

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1 Findings

There were two findings that were presented in this chapter. First, the research finding that showed listening comprehension problems faced by the third semester students of English education study program of UIN Raden Fatah Palembang. Second, the suggestions from the lecturer to help students solve their listening comprehension problems. The data gained from observation and interview were analyzed by using thematic analysis. The description of the findings were as follows:

4.1.1 Listening Comprehension Problems Encountered by the Third Semester Students

After analyzing the data from observation and interview, I found that there were many problems students faced when they learnt to comprehend the listening material in listening process. The themes and the codes gained from the analysis of qualitative data obtained from observation and interview were listed in the table 4.1.

Table 4.1. Themes and codes for students' listening comprehension problems

Themes	Codes
1. Level of difficulties of listening passage	A. Problems pertaining to limited English vocabulary B. Problems pertaining to the length of a

	spoken text
	C. problems pertaining to unfamiliar topics
2. Students' lack of colloquial language	<p>A. Problems pertaining to the use of daily conversations and slang expressions</p> <p>B. Problems pertaining to the use of reduced form</p> <p>C. Problems pertaining to the use of transition signal</p>
3. Lack of concentration	<p>A. Problems pertaining to focus loss which results from looking for an answer</p> <p>B. Problems pertaining to focus loss which result from text length</p> <p>C. Problems pertaining to poor quality of recording</p>
4. Students' psychological characteristic	A. Problems pertaining to anxiety
5. Difficult to recognize speaker's utterance	<p>A. Problems pertaining to unclear pronunciation</p> <p>B. Problems pertaining to variety of accents</p> <p>C. Problems pertaining to speed delivery</p>
6. Physical setting	<p>A. Problems pertaining to noise</p> <p>B. Problems pertaining to students sitting position</p>

C. Problems pertaining to the poor quality of the audio

The themes and codes gained from the qualitative data as listed in Table 4.1 were described in order to know what are the problems encountered by third semester students of English education study program of UIN Raden Fatah Palembang. It was found that there were many problems encountered in the third semester students. They are level of difficulties of listening text, lack of colloquial language, lack of concentration, students' psychological characteristics, difficult to recognize speakers' utterance, and physical setting problems. The descriptions were as follows:

4.1.1.1 Level of difficulties of listening passage

Based on the data obtained from observation and interview, it was found that during listening process, many students faced problems in comprehending the material. There were various levels of difficulties that students faced in understanding what speakers were saying. They were problems pertaining to limited English vocabulary, problems pertaining to the length of a spoken text and problems pertaining to unfamiliar topics.

Based on the data obtained from interview, it showed that most students were difficult to identify each word that was heard from speakers' speech. It happened because of students' limited vocabulary in the listening text used. Not only were they difficult to identify the word, but they also did not know the meaning of some words especially for the material that used idioms and jargons.

Therefore, students faced difficulties when they wanted to understand the material that was being heard. For example, student with initial NR said “I found it difficult to understand the speakers’ speech because I have limited vocabulary.” (Personal communication, December 5, 2018). Moreover, WR also added “it was difficult for me to interpret the exact meaning of each sentence that was said because sometimes there was one word that had many meanings such as the use of idioms and jargon.” (Personal communication, December 5, 2018). Other students also had similar problems regarding to the difficulty of recognizing each word spoken by the native speaker.

Then, I asked the students about what made it difficult for them to recognize, interpret and understand every word spoken by the speaker through audio listening. First, students with initial SK claimed “I rarely re-read or read English-language reading sources because there was not a lot of vocabulary that she remembered and mastered, so it made it difficult for her to recognize the vocabulary.” (Personal communication, December 5, 2018). Other students also had similar opinion about the difficulty to recognize vocabulary because they rarely read or studied English-language reading resources.

The data obtained from observation also showed that the lecturer rarely introduced or discussed the vocabulary of the topic they might hear from the listening material they would learn. It made it very difficult for students who were not very good at listening skills. As evidence, from the observation I found that the lecturer did not give much explanation in the introduction of listening material to be learned. The lecturer only told them to open the page of the

booktext in the listening material that the students would listen to and only mentioned the number of questions they would answer. After that, the lecturer who taught them continued the teaching and learning process by playing audio without an explanation of the topic to be studied and did not introduce vocabulary related to the material to be discussed. After the students listened to audio, the lecturer directly asked questions or told students to do the exercises in the book then the answer sheets from the students would be collected. That was how the daily listening learning process took place.

Furthermore, based on the interview result, some students found it difficult to comprehend the message conveyed by the speaker when the text spoken was too long. They assumed that when listening to a long text, it was difficult for them to understand every sentence spoken by a native speaker who spoke quite quickly. And also there was no sufficient lag time in delivering the material, so students must remember every sentence that was spoken quickly. For instance, student with initial EN explained “the difficulty in understanding listening material when the spoken text had a very long duration was that hard to remember what was delivered in a short time while the speaker continued to convey various topics in the material.” (personal communication, December 5, 2018). Other students also had similar opinions which was difficult to understand oral texts that have a long enough duration.

In relation to the problem above, the data obtained from observations showed that a long oral texts could interfere with students' understanding. Most students seemed to be out of focus when they listened to oral texts in duration of

around 5-7 minutes. Some of them showed various reactions when audio listening had been played for quite a long time while students had to answer each question from the exercises and they also had to understand each sentence that was said. There were students who showed a confused expression and there were students who showed a tired expression when they listened to the text that had been going on for a long time.

The last problem was difficult to understand the material because of unfamiliar topic. Based on the data obtained from the interview result, I found that many students had difficulty when they never learned about the topics discussed. This problem was also related to students' lack of vocabulary which means that they did not master much vocabulary related to the topics. Therefore, they found it difficult to follow the listening process. For instance, student with initial FW said "the topic discussed were quite difficult to understand because the topic was unfamiliar for me." (personal communication, December 5, 2018). Other students also had similar opinions like FW where they had difficulty in determining the topic they were listening to.

Then, I asked the student about what caused them could not master the topic learned in the listening process. They thought that was because they did not get much opportunity to learn listening skills when they were in senior high school. Meanwhile, the material studied for each skill was quite different. Even if there was material they had learned, they still could not master the topic, this was because they did not recall the topic. For example, EN and AA students told "when we were in senior high school, they rarely learn listening skills. We also

rarely read or studied listening books, so there were not many topics and words they mastered. And we started to know and learn listening skills after they entered English education study program.” (Personal communication, December 5, 2018). Other students also had similar opinion on their lack of experience in learning listening skills before taking that course in English courses. As a result, most of them did not master many topics that were frequently learned in listening material.

4.1.1.2 Lack of Colloquial Language

Based on the data obtained from the interview, I found that one of the factors that made it difficult for students to understand listening material was the lack of students' ability to recognize everyday language commonly used by native speakers. In this case, students found it difficult to recognize everyday expressions. They were problems related to the use of reduced forms and problems related to the use of transition signal in oral texts.

Based on the data obtained from interview, it showed that most students faced difficulties when they listen to the material about everyday conversation. Usually, listening material in the form of conversation uses a lot of everyday expressions that ordinary American used. Basically, students find it difficult to understand an expression because in each phrase it will have different meanings if it is interpreted from each word in the phrase. Therefore, students were not able to understand the expression that was used by native speakers properly. Students who already know a formal English may not be familiar with the expressions used in the conversations of native speakers. For example, student with initial RRC

stated “when I had to listen to material that used daily conversations, I faced some difficulties because she did not know them well and did not learn the phrases in English daily conversations.” (Personal communication, December 5, 2018). Besides, the data from observation also showed that the lecturer used a lot of listening material that contained a daily conversation that was commonly spoken by native speakers. The use of everyday language spoken by every native speaker makes it difficult for students to understand the listening material. This made it difficult for students because some students had never studied listening material that contained everyday expressions.

Furthermore, based on the data obtained from interview, students also faced difficulties when native speakers delivered the spoken text using reduced forms that were commonly used by native speakers. They assumed that it was difficult to recognize the expressions spoken by native speakers because most of them rarely heard or learnt about the use of reduced forms. For example, students with initial DAP said “I faced difficulties in comprehending the spoken text when native speakers spoke using reduced word forms in a conversation which he rarely knew or learnt.” (personal communication, December 5, 2018). There were other students who also had similar opinions on the problems they faced when they had to understand the material of everyday conversation that used a lot of reduced word forms.

Then, it was also found that students faced a problem when they understanding the oral text that was used transition signal in the text. The transition signal used were basically expected to understand the flow of thought

from oral texts but in reality students found it difficult to recognize the transition. For instance, student with initial EN said “one of the problems that sometimes happened when I wanted to focus on understanding the material that she did not realize if the speaker had moved to another topic.” (Personal communication, December 6, 2018). Other students also had similar opinions which some of them found it difficult to recognize transition signals in listening material.

4.1.1.3 Lack of Concentration

Based on the data obtained from interview, I found that a lack of concentration of students could influence their understanding in the listening process. There were several causes faced by students when they were unable to concentrate in the listening process. Among them were losing focus because of finding the answer to each question, losing focus because the text was too long and losing focus because of poor audio quality.

The data obtained from interview showed that most students found it difficult to concentrate when they had to understand each sentence spoken by the speaker but they also had to answer every question in the textbook while listening to the audio. Because of this, students lost their concentration because they had to focus on understanding the message conveyed by the speaker and writing the right answer for each question. For instance, student with initial SK said “my concentration was disrupted when I had to understand speakers’ speech and examined the right answers to each question at the same time.” (Personal communication, December 6, 2018). Also, there were other students who had similar responses that was their concentration was often interrupted because they

had to understand the speaker's speech and also had to find answers to each question in the textbook.

Furthermore, another problem found in the result of observation was the students lose their focus when they had to understanding a long spoken text for one topic. Usually, if the text was heard for more than 5 minutes, students felt tired and lost their focus in listening material. For example, student with initial SM said "I faced difficulty when I had to listen to oral texts that were long enough to make her lose concentration and then fail to answer questions correctly." (personal communication, December 6, 2018). There were some other students who had same assumptions about problem in understanding a long spoken text.

The reason that caused students lose their focus when they listen to the material was bad quality of the audio used. Students assumed that unclear voices resulting from poor quality of the audio affected the process of comprehending the listening material. Then, the speed of speech from native speakers in the listening material made students more difficult to understand. For example, student with initial TN said "concentration was disrupted when the audio quality used bad condition. So it was difficult for her to understand every sentence spoken by the speaker." (Personal communication, December 6, 2018). Similarly, other students also thought that they were difficult to concentrate when the quality of audio was poor.

4.1.1.4 Students' Psychological Characteristic

Based on the gained from interview, I found that the psychological factor of the students can affect students' listening comprehension. It was related to

students' anxiety in understanding speakers' speech. Based on the data obtained from interview, most students thought that they had high level of anxiety when listening to the audio. When I asked the students about what made them felt anxious in listening activities, they argued that it was caused by their fear of inability to understand speakers' utterance. If they could not understand what the speaker was saying means that they could not answer the question from the lecturer or from the textbook. For instance, student with initial BS stated "she often felt anxious when the lecturer starts playing audio listening, she was afraid of her inability to understand what the speakers' said and failed to answer the question." (Personal communication, December 6, 2018). And also, there were other students who had similar opinion about the anxiety of listening to audio such as WR, YES and AT.

The data from observation also showed that most students looked nervous and worried when they could not comprehend the listening material. When the lecturer instructed students to prepare themselves to listen to the audio, they looked strained and tried to stay focused so that they could understand the listening material that was being listened. In addition, students felt panic when the lecturer stopped the audio and started to ask to students about the listening material they just heard. Most of them did not want to answer lecturers' questions because they were afraid that their answers were wrong. Therefore, students seemed unconfident with their understanding because of the feeling of anxiety, worry and nervousness they experienced in understanding listening material.

4.1.1.5 Difficult to Recognize Speakers' Utterance

Based on the data obtained from interview, I found that most students were difficult to recognize speakers' utterance in understanding listening material. There were several problems that caused students difficult to recognize speakers' utterance, they were problem related to obscurity of speakers' pronunciation, problem related to the diversity of speakers' accents and problem related to the speakers' speed in delivering listening material.

The data obtained from interview showed that problem faced by the students in comprehending listening material was recognizing the pronunciation of native speakers which was unclear from speakers' accent used. They assumed that native speakers' pronunciation was very difficult to recognize and difficult to understand. Many students thought that usually the way speakers talk was very different from what students had learnt. Various accents that native speakers used also caused difficulties for students in understanding the speaker's speech because they did not have much knowledge and did not learn about the differences in each accent. For instance, student initials BS stated "because native speakers used different accents, I found it difficult to identify some of the words. Therefore words spoken native speakers sounds unclear." (Personal communication, December 5, 2018). Similarly, other students also had similar opinion which were difficult to understand listening text because of the different accents used by native speakers.

Then, I asked the students about what caused them not recognize native speakers' speech. They argued that it was rarely for students to learn the

differences of its pronunciation for each accent. For example, students with initial EN said “because I did not know even learn about the differences from every accent in English, so that it made difficult for her to recognize words spoken by native speakers if the speaker spoke using different accents.” (personal communication, December 12, 2018). Other students also had similar opinions on the reason that made it difficult for them to recognize native speaker speech when they spoke in various accents.

Lastly, based on the data obtained from interview, other problems faced by students in understanding listening material were when native speakers spoke too fast, it was difficult to comprehend what speakers said. The way speakers talked was too fast for foreign language students when they delivered the material and it made difficult for students to capture the message conveyed by the speakers’ talk. For example, students with initial NR states “rarely native speakers speak too fast in expressing something, this causes a lot of vocabulary spoken by native speakers to be vague and it was so difficult to understand.” (Personal communication, December 6, 2018). There were students who had similar opinions that basically they difficult to understand listening material because speaker's pronunciation was unclear and speakers had a tendency to speak quickly.

Additionally, the data from observation also showed that the problems faced by most students were caused by the difficulty in understanding the speech conveyed by the speaker due to the speed of the native speaker in speaking. I saw that when listening audio began to be played, students tried to focus and listen to audio carefully. However, after the audio was played, they looked confused and

wondered to their friends surrounding them and they were seen complaining about native speakers' pronunciation which was heard unclear by the students because the speakers spoke too fast.

4.1.1.6 Physical Setting

Based on the data obtained from the interview, I found that physical arrangement of listening classroom also influenced students' understanding of listening process. Students argued that physical arrangement in classroom was one of the factors that could disrupt their comprehending in listening material. Several problems students faced were problems caused by noises, problems related to students sitting position, and low quality of the audio.

Based on the data obtained from the interview, I found that one factor that caused students could not understand listening material was the noises around the classroom when they were listening to the audio. Noises could come from outside or inside of the classroom itself. Most students argued that noises caused by environment could distract students in understanding listening material. For example, student with initial AZ said "if there were noises around the classroom when the audio was being played, it was difficult for me to understand the material because I could not focus and concentrate. Accidentally, native speaker's speech became obscure and difficult to understand." (Personal communication, December 6, 2018). Same as other students who had similar opinion about difficulties in understanding speaker's speech when there was some noises around when the listening material was played.

The data obtained from the observation also showed that students had difficulty in understanding the listening material if there were noises around the classroom. I saw when the students had begun to focus on listening audio carefully then there was a noise, the student's focus would be distracted. They would see and look for where the sound source was by looking around. This caused students to not be able to focus on audio listening and they would skip a few sentences of speaker's said. Therefore, when students tried to listen to the audio listening again they could not understand what native speakers say because they lost focus because of the noise that had disrupted the student's listening process.

Furthermore, most students had difficulty in understanding listening material when their sitting position was not strategic. It was because students sitting position could affect their hearing on the sound of the audio produced in the classroom. They assumed that if their sitting position was too far from the audio, they could not heard clearly what speakers said. For example, student with initial IR said "one problem I faced when listening to audio was my sitting position was too far from audio which interfered her hearing the listening material. As a result, I could not hear well what the speaker was talking about." (Personal communication, December 6, 2018). Other students also had similar opinion of sitting position also affects the process of understanding the message which was influenced by audio listening.

Also, the problems above were seen from the results of observation which indicated that the students sitting position interfered the students' listening

comprehension. It could be seen from the listening process in the classroom. If the student was in the back seat while the audio volume was too low, they would not be able to hear the audio clearly. If students tried to understand the listening material in the sitting position but they could not hear the audio clearly, the students usually asked permission from the lecturer to move to a closer sitting position to the audio.

Then, the data obtained from the interview showed that most students found it difficult to understand listening material well because of poor quality of the audio. For example, student with initial AZ stated “if the audio quality used was not good and the volume was very low quality when it was played, it was difficult for me to comprehend the material which could not hear clearly about what native speakers talking about.” (personal communication, December 8, 2018). There were other students who had similar opinions that difficult to understand the material if the quality of the audio used has poor quality.

Additionally, the data gained from observation showed that most students had difficulty understanding listening material if the audio quality used in the classroom has poor quality. They looked difficult to focus and concentrate because of poor quality of the audio that interfered listening process. As a result, after the audio listening was played, there were many students who did not understand what speakers said because they did not hear speaker's speech clearly. Therefore, if the conditions around listening classroom and equipments used did not support well, it could give negative impact on students. They found it difficult to understand the listening material well. Most of them could not answer the

exercises in listening textbook and could not discuss the material well in the learning process because of poor quality of the audio.

4.1.2 The Solutions from the Lecturer to Solve Students' Listening Comprehension Problems

After collecting the data in order to know lecturer's suggestions to solve students' listening comprehension problems, I asked the lecturer who taught the third semester especially in PBI D. The themes and the codes gained from thematic analysis were listed in the table 4.2.

Table 4.2 Themes and Codes of Solutions from the Lecturer to Solve Students' Listening Comprehension Problems

Theme	Codes
1. The lecturer did a pre-listening to prepare students for their readiness in listening activity	A. The lecturer gave some keywords or vocabulary to the students related to what they will hear B. The lecturer discussed the vocabulary with the students to build students motivation
2. The lecturer used different kinds of listening materials as the additional references for the students	A. The lecturer used different kinds of listening materials to teach the students some aspects in understanding listening skills

The themes and codes gained from the qualitative data as listed in table 4.2 were described in order to find out how the lecturer helped students to solve their listening comprehension problems. Two solutions were provided by the lecturer, they were the lecturer did a pre-listening to prepare students for their readiness in listening activity before the students listened to the audio and the lecturer used different kinds of listening material as the additional references for the students. The descriptions were as follow:

4.1.2.1 The lecturer did a pre-listening to prepare students for their readiness in listening activity

Based on the data obtained from interview with the lecturer, she told that to help the students minimize or overcome their problems in comprehending the listening materials, she did a pre-listening to prepare students for their readiness in listening activity before the students listen to the audio. There were two ways how the lecturer did a pre-listening activity. they were the lecturer gave some keywords or vocabulary to the students related to what they will hear and the lecturer discussed the vocabulary with the students and did an questions answers session to build students' motivation.

First, based on the data obtained from the interview results, it showed that the lecturer gave some keywords or vocabulary to the students related to what they were going to hear in the listening material. The lecturer hoped that by giving some keywords or vocabularies to the students, it would help the students easier to comprehend the listening material. And also, it could help the students familiar with the vocabularies used in the listening material. For example, the lecturer

stated "to minimize students' problems in recognizing unfamiliar words and unfamiliar topics in the listening material, I gave some vocabularies and keywords to the students before playing the audio related to the listening material with the students so that they can activate their vocabulary and make the students easier in comprehending the spoken text ". (Personal communication, December 12, 2018).

Besides, the interview result showed that the lecturer discussed the vocabulary with the students to build students' motivation. By discussing some vocabularies with the students, it could help the students more confident in answering the listening questions. For example, the lecturer told "by discussing some vocabularies related to the listening material before the students listening to the audio, it helped the students in answering all of the listening questions. The students would be able to focus and understand the speakers' speech well. So that it helped the students overcome their listening comprehension problems." (personal communication, December 12, 2018).

4.1.2.2 The lecturer used different kinds of listening material as the additional references for the students

Based on the data obtained from the interview with the lecturer, she revealed that to help the students overcome their listening comprehension problems, the lecturer gave other resources as the additional learning material to learn the skills in listening. These resources could help students to learn a certain skills in listening from various media to deal with problems in colloquial language. Not only learning the material by using the textbook students' had, but also sometimes the lecturer giving the listening material through video projector

and internet. For example, the lecturer said “to help the students deal with their listening comprehension problems, I used different kinds of listening material to teach them some aspects in listening skills so that they can identify the words or sentences easily. I usually discussed speakers’ pronunciation and their accents by showing a video through projector so that the students be able to differentiate many kinds of accents that is commonly used by the native speakers.” (personal communication, December 12, 2018).

4.2 Discussions

After I analyzed the result of data analysis by using thematic analysis, I found that there were several problems that caused students had difficulties to comprehend listening material. The first problem was the difficulties in listening text. Most students claimed that they were difficult to comprehend listening material because of students’ limited English vocabulary. According to Butt and Hanoi (2010), the major problem hindering listening comprehension was that the students’ vocabulary was too limited to understand the message from speakers’ speech. If the student cannot master the vocabulary well, it is difficult for them to understand speakers’ speech. Thus, mastering vocabulary is important for students to help them in comprehending listening material well.

Another problem was the length of the spoken text that can affect students’ understanding in listening process. This result was in line with Hamouda, (2013) who found that the length of the listening text was one of the main factor whether the students had ability to comprehend most of the talk. It was better for the

lecturer to divide a long spoken text in two parts so that students will have better concentration. According to Gilakjini and Ahmadi (2011), if the exercise is too long it would be more suitable to break it up into shorter parts by pausing the material delivered by the speakers. Therefore, the students can understand speakers' talk well and get the intended message from the speakers

In line with it, unfamiliar topics also hinders the listening comprehension for most of the students. This finding was consistent with Nutalls' declaration (1996) which shows that a more interesting requirement to understand a text is that students should share certain assumptions about the subject to the fact that students construct their understanding of the subject they listen on the basis of their experiences. So that students can explore their background knowledge with the listening material and help them understand well.

Then, another problem faced by the students when they comprehended the material was lack of colloquial language. Students found it difficult to recognize daily conversations and slang expressions that speakers used. This result was in line with Cubalit (2016) and Ismail (2015), who found that most of the students felt difficult to understand idiomatic expression. If listening materials are made up of everyday conversation and slang expressions, it will caused problem to the students because students who have been exposed mainly to formal book of English may not be familiar with these expressions. As Hamouda (2013) said that the uses of colloquial language and slang expressions are likely to cause problems for non-native speakers in understanding a lecture. Thus, the use of colloquial language interferes listening comprehension problems.

Besides, the use of reduced forms also caused problems to the students because they were difficult to identify and recognize sentences that was used in reduced forms by native speakers. This result was in line with Ismail (2015) and Hamouda (2013) who found that whole number of the students assumed that the use of reduced form was difficult to understand in comprehending speakers' talk. Therefore, these reductions caused significant difficulties, especially to the students who have only been exposed to the full forms of the English language.

Then, another problem found in listening was identifying transition signal. It made students difficult to comprehend the listening material because sometimes most of speakers' talk too fast, so many students were not be able to recognize the transition signal in the spoken text. According to Underwood (1989), speed can make listening passage difficult because if the speakers speak too fast and listeners are not able to control the speed of speakers, it can create critical problems with listening comprehension. In line with it, Gilakjini and Ahmadi (2011); Ismail (2015); Hamouda (2013) who found that many students fail to recognize the signal which indicate that the speaker is moving from one to another. Thus, these signals can be missed especially by less proficient students.

Besides, students' lack of concentration caused problems to the students when they comprehend listening material. Students assumed that during listening process, students could not comprehend the listening material because the listening text was too long which made students lose their concentration and difficult to understand speakers' talk. This result was in line with Gilakjini and Sabouri (2016); Hamouda (2013); Ismail (2015) who found that one of the

problems that caused difficulties to the students in comprehend in listening passage was the length of the text. This confirms Ur's assertion (1984) which justifies that the difficulty in listening comprehension is partly due to the length of the listening text itself which bore listeners and distract their concentration. Therefore, it is possible to infer that long spoken texts interfere with the students' listening comprehension.

Furthermore, poor quality of media used in listening activity also affects students' concentration in comprehending listening material. This result was in line with Ismail (2015); Cheng (2005), who found that the difficulties students encounter in listening comprehension were due to the bad recording quality. In some classes, teachers used some recorded materials that did not have high quality. The quality of sound system could impact the comprehending of learners' listening (Gilakjini and sabouri 2016). This is due to the recording's noises or the listening tool had been used for such a long time so the quality gets affected by that. Besides, Hamouda (2013) adds that one of the factors that affects students listening comprehension was failure to concentrate. Thus, poor quality of media used interferes with students' concentration in comprehending listening material.

Another problem that caused students difficulties to comprehend listening material is students' anxiety. This result was in line with Hamouda (2013) and Ismail (2015), who found that many students felt nervous and worried when they do not understand the spoken text. Most of the students felt worried during listening process because they could not understand what they hear so that they

not be able to comprehend most of speakers talk. According to Renukadevi (2014), listening activities generally induces the anxiety and stress among the learners as it involves the interpersonal and interpretive modes of communication in which he or she has to actively participate. Thus, students' anxiety affects listening comprehension.

Next, many students felt difficult to recognize speaker's utterance because unclear pronunciation from the native speakers. According to Yule (1998), most Thai schools prefer "farang" (usually western foreigners) teachers due to more informal teaching styles and also because a speaker of the native tongue could address pronunciation issues in a way non-native speaker cannot. Most of students responded that they often or always found it difficult to recognize the words they knew because of the way they were pronounced. This result was in line with Ismail (2015) and Hamouda (2013) who found that the majority of the students under the study have responded that they mostly often encountered the problems. As a result, this problem interferes with the students listening comprehension.

Besides, another problem found from the way speakers speak was variety of accents. This result was in line with Gilakjini and Sabouri (2016); Ismail (2015); Renukadevi (2014), who found that different accents cause difficulties to students in listening comprehension since they do not have much exposure to various accents. Unfamiliar accents of both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. According to Buck (2001), indicated that when listeners hear an unfamiliar accent for the first time after studying only American

English will encounter critical difficulties in listening. Therefore, there were some students experienced this problem because they had been exposed to the accent of their own teachers.

Finally, one of the factors that caused problem to the students when they comprehended listening material was physical setting. Physical setting means the environment surrounding the students or in listening activity. one of problem caused by physical setting was noises around the students. This result was in line with Ismail (2015) and Renukadevi (2014) who found that the noise coming from corridors and other classes some students experience difficulty in listening because of the noise in classroom and the poor preparation of lab, a great number of students they cannot concentrate on listening due to the recording material. Thus, many students were distracted by the noise no matter how hard they tried to focus on the task, it was difficult to have a good result in listening comprehension.

Another problem caused by physical setting was poor quality of media used. This result was in line with Hamouda (2013); Ismail (2015), who found that Most of the students thought that the difficulties they encountered in listening comprehension were due to the bad recording quality or poor quality tapes or disks. Therefore, unclear sounds resulting from poor-quality equipment interfered with the listener's comprehension.

In relation to the students' listening comprehension problems, after I analyzed the data analysis of lecturer's interview result by using thematic analysis, I found that there were several solutions from the lecturer to help students overcome their listening comprehension problems. The lecturer did a pre-

listening to prepare students for their readiness in listening activity before the students listen to the audio. It was necessary for the lecturer to create students motivation in listening activity. In line with it, Heyrapetyan (2016) who states that it is better for the lecturer established students motivation in listening with the purpose of prepping the students for what they will hear.

Moreover, the lecturer use different kinds of listening learning materials as the additional references based on students interest. This kind of input not only test the students' listening comprehension but also motivate them to use various types of listening strategies in order to gain the maximum benefits in doing their activities. Gilakjini and Sabouri (2016) declared that listening activities should be provided based on the students' needs and lectures should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers. Therefore, using many kinds of additional references can help students improve their listening ability and overcome their listening comprehension problems.