanding the recorded material if it is unrepeated. The respondent also explains as below:

"I am such a forgetful person, so it always happens when the recorded material is unable to repeat" SAL (May 21st, 2021).

SPEED OF DELIVERY

Speakers speaking too fast is one of the problems that intervene with the students' comprehension in listening. Most of the students answered yes. They point out that it is challenging to keep up and understand what the speaker says when the speaker speaks too fast. The respondent explains it as below:

"... I also have a problem when the speaker speaks too fast, and on longer conversation there is too much information that sometimes I could forget about it" EODS (May 21st, 2021).

"...when the speaker speaks too fast, I can't really hear the key word" KA (May 21st, 2021).

VARIETY OF ACCENTS

Almost all of the respondent has this problem. It indicates that many students felt it challenging to understand the spoken text because of the variety of accents of the speaker that they are not used to. Most of them thought confused with British accents because the pronunciation and intonation are quite different.

"Accents make everything different from the written text" RTA (May 21st, 2021).

"Sometimes, accents do me confuse especially British" SAL (May 21st, 2021).

NOISES AROUND LISTENING TASK

The noise around the listening test may interfere with the students' listening comprehension. Most of the students said it's hard to concentrate with noises around.

"I am a person who can't do study when the atmosphere is noisy" SAL (May 21st, 2021).

It is most likely because the students are studying at home; it's not the same as studying on campus with a class specifically for listening tasks.

PROBLEM WITH POOR QUALITY RECORDING

All of the respondents said yes to this problem with a poor-quality recording. The poor quality recording will make the sounds of the speaker not clear and make the students lose their concentration. The students also mention it in the interview as below:

"If the audio is broken or unclear it will make difficult for me since I got no meaning at all I can't understand what they talking about" MA (May 21st, 2021).

"... also, it's about the audio if the audio is not clear I can't understand anything about what they said on that listening conversation" E (May 21st, 2021).

"My problem is with the recorder sometimes it is too loud the sound is bouncy I can't really hear the recorder" KA (May 21st, 2021).

PROBLEM WITH POOR EQUIPMENT

Most of the respondents say yes to this problem. It is because the unclear sound may be the result of poor-quality equipment. This means that not the only poor quality of the recording but also the equipment also become a huge trouble for the students. Because even though the recording is of good quality, the equipment is in poor condition, it may result in problems for the students in the listening task.

FACTORS CAUSING STUDENTS' LISTENING COMPREHENSION PROBLEM

INTERNAL FACTOR

Internal factors that cause students listening comprehension problems are related to the student's concentration, just as Student A said as below:

"I think because less concentration can also distract my listening comprehension it makes me confused and having difficult time in listening" E (May 21st, 2021).

Another factor that the researcher found is the students' anxiety that based on the interview, they were nervous, making them lose their focus and hard to think.

"Not only nervous, but also anxious. It feels like I do not know what happen and I have no idea what I'm going to do" RTA (May 21st, 2021)

"When I'm nervous all of the knowledge I have like suddenly jump out of my brain, and it makes me hard to stay focus" SAL (May 21st, 2021)

As for the motivation, there are no specific explanations from the students. Instead, they felt that the listening course was exciting in the interview.

"It's exciting because of the way we learn that we just only listen and answering the question" KA (May 21st, 2021)

"... I kind of forgot it easily but as long as I can answer it well, I find it exciting" SAL (May 21st, 2021)

EXTERNAL FACTOR

LISTENING MATERIAL

The listening materials became one of the primary sources of listening comprehension problems because most of the students have problems with unfamiliar words, unfamiliar topics, grammatical structures. The detailed explanation is as below:

"I think it's because of my lack vocabulary it's hard for me to understand unfamiliar word" KA (May 21st, 2021).

"I think the main reason I got the problem is because the lack of knowledge vocabularies in English" RTA (May 21st, 2021).

Their limited vocabulary results from a lack of practice. Mostly the students learn listening comprehension only in the listening class.

"I think it's because I barely study if there is no assignment" SAL (May 21st, 2021).

"I think it's because I'm not used to listening English word in my daily activity" E (May 21st, 2021).

SPEAKER

The students have problems in listening comprehension because of the accent used by the speaker.

"If the accent that I'm not so familiar with like British accent it is kind of make me confused" SAL (May 21st, 2021).

Most of them said that the British accent is hard to understand because of the different pronunciation with the American accent that they are used to hearing.

PHYSICAL SETTING

The physical setting deal with the condition or situation where the listening task is performed. When the students learn in class, there is no problem with noise most of the time. Still, since they have been learning from home for the past year, they are troubled with the noise from surrounding and the internet connection that is not stable which may make their virtual class become lagged and disturb their listening comprehension. The recording quality also matters as the cause of the students' listening comprehension problem. If the recorder is unclear, the students will have difficulties understanding the word they listen to.

"If the audio is broken or unclear it will make difficult for me since I got no meaning at all I can't understand what they talking about. Another problem is when there is noisy sound around me it" MA (May 21st, 2021).

"My problem is with the recorder sometimes it is too loud the sound is bouncy I can't really hear the recorder" KA (May 21st, 2021).

Based on the findings above, this research revealed the fourth-semester students' listening comprehension problem and the factor causing the problem. This part presents the connection between the results with the theory that has been mentioned before in chapter two. Those main topics are explained below.

STUDENTS' LISTENING COMPREHENSION PROBLEMS

PROBLEMS RELATED TO LISTENING MATERIAL

The problem with unfamiliar words has been found in all respondent answers. It means that the students have the problem of limited vocabulary. Since they do not know the meaning of the word they listen to, they can't do listening comprehension well, just as the theory by Underwood (1989).

The unfamiliar topic also becomes one of the students' listening problems because most respondents have this problem. It means the student's understanding is based on their background knowledge and experience. And when the material's topic is not familiar to them, they have problems understanding and answering the question.

As half of the respondents say that they have a problem with complex grammatical structures, this points out that they are also a problem that hinders the students' listening comprehension. It is hard to understand, but it also takes time for students who are not used to it to comprehend the text's meaning.

Long-spoken text is one of the students' problems, even though only two of the respondents have this problem in the finding. This long-spoken text is a problem because it gives a lot of information to remember; the students also need extra concentration to keep up the material until it ends. It is in line with Ur (1985), who stated that the length of spoken text could disturb the student's comprehension of what they heard.

PROBLEMS RELATED TO PSYCHOLOGICAL CHARACTERISTICS

Most of the respondents have problems with anxiety. The students may panic when they fail to understand the spoken text, and their critical thinking becomes dull when they are anxious. If the students feel uncomfortable, their ability to listen is significantly reduced, according to Hamouda's (2013) statement.

PROBLEMS RELATED TO LISTENER

Interesting material is essential for learning listening since it helps motivate the students and helps them understand material easier. Hamouda (2013) elaborated that students will be less likely paid to listen if they are bored or frustrated. Hamouda explains that topic and lack of motivation are poor learning stimulation. But in the finding, only some of the students have this problem. It means that uninterested material does not matter for them. However, there is still a small chance that students may have difficulties answering the question if the material is not interesting.

According to the finding, some students still have problems recognizing the word. The students felt that they could not recognize it because of their pronunciation ability. Sometimes, the speaker uses another accent than what they used to hear. This phenomenon is just as (Bloomfield et al., 2010) and Walker (2014) expressed that pronunciation of words different from their appearance in the text is severe listening comprehension problems. The fact that the spoken language varies in the form of the written language makes oral speech difficult for students. What they just hear in listening is a significant thing. When they forget what they listen to, they need to wait for the repetition and focus too much on the text they forgot.

Another students' listening comprehension problem is with unrepeatable recording material. The listening process will be easier to complete if it gets repeated. But there is only once to listen to one question in the listening comprehension test. It shows that the students still depend on repetition to understand the spoken text that they listen to fully.

PROBLEMS RELATED TO SPEAKER

The next problem based on the finding is the rate of delivery. Most of the students having this problem point out that it is difficult to understand what is said when speakers speak too fast. Even if the words are familiar, they might not keep up with the pace. When native speakers talk too fast, they sometimes hear all the words as a single unit. Wei (2013) states that students' problem in listening comprehension is in the speed of native speakers, which they cannot control. At this point, the problems with delivery rate related to the students' unfamiliarity in listening to native speakers.

Another students' comprehension problem with the speaker is the accent. The students felt confused when listening to British English because the pronunciation and intonation are quite different. This result shows that the students had to learn the English language and its variation.

FACTORS CAUSING STUDENTS' LISTENING COMPREHENSION PROBLEM

Concerning the listening comprehension problem, Yagang (1994), Brown (2004), and Hamouda (2013) stated that the source of students' listening problems is coming from internal and external. It means that the listeners themselves and the learning environment can affect listening comprehension.

INTERNAL FACTOR

According to the findings, internal factors that cause the students' listening comprehension problems are concentration, anxiety, and motivation. As explained before, the concentration can distract the students listening activity and make them confused and have a problem managing time while listening.

Another internal factor causing the listening comprehension problem is anxiety. It makes the students lose focus and become hard to think. It makes it the students challenging to believe and understand the listening text. Most of the students that interviewed also stated that concentration and anxiety is

In the motivation case, only two of the participants who said so in the questionnaire also, in the interview, didn't explain it further. It can be assumed that the motivation factor is not one of the leading causes of the students' listening comprehension problem. It is also supported by the other participants who say the listening course is exciting because the learning process is simple: they only need to listen and answer the questions. But despite their excitement with the listening course, the students still lack practice outside the class, making them lack vocabulary and difficult to deal with new words and topics.

EXTERNAL FACTOR

The external factors that cause the listening comprehension problems are listening materials, speaker, and physical setting. The listening material becomes the factor causing the issues because the researcher found that most of the students have problems with unfamiliar words, unfamiliar topics, and grammatical structures. It is in line with Hamouda (2013), who stated that material might be the primary source of listening comprehension problems.

The speaker also becomes the source of the problems as well. The students have issues with an accent. They felt confused with British English and American English because the pronunciation and intonation are quite different. The students' problem with the delivery rate also becomes why the speaker considered the source of the problem. As explained before, the students struggle to keep up with the speaker's pace if the speaker talks too fast.

Lastly, recorder quality has become an essential factor that causes listening comprehension problems. Most of the students have difficulties understanding the spoken text when the recording is unclear, or the sound is bouncy. They also have a problem when a noisy sound surrounds the listening activity.

CONCLUSION

In conclusion, this research shows that there are listening comprehension problems encountered by EFL students. Based on the result of this study, the students had five significant difficulties in learning to listen. The first problem is the students encounter unfamiliar words,

which cause them to stop and think about the meaning of those words and miss the next part of the speech. They also get trouble with their memory because they may easily forget about the word that they just listened mainly in long-spoken text. The other problems are related to the rate of delivery and variety of accents where the students are hard to keep up with the speaker if it is too fast and if the speaker is using another accent than what the students are used to. The main reason why the students have these problems is because of their lack of practice outside the listening class, anxiety, and nervousness while doing the listening task, poor-quality recording, and noisy surroundings that disturb their listening concentration.

Based on the conclusion, the researcher's advice is that the students increase their vocabularies by reading and listening to more English text outside the class. The students also need to control their concentration and anxiety to stay focused on the listening tasks. Furthermore, the students should learn more about listening' micro and macro skills useful as their learning target. As for the lecturer, it is highly recommended to ensure that every listening task is straightforward without any poor-quality recorder. It helps the students a lot in listening comprehension. For future studies, the present study needs to be carried out with large participants because the sample size was small to generalize an overall conclusion applying to all sophomore students of the English Language Department Universitas Lambung Mangkurat.

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