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APPENDIX A

(Preliminary Study)

1. Before you join to the university, had you ever learnt about listening skill in your senior high school?
2. Among four skill (reading, listening, speaking and writing), which skill did you think that was frequently learnt in your senior high school?
3. Which skill did you think that is difficult to comprehend?
4. What did you think of the important of listening skill?
5. Did you think that listening skill is easy to learn or not? Why?
6. Did you have some problems in comprehending listening skill? What were they?
7. Could you solve your listening comprehension problems so far?

APPENDIX B

(Preliminary Study Transcription)

- Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?
- Interviewee : Iya, saya pernah mempelajari keterampilan listening dulu ketika saya dibangku SMA.
- Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?
- Interviewee : Menurut saya keterampilan membaca.
- Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?
- Interviewee : Listening skill.
- Interviewer : Apa pendapat kamu tentang pentingnya skill listening?
- Interviewee : Menurut saya pentingnya skill listening itu adalah untuk memahami materi listening dengan baik dan jelas.
- Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!
- Interviewee : Saya rasa cukup sulit, karena kami harus mendengarkan dengan hati-hati tentang apa yang pembicara sampaikan.
- Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?
- Interviewee : Iya saya memiliki masalah dalam memahami materi listening seperti sulit memahami ucapan native speaker yang berbicara terlalu cepat dan tidak jelas sehingga saya tidak mendapatkan point yang disampaikan.
- Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?
- Interviewee : Belum bisa karena saya kurang melatih keterampilan listening saya.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Iya, saya pernah mempelajari listening skill.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Skill yang paling sering dipelajari pada saat SMA yaitu skill reading.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Menurut saya keterampilan yang sulit dipelajari yaitu listening, karena sulit bagi saya untuk memahami ucapan native speaker secara langsung.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Sangat penting karena kita dapat mempelajari aksen dari native speaker secara langsung.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Saya rasa itu tidak mudah, karena hal itu memiliki beberapa perbedaan khususnya di Indonesia seperti pemahaman pengucapan.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Ya, saya memiliki beberapa masalah contohnya saya mengetahui kata yang diucapkan tetapi saya sulit mengenali kata tersebut jika saya mendengar langsung dari native speaker.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Tidak bisa, tetapi saya mencoba untuk meningkatkan keterampilan listening saya.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Iya pernah.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Grammar yang paling sering saya pelajari disekolah.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Skill writing dan listening.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Yeah, saya rasa keterampilan listening sangat penting karena skill ini dapat membantu kita untuk meningkatkan kemampuan mendengarkan dalam bahasa inggris.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Menurut saya cukup mudah tetapi ada juga beberapa hal yang menyulitkan.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Iya, permasalahan yang ditimbulkan dari native speaker dan volume yang dihasilkan dari audio.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Ya bisa selama saya dapat meningkatkan pengetahuan saya pada vocabulary.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Saya hanya pernah mempelajari listening di beberapa test, tetapi itu tidak termasuk dalam pembelajaran.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Skill writing dan reading.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Yang cukup sulit menurut saya yaitu keterampilan listening dan speaking.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Menurut saya cukup menarik karena skill ini dapat meningkatkan keterampilan listening saya.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Menurut saya terkadang skill listening mudah dipahami tetapi terkadang juga tidak.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Iya saya memiliki kesulitan pada beberapa aspek.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Iya saya bisa mengatasi permasalahan tersebut.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Tidak pernah.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Menurut saya keterampilan reading.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Yang sulit dipelajari menurut saya skill speaking.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Saya rasa skill listening tidak terlalu penting karena sulit untuk dipelajari.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Iya mudah.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Iya punya, masalah dari native speaker.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Belum bisa.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Tidak, saya tidak pernah belajar keterampilan listening sebelumnya.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Keterampilan yang paling sering dipelajari disekolah dulu yaitu keterampilan reading.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Menurut saya keterampilan speaking yang paling susah dipahami ketika dipelajari.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Menurut saya sangat penting karena skill listening menjadi bagian penting dari bahasa Inggris yang harus dipelajari.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Mudah, karena learning style saya adalah mendengarkan penjelasan dari orang lain.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Tidak ada.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Ya saya rasa saya bisa mengatasi permasalahan yang menyulitkan saya dalam memahami materi listening.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Tidak, saya tidak pernah belajar tentang skill listening sebelumnya baik disekolah maupun diluar sekolah.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Reading skill paling sering saya pelajari dulu ketika disekolah.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Keterampilan yang paling susah dipahami menurut saya ketika mempelajari bahasa Inggris yaitu listening.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Penting, karena dalam memahami pembelajaran kita harus bisa mendengarkan dengan baik.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Saya rasa tidak.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Iya saya punya beberapa masalah dalam memahami materi listening, seperti ketika native speaker menyampaikan materi yang terdengar tidak jelas.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Sejauh ini tidak bisa.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Tidak pernah.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Yang paling dipelajari dalam bahasa inggris pada saat itu keterampilan speaking.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Keterampilan yang paling sulit yaitu listening.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Sangat penting khususnya dalam berkomunikasi karena hal ini dapat membantu untuk memahami apa yang native speaker bicarakan.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Tidak juga.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Iya saya punya beberapa masalah dalam memahami materi listening karena saya tidak pernah mempelajari tentang listening.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Saya rasa saya bisa mengatasinya sejauh ini.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Emmm,, tidak.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Reading skill yang paling sering saya pelajari dulu ketika di sekolah.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Menurut saya listening dan speaking paling susah untuk dipahami dalam belajar bahasa Inggris.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Sangat penting karena jika kita ingin berbicara bahasa Inggris kita harus belajar keterampilan ini dengan baik.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Tidak sulit, karena ketika saya mendengarkan native speaker menyampaikan materi saya masih bisa memahami inti dari pembicaraan tersebut.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Iya punya seperti tidak banyak mengetahui vocabulary dan native speaker yang berbicara terlalu cepat.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Yaaa,, saya rasa saya bisa mengatasi permasalahan yang saya alami.

Interviewer : Sebelum bergabung dengan universitas, pernahkah kamu belajar keterampilan mendengarkan disekolahmu?

Interviewee : Belum pernah.

Interviewer : Diantara keempat keterampilan (membaca, mendengar, berbicara dan menulis) keterampilan yang manakah yang menurut kamu paling sering dipelajari disekolahmu?

Interviewee : Dulu ketika disekolah kami sering mempelajari vocabulary.

Interviewer : Keterampilan yang manakah yang menurut kamu paling susah dipahami?

Interviewee : Mungkin keterampilan listening.

Interviewer : Apa pendapat kamu tentang pentingnya skill listening?

Interviewee : Menurut saya keterampilan listening itu sangat penting karena ketika kita bisa mendengar apa yang disampaikan native speaker dengan baik kita bisa mempelajari beberapa kosakata secara langsung dari native speaker.

Interviewer : Menurut kamu skill listening itu skill yang sulit dipahami atau tidak? Berikan alasanmu!

Interviewee : Menurut saya tidak mudah, karena kita harus memahami banyak kosakata terlebih dahulu.

Interviewer : Apakah kamu memiliki masalah dalam memahami materi listening? Apa saja permasalahan tersebut?

Interviewee : Iya punya. Saya tidak mengetahui banyak kosakata dalam bahasa Inggris.

Interviewer : Bisakah kamu mengatasi permasalahan yang sedang kamu hadapi sejauh ini?

Interviewee : Bisa jika saya lebih berlatih lagi.

APPENDIX C

(Observation Sheet)

Table 1. Students' perception to the importance of listening skill

No.	Statements	Yes	No	Note
1	Students find that listening comprehension is difficult.			
2	students find that listening comprehension is boring and not interesting.			
3	students find that listening comprehension is exciting.			

Table 2. Using different means to enhance listening skills

No	Statements	Yes	No	Note
1	Listening to teachers and classmates in class			
2	Listening to English language study cassettes or CD's in the classroom			
3	Watching British or American television Channels in the classroom			

Table 3. Listening problems related to the content of the listening text

No	Statements	Yes	No	Note
1	Students difficult to understand listening texts in which there are too many unfamiliar words including jargon and idioms.			
2	Long spoken text interfered with students listening comprehension.			
3	students find it difficult to interpret the meaning of a long spoken text.			
4	students feel fatigue and distracted when I listen to a long spoken text.			
5	students find it difficult to understand every single word of incoming speech.			
6	students find the listening passage			

	difficult to understand.			
7	students find it difficult to identify unfamiliar topics			

Table 4. Listening problems related to Linguistic features

No	Statements	Yes	No	Note
1	students find it surprising and difficult to deal with colloquial language and slang.			
2	students find it difficult to understand reduced forms.			
3	students find it difficult to recognize the signals which indicate that the speaker is moving from one point to another			
4	students find it difficult to follow the sequence of the spoken text when the sentences are too long and complex			

Table 5. Problems caused by the failure to concentrate

No	Statements	Yes	No	Note
1	students lose concentration when the text is too long.			
2	Students lose concentration if the recording is in a poor quality.			
3	students lose concentration if there are many noises around the classroom			

Table 6. Learners' perceptions of listening problems related to psychological characteristics

No	Statements	Yes	No	Note
1	students feel nervous and worried when they don't understand the spoken text.			
2	students stop listening when they have problems in understanding a listening text.			

Table 7. Listening problems related to listener

No	Statements	Yes	No	Note
1	students find it difficult to get a general understanding of the spoken text from the first listening.			
2	At the time of listening students found it difficult to predict what would come next.			
3	students find it difficult to quickly remember words or phrases they have just heard.			
4	students find it difficult when listening to English without transcripts.			

Table 8. Listening problems related to the speaker

No	Statements	Yes	No	Note
1	students find it difficult to understand the natural speech which is full of hesitation and pauses.			
2	students find it difficult to understand the meaning of words which are not pronounced clearly.			
3	students find it difficult to understand the meaning of the spoken text without seeing the speaker's body language.			
4	students find it difficult to understand well when speakers speak with a variety of accents.			
5	students find it difficult to understand well when speakers speak too fast.			
6	students find it difficult to understand the listening text when the speaker does not pause long enough.			
7	students find it difficult to understand the recorded material if they unable to get things repeated.			

Table 9. Listening problems related to the physical setting

No	Statements	Yes	No	Note
1	It is difficult for students to concentrate with noises around.			
2	Unclear sounds resulting from a poor-quality CD-player interfere with students listening comprehension.			
3	Unclear sounds resulting from poor equipment interfere with students listening comprehension.			

(Source: Adapted from Hamouda (2013); An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classrooms)

APPENDIX D

(Observation Transcription)

First Meeting

On November 17, 2018, I did my first observation with the third semester students especially PBI C class in PBI 5. In this activity, I observed the problems faced by the third semester students while they were studying listening material, whether it was the problems faced when students listen to oral texts that is delivered by the speaker or the problems caused by classroom environment. I used the observation checklist to examine the problems faced by students and took some notes to find listening problems. The activity in the classroom at that time was listening to audio to answer the questions in the textbook.

At the beginning of learning, the lecturer gave instructions to the students to prepare listening learning equipments such as audio and textbooks because the lesson will begin soon. After that, the students began to prepare themselves to concentrate on audio listening in order to understand listening material. When audio listening was played, the students seemed very concentrated and listening to the material carefully. When the first listening has been heard, the lecturer asked the student about the speakers' talk in the spoken text . But students seemed confused and most of them did not know the correct answer for some questions. It was because students faced difficulties in comprehending the first listening. Therefore, students asked to the lecturer to replay the audio so that they could listen carefully. After the students understand the spoken text, the lecturer and students begin to discuss and answers the questions about the material being studied and learn some of unfamiliar vocabulary. After that, the lecturer gave some exercises for the students by using their hand book and listen to the audio.

When the audio was playing, there were several students who asked their friends because they had difficulties to remember some words or sentences quickly that they had just heard. Accidentally, it was impacts to another student who have lost their concentration due to the noises that is caused from their friends so that there were some students who could not answer the questions.

Then at the end of the lesson, the lecturer told students to collect the exercises they were doing. However, there were some students who feel nervous and worried when they wanted to gather these questions because of some questions that they could not answer due to lack of understanding in the spoken text.

Second Meeting

In the following week, I made another observation with the same class and same students. I still observed other problems that students faced in listening comprehension. For this meeting, not only used audio tape, the lecturer also used projector in giving listening material. It was because the lecturer wanted to provide listening material through video. When students tried to watch the video, students had difficulties in understanding what the speaker was talking about because the volume was too low and noises around was disturbing students' focus. The lecturer tried to set the volume become highest but it was still could not sound clearly. It caused the students lose their concentration in listening that has poor quality recordings.

Even so, the listening process continues and students tried to re-understand what the speaker conveyed on the video. Watching the video directly also help the students to know speakers' speech by seeing speakers' body language. However, during the question and answer session and discussion of the material that the lecturers and students did, I observed that there were several problems they faced when listening to texts that were too long, such as there were some students who felt tired and distracted when listening to the oral texts. It can be seen that they lost their focus on the video and started to pay attention to other things. In addition, there were some students who were still silent and did not answer the lecturers' questions because they did not understand the material from the native speakers.

Also, there were students who found it difficult to convey the meaning of these long enough oral texts. It was because students had difficulties in remembering the words or sentences that they had just heard and learned quickly.

For this reason, students found there were parts of listening material difficult to understand.

Third Meeting

At the third meeting, I continued to observe the PBI C class. I also observed what problems were faced by the students by continuing fill the observation checklist that I used. As usual, the activities in the listening class at that time were students listening to audio and did some excercises in their textbooks.

By playing listening audio, it means that learning on that day has already begun and students were start to listen to the listening material carefully. In this observation, I only focused on problems found that is causes from speakers' utterance. When students were listening to audio, I saw that students aksed the lecturer to play the audio for several times because they did not understand the speaker's utterance that spoke too fast. Also, speakers' natural speech and the length of the pause time when the native speaker delivered the material made it difficult for students to comprehend the speakers' seech.

It can be proven from the complaints of students who felt confused and had difficulties in understanding oral texts delivered by native speakers. They need several times to listen and understand what the speaker was saying. The students asked their friends about what words were spoken by native speakers and what accents were native speakers used so that they could identify the word. Then at the end of the lesson, the lecturer asked some questions and the students have to answer directly what the speakers talking about. However, because there were some students who failed to comprehend the material, these students felt nervous and worried when they could not answer the questions from their lecturers.

Fourth Meeting

During the next week's observation, I was still observing the same students as well as in the same classrooms. I looked back on other problems that students faced in learning listening. As usual, before learning activities begin, both

students and lecturer prepare learning equipments to be used such as audio and textbooks.

From the observation's result, the problems faced by students at this time were difficult to understand material clearly because conditions surrounding were quite noisy and audio sounds were unclear which caused students' concentration to be disturbed and difficult to understand the native speakers' speech which were quite long. They also felt confused because they did not have any idea to understand the words that the native speaker was steaming.

Because there were many students who experience difficulties with this, then the lecturer took initiative to provide some vocabulary that appears in the oral text that is being discussed to be studied first. After that, the lecturer resumed the material by playing back audio listening to students. When the listening process is still ongoing, there were some students who still difficult to listen well because the volume was small. So, they asked permission to move seats closer to the audio.

Then, the lecturer told all students to do the exercises about the material they had learnt. Because of the lecturer gave the vocabulary first, so they were ordered to collect the assignments and most of them could understand the listening material well. As a result, there were few students who worried about their answers but they could collect the task with sufficient time.

APPENDIX E

(Students Interview)

1. What do you think of the importance of listening skill?
2. Among four skills (Reading, writing, listening, speaking), which skill that is frequently learned in your high school?
3. Before you joined the university, what experiences do you have in learning listening skill?
4. What media do you use to improve your listening skill?
5. What problems do you find in the content of the listening material?
6. What problems do you have when you listen to the way speakers talk?
7. What problems do you face when your concentration is distracted?
8. What do you feel when you can't understand the spoken text?
9. As a listener, what problems do you face when you listen to listening material in the classroom?
10. What problems do you have in linguistics feature?
 - a. Do you have problem with slang or colloquial language?
 - b. Do you have problem with reduced form?
 - c. Do you have problem with the signals of the spoken text?
 - d. Do you have problem with the sequence of the spoken text?
11. Do you have problems with classroom equipments in listening activity? What are they?
12. When and how much time did you practice listening, in and outside the class?
13. What kinds of listening tasks did you do in listening class?
14. How do you rate your listening ability when compared to your friends?

APPENDIX F

(Students Interview Transcription)

- Interviewer : What do you think of the importance of listening skills?
- Interviewee 1 : I think listening skills is very useful for me because I can understand what native speakers say.
- Interviewer : Among four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
- Interviewee 1 : Skill that is frequently learned are reading and speaking.
- Interviewer : Before you joined the university, what experiences did you have in learning listening skills?
- Interviewee 1 : I don't have any experience in learning listening skills.
- Interviewer : What media do you use to improve your listening skills?
- Interviewee 1 : To practice my listening skills, I learn through music and watch western films.
- Interviewer : What problems do you find in listening text?
- Interviewee 1 : The listening text is too long and sometimes there are words that are really difficult to understand.
- Interviewer : What problems do you face when you listen to the way speakers talk?
- Interviewee 1 : The speakers talk is too fast and their pronunciation is unclear. So that sometimes it is difficult for me to understand the spoken text for just once played.
- Interviewer : What problems do you face when your concentration is distracted?
- Interviewee 1 : My concentration will be distracted when I have to listen a long spoken text which make me difficult to understand what the speaker is saying.
- Interviewer : What do you feel when you can't understand the spoken text?
- Interviewee 1 : I'm confused and worried because if I can't understand the text. It means I can't answer the questions properly
- Interviewer : As a listener, what problems do you face when you listen to listening material in classroom ?
- Interviewee 1 : There are some materials that are easy to understand and there are not, but most of them difficult to understand the material quickly.
- Interviewer : What problems do you have in linguistic features? Do you have problems with slang and colloquial language?
- Interviewee 1 : Yes, I have a problem with language features. Because we rarely discussed about the expressions that is speakers commonly used.
- Interviewer : Do you have problems with reduced form?
- Interviewee 1 : Yes, I have a problem with it.
- Interviewer : Do you have problems with the signal of the spoken text?
- Interviewee 1 : Yes, sometimes I have difficulty in recognizing signal words in spoken text because of the speakers talk too fast.
- Interviewer : Do you have problems with the sequence of the spoken text?

- Interviewee 1 : Sometimes the sequence of the spoken text can be understood, sometimes not.
- Interviewer : Do you have problems with classroom equipment in listening activities? What are they?
- Interviewee 1 : The volume of the audio is too small which causes speakers' utterance in listening material is really unclear.
- Interviewer : When and how often do you practice listening inside and outside the classroom?
- Interviewee 1 : When I am in class I only listen to the lecturer who teaches and when I study the subject of listening and outside the classroom during spare time
- Interviewer : What type of assignments do you do in the listening class?
- Interviewee 1 : We usually work on the questions during the listening class.
- Interviewer : How do you rate your listening skills compared to your friends? Give your reason?
- Interviewee 1 : I think it is good enough. Because I feel my abilities with other friends are the same.

Interviewer : What do you think of the importance of listening skills?
Interviewee 2 : Listening skills are important because we know how to listen to native speakers clearly.

Interviewer : Among four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee 2 : I often learn reading skills.

Interviewer : Before you joined the university, what experiences did you have in learning listening skills?
Interviewee 2 : When I was in high school I had several times to learn listening skills especially when there is school examination.

Interviewer : What media do you use to improve your listening skills?
Interviewee 2 : The media that I use are listens to music and the lecturer who teaches in the listening class.

Interviewer : What problems did you find in listening text?
Interviewee 2 : There are some parts of the listening text which have unclear pronunciation, so it is difficult to understand. And too long text is also difficult to understand and disturbed my understanding.

Interviewer : What problems do you face when you listen to the way speaker talk?
Interviewee 2 : Sometimes most speakers speak less clearly and too quickly.

Interviewer : What problems do you face when your concentration is distracted?
Interviewee 2 : My concentration will be interrupted when I have to understand a long spoken text in a short time. Then, when I was listening to the audio, there are noises around which make me failed to focus.

Interviewer : What do you feel when you can't understand the spoken text?
Interviewee 2 : I'm worried because I can't understand the text and can't answer the questions.

Interviewer : As a listener, what problems do you face when you listen to listening material in classroom?
Interviewee 2 : I have difficulty in remembering many words quickly so it is difficult for me to get a general understanding of the text.

Interviewer : What problems do you have in linguistic features? Do you have problems with slang and colloquial language?
Interviewee 2 : Yes, I have problems with linguistic features such as slang and colloquial language.

Interviewer : Do you have problems with reduced form?
Interviewee 2 : Yes, I have a problem with it.

Interviewer : Do you have problems with the signal of the spoken text?
Interviewee 2 : Yes there is. It is difficult for me to identify the speakers talk so that sometimes I did not realized if the speaker move to another point.

Interviewer : Do you have problems with the sequence of the spoken text?
Interviewee 2 : I have no problem with the wording of the spoken text.

Interviewer : Do you have problems with classroom equipment in listening activities? What are they?

Interviewee 2 : Nothing.

Interviewer : When and how often do you practice listening inside and outside the classroom?

Interviewee 2 : In the classroom, I usually listen to the lecturer teach and audio listening but outside the classroom I rarely practice my listening through gedge't's application.

Interviewer : What type of assignments do you do in the listening class?

Interviewee 2 : We usually listen to audio listening, fill in the questions and watch a few English video by using projector.

Interviewer : How do you rate your listening skills compared to your other friends? Give your reason?

Interviewee 2 : I'm still below because my listening skills are still not very good.

Interviewer : What do you think of the importance of listening skills?
Interviewee 3 : Very important because listening skills are an important part of learning English.

Interviewer : Among the four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee 3 : Grammar.

Interviewer : Before you joined the university, what experiences did you have in learning listening skills?
Interviewee 3 : I never learned listening skills before so I don't have any experience.

Interviewer : What media do you use to improve your listening skills?
Interviewee 3 : By listening to native speaker directly through CD or audio.

Interviewer : What problems did you find in listening text?
Interviewee 3 : When I listen to the material that is used British accent, I have difficulty to understand listening material because I do not understand what native speakers are talking about.

Interviewer : What problems do you face when you listen to the speaker speak?
Interviewee 3 : Usually, the speaker speaks too fast so it is not clearly heard and difficult to understand their words.

Interviewer : What problems do you face when your concentration is disturbed?
Interviewee 3 : My concentration was interrupted when I had to look for answers when I listened to the listening text while I did not understand the spoken text that was conveyed so that it was difficult for me to answer the question.

Interviewer : What do you feel when you can't understand the spoken text?
Interviewee 3 : I felt panicked, which then made me unable to understand the whole dialogue spoken by native speakers.

Interviewer : As a listener, what problems do you face when you listen to listening material in classroom?
Interviewee 3 : It is difficult to understand listening texts that are only heard once and it is difficult to predict what will be discussed next by native speakers because if the material is difficult then the next topic to be discussed will be difficult to guess.

Interviewer : What problems do you have in linguistic features? Do you have problems with slang and everyday language?
Interviewee 3 : Nothing, because so far when there is material that contains everyday native speaker conversations I can understand that.

Interviewer : Do you have problems with reduced form?
Interviewee 3 : Yes, I have a problem like that. Usually, if the native speaker uses the form of words, I find it difficult to identify the spoken word.

Interviewer : Do you have problems with the signal from the spoken text?
Interviewee 3 : Nothing, because I can understand what points are covered in the listening text.

Interviewer : Do you have problems with the sequence of the spoken text?
Interviewee 3 : Yes, I also have difficulty in understanding the sequence of the text.

Interviewer : Do you have problems with class equipment in listening activities? What are they?

Interviewee 3 : Nothing, I think the equipment used is good enough to be used.

Interviewer : When and how often do you practice listening inside and outside the classroom?

Interviewee 3 : In classroom, it was during the listening subject. I can practice my listening from the lecturer, audio listening and my friends.

Interviewer : What kinds of assignments do you used in the listening class?

Interviewee 3 : We usually do the exercises and after that we discussed with other friends.

Interviewer : How do you rate your listening skills compared to your friends? Give your reason?

Interviewee 3: I don't think my interview is too good because I still have difficulty understanding listening texts.

Interviewer : What do you think about the importance of listening skills?
Interviewee 4 : Listening skills are important because these skills measure our listening skills in learning English.

Interviewer : Among the four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee 4 : Reading skills, I often learned it when I was in middle school.

Interviewer : Before you joined the university, what experiences did you have in learning listening skills?
Interviewee 4 : I have no experience in learning listening skills before entering the university.

Interviewer : What media do you use to improve your listening skills?
Interviewee 4 : I often open English language television channels on YouTube and often listen to English music to improve my listening skills.

Interviewer : What problems did you find in the contents of the listening material?
Interviewee 4 : I have a hard time understanding words that I don't recognize and it's hard to understand every word that native speakers say vaguely.

Interviewer : What problems do you face when you listen to the speaker speak?
Interviewee 4 : Native speaker is too fast to talk so the words spoken are unclear and difficult to understand.

Interviewer : What problems do you face when your concentration is disturbed?
Interviewee 4 : Noisy environment and poor quality audio listening make it difficult for me to concentrate.

Interviewer : What do you feel when you can't understand the spoken text?
Interviewee 4 : I'm afraid I can't answer all questions.

Interviewer : As a listener, what problems do you face when you listen to listening material in class?
Interviewee 4 : I have difficulty remembering the words just heard.

Interviewer : What problems do you have in linguistic features? Do you have problems with slang and everyday language?
Interviewee 4 : Yes. The language is difficult to understand.

Interviewer : Do you have problems with reduced form?
Interviewee 4 : Yes. I have questions about the form of the word.

Interviewer : Do you have problems with the signal from the text?
Interviewee 4 : In this section nothing.

Interviewer : Do you have problems with the sequence of the spoken text?
Interviewee 4 : Yes there is.

Interviewer : Do you have problems with classroom equipment in listening activities? What are they?
Interviewee 4 : In my opinion there is no problem with the equipment used.

Interviewer : When and how often do you practice listening inside and outside the classroom?
Interviewee 4 : When in class while learning to listen and outside the classroom when it is time to take a break both at class or at home.

Interviewer : What kinds of assignments do you do in the listening class?

Interviewee 4 : We do in class is listening to audio and filling out questions.

Interviewer : How do you rate your listening skills compared to your other friends? Give your reason?

Interviewee 4 : I think my ability is still lower than theirs, because I still have difficulty understanding listening material.

Interviewer : What do you think of the importance of listening skills?
Interviewee 5 : In my opinion it is very important, because by learning to listen we can understand the message of what other people are talking about.

Interviewer : Among the four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee 5 : Skills that are often learned are writing skills.

Interviewer : Before you joined the university, what experiences did you have in learning listening skills?
Interviewee 5 : I have never learned listening skills before.

Interviewer : What media do you use to improve your listening skills?
Interviewee 5 : The media that I use are books and download applications on mobile phones.

Interviewer : What problems did you find in listening text?
Interviewer 5 : The material is too difficult to understand because sometimes the listening text that is spoken is too long, other than that there are some topics that I don't recognize, so it is difficult for me to understand listening material.

Interviewer : What problems do you face when you listen to the way speaker talkk?
Interviewee 5 : Native speaker talk too fast which is sometimes difficult for me to remember and understand.

Interviewer : What problems do you face when your concentration is disturbed?
Interviewee 5 : The volume of audio listening is not too large so I have difficulty concentrating and cannot understand the material.

Interviewer : What do you feel when you can't understand the listening text?
Interviewee 5 : I will stop listening and not care about what I say next because I cannot draw conclusions from what native speakers say.

Interviewer : As a listener, what problems do you face when you listen to listening material in class?
Interviewee 5 : It is difficult to understand listening material let alone to remember the words I just heard.

Interviewer : What problems do you have in linguistic features? Do you have problems with slang and everyday language?
Interviewee 5 : Yes. I have difficulty if I have to deal with slang languages that the speaker uses because I don't study much material like that.

Interviewer : Do you have problems with reduced tenses?
Interviewee 5 : Of course yes, because the form of words like this is very rarely learned even when I was in high school before, so I sometimes can not understand and not be able to identify what words are spoken by the speaker.

Interviewer : Do you have problems with the signal from the text?
Interviewee 5 : Yes. When native speakers have discussed other points in spoken text, I sometimes don't realize this because I don't really understand the transition signal.

Interviewer : Do you have problems with the wording of the spoken text?

- Interviewer 5 : Yes, this also makes it difficult for me because I don't understand the wording.
- Interviewer : Do you have problems with class equipment in listening activities? what are they?
- Interviewee 5 : I don't think there is a problem with the equipment in class listening activities.
- Interviewer : When and how often do you practice listening inside and outside the classroom?
- Interviewee 5 : I practice my listening when the course is listening and for outside the classroom if I have nothing to do I will practice my listening.
- Interviewer : What kinds of assignments do you do in the listening class?
- Interviewee 5 : We usually fill out the practice questions in the books we use.
- Interviewer : How do you rate your listening skills compared to your other friends? Give your reason?
- Interviewee 5 : In my opinion, my ability is lower than them because I still find it difficult to understand listening texts.

Interviewer : What do you think about the importance of listening skills?
Interviewee 6 : Listening skills are very important for me because through listening I can improve listening skills and can learn new vocabulary and know the accent directly from the native speaker.

Interviewer : Among the four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee 6 : during high school the most frequently studied is speaking.

Interviewer : Before you joined the university, what experiences did you have in learning listening skills?
Interviewee 6 : Not many, but have participated in learning programs that study listening.

Interviewer : What media do you use to improve your listening skills?
Interviewee 6 : Listen to music frequently and watch American television channels or other English-language videos.

Interviewer : What problems did you find in the contents of the listening material?
Interviewee 6 : Maybe if there is an oral text that is difficult to understand because it is too complicated or I don't recognize it and the text is too long.

Interviewer : What problems do you face when you listen to the speaker speak?
Interviewee 6 : It is difficult to understand native speaker speech because often native speakers speak too fast so they sound unclear and difficult to remember in a short amount of time.

Interviewer : What problems do you face when your concentration is disturbed?
Interviewee 6 : My concentration is interrupted when I have to answer a question quickly and the text that has to be listened to is too long. Plus if I try to focus a lot of noise disturbances that interfere with the listening process automatically my concentration will be dispersed.

Interviewer : What do you feel when you can't understand the text spoken?
Interviewee 6 : I feel panicked and worried because I can't fill in the questions. I am also afraid of not being able to answer questions from the lecturer

Interviewer : As a listener, what problems do you face when you listen to listening material in class?
Interviewee 6 : Material that is too difficult where I have to think about what the speaker will say next and difficult to remember vocabulary that I don't recognize.

Interviewer : What problems do you have in linguistic features? Do you have problems with slang and everyday language?
Interviewee 6 : No.

Interviewer : Do you have problems with reduced tenses?
Interviewee 6 : Nothing.

Interviewer : Do you have problems with the signal from the text?
Interviewee 6 : Yes, I have a hard time identifying native speaker conversations if native speakers use signals in spoken text.

Interviewer : Do you have problems with the wording of the spoken text?
Interviewee 6 : Not really.
Interviewer : Do you have problems with class equipment in listening activities? what are they?
Interviewee 6 : Nothing.
Interviewer : When and how often do you practice listening inside and outside the classroom?
Interviewee 6 : Quite often. If at home I use the application to practice my listening. And in the classroom I just study to listening course.
Interviewer : What kinds of assignments do you do in the listening class?
Interviewee 6 : We usually work on the problem after listening to audio listening.
Interviewer : How do you rate your listening skills compared to your other friends? Give your reason?
Interviewee 6 : Good enough. Because even though I still have problems in listening, but I can understand the words of native speaker.

Interviewer : What do you think about the importance of listening skills?
Interviewee 7 : It is important for us to learn listening because listening is a material that must be learned in English.

Interviewer : Among the four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee : Speaking.

Interviewer : Before you joined the university, what experiences did you have in learning listening skills?
Interviewee 7 : Since I was in elementary school to high school I happened to have taken English tutoring so I was used to this listening learning.

Interviewer : What media do you use to improve your listening skills?
Interviewee 7 : I usually listen to English songs by reading the lyrics. So I can learn how to pronounce it. And also use tapes that have transcripts.

Interviewer : What problems did you find in the contents of the listening material?
Interviewee 7 : I have difficulty identifying the meaning of vocabulary, because one English word sometimes has many meanings.

Interviewer : What problems do you face when you listen to the speaker speak?
Interviewee 7 : Sometimes native speakers speak too fast so I have trouble understanding the material.

Interviewer : What problems do you face when your concentration is disturbed?
Interviewee 7 : I face problems when I listen to native speaker words that are too long which makes it difficult for me to understand and find it difficult to find the right answer to the problem.

Interviewer : What do you feel when you can't understand the text spoken?
Interviewee 7 : I feel worried and confused which makes me stop listening because I don't concentrate anymore.

Interviewer : As a listener, what problems do you face when you listen to listening material in class?
Interviewee 7 : Maybe it's hard for me to understand listening material quickly so if audio listening is only played once I can't understand what native speaker is talking about and there isn't much vocabulary that I know of which makes it hard for me to remember the vocabulary I just hear.

Interviewer : What problems do you have in linguistic features? Do you have problems with slang and everyday language?
Interviewee 7 : No.

Interviewer : Do you have problems with reduced tenses?
Interviewee 7 : No.

Interviewer : Do you have problems with the signal from the text?
Interviewee 7 : No.

Interviewer : Do you have problems with the wording of the spoken text?
Interviewee 7 : Yes, because I don't really understand the wording of the listening text.

- Interviewer : Do you have problems with class equipment in listening activities? what are they?
- Interviewee 7 : Yes, I have some problems with that. Like sitting position that is too far from the speaker and the speaker volume is too small so it is difficult to understand the native speaker's speech. And sometimes the audio speaker sound that is used produces a broken sound so that it interferes with my listening process.
- Interviewer : When and how often do you practice listening inside and outside the classroom?
- Interviewee 7 : Everyday. When there is free time I will listen to the song while reading the lyrics of the song.
- Interviewer : What type of assignments do you do in the listening class?
- Interviewee 7 : We used to listen to audio in the classroom after which the lecturer gave us assignments to answer questions.
- Interviewer : How do you rate your listening skills compared to your other friends? Give your reason?
- Interviewee 7 : Good. Because I still understand the listening material.

Interviewer : What do you think about the importance of listening skills?
Interviewee 8 : Listening skills are important because if we want to understand the words of others then we must have good listening skills.
Interviewer : Among the four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee 8 : Speaking.
Interviewer : Before you joined the university, what experiences did you have in learning listening skills?
Interviewee 8 : No experience yet.
Interviewer : What media do you use to improve your listening skills?
Interviewee 8 : I usually watch American movies and TV channels using subtitle, from online games and interacting directly with foreign people.
Interviewer : What problems did you find in the contents of the listening material?
Interviewee 8 : Usually it is difficult to understand text that has too many words that are not recognized and the text is spoken too long.
Interviewer : What problems do you face when you listen to the speaker speak?
Interviewee 8 : It's hard for me to understand native speaker using various accents. I also find it difficult to recognize the words spoken by native speakers too quickly so that they sound faintly in my ears.
Interviewer : What problems do you face when your concentration is disturbed?
Interviewee 8 : When the atmosphere is noisy and the audio quality is poor.
Interviewer : What do you feel when you can't understand the text spoken?
Interviewee 8 : Dizzy and confused because I want to listen to native speaker again but can't.
Interviewer : As a listener, what problems do you face when you listen to listening material in class?
Interviewee 8 : I find it difficult to understand listening audio that is only played once.
Interviewer : What problems do you have in linguistic features? Do you have problems with slang and everyday language?
Interviewee 8 : No.
Interviewer : Do you have problems with reduced form?
Interviewer 8 : No.
Interviewer : Do you have problems with the signal from the listening text?
Interviewee 8 : Yes there is, for example I tried to focus and concentrate on listening to the speaker's talk but after that I realized that the points discussed by the speaker were no longer the same.
Interviewer : Do you have problems with the sequence of the spoken text?
Interviewee 8 : Yes.
Interviewer : Do you have problems with class equipment in listening activities? what are they?
Interviewee 8 : Sometimes the quality of the speakers is not good which results in a small volume.
Interviewer : When and how often do you practice listening inside and outside the classroom?

Interviewee 8 : If in class I practice listening while studying the course of listening while outside of class when it is break time.

Interviewer : What type of assignments do you do in the listening class?

Interviewee 8 : We usually listen to audio listening in the classroom and work on the questions in the book.

Interviewer : How do you rate your listening skills compared to your other friends? Give your reason?

Interviewee 8 : So far my listening skills are quite good. Because I still understand the listening material.

Interviewer : What do you think about the importance of listening skills?
Interviewee 9 : In my opinion, this listening skill is very important because this course is the part of English that must be learned besides grammar and reading. And to add to our vocabulary.

Interviewer : Among the four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee 9 : I used to learn basic grammar. But I have learned to listen but rarely because of audio limitations.

Interviewer : Before you joined the university, what experience did you have in learning listening skills?
Interviewee 9 : His experience in high school, especially during national examinations.

Interviewer : What media do you use to improve your listening skills?
Interviewee 9 : Watch movies and download listening applications.

Interviewer : What problems did you find in the contents of the listening material?
Interviewee 9 : Difficult to understand listening text material especially if the topic in oral text has never been heard or learned before.

Interviewer : What problems do you face when you listen to the speaker speak?
Interviewee 9 : Vocabulary that is difficult to understand because of the natural language used by native speakers.

Interviewer : What problems do you face when your concentration is disturbed?
Interviewer 9 : When listening to audio, there are many other annoying sounds both inside and outside the classroom.

Interviewer : What do you feel when you can't understand the text spoken?
Interviewee 9 : I will be confused and immediately stop listening because I cannot understand the text well, although sometimes the audio will be repeated but it is very difficult to understand the meaning of the native speaker's speech.

Interviewer : As a listener, what problems do you face when you listen to listening material in class?
Interviewee 9 : If the problem is from me, I usually have difficulty understanding listening material when the material is only played once. Then, I also find it difficult if there is a word that I just heard, because I do not understand the meaning of the word.

Interviewer : What problems do you have in linguistic features? Do you have problems with slang and everyday language?
Interviewee 9 : Yes, everyday conversation that I rarely know can make it difficult for me to understand listening material.

Interviewer : Do you have problems with reduced form?
Interviewee 9 : Yes, I have never learned the form of the word so I don't know what kind of words the speaker is saying.

Interviewer : Do you have problems with the signal from the listening text?
Interviewee 9 : Yes, the text signal is quite wrong for me.

Interviewer : Do you have problems with the sequence of the spoken text?
Interviewee 9 : Yes, not bad.

- Interviewer : Do you have problems with classroom equipment in listening activities? What are they?
- Interviewee 9 : Yes I have a sitting position that is sometimes too far from the audio. And also the quality of the speaker which has a volume that is too small so that I can't hear audio clearly.
- Interviewer : When and how often do you practice listening inside and outside the classroom?
- Interviewee 9 : When outside I take tutoring, while in class I listen to the lecturer and follow the listening course.
- Interviewer : What type of assignments do you do in the listening class?
- Interviewee 9 : We usually work on problems by listening to audio listening.
- Interviewer : How do you rate your listening skills compared to your other friends? Give your reason?
- Interviewee 9 : In my opinion my listening skills are still standard because actually I have learned listening since high school but lack of facilities and I rarely learn to listening when I entered the university.

Interviewer : What do you think about the importance of listening skills?
Interviewee 10 : Listening skills are very important because they can add vocabulary and hone the mind to digest the words of the other person and improve how to listen.
Interviewer : Among the four skills (reading, writing, listening and speaking), which skill that is frequently learned in your high school?
Interviewee 10 : Skill reading.
Interviewer : Before you joined university, what experiences did you have in learning listening skills?
Interviewee 10 : I have no experience.
Interviewer : What media do you use to improve your listening skills?
Interviewee 10 : By listening to music.
Interviewer : What problems did you find in the contents of the listening material?
Interviewee 10 : The topic discussed is difficult to understand because it is not familiar to me.
Interviewer : What problems do you face when you listen to the speaker speak?
Interviewee 10 : Too fast.
Interviewer : What problems do you face when your concentration is disturbed?
Interviewee 10: Usually my concentration will be disturbed when there is too much noise around me and the sound quality of the speakers is not good.
Interviewer : What do you feel when you can't understand the text spoken?
Interviewee 10 : I'm sad because I can't understand listening material.
Interviewer : As a listener, what problems do you face when you listen to listening material in class?
Interviewee 10 : The language used by native speakers is difficult to understand because it uses various accents such as English from British and American. I also find it difficult to understand the material when the audio is only played once.
Interviewer : What problems do you have in linguistic features? Do you have problems with slang and everyday language?
Interviewee 10 : Yes. Because I don't often listen to material like this so I sometimes don't understand the conversation as what native speaker normally uses.
Interviewer : Do you have problems with reduced form?
Interviewee 10 : Yes. I have never learned before about reduced tenses so I don't understand if the speaker uses words like that.
Interviewer : Do you have problems with the signal from the listening text?
Interviewee 10: Yes. I also didn't learn much about this.
Interviewer : Do you have problems with the sequence of the spoken text?
Interviewee 10 : Yes sometimes.
Interviewer : Do you have problems with class equipment in listening activities? What are they?
Interviewee 10: Nothing.

Interviewer : When and how often do you practice listening inside and outside the classroom?

Interviewee 10 : If in class while learning to listen while outside when there are no lecture hours by listening to music.

Interviewer : What type of assignments do you do in the listening class?

Interviewee 10 : Usually we fill in questions and listen to audio in class. Sometimes also do discussions and questions and answers.

Interviewer : How do you rate your listening skills compared to your other friends? Give your reason?

Interviewer 10: Still not enough. Because I still have shortcomings in understanding the text spoken by native speakers so I have to study again.

APPENDIX G

(Lecturer Interview)

1. What do you think about the importance of listening skill?
2. During listening activity, do you notice that your students face difficulties when they can't understand listening material?
3. Do you think what problems your students face in your listening class?
4. What kinds of listening tasks or activities do you use to teach listening?
5. What are the reasons using this task or activity?
6. What will you do as a lecturer to help your students dealing with their listening comprehension problems?
7. Do you apply or use strategies for students to overcome their listening comprehension problems? What are they?
8. What are your suggestions as a listening lecturer for your students to solve students' listening comprehension problems?

APPENDIX H

(Lecturer Interview Transcription)

- Interviewer : What do you think about the importance of listening skills?
- Lecturer : Of course it is important. Why, because through listening skills we can get new information, we can learn new things, we can clarify these new things that may have been misunderstood and misperceptions. So, by learning new information through listening, it can help the students develop their academic skill and their personal development.
- Researcher : During the listening activity, did you notice that your students had difficulties when they could not understand listening material?
- Lecturer : Yes, especially for new semester students. It is because they haven't learnt much about listening skills so far. So that there are still many students who have difficulty in comprehending listening to audio.
- Researcher : What are the problems do you think frequently faced by the students in listening activity?
- Lecturer : Actually, there are many problems students faced when they listen to the material in the classroom regarding to the difficulty to identify English vocabulary they have just heard or it may involve a vague pronunciation that sounds unclear such as the pronunciation of "there" and "their". It can be due to different accents for example English and American accents.
- Researcher : What kinds of tasks or activity do you use in teaching listening material in the classroom?
- Lecturer : I usually give the keywords or some vocabulary to the students regarding to the material first before playing the audio listening. So that it can activate students' background knowledge. And then, we will also discuss the possibility of the words that may appear on the spoken text. So it will make the students have a better preparation.
- Researcher : Why do you used this task or activity?
- Lecturer : Because listening is related to vocabulary. Even if they listen to the word clearly but they do not know the meaning or the context of its use so they will be misinterpreted.
- Researcher : What would you do as a lecturer to help students deal with their listening comprehension problems?
- Lecturer : Of course this listening activity can help students practice their listening skills and listening ability. They can activate their English vocabulary by using English listening coursebooks, audio tapes, or

other sources regarding to the vocabulary such as from English songs, films, etc. So this class was opened because it was hoped that they would have more learning hours of listening so that with more hours they would learn more accustomed. And also, they can use additional references to learn more about listening skills such as how the speaker delivered the material and how to answer the questions from listening material. In addition, it also motivates them to conduct listening activities, both inside and outside the classroom.

Researchers : Do you apply strategies for students to overcome their listening problems? What strategy is that?

Lecturer : As I explained before. I usually apply the strategy by making vocabulary at the beginning of learning material before audio listening played. The aim of this activity is to build background knowledge for the students in understanding the listening material well.

Researcher : What are your solutions as a lecturer for your students to solve their listening comprehension problems?

Lecturer : I think, did a pre-listening activity could help the students solve their listening comprehension problems. It was to prepare students for their readiness in listening activity before the students listened to the audio. Then, used different kinds of listening material as the additional references for the students could motivate the students in listening to the audio. So that, they could learn a lot of vocabulary especially the common words that is used in listening. As a result, they could understand the listening material well and be able to answer many kinds of questions in listening subject.

APPENDIX I

(Validation)

VALIDATION OPEN-ENDED QUESTION OF INTERVIEW

Name of Expert :
Institution :
Occupation :
Date :
Title : An Investigation of Listening Comprehension Problems Encountered by the Students of English Education Study Program at UIN Raden Fatah Palembang

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	absolutely Appropriate

Direction : For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

No.	Item	Level of appropriateness					Categorization
		1	2	3	4	5	
1.	What do you think about the impotance of listening skill? Apa pendapat Anda tentang pentingnya keterampilan mendengarkan?						

2.	<p>During listening activity, do you notice that your students face difficulties when they can't understand listening material?</p> <p>Pada saat aktifitas mendengarkan, apakah Anda memperhatikan bahwa siswa menghadapi kesulitan ketika mereka tidak dapat memahami materi <i>listening</i>?</p>						
3.	<p>Do you think what problems your students face in your listening class?</p> <p>Menurut Anda masalah apa yang siswamu hadapi dalam kelas <i>listening</i>?</p>						
4.	<p>What kinds of listening tasks or activities do you use to teach listening?</p> <p>Jenis tugas atau aktifitas seperti apakah yang kamu gunakan untuk mengajar <i>listening</i>?</p>						
5.	<p>What are the reasons using this task or activity?</p> <p>Apa alasan Anda menggunakan tugas atau aktifitas ini?</p>						
6.	<p>What will you do as a lecturer to help your students dealing with their listening comprehension problems?</p> <p>Apa yang akan Anda lakukan sebagai seorang dosen untuk membantu siswamu berhadapan dengan masalah <i>listening comprehension</i> mereka?</p>						
7.	<p>Do you apply or use strategies for students to overcome their listening comprehension problems? What are they?</p> <p>Apakah Anda mengaplikasikan atau menggunakan strategi kepada siswa untuk mengatasi masalah <i>listening comprehension</i></p>						

	mereka? Apa saja?						
8.	<p>What are your suggestions as a listening lecturer for your students to solve students' listening comprehension problems?</p> <p>Apa saran Anda sebagai seorang dosen untuk siswa dalam mengatasi masalah <i>listening comprehension</i> siswa?</p>						

Conclusion:

It is further eligible to be used as a research instrument without revision	
It is further eligible to be used as a research instrument with revision as suggestions	
It is ineligible to be used as a research instrument.	

Critiques and suggestions regarding the research instrument:

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Palembang, November 2018

Validator

APPENDIX J
(Documentation)



Picture 1. Observation activity in listening classroom



Picture 2. The lecturer showing the video of listening material



Picture 3. The lecturer explaining the material and the students listening to the explanation



Picture 4. The students listening to the audio

Interview activity

