



**ASSESSING STUDENTS' DIFFICULTIES IN LISTENING  
COMPREHENSION: A CASE STUDY of 10<sup>th</sup> GRADERS OF  
FATAHILLAH SENIOR HIGH SCHOOL**

**THESIS**

Submitted as Partial Fulfillment of the Requirements for the  
Degree of Sarjana Pendidikan (S.Pd)

**By:**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATIONAL SCIENCES  
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2022**

**MUHAMMADIYAH UNIVERSITY OF JAKARTA**  
**FACULTY OF EDUCATIONAL SCIENCES**  
**ENGLISH EDUCATION STUDY PROGRAM**

Thesis, September 2022

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xvii+ 85 pages, 9 tables, 10 appendices

**ABSTRACT**

The purpose of this research is to report students' difficulties in listening comprehension and to find out the most problems the students' have to related listening comprehension. This research conducted in Fatahillah High School Lohbener, Indramayu. The population of this research is 10 grade students and the sample is consists of 30 students. The method of this research is quantitative descriptive study and using questionnaire. Utilizing Likert-type scales. The result of the study showed students perception of listening difficulties in categorized were 79.3%, 77.3%, 77.3%, 75%, 72.7%, and 70.7% (high degree) are difficulties related to the speaker, to physical setting, caused by failure to concentrate, to the content of listening text, to the listener, and to the linguistic feature.

*Keywords: Difficulties, Listening comprehension, and Problems*

References (2012-2021)

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**ABSTRAK**

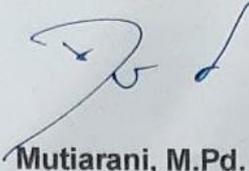
Tujuan dari penelitian ini adalah untuk melaporkan kesulitan siswa dalam pemahaman mendengarkan dan untuk mengetahui sebagian besar masalah yang dimiliki siswa terkait pemahaman mendengarkan. Penelitian ini dilakukan di SMA Fatahillah Lohbener, Indramayu. Populasi dalam penelitian ini adalah siswa kelas 10 dan sampel penelitian ini berjumlah 30 siswa. Metode penelitian ini adalah penelitian deskriptif kuantitatif dan menggunakan kuesioner. Menggunakan skala tipe Likert. Hasil penelitian menunjukkan persepsi siswa tentang kesulitan menyimak dalam kategori 79,3%, 77,3%, 77,3%, 75%, 72,7%, dan 70,7% (tingkat tinggi) adalah kesulitan yang berkaitan dengan pembicara, pengaturan fisik, yang disebabkan oleh kegagalan. untuk berkonsentrasi, untuk isi teks mendengarkan, untuk pendengar, dan fitur linguistik.

*Kata Kunci: Kesulitan, Masalah, dan Pemahaman mendengarkan.*

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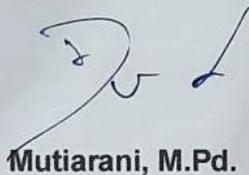


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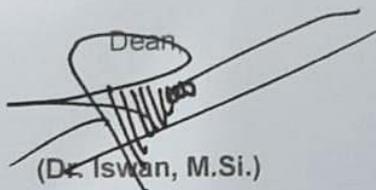
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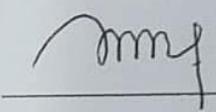
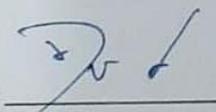
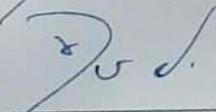
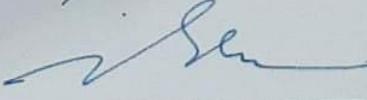
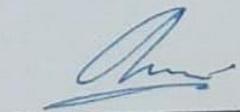
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Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled "ASSESSING STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION: A CASE STUDY OF 10TH GRADERS OF FATAHILLAH SENIOR HIGH SCHOOL" written by Yaumi Rahmah Zabidi's registration number 2017850051 was examined by the committees on September 2022. The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

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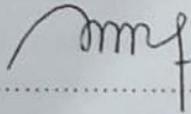
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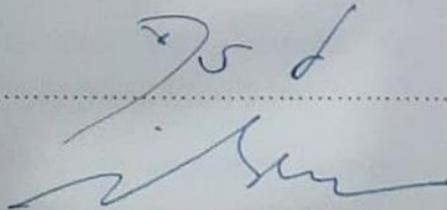
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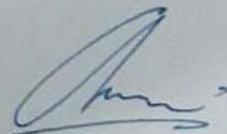
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## **DEDICATION**

*I dedicate this thesis to:*

*My Parents, Myself, and Those who always ask when is  
graduation*

## MOTTO

***Whatever you are, be a good one***

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Tangerang Selatan, 03 Oktober 2022

The writer,



**NIM : 2017850051**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English plays an essential role in the world. First, English can be used as a way to communicate with people around the world. Second, it helps people prepare for the future. Third, they can access information, share information and win more opportunities, which helps them lead a better life. Because of the importance of English, people want to learn more English.

In studying the English language, there are four skills that must be mastered. They are reading, writing, speaking and listening. The fourth such capabilities must be mastered in order to master the English language very well. Listening is one of other skills in English which has to be mastered by students. Hamouda (2012) as cited in Thomlison's journal stated that listening as active listening, which is essential for effective communication. Listening can also be defined as more than just listening, understanding, and interpreting the meaning of a conversation.

According to Hamouda (2013), Listening is very important in acquiring understandable input. Learning does not occur if there will not be input. Abbas Pourhosein Gilakjani and Mohammad Reza Ahmadi (2011) expressed that listening has an important role in the communication process.

Thus, the first skill that English learners must be owned is listening. Listening is an important language skill used to develop English students in learning a second language. Although important, listening is considered the most difficult language skill to learn. Someone should certainly develop their ability to hear and speak in their daily lives as a preparation for them to interact with their community in the outside world. Listening is a key to all effective communication because it is the most basic to make a connection with another person. It needs full attention, concentration, and use of the other sense. Allah SWT has created every living being in this universe with perfection and provides them with the means to deliver and receive information through parts of the sensory organs responsible for grasping a variety of senses.

As mentioned by Allah SWT commanded people to always listen accurately. It is stated in Surah Al-A'raf 204 that:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾

“And when the Qur’an is read, then listen carefully, and calmly consider that you may receive mercy” This paragraph describes listening to the Qur'an, God will give grace to those who want to listen to the Qur'an. God created man so perfectly to see, hear, speak, feel, etc. So, if we listen to the Qur'an alone given the grace and guidance. Moreover, if we listen to positive surely God will provide more guidance to us. If we could listen more positively.

The power of listening leads as to catch the pure meaning of the information. It can be conclude that is listening skill are important for the learners to be skilled and capable of listening comprehensively to the material being heard. In general, there are several factors that influence students' listening comprehension.

First, students face many difficulties in understanding content of the listening text. Second, students face many difficulties in mastering vocabulary. Third, students have difficult to focus while listening to spoken English material. Fourth, students feel bored, anxious, not interested, and not motivated to learn. Fifth, students have limited time to learn English, the problem also stems from the quality of the tapes or disks. The tape may be recorded when there is sound, so the quality is outdated. Inadequated equipment is somehow an obstacle for students in listening. So, this is the best place for students to listen in the lab room. This will give better results as outside noise cannot enter the laboratory room. The god cassette recorder or CD player may provode it better than the old one. Listening is taught by the teacher only once a month.

According to Abbas Pourhosein Gilakjani & Narjes Banou Sabouri (2016), English teaching only focuses on students' vocabulary, reading, and writing, hence students' face difficulties in listening comprehension. In line with this, Hamouda (2013) also said that it is very difficult for the students to comprehend speech and that is why the students encounter problems when they are listening to a language.

According to Namaziandost, Nasri & Hosseini (2020), Listening comprehension is problematical for most of foreign language learners.

Goh (2002) reports that most learners experience some difficulties with auditory perception, such as Students having difficulty recognizing familiar words. They said that while some words were familiar, their meanings could not be recalled immediately. Despite being familiar with the literal meaning of the words, they also expressed difficulty understanding the intended message. After only one hearing, the students reported having trouble comprehending speakers with regional accents, speakers who spoke too quickly, and speakers who had poor pronunciation. The pupils acknowledged that they had trouble understanding jokes because of cultural differences. The pupils were nervous and anxious because they had low grammar and lexical understanding and found it difficult to understand spoken English.

Based on the foregoing, the researchers would like to discuss: "Assessing Students' Difficulties in Listening Comprehension: A Case Study of 10<sup>th</sup> Graders of Fatahillah Senior High School". The researchers chose this title because many students still have difficulties with listening comprehension. By observing students' difficulties, researchers try to identify and analyze them. The researchers hope it can improve teaching and learning, and provide new ideas for better listening teaching.

## **B. Identification of the Problems**

Based on the background of the study, the writer would like to identify the following problems that are:

1. The students are lack of motivation in learning listening
2. The students have difficulty understanding the various accents and the unfamiliar words they hear.

## **C. Limitation of the Problems**

Based on the identification of the problem above, the writer limits the study to the analysis of Assessing Students' Difficulties in Listening Comprehension: A Case Study of 10<sup>th</sup> Graders of Fatahillah Senior High School. The subject of the study only focused on 30 students in grade 10<sup>th</sup>.

## **D. The problems of the Study**

Based on the limitation of the problem of this research, it can be formulated as follow:

1. What are students' difficulties in listening comprehension?
2. In each oof those difficulties, What extent do the students have as the most problems?

## **E. The Objectives of the Study**

The objective of the study are:

1. To report students' difficulties in listening comprehension

2. To find out the most problems the students' have to related listening comprehension

#### **F. Significances of the Study**

It is expected that research contributes some significant progress in teaching listening skills. The significance of this research is expected to provide useful information for students and teachers of English. and other researchers. For students, the results of this research will provide input to improve their knowledge. For English teachers, this is new information to inform them about some of the difficulties students face in listening comprehension as they strive to improve their English teaching. And the latest results of this study can be used by other researchers interested in conducting similar studies in the future.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Description of the Theories**

##### **1. Assessing**

###### **a. Definition of Assessing**

In education, Assessment is essential. Assessment is the procedure of acquiring data required to make judgments about students, curriculum, programs, and educational policy. According to Nitko and Brookhart (2011). A student's comprehension and knowledge are evaluated during an assessment to provide information about their achievement in the teaching and learning process.

Through the exam, students exhibit the knowledge and skills they have learned. As a result, teachers may evaluate how well their lessons are being received by their pupils, keep track of their academic accomplishments and weaknesses, and evaluate the effectiveness of their materials and methods.

Besides, Geneese (2001) describes that assessment of an individual students' progress as an important part of evaluation; "it is that part of evaluation that includes the collection and analysis of information about student learning". According to Brindley (2001), evaluation encompasses a variety of techniques for learning about a learner's linguistic proficiency or accomplishment. It comprises methods for gauging and recording student

learning that are both quantitative and qualitative, like project work, simulations, and observation.

The process of acquiring data that can be used to evaluate pupils, particularly those relevant to the curriculum, learning programs, school climate, and school policies, is known as assessment. Assessment can simply be interpreted as a measurement and non-measurement process to obtain data about the characteristics of students using certain rules.

In the implementation of learning assessment, the teacher is faced with 3 terms that are often confused with the meaning or even often used together, namely the terms measurement, assessment, and test.

New measurement results have meaning when compared with certain criteria or benchmarks.

a. Test

The test consists of a series of tasks that need to be completed or a series of questions that need to be answered to measure a student's understanding and mastery of the material, and requirements that fit its scope and meet specific teaching objectives.

So, it can be concluded that the point is that a test is a measuring tool that is often used in learning assessments in addition to other measuring tools. In carrying out the learning assessment process, the teacher is always dealing with the concepts of evaluation, measurement, and testing, which in practice are often carried out simultaneously.

## **b. Learning Assessment is Carried Out Based on the Reflection of Learning Activities**

The assessment that has been done will be of little use without reflection on what has happened to improve the next steps. Reflecting means thinking and reflecting on the activities that have been done. then, make the results of the reflection a mirror for subsequent activities.

In carrying out learning, various weaknesses are always found, both in terms of planning, implementation, and assessment. No matter how good the teaching method is, there are always weaknesses here and there. Of course, along with the experience you have, there should be fewer weaknesses to do. Don't make the same mistake in the next lesson. Therefore, learning from mistakes to make them as material for improvement is a wise move. without reflection, it is not easy to know which parts or aspects of the learning that have been carried out are still wrong or weak. Sometimes teachers assume or even believe that what has been done so far is a good and right learning activity. the learning that he has done so far is considered a 'ritual' that must be done. a 'standard' that must be followed, so it does not need to be analyzed and criticized.

Along with an increasing understanding of the nature of learning assessment, it should make it more visible to accept criticism, both self-criticism (auto critic) and criticism from others. making it more open to innovative learning and improving the learning carried out. In terms of improving learning, reflection has an important and strategic meaning.

Several things are taken into consideration when conducting a learning assessment related to the reflection of learning activities as follows:

### **1. Efforts to optimize learning processes and outcomes**

Every person must receive a high-quality education, according to Article 11 Paragraph 1 of Law No. 20 of 2003 Establishing the National Education System. Realizing the importance of high-quality education calls for constant initiatives to raise standards. Since the implementation of high-quality learning programs requires the fusion of many educational programs, attempts to improve education must also focus on improving learning. As a result, improving the quality of learning is essential to improving the quality of education.

Improving learning quality requires efforts to optimize processes and overall learning outcomes, as the essence of learning quality is the quality of implementation of previously developed learning programs. Efforts to optimize processes and learning outcomes require information on the results of quality assessments of processes and learning outcomes to date. To update learning, current or past learning quality assessment activities must be properly conducted. To create better learning, previous program evaluation results are a reference that cannot be discarded.

A teacher should always strive so that students achieve learning success by the competencies that have been set. The success of the

learning process is always associated with learning outcomes. That is, the process can be said to be optimal if the results obtained (as a result of the process) are as expected. How to know whether the student learning process is optimal and how to make the student learning process run optimally are two questions that are not easy to answer.

By doing a careful evaluation, it will be known whether the student learning process is optimal or not. From this self-evaluation, we can identify the factors causing failure and supporting success. Optimization efforts that can be carried out are based on the results of the identification of factors causing failure and supporting success found. The results of the identification of factors causing failure and supporting success will be followed up with efforts to optimize the process and student learning outcomes.

Departing from information about the factors that cause failure and the factors supporting success that can be identified, the teacher can look for alternative solutions. From the various alternatives, it is then considered which one is most likely to be implemented. The chosen alternative is based on the ability/readiness of the teacher to carry out the choice, the readiness of students, and the availability of facilities and infrastructure.

Efforts to optimize the process and student learning outcomes cannot be separated from efforts to optimize the learning process. The three are interrelated. The optimal learning process will lead to optimal learning

outcomes as well. The optimal student learning process is one indication of the optimal learning process as well.

## **2. Optimization of the Learning Process**

Optimization of learning processes and outcomes refers to various efforts so that the learning process can take place well so that students can achieve learning outcomes as expected. In other words, optimizing learning processes and outcomes to improve the learning process so that students achieve successful learning processes and outcomes.

Students can learn with enthusiasm, are active in learning, dare to express their opinions, are able and enthusiastic in following lessons, and are actively involved in problem-solving. This is an indication of an optimal learning process. Likewise, if students are complete in learning, skilled in doing a task, and have a good appreciation of certain subjects, then such students have achieved optimal learning outcomes.

the achievement of optimal learning outcomes is the acquisition of an optimal learning process as well. Of course, good learning processes and results will be obtained if the learning process can take place optimally. Therefore, for the process and student learning outcomes to be optimal, starting from the planning stage, implementing learning, and up to the assessment stage, it must be well prepared and implemented as well.

In practice, no matter how good the quality of the learning is carried out, there are always aspects that are still not as expected. Usually, there are

still students whose learning process is still not optimal or some students whose learning outcomes are still incomplete. Optimization of learning processes and outcomes aims to minimize or eliminate students who do not succeed. Therefore, the optimization of learning processes and outcomes is directed so that all students can achieve success, both in the process and in learning outcomes.

### **3. Identifying Process Optimization and Learning Outcomes Efforts**

After we identify the factors that cause failure and support our success, the next activity is to identify what efforts can optimize learning processes and outcomes. Follow-up activities begin by designing and proposing various alternative solutions based on the factors that cause failure and support success.

All alternative solutions proposed must lead to efforts to eliminate the causes of failure and strengthen supporters of student learning success. Efforts to eliminate failure can be in the form of remedial for the failures that we have done. Efforts to strengthen supporters of success can be in the form of strengthening the success that we have achieved.

From the various alternative solutions that have been proposed, then choose which alternative is the most optimal. The proposed alternative solution is a list of proposed efforts to answer or correct the cause of the failure. For example, suppose it has been concluded that one of the factors

causing student learning failure is the questions on the Student Worksheet (LKS) that are difficult for students to understand.

Based on these factors, several improvement efforts were proposed in the form of:

- a. Correcting questions that are difficult for students to understand (for example, misprinted sentences)
- b. Simplify the problem

The cause of failure may come from the learning strategy used by learning tools, media, task structure, or in determining prerequisite knowledge. The teacher needs to have several reasons and arguments that logically proposed alternatives can correct the failure. Of course, the teacher also has reasons and arguments that the proposed alternative optimization efforts have enough opportunities to condition students to be more active in learning in class, to obtain good learning outcomes.

From the options mentioned above, it is necessary to consider which alternative is the most likely to be implemented. a series of questions need to be answered to assure that these choices (perhaps strategies, methods, task structures, necessary tools) can correct previous learning failures, the preparation of a table or matrix of the factors causing failure, the proposed alternative, and then the chosen alternative, along with the considerations that we provide seem to help identify efforts to optimize the learning process.

For example, some of the factors that cause process failure and learning outcomes that we have identified are:

1. Low LKS quality (low readability)
2. The learning media used is inadequate, and
3. Class management is not good

Based on the factors causing the failure, then trying various alternatives to solve the problem (optimizing the process and student learning outcomes).

### **c. Objectives and Functions of Assessment**

Assessment is one of the important elements in learning, which is an equally important component with a model or learning method. Ratings are used for knowing the ability and success of students, in achieving learning objectives. According Kusaeri and Suprananto (2010: Page 9), says that the objectives of assessment should be directed at four the following:

- (1) Tracing (keeping track), namely to trace so that the learning process remains in accordance with the plan,
- (2) Checking (checking-up), which is to check whether there are any weaknesses experienced by students during the learning process,
- (3) Searching (findingout), which is looking for and finding things that cause things to happen weaknesses and errors in the learning process, and
- (4) Summing-up, which is to conclude whether students have mastered all the competencies set out in the curriculum or yet.

According to M. Ngalim Purwanto (2010: Page: 5-7) classifies the functions of assessment in the evaluation of education and teaching, namely:

- (1) To find out the progress and development and success of students after experiencing or carrying out learning activities for a certain period of time.
- (2) To determine the level of success of the teaching program.

The system of education is made up of several interconnected parts. Objectives, instructional materials, teaching and learning techniques and activities, learning tools and resources, and evaluation techniques and tools are all relevant components.

- (3) For the purposes of Counseling Guidance (BK).

The results of the assessment in evaluation activities that have been carried out by teachers to their students can be used as a source of information or data for BK services by school counselors or other supervising teachers, such as:

- (a) To make a diagnosis of the weaknesses and strengths or abilities of students.
- (b) To find out in what ways a person or group of students requires remedial services.
- (c) As a basis in handling certain cases among students.

(d) As a reference in serving the needs of students in the context of guidance career.

(4) For the purposes of curriculum development and improvement the school concerned

When the teacher will assess the student's ability, it means that the teacher collects information to help determine the learning targets that have been obtained by students. Most assessment techniques include formal and informal observations of students, pencil and paper tests, student performance in reading the Qur'an, and during oral questioning, as well as analysis of student notes.

Standards for previous tasks should be clearly defined, including identification of achievements to be demonstrated and quality standards set. Likewise, the assessment criteria for each student's performance to be observed must be understood and agreed upon together. In this way, the assessment can be felt more open and fair for all students. Students have clear references in doing assignments from the teacher. Several components must be considered in implementing an assessment of student performance, including:

1. The tasks assigned should inform about the use of the knowledge and processes they have learned;
2. The observation format identifies the observed aspects;

3. A set of descriptions of the process used as a basis for assessing the overall performance of students; and
4. A good example as a model and performance that must be imitated by students.

In the assessment, the guidelines for selecting and using assessments of learning to read the Iqra method in the classroom are based on rubrics arranged according to the objectives to be achieved in the learning. Assessment always plays an important role in all forms of effective teaching through the evaluation process.

After the evaluation, it is hoped that feedback will be obtained or used to improve and revise the materials or teaching methods, or to adapt the materials to the development of students' abilities in reading the Qur'an. One of the uses of assessment is to determine the achievement of predetermined learning objectives.

#### **d. The Object of Assessment**

The object or target of educational evaluation is everything related to educational activities or processes, which is made the center of attention or observation, because the evaluator wants to obtain information about the educational activity or process. The object of the assessment is everything that becomes the central point of observation because the assessor wants information about that thing. By using diagrams about the transformation of the elements of the object of educational evaluation include:

## a. Input

Prospective students as a whole person, can be viewed from several aspects that produce various forms of tests that are used as a tool to measure. Spiritual aspects include at least 4 things:

### 1. Ability

To be able to participate in a program in an institution/school/institution, prospective students must have commensurate abilities. The measuring instrument used to measure this ability is called an ability test or attitude test.

### 2. Personality

Personality is something that is found in humans and shows its form in behavior. In certain cases, information about personality is very necessary. A tool to find out a person's personality is called a personality test or a charm test (Arikunto, Suharsimi, 2009).

### 3. Attitudes

Actually this attitude is part of human behavior as a un199 want specific information about it. A tool to measure the state of a person's attitude is called an attitude test. Because this test is a scale, it is called an attitude scale.

### 4. Intelligence

To find out the level of intelligence a person can use intelligence tests that have been created by many experts. In this case, the famous test made by Binet and Simon is known as the Binet-Simon test. In addition there are other tests such as SPM, Tintum, and so on. From the test results will be known IQ (Intelligence Quotient) of the person.

b. Transformation

It has been explained that there are many elements contained in the transformation, all of which can be targets or objects of assessment in order to obtain the expected educational outcomes. The elements in the transformation that become the object of assessment include:

1. Curriculum/material
2. Methods and methods of assessment
3. Educational/media facilities,
4. Administration system,
5. Teachers and other personal

c. Output

Assessment of graduates of a school is carried out to find out how far their learning achievement/achievement is during the education program.

Those are all opportunities that can be achieved little by little with management (Adiyono, 2020). The tool used to measure this achievement is called an achievement test (Arikunto, Suharsimi, 2009).

## **2. Listening**

### **a. Definition of Listening**

One of the "four competences" of language learning, along with speaking, reading, and writing, is listening. With the exception of grammatical translation, every technique of language training includes an aural component. Some teaching methods, like Total Physical Response, just ask pupils to listen and respond.

A distinction is often made between "intensive listening", where the learner listens with maximum accuracy for fairly short speech sequences, and "extensive listening", where the student listens to long passages for general understanding. While intensive listening may be more effective at developing certain aspects of listening skills, extensive listening is more effective at establishing fluency and maintaining student motivation. The first step in human language is to support hearing. Listening is innate and allows people to exchange information and knowledge.

According to Rost (2011), listening appears to be very relevant to the humanities and applied sciences (such as linguistics, pedagogy, economics, and law), as well as the social sciences. Listening requires recognizing speech patterns and converting them into words and sentences. People listen by using their hearing to pick up certain sounds (letters, accents, rhythms, and distances), which are then processed by their brains into meaningful information.

Listening is one of the most important tasks in language learning. Students must have a good listening strategy for them to learn to listen successfully. Competence can be defined as the ability to notice or hear something. Machado (2012) explains this further; hearing and listening are very different. Hearing is a process involving nerves and muscles, reaching adult abilities by the age of 4 to 5 years.

Listening is both a passive and automatic activity. The sound can be heard without being consciously involved in the process. Listening is a learned attitude, a mental process associated with listening, noticing, discerning, understanding, and remembering. It can be improved with practice.

Listening skills can be described as passive and receptive, but involve active thinking and interpretation. At the same time, when listening, the brain does not automatically translate the words into the information conveyed. It is the process of listening to get meaning and information from sounds or words. It's an active process that involves more than deciphering sound or text labels.

#### **b. Types of Listening**

Everyone has a purpose to do something and to listen. However, people have to listen to their understanding of intent or desire to know what message they are hearing. However, listening must be done to ensure the

interaction is between 2 or more people. According to Rost (2011), there are six types of hearing:

### **1. Intensive Listening**

Intensive listening refers to listening carefully for the correct sounds, words, sentences, grammatical units, and pragmatic units. The ability to listen attentively when needed—such as listening to specific details or looking for specific words—is an important part of listening skills.

Types of intensive listening exercises include dictation, acquired repetition, word shadowing, error detection, grammatical processing, and mediation (simultaneous or simultaneous interpretation).

### **2. Selective Listening**

The selective listening task is probably the most prominent of the listening instructions in use today. Electives include: 1) Numbers and Number Relationships, 2) Letters, Sounds, Abbreviations, Spelling, 3) Spatial Orientation and Relationships, 4) Time and Time Series, 5) Dates and Time Order, 6) Measurements and Quantities, 7) Proportions, comparisons and real differences, 8) Gather facts (fact reading).

For longer texts, over a minute, a useful form of selective listening is note-taking. Note-taking is widely recognized as an important macro skill for understanding lectures.

### **3. Interactive Listening**

Selective listening in language teaching refers to planned listening, rather than the occasional collection of specific information to complete a task. In classroom learning situations, learner-to-learner interaction is the primary opportunity for collaborative dialogue.

### **4. Extensive Listening**

Extensive listening refers to listening for long periods while focusing on meaning. Extensive listening can be academic listening, also known as educational listening and protected language teaching.

### **5. Responsive Listening**

Culturally influenced schema thinking is critical to second language understanding because second language listeners are constantly in touch with expectations and expectations that are inconsistent with their own.

### **6. Autonomous Listening**

Autonomous listening refers to autonomous listening activities in which students decide what they want to hear, seek feedback on their

understanding, respond in the way they choose and monitor their progress.

### **c. Listening Comprehension**

According to Richard and Schmid (2002), "Listening comprehension is the process of understanding the first language from a second language". So, listening comprehension means the same thing, because listening always has to be understood, so the listener should fully understand the information they want to know.

As Richard (2008) further quotes, "Listening and understanding listening are synonymous. This view is based on the assumption that the primary function of listening in second language learning is to build comprehension of spoken language." For example, Barker (2001) states that "listening comprehension is an active meaning process, achieved through the application of incoming sounds".

Additionally, listening comprehension is defined as a process in which listeners actively create meaning by Rost (2002) and Hamouda (2013). Through sound discrimination, past knowledge, grammatical structures, stress and intonation, as well as other linguistic and nonlinguistic clues, listeners can understand oral input. Hearing comprehension, according to Nadig (2013), is made up of all the various steps used to understand and interpret spoken language. These include understanding speech sounds, the definitions of specific words, and sentence structure.

Shaw and McDonough (2003) have a different interpretation: "Then, listening comprehension is not only a function of the interaction between languages but also a function of the brain's action on it, it also requires contextual information and activation of prior knowledge.

As mentioned in Shaw and McDonough, listening is more than just listening to sounds. The listening activity requires the activation of context and background knowledge to understand what the speaker is saying to gain a full understanding. The following understanding is that understanding is not just listening, but reaching out.

#### **d. The importance of Listening Comprehension**

When engaging in listening exercises, there are a number of aspects that need to be properly taken into account. For listeners to understand what speakers are saying, context, facial expressions, and body language are essential (Zaine,2011).

According to Zaine (2011), hearing comprehension is essential because it is a process by which we receive input, and understanding cannot be learned without input. Nunan (2002) and Cohen and Macaro (2007) found that there has been an increase in interest in using listening comprehension as an approach for teaching foreign languages. Listening might be a key ability for learning English, depending on the input-based method. Understanding communicative learning in the classroom requires it as a prerequisite.

### **e. Types of Listening Comprehension**

People do something for many reasons, including listening. For example, people need to listen out of curiosity or a desire to understand what they are hearing. However, there are some situations where listening is necessary for two or more parties to continue speaking. Two categories of listeners are distinguished by Nation and Newton (2009:40):

#### 1) One-way listening (transaction monitoring)

This type of listening involves the transmission of information. It is the process of passing information. For example, listen to the activities of some classroom materials given by the teacher.

#### 2) Two-way listening (interactive listening)

The preservation of social relationships is related to this listening. The common listening action of listening to a conversation partner in order to react is an example of two-way listening.

### **f. Listening Comprehension Strategies**

According to Buck (2002), there are two strategies for listening:

#### 1) Cognitive Strategies

These mental operations involve understanding incoming data and registering it in working memory or long-term memory for later recall:

- a) Comprehension processes: related to the processing of verbal and non-verbal input;

- b) Storage and memory processes: related to the storage of verbal and nonverbal input in working or long-term memory;
  - c) Use and retrieval process: related to access storage, preparation, or expenditure.
- 2) Metacognitive Strategies

These conscious or unconscious mental activities play an executive function in the management of cognitive strategies;

- (a) Assessing the situation: Assess the conditions surrounding a language task by assessing one's knowledge, available internal and external resources, and the constraints of the situation before starting a task;
- (b) Monitoring: determining the effectiveness of one's own or others' performance in a task;
- (c) Self-assessment: determining the effectiveness of one's own or others' performance while participating in an activity;
- (d) Self-Assessment: Self-assessment to determine the effectiveness or lack of a person's use of language.

The aforementioned description identifies two listening techniques: Cognitive and metacognitive strategies are listed first. Cognitive strategies are mental exercises that support the management of cognitive strategies on an executive level. Metacognitive techniques are mental exercises that have an executive purpose in the control of cognitive techniques.

### **g. Listening Teaching Methodology**

According to Henry (2015), teacher success in listening can be achieved by:

#### 1) Direct method

This method requires time allotted in listening comprehension classes. Just like any other theme. Teachers teach children the importance of listening, including difficulties. Listen to the teacher during class, just like a normal student model.

It is also important to expose students to the voices of other native speakers, which is why listening to recordings is so important. When students live in target language communities, they may be better able to use the language of native speakers through face-to-face contact and a variety of media, including radio, television, and print. Direct methods include asking factual questions; textual translating ideas; interpreting ideas and extrapolation of ideas (Asemota, 2007).

#### 2) Integrated Approach

It is a method of simultaneously learning four language skills including reading, writing, listening, and speaking (Roblyer, 2006).

#### 3) The Incidental Approach

This method is called learning by listening. They say students have ears, just listen. Conscious listening can improve hearing. Auditory training develops auditory discrimination. To improve the communicative efficiency of pronunciation, students need to understand how sounds are formed and how to use accents.

They can practice pronunciation by first imitating sounds through imitation, a process that leads to unconscious language and pattern learning (Asemota, 2007).

#### 4) Eclectic Method

This approach applies specific methods or techniques to achieve specific goals related to the learner's words, the objects to be learned, and the learning environment (Ybarra & Green, 2003; Asemota, 2007).

#### 5) Dialogue

According to Asemota (2007), meaningful and dramatic dialogue is the most useful material for language learning from an early age. The children first listened to the dialogue two or three times, accompanied by the teacher's demonstration, and were then asked to imitate.

Listening to a few pairs of sounds as possible can help students distinguish sounds that have only nuances, such as:

- i. Day [da]            They [Tha]
- ii. She [She]        See [Se]
- iii. View [vyoo]     Few [fyoo]

#### **h. Difficulties in Teaching Listening Comprehension**

The following features of spoken language make listening difficult and are often observed in listening lessons:

- 1) Clustering: Take care of appropriate "piece" language phrases, clauses, and components.
- 2) Redundancy: Identify and benefit from the types of repetitions, paraphrasing, elaborations, and insertions that untrained spoken language often contains.
- 3) Reduce Form: In classes where only formal "textbook" languages are offered, learn about simplified words that may not be part of an English learner's previous learning experience.
- 4) Performance Variables: Hesitations, false starts, pauses, and corrections in natural language can be "cleaned up".
- 5) Colloquial Language: Understand idioms, slang, and simplified forms, and share cultural knowledge.
- 6) Rate of Delivery: Keep up with delivery and handle it automatically while the speaker is working continuously.

- 7) Stress, Rhythm, and Intonation: Correctly understanding the prosodic elements of spoken language is almost always much more difficult than understanding odorous speech fragments.
- 8) Interaction: Manage the interactive language flow from hearing to speaking to listening and more.

After seeing the above problems, it can be concluded that these problems are caused by the students' inattention to understanding and obtaining information from the sound.

#### **i. Assessing Listening**

##### **1. Assessment Criteria**

Assessment criteria commonly used in assessing students in the listening test are as follows:

- **Comprehension**

This refers to students' understanding in understanding the intent and response given.

- **Lexical Resource**

This has to do with the number of vocabulary students use and the clarity of meaning. This includes variations in the words used and the opportunity to acquire a full vocabulary.

- **Grammatical Range and Accuracy**

This refers to the different structures available to students and how accurately and precisely they are used. This assessment takes into account the length and complexity of listening comprehension.

- Pronunciation This refers to the student's ability to listen to speech-speech is understood.

## 2. Rating model

### Grade Value Description

- Excellent 91-100

Understand all the instructions without understanding the difficulties so that you can carry out all instructions in a fast and precise manner.

- Very good 81-90

Understands almost all instructions even though there is repetition in the certain, but can do all the instructions correctly although a bit slow.

- Good 71 – 80

Understands most of what is said/instructed when instructions are slowed down a bit and repeated so slow in doing as instructed, sometimes even wrong.

- Average 61 – 70

It's hard to follow what is instructed but there are still a lot of them instructions carried out correctly.

- Bad 51 – 60

It's very difficult to do as instructed, only a small part instructed.

- Very bad 1 – 50

Unable to carry out as instructed, even just one instruction.

The following is an example of an authentic assessment for listening skills. There are three tasks given by the teacher to assess students' listening skills, namely:

1. *Listen to the conversation then answer the questions.* (Listen to the following conversation, then answer the question)
2. *Listen to the sentences and write them in your book then arrange them into a good conversation.* (Listen to the following sentences and write them in your book, then arrange the sentences into a dialogue).
3. *Say a statement and ask your friend to answer it using these expressions.* (Say a phrase and have your friend respond with the appropriate phrase).

Table 2.1 The three tasks above are assessed using the following scoring rubric:

No	Description	Score
<i>Tasks 1 and 2</i>	<i>Correct answer</i>	1
	<i>Incorrect answer/no response</i>	0

<i>Task 3</i>	<i>Accurate grammar and content</i>	
	<i>Accurate content, inaccurate grammar</i>	3
	<i>Inaccurate grammar and content</i>	2
	<i>No response</i>	

Based on the assignments given and the assessments rubric made by a teacher, it can be seen that not all assignments require an assessments rubric. Tasks 1 and 2 only assess student answers correctly or incorrectly, so the assessment is only in the form of correct scores that must be assessed and what wrong scores must be assessed.

Meanwhile, task 3 and its rubric are more suitable for assessing speaking or integrating speaking and listening, so they are not just assessing listening skills. This assessment rubric doesn't explain the meaning of 0, 1, 2, and 3 in the score column. How to move this scoring system into scores or tens (0-10) or hundreds (0-100). In the scoring guide, it is stated that the maximum score for each task is 10. So, it is necessary to explain how to change the score from 0-3 to 0-10.

### **B. Major Problems That Learners Face With Listening Comprehension**

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014: Page 1-6), there are several barriers to listening comprehension that students may run across, and the goal is to raise their awareness of these problems and encourage them to try to solve them. These problems include the following:

### **1. Quality of Recorded Materials**

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), some teachers use poor-quality recorded materials in their lessons. The students' ability to understand what is being heard can be impacted by the sound system's quality.

### **2. Cultural Differences**

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) contend that language learners should be conversant with the cultural knowledge of language because it has a significant impact on comprehension. The learners may have serious understanding problems if the listening activity contains content drawn from completely different cultural settings. It is the responsibility of the teacher to give background information on listening assignments beforehand.

### **3. Accent**

According to Buck. G. (2001), people who have only studied American English will have a difficult time understanding speakers with new accents, such those who speak Indian English. This will completely disrupt the listening comprehension process, and a foreign accent will render understanding impossible.

#### **4. Unfamiliar Vocabulary**

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) claim that it would be reasonably easy for students to understand listening texts that contain well-known vocabulary. Understanding the meaning of words can help kids focus and become more motivated, which is good for their listening comprehension. Many words have several meanings, and if they are not used correctly in their intended contexts, youngsters will grow confused.

#### **5. Length and Speed of Listening**

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), a student's grade level can have a significant impact on how well they listen to long sections and retain the information. Lower-level children struggle to complete listening tasks and listen for longer than three minutes. Short listening passages help students listen more well and feel less fatigued. According to Graham. S (2006: 165–182), there are additional factors, such as a limited vocabulary, poor grammar, and misinterpretations of listening tasks, that contribute to learners' difficulty with listening comprehension.

Seferoglu and Uzakgoren (2004) claim that different listening comprehension issues are related to the kind of hearing materials. The study emphasized that teachers do not instruct their students in listening techniques and that listening has little significance. The pronunciation of words that is different from their written form is one of the most significant barriers to listening comprehension, according to Bloomfield, A. et al.

(2010) and Walker (2014). Students may find it difficult to identify the words that make up spoken language since the form of spoken language and the form of written language are different.

According to Vandergrift (2007) and Walker (2014), students should identify each word's linguistic component in addition to recognizing the terms despite their foreign pronunciation. The understanding of spoken text is also influenced by prosodic features of spoken language, such as the placement of emphasis, weak and strong word forms, and intonation. Speaking in real time, spoken passages should be digested fast, leaving just a mental image after the passage is over,

according to Vandergrift (2004) and Walker (2014). Reading is a simple skill, but listening takes quick processing in order to retrieve spoken material. Students' cultural background knowledge may have a significant impact on how well they can understand what others are saying. Listening procedures are made easier when one is familiar with the culture and history of the nation.

According to Vandergrift (2007) and Walker (2014), teachers should take this into consideration while teaching listening comprehension since listeners can use pragmatic knowledge to make inferences and detect speakers' inferred meaning. According to Bloomfield et al. (2010), known accents are easier to understand than unfamiliar ones, and regional accents can affect how effectively listeners understand spoken words.

Buck (2001) mentioned a lot of problems in listening activities like unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents. Hasan (2000) indicated that unfamiliar words, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners' listening comprehension.

He continued that clarity, lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension. According to Teng (2002), there are four factors called listener factors, speaker factors, stimulus factors, and context factors that impact students' listening comprehension.

### **C. Difficulties in Listening for Learners**

The difficulties that listeners face during the listening process have a big impact on them. The information heard must be simultaneously incorporated with the listeners' own knowledge and beliefs. It is considered to be a severe worry, especially for people who have trouble listening. Effective hearing requires an understanding of the difficulties associated with English listening.

There are many factors that affect listeners' comprehension during the listening process. The contributing factors have both internal and external sources. It means that comprehension may be influenced by both the listeners and the learning environment.

#### **1. Listening problems related to the content of the listening text**

Hamouda (2013) also examines difficulties with listening comprehension in his journal. The journal addresses a variety of topics, including hearing new words, pronunciation, speaking rate, and difficulty understanding spoken English material owing to a small vocabulary. It shows that a small and unfamiliar English vocabulary hinders listeners' comprehension. Additionally, if a speaker's pronunciation is poor, it is challenging for listeners to understand what they are saying. Similarly, listeners find it challenging to understand the meaning since they try to translate each word individually without fully grasping the context.

Finally, speaking more quickly has a negative effect since it makes it challenging for listeners to understand wit. Additionally, a lot of listeners have a propensity to forget what they just heard, so it takes them some time to translate the words.

## **2. Listening problems related to linguistic feature**

Four important linguistic or material components, according to Brown and Yule (1983:24), might affect the listening process. The first is that a speaker's cadence and accent may have an impact on how effectively the listener understands the subject under discussion.

To fully understand the speaker's content, the listener needs time. The listeners will therefore have less time to consider if the presenters speak more fast. The difficulty of listening will depend on the audience's interest and reaction. The students' lack of interest and attentiveness may have an

impact on their lack of motivation. The material's syntax, lexicon, and organizational structure come in third. If listeners have poor grammar, vocabulary, and information structure, the hearing process will be hampered. Last but not least, the accuracy of listeners' comprehension may be influenced by the supporting materials used during listening, such as diagrams, drawings, etc.

### **3. Listening problems caused by the failure to concentrate**

In order to end the investigation, Hamouda (2013) lists the internal factors that affect listening difficulties, such as lack of concentration, fear, and curiosity. The listeners' focus is easily disturbed when a new word is spoken. The audience is constantly anxious and worried when they are unable to understand the spoken stuff. Additionally, the students' enthusiasm and motivation are crucial for understanding the subject.

The next step is for listeners to process any new or old information they hear or receive. As a result, students who become disoriented may forget information that is essential to their understanding. Due to their difficulty understanding the spoken information, students often get frustrated and quit paying attention. In conclusion, a variety of variables may have contributed to difficulties with listening comprehension. The elements may result from the linguistic features of spoken English, the listeners' aptitude for meaning absorption, and their capability for motivation management. The student's

difficulties with listening may also be significantly influenced by his or her lack of concentration.

#### **D. Theoretical Framework**

Listening is an essential process to hear. Through the listening activity, we will get the speaker's information, enriching our vocabulary to make a sentence. Language is a tool to communicate in everyday life. Having a good language means having a good ability to listen as well as being key to communicating. If people cannot understand what others are saying, the message cannot be understood by the listener.

In listening, people also need vocabulary, grammar, and pronunciation. Therefore, the ability to hear is essential for life. Of course, listening difficulties that are owned by students may disrupt understanding the text and processing of real-life information related to cognitive procedures that occur at various stages of listening comprehension.

Thus, the researcher felt the need to conduct analytical research related to the difficulties faced by students in listening to understanding so that educators can easily adjust strategies that are suitably increasing their listening comprehension.

## **CHAPTER III**

### **METHODS AND PROCEDURES**

#### **A. Time and Place of the Study**

This research is conducted at Fatahillah Senior High School in Lohbener which is located at Jl. Raya Selatan No. 03 (Madrasah Aliyah Fatahillah) Kecamatan Lohbener, Kabupaten Indramayu Provinsi Jawa Barat. The writer do the research around November 2021. This research is about Assessing Students' Difficulties in Listening Comprehension: A Case Study of 10<sup>th</sup> Graders of Fatahillah Senior High School.

#### **B. Method of the Research**

The quantitative descriptive method is used in this investigation. The researcher employed a questionnaire to gather information in order to accomplish this goal. Utilizing Likert-type scales, the gathered data was statistically assessed.

#### **C. Population and Sample**

##### **1. Population**

A population, according to Cresswell (2012:142), is a group of people who share characteristics. Thirty students from Lohbener's Fatahillah Senior High School's 10th grade make up the population of this study.

## **2. Sample**

According to Arikunto (2010:85), the saturated sample is a sampling technique when all members of the population are used as a sample. In this research, the researcher chooses 30 students of the 10<sup>th</sup>-grade students of Fatahillah Senior High School in Lohbener, Indramayu.

### **D. Techniques of Collecting the data**

The instrument used in the study was a questionnaire. A questionnaire, according to Brown (2001:1), is any written instrument that asks respondents a series of questions or claims and requires them to respond either orally or in writing. The questionnaire's goal was to learn more about the difficulties pupils experienced understanding what they were hearing. It was mainly adapted from a review of the literature (Anderson and Lynch, 2003; Chen, 2002; Osuka, 2008; Hadge, 2006; Hasan, 2000).

The scale used to record an ordinal variable is generally referred to as a Likert scale, according to Goodwin (2012). It normally has fewer ranking categories—between three and seven, occasionally more—than other systems. The following degree was determined from the questionnaire replies provided by the students:

Table 3.1  
The Scale of Opinion Range

Statement	Opinion				
	(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree

### E. Techniques of Analysing the Data

The technique of data analysis used in this research is the descriptive analysis technique (percentage), which was described in the table of percentages. The formula that the writer used in the table of percentages was:

P = Percentage

F = Frequency of the wrong answer

N = Number of Sample

$$P = \frac{F}{N} \times 100\%$$

After having the percentage and frequency the writer then looked for the whole average by using the formula:

$$P = \frac{F}{N \times n} \times 100\%$$

P = Percentage

F = Frequency of the wrong answer

N = Number of Sample

n = Number of items test

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Data Description**

As mentioned in the previous chapter, the researcher conducted the research by using a questionnaire to measure the difficulties that 30 students in class 10<sup>th</sup> of Fatahillah Senior High School in listening comprehension. The following tables describe the questionnaire result of students' class 10<sup>th</sup> of Fatahillah Senior High School in listening comprehension.

The questionnaire consists of 27 questions items grouped into 6 categories; Listening problems related to the content of the listening text, linguistic features, the failure to concentrate, the listener, the speaker, and the physical setting. Based on the sample of the research, 30 students actively participated in giving their responses.

Table 4.1 Data result of students' difficulties in listening comprehension:

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>First statement: Listening problems related to the content of the listening text</b>						
1.	I find it difficult to understand listening texts in which there are too many unfamiliar words.	6	7	16	1	0
2.	I feel tired when I listen to a long-spoken text.	1	14	8	5	2
3.	I used my experience and background knowledge of the topic to understand the spoken text.	3	12	13	0	2
4.	I find it difficult to understand every single word of incoming speech.	2	5	14	4	5
5.	I find it difficult to understand the whole listening passage.	4	4	12	5	5
	<b>Total</b>	<b>16</b>	<b>42</b>	<b>63</b>	<b>15</b>	<b>14</b>
<b>Second statement: Listening problems related to linguistic feature</b>						
6.	I find pronunciation familiar but cannot recognize the words.	0	14	10	6	0
7.	I cannot recognize words I know while learning.	1	10	5	12	2
8.	I stop listening and start thinking about the meaning of the words when encountering an unknown word.	3	13	10	2	2
9.	I find it difficult to infer the meaning of an unknown word while listening.	6	12	7	2	3
10.	I find it difficult to follow the sequence of the text when the sentences are too long and complex.	4	11	10	4	1
	<b>Total</b>	<b>14</b>	<b>60</b>	<b>42</b>	<b>26</b>	<b>8</b>

<b>Third statement: Listening problems caused by the failure to concentrate</b>						
11.	I lose focus of the talk when I have an expected answer in my mind.	9	12	6	2	1
12.	I am unable to concentrate because I look for the answer and listen to the dialogue at the same time.	2	14	10	2	2
13.	I lose my concentration if the recording is of poor quality.	5	10	10	5	0
<b>Total</b>		<b>16</b>	<b>36</b>	<b>26</b>	<b>9</b>	<b>3</b>

<b>Fourth statement: Listening problems related to listener</b>						
14.	I find it difficult to predict what would come next at the time of listening.	1	7	16	5	1
15.	I stop listening when I have problems understanding a listening text.	2	11	8	7	2
16.	I feel anxious when I listen to spoken texts.	3	2	16	7	2
17.	I find listening comprehension difficult when I am not interested.	5	10	14	1	0
18.	I find listening comprehension difficult when I feel tired.	4	9	14	2	1
<b>Total</b>		<b>15</b>	<b>39</b>	<b>68</b>	<b>22</b>	<b>6</b>

<b>Fifth statement: Listening problems related to the speaker</b>						
19.	I find it difficult to understand natural speech which is full of hesitation and pauses.	1	16	8	4	1
20.	I find it difficult to understand the meaning of words that are not pronounced clearly.	7	16	5	2	0
21.	I have difficulty understanding speakers with unfamiliar accents.	3	14	9	1	3

22.	I find it difficult to understand when speaking too fast.	4	16	7	2	1
23.	I find it difficult to understand the recorded material if it is not repeated.	4	7	13	5	1
	<b>Total</b>	<b>19</b>	<b>69</b>	<b>42</b>	<b>14</b>	<b>6</b>
<b>Sixth statement: Listening problems related to the physical setting</b>						
24.	I find it difficult to concentrate with noises around	4	14	9	3	0
25.	I find it difficult to understand English when there are unclear sounds resulting from a poor-quality CD player.	8	13	7	1	1
26.	I find it difficult to concentrate when the room is not conditioned.	8	7	8	6	1
27.	I find it difficult to understand English when there are unclear sounds resulting from the poor acoustic conditions of the classroom.	7	14	7	2	0
	<b>Total</b>	<b>27</b>	<b>48</b>	<b>31</b>	<b>12</b>	<b>2</b>

### B. Analysis of the Data

After having collected all the needed data from the questionnaire, the researcher then analyzed the data into percentages. Then it was essential to investigate their perspectives on the students' difficulties in items of each category. The percentages of students' difficulties in listening comprehension for each category were described in the table below.

Table 4.2 The percentage of students' difficulties related to the content of listening text:

No.	Statement	Percentage	Effect Degree
1.	I find it difficult to understand listening texts in which there are too many unfamiliar words.	75%	High Degree
2.	I feel tired when I listen to a long-spoken text.	64,7%	Moderate Degree
3.	I used my experience and background knowledge of the topic to understand the spoken text.	69,3%	High Degree
4.	I find it difficult to understand every single word of incoming speech.	56,7%	Moderate degree
5.	I find it difficult to understand the whole listening passage.	58%	Moderate Degree

The previous table 4.2 makes it clear that there is a significant level of complexity for assertions (1 and 3). This indicates that children find it challenging to understand spoken language because of unfamiliar words (1). However, students continue to make an effort to understand the meaning of the text by making use of their prior knowledge of the topic of the listening text, as specified in the item (3). The corresponding percentages for the two previous claims are 75 and 69.3%, respectively.

Statements 2 and 4 contrast, offering a moderate level of difficulty with percentages of 64.7% and 56.6%, respectively. This suggests that one of the factors impacting their ability to understand what they are hearing is weariness. Additionally, students find it unpleasant because they may not understand all of the words being spoken.

Last but not least, statement (5) poses a moderate challenge with a proportion of 58%. This shows that a small percentage of students think they are unable to understand anything from the listening phase.

Table 4.3 The percentage of students' difficulties related to linguistic features:

No.	Statement	Percentage	Effect Degree
6.	I find pronunciation familiar but cannot recognize the words.	65,3%	Moderate Degree
7.	I cannot recognize words I know while learning.	57,3%	Moderate degree
8.	I stop listening and start thinking about the meaning of the words when encountering an unknown word.	68,7%	High Degree
9.	I find it difficult to infer the meaning of an unknown word while listening.	70,7%	High Degree
10.	I find it difficult to follow the sequence of the text when the sentences are too long and complex.	68,7%	High Degree

The researcher collected five statements from a single location to examine whether a linguistic feature of the English language could impair students' listening comprehension, and the following findings were made: The statements' degree of effect is high (8, 9, and 10). These percentages are accordingly 68.7%, 70.7%, and 68.7%.

The main linguistic problems that students run into when listening to English speakers are shown in Table 4.3. Students have trouble pausing their hearing to think about the meaning of a word when they come across one, they are unable to do so while listening, and they are unable to follow the flow of a long spoken text. These are a few of the elements that hinder students' ability to understand what they are hearing. However, two elements had a same amount of influence with the claims (6 and 7), showing that students weigh these issues.

This indicates that one of the major challenges for students in listening comprehension is unfamiliar pronunciation of common phrases, and they are unable to recognize the words they know while listening if they are pronounced as they are used.

Table 4.4 The percentage of students' difficulties related to concentrating:

No.	Statement	Percentage	Effect Degree
11.	I lose focus of the talk when I have an expected answer in my mind.	77,3%	High Degree
12.	I am unable to concentrate because I look for the answer and listen to the dialogue at the same time.	68%	High Degree

13.	I lose my concentration if the recording is of poor quality.	70 %	High Degree
-----	--	------	-------------

All of the things in these assertions (11, 12 and 13) had a significant impact, with percentages varying from 77.3% to 68.0% to 70%. Students agree that because they make it difficult for them to concentrate on what is being said while listening, they can significantly hinder listening comprehension. Additionally, for the following reasons, people find it difficult to focus while listening to spoken English material: Students also admit that they struggle with listening comprehension.

Table 4.5 the percentage of students' difficulties related to the listener:

No.	Statement	Percentage	Effect Degree
14.	I find it difficult to predict what would come next at the time of listening.	61,3%	Moderate Degree
15.	I stop listening when I have problems understanding a listening text.	62,7%	Moderate Degree
16.	I feel anxious when I listen to spoken texts.	58%	Moderate degree
17.	I find listening comprehension difficult when I am not interested.	72,7%	High Degree
18.	I find listening comprehension difficult when I feel tired.	68,7%	High Degree

Among the problems included in this section, got three moderate degrees, statements (14, 15, 16) with a percentage of 61.3% 62.7% and 58%. The fourth and fifth statements (17 and 18) got two of the high effect degree.

The percentage of these statements ranges from 72.7% and 68.7%. This shows that a high percentage of students agree that felt not interested in listening and are tired.

Table 4.6 the percentage of students' difficulties related to speakers:

No.	Statement	Percentage	Effect Degree
19.	I find it difficult to understand natural speech which is full of hesitation and pauses.	68%	High Degree
20.	I find it difficult to understand the meaning of words that are not pronounced clearly.	79,3%	High Degree
21.	I have difficulty understanding speakers with unfamiliar accents.	68,7%	High Degree
22.	I find it difficult to understand when speaking too fast.	73,3%	High Degree
23.	I find it difficult to understand the recorded material if it is not repeated.	65,3%	Moderate Degree

Four items (19, 20, 21, and 22) had a high degree of effect in this area of the questionnaire, with percentages ranging from 68% to 79.3% to 68.7% to 73.3%. Only one item (23) had a moderate influence level, with a percentage of 65.3%. Students list speaking rapidly, speaking with an odd accent, speaking unclearly and deleting specific words as major barriers to their listening comprehension.

They also think that insufficient pauses, alien stress and intonation patterns, inability to read the speaker's body language, and hesitations and

pauses that are part of everyday conversation are actual barriers to their capacity to understand what is being said. Few students, however, think that listening comprehension is hampered by habits of not repeating what is said more than once.

Table 4.7 the percentage of students' difficulties related to physical setting:

No.	Statement	Percentage	Effect Degree
24.	I find it difficult to concentrate with noises around	72,7%	High Degree
25.	I find it difficult to understand English when there are unclear sounds resulting from a poor-quality CD player.	77,3%	High Degree
26.	I find it difficult to concentrate when the room is not conditioned.	70%	High Degree
27.	I find it difficult to understand English when there are unclear sounds resulting from the poor acoustic conditions of the classroom.	77,3%	High Degree

It is clear from the above table 4.7 that All the items (24, 25, 26, and 27)) included in these statements got a high effect degree with the percentage that ranges from 72.7%, 77.3%, 70%, and 77.3%. This means that concentrated with noise around This means that concentrated with noise around, they concentrate with poor sound from a poor quality CD player, can not concentrate when the room is not conditioned, and last

statement, they still try to find difficulty in listening comprehension are poor acoustic conditions of the physical setting topic as stated in items.

### **C. Data Interpretation**

When determining the degree of listening comprehension difficulties, listening issues related to the speaker receive a high score of 79.3%, listening issues related to the physical environment receive a high score of 77.3%, listening issues brought on by difficulty focusing receive a high score of 77.3%, listening issues related to the content of the listening text receive a high score of 75%, and listening issues related to difficulty focusing receive a high score of 75%.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The study's findings showed that many factors contribute to the difficulties in listening comprehension. Noises and quality of equipment, fast rate of speech, loss of focus, unfamiliarity with topics, and not recognizing words are the top factors that impair listening comprehension.

The first statement is listening problems related to the content of the listening text. To a high degree, the students get difficult to understand listening texts in which there are too many unfamiliar words with 75%.

The second statement is listening problems related to the linguistic feature. A high degree are difficulty inferring the meaning of an unknown word while listening with 70.7%.

The third statement, listening problems are caused by the failure to concentrate. High degree are losing focus of the talk when having an expected answer in my mind with 77.3%.

A fourth statement is listening problems related to the listener. High degrees are listening comprehension difficult when not interested with 72.7%.

A fifth statement is listening problems related to the speaker. High degree are difficult to understand the meaning of words that are not pronounced clearly with 79.3%.

A sixth statement is listening problems related to the physical setting. High degrees are difficult to understand English when there are unclear

sounds resulting from poor acoustic conditions in the classroom and difficult to understand English when there are unclear sounds resulting from a poor quality CD player with 77.3% and 77.3%.

## **B. Suggestion**

### **1. For Teachers**

- teachers are recommended to always offer new vocabulary in each meeting.
- teachers are recommended to offer good enough facilities
- teachers are recommended to prepare classes and invite native speakers, so students can meet English speakers and communicate with them from time to time
- the teacher is expected to use in the classroom. In this way, students get used to listening to English

### **2. For Students**

For language learners, it is suggested to enrich their knowledge through listening if they want to improve their listening skills. The language knowledge such as watching movies, listening to English podcasts on youtube, etc.

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# APPENDIX

## APPENDIX 1

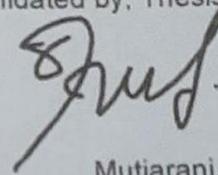
## RESEARCH VALIDITY SHEET

Reserch Title	Assessing Students' Difficulties in Listening Comprehension: A Case Study of 10 <sup>th</sup> Graders of Fatahillah Senior High School
Research Subject	30 Students of 10 <sup>th</sup> grade, Fatahillah Senior High School, Lohbener, Indramayu

**Research :**

Observation to the English Listening Class, Questionner for 30 students of 10<sup>th</sup> grade.

Validated by, Thesis Advisor,



Mutiarani, M.Pd

**Appendix 2: The research finding of listening comprehension difficulties**

No.	Students	Content of listening text					Linguistic feature					Failure to concentrate					To listener					To the speaker					Physical setting				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1.	Student 1	1	1		2	1		3	3					1	1	1		1	1	2	1	2	2	1			1	1	1	1	
2.	Student 2	3			1	1	2	2			1	1	1		1		2	1	1	1		1	1		1	2	1	1	1		1
3.	Student 3			3		2			2		3			2		1		1	3	1				2		3			2		2
4.	Student 4		2	3				3	1		1		2	1				3	2				3	2				2	2		
5.	Student 5		3	2			3	1	1			1	1	1					3		2	2	2	1				2	2		
6.	Student 6			5			1	2	1	1			1	2					5				3	2					4		
7.	Student 7		2	2	1			2	1		2	2	1				3	1	1			4	1				1				3
8.	Student 8	2	1	2			1	1	1	1	1	1	1	1			1	1	1		2	1	3	1				2	1		
9.	Student 9			3		2		1	2		2		2		1			3		2			1		4		1	1		2	
10.	Student 10		1	1	1	2		1	2	1	1		1	1		1	1	1	1		1		1	2	2		1	1	1	1	
11.	Student 11	2	2	1				3	2			1		2			2	1	2			1	1	3			3	1			
12.	Student 12	1	2	2				2	1		2	1	2					3	1	1		3	1		1		3	1			
13.	Student 13		1	4				3	2				2	1				1	4				2	3				3	1		
14.	Student 14		2	2		1		2		1	2		2	1				1	3		1		3	1		1		4			

15.	Student 15		2	3				3	2			2	1			3	2			5				4							
16.	Student 16		1	1	3			1	2		2		1	1		1		2		3		3	1		1		3	1			
17.	Student 17		1	1	3			1	2		2		1	1		1		2		3		3	1		1		3	1			
18.	Student 18		1	4				3	2				1	2			2	3			5				3	1					
19.	Student 19	1	3	1			1	3	1			2	1				3	2			1	3	1			3	1				
20.	Student 20		2	3				4	1				2	1			3	2				4	1				2	2			
21.	Student 21	2	2	1				2	3			1		2			1	2	2			1	2	2			1	2	1		
22.	Student 22			2	2	1		1	1	2	1		1		1	1	1		3		1		1	3	1		1	1	1		1
23.	Student 23	1		2		2	1	2			2		3			1	3			1		2	3			1	1			2	
24.	Student 24	1	1	2		1	2	2			1	2				1	1	1	2	1		1	1	2	1		2		2		
25.	Student 25		2	2		1		1	3		1		3				1	2		2	1	2	2			3	1				
26.	Student 26	2	1	1	1		2		2		1	1	1			1	2	1	1	1		1	2		1	1	2	2			
27.	Student 27		3	2				3	1		1	1	2				3	2			1	3	1			4					
28.	Student 28		1	4				4	1				1	2			2	3				5				3	1				
29.	Student 29		3	2				2		3				3			1	4				1	4			1		3			
30.	Student 30		2	2		1	1	1	3			2	1				2	3			1	3	1			2	1	1			

**Appendix 3: The research questionnaire items of listening comprehension difficulties**

This part consists of all items of the questionnaires, which are classified into six problem categories:

Category I : Listening problems related to the content of listening text

Category II : Listening problems related to linguistic feature

Category III : Listening problems caused by the failure to concentrate

Category IV : Listening problems related to listener

Category V : Listening problems related to speaker

Category VI : Listening problems related to the physical setting

**Please answer the following items by putting (X) in the box that best expresss your persperctives.**

No.	Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
<b>I.</b>	<b>Listening problems related to the content of listening text</b>					
1.	I find it difficult to understand listening texts in which there are too many unfamiliar words.					
2.	I feel tired when I listen to a long-spoken text.					

3.	I used my experience and background knowledge of the topic to understand the spoken text.					
4.	I find it difficult to understand every single word of incoming speech.					
5.	I find it difficult to understand the whole listening passage.					
<b>II.</b>	<b>Listening problems related to the content of listening text</b>					
6.	I find pronunciation familiar but cannot recognize the words.					
7.	I cannot recognize words I know while learning.					
8.	I stop listening and start thinking about the meaning of the words when encountering an unknown word.					
9.	I find it difficult to infer the meaning of an unknown word while listening.					
10.	I find it difficult to follow the sequence of the text when the					

	sentences are too long and complex.					
<b>III.</b>	<b>Listening problems caused by the failure to concentrate</b>					
11.	I lose focus of the talk when I have an expected answer in my mind.					
12.	I am unable to concentrate because I look for the answer and listen to the dialogue at the same time.					
13.	I lose my concentration if the recording is of poor quality.					
<b>IV.</b>	<b>Listening problems related to listener</b>					
14.	I find it difficult to predict what would come next at the time of listening.					
15.	I stop listening when I have problems understanding a listening text.					
16.	I feel anxious when I listen to spoken texts.					

17.	I find listening comprehension difficult when I am not interested.					
18.	I find listening comprehension difficult when I feel tired.					
<b>V.</b>	<b>Fifth statement: Listening problems related to the speaker</b>					
19.	I find it difficult to understand natural speech which is full of hesitation and pauses.					
20.	I find it difficult to understand the meaning of words that are not pronounced clearly.					
21.	I have difficulty understanding speakers with unfamiliar accents.					
22.	I find it difficult to understand when speaking too fast.					
23.	I find it difficult to understand the recorded material if it is not repeated.					
<b>VI.</b>	<b>Listening problems related to the physical setting</b>					
24.	I find it difficult to concentrate with noises around					

25.	I find it difficult to understand English when there are unclear sounds resulting from a poor-quality CD player.					
26.	I find it difficult to concentrate when the room is not conditioned.					
27.	I find it difficult to understand English when there are unclear sounds resulting from the poor acoustic conditions of the classroom.					

**Source: Ahkam Hasan Assaf (2015)**

## Appendix 4

## Guidance Consultant Letter

**AGENDA KONSULTASI BIMBINGAN SKRIPSI/TUGAS AKHIR  
FAKULTAS ILMU PENDIDIKAN PRODI PENDIDIKAN BAHASA INGGRIS  
Semester Ganjil dan Genap Tahun Akademik 2020/2021**

Dosen Pembimbing : Mutiarani, M.Pd.  
Mahasiswa : Yaumi Rahmah Zabidi  
Judul : Assessing Difficulties Listening Comprehension in Students' Class 10th of Fatahillah Senior High School

Pert.	Tanggal	Waktu	Materi	Catatan	Paraf
1	01 Februari 2021	11.22-20.22	Perkenalan diri menjalin hubungan dengan dospem	<ul style="list-style-type: none"> <li>Kirim proposal skripsi bab 1 dengan cover di whatsapp</li> </ul>	nd
2	03 Februari 2021	13.34-18.55	Penyerahan skripsi bab 1 dengan cover	<ul style="list-style-type: none"> <li>Materi skripsi bab 1 nya di pelajari terlebih dahulu</li> </ul>	nd
3	04 Februari 2021	12.33-selesai	Menjelaskan apa yang ingin diteliti	<ul style="list-style-type: none"> <li>Menjelaskan apa yang ingin diteliti</li> </ul>	nd
4	05 Februari 2021	09.13-selesai	Lanjut menjelaskan apa yang ingin diteliti	<ul style="list-style-type: none"> <li>Pilih salah satu saja penelitiannya, mau treatment atau survey</li> </ul>	nd
5	10 Februari 2021	14.20-selesai	Penyerahan revisi bab 1	<ul style="list-style-type: none"> <li>Revisi bab 1: baca kembali paragraf-paragraf di background, paragrafnya jangan terlalu pendek kalimatnya. Minimal 5-10 paragraf yang seide di background.</li> <li>Bagian D problem of study, tolong disesuaikan dengan pertanyaan untuk penelitian metode survey (lihat contoh skripsi menggunakan survey)</li> </ul>	nd
6	17 Maret 2021	09.39-selesai	Pengembalian hasil revisi bab 1	<ul style="list-style-type: none"> <li>Akan diberi feedback</li> </ul>	nd
7	19 Maret 2021	16.44	Menanyakan hasil revisi bab 1	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	nd
8	22 Maret 2021	15.31	Menanyakan hasil revisi bab 1	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	nd
9	23 Maret 2021	15.34-selesai	Memberikan feedback hasil revisi bab 1	<ul style="list-style-type: none"> <li>Revisi problem of study: what are the difficulties' factors in Listening Skill?</li> </ul>	nd

	14 Juni 2021	14.12-selesai	Penyerahan skripsi bab 2	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
11	17 Juni 2021	09.59	Menanyakan hasil revisi bab 2	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
12	19 Juni 2021	12.31-selesai	Penyerahan revisi bab 2	<ul style="list-style-type: none"> <li>Pelajari contoh artikel "The Assessment of Reading Comprehension"</li> <li>Tambahkan teori tentang standarisasi atau kriteria pengukuran listening siswa</li> </ul>	df
13	31 Agustus 2021	13.20-13.28	Pengembalian hasil revisi bab 2	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
14	10 September 2021	20.12-20.22	Penyerahan skripsi bab 3	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
15	13 September 2021	12.14-selesai	Menanyakan hasil revisi bab 2 dan bab 3	<ul style="list-style-type: none"> <li>Akan diberi feedback</li> </ul>	df
16	17 September 2021	12.37-14.30	Penyerahan revisi bab 2 serta bab 3 dan Pengembalian revisi bab 2	<ul style="list-style-type: none"> <li>Pelajari lagi cara mengutip dengan bodynote. Selanjutnya tolong lengkapi dengan sumber untuk kutipan, cek lg karena ada kutipan yang tidak tercantum nama sumbernya</li> <li>Bab 3 sudah oke lanjutkan dengan daftar sempro dan buat kuisioner</li> </ul>	df
	20 September 2021	16.21-16.24	Mengabarkan jadwal sempro ke penguji sempro	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
18	22 September 2021	12.17-selesai	Mengabarkan jadwal sempro ke penguji sempro dan sempro	<ul style="list-style-type: none"> <li>Akan diberi feedback</li> </ul>	df
19	28 September 2021	12.13-selesai	Menanyakan hasil revisi seminar proposal	<ul style="list-style-type: none"> <li>Akan diberi feedback</li> </ul>	df
20	29 September 2021	09.01-selesai	Penyerahan revisi seminar proposal	<ul style="list-style-type: none"> <li>Untuk instrumen yang digunakan apakah hanya kuisioner saja untuk membuktikan validitas tidaknya</li> <li>Teori yang digunakan terlalu lama, perhatikan juga cara mengutip</li> <li>Hypotesis belum ada</li> <li>Perbanyak mencari penelitian yang relevan, termasuk terkait instrumen collecting data</li> <li>ACC Proposal Skripsi</li> </ul>	df
21	04 Oktober 2021	12.44-selesai	Konsultasi pergantian judul skripsi	<ul style="list-style-type: none"> <li>Judul diubah menjadi "Assessing Difficulties Listening Comprehension in Students' Class 10th of Fatahillah Senior High School".</li> <li>Judul baru lebih oke, lebih sederhana.. dilengkapi kelas juga misal "class 11th students of (nama sekolahnya) Senior High school"</li> <li>Kirim file bab 1-3 penyesuaian isi dari judul baru</li> </ul>	df
22	21 Oktober 2021	11.47	Penyerahan skripsi bab 1-3 judul baru	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
23	23 Oktober 2021	07.45	Menanyakan revisi bab 1-3 judul baru	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
24	25 Oktober 2021	12.44-selesai	Menanyakan revisi bab 1-3 judul baru dan penyerahan revisi bab 1-3 judul baru	<ul style="list-style-type: none"> <li>Huruf depan diawal kalimat diubah ke huruf kapital</li> <li>Menanyakan kuisioner sudah jadi atau belum</li> </ul>	df
25	29 Oktober 2021	10.36-selesai	Penyerahan kuisioner dan pengembalian hasil revisi bab 1-3 judul baru	<ul style="list-style-type: none"> <li>Akan diberi feedback</li> </ul>	df
26	31 Oktober 2021	10.57	Menanyakan revisi kuisioner	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
27	02 November 2021	10.38	Menanyakan revisi kuisioner	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df
28	03 November 2021	13.04	Menanyakan revisi kuisioner	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	df

07.11.2021	07.11.2021	07.11.2021	Menanyakan revisi kuisioner dan kartu bimbingan	<ul style="list-style-type: none"> <li>Menanyakan apakah tidak masalah jika kuisionernya berjumlah 27 butir soal</li> <li>Kirim dalam bentuk format word untuk kartu bimbingan</li> </ul>	ok
30	07 November 2021	12.26-15.05	Menyerahkan kartu bimbingan untuk ltd	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	ok
31.	09 November 2021	09.23-10.45	Menanyakan perihal kartu bimbingan dan surat perizinan penelitian	<ul style="list-style-type: none"> <li>Memberikan feedback</li> <li>Di ACC untuk penelitian</li> </ul>	ok
32.	17 November 2021	16.20-selesai	Mengkonfirmasi bahwa sudah mendapatkan surat izin penelitian	<ul style="list-style-type: none"> <li>Memberikan feedback</li> </ul>	ok
33.	22 November 2021	08.05-selesai	Penyerahan skripsi bab 4 judul baru	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	ok
34.	09 Desember 2021	13.25	Memberitahukan kalau sedang mengolah data bab 4	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	ok
34.	17 Desember 2021	10.09-selesai	Menanyakan revisi bab 4	<ul style="list-style-type: none"> <li>Menambahkan grafik untuk memperoleh tabel</li> <li>Lanjut bab 5</li> </ul>	ok
35.	5 Januari 2022	15.30-selesai	Pengembalian revisi bab 4 dan penyerahan bab 5	<ul style="list-style-type: none"> <li>Lanjut turnitin</li> </ul>	ok
36.	08 Maret 2022	13.06-selesai	Memberitahu hasil turnitin sementara	<ul style="list-style-type: none"> <li>Memberikan feedback</li> </ul>	ok
37.	19 Juli 2022	10.12-selesai	Menanyakan tentang EFAT dan persyaratan sidang yang belum	<ul style="list-style-type: none"> <li>Menanyakan kompre</li> <li>Menanyakan artikel</li> </ul>	ok
38.	01 Agustus 2022	09.51-selesai	Memberitahu hasil turnitin	<ul style="list-style-type: none"> <li>Membuat surat bebas plagiarisme</li> <li>Memberikan file skripsi bab 1-5 yang sudah di turnitin dan revisi</li> </ul>	ok
39.	02 Agustus 2022	11.43-selesai	Minta tanda tangan nonton sidang dan hasil turnitin	<ul style="list-style-type: none"> <li>Mensarankan referensinya 10-15 tahun</li> </ul>	ok
40.	11 Agustus 2022	12.47-selesai	Memberikan revisi referensi	<ul style="list-style-type: none"> <li>Merevisi kembali referensi yang masih tahun 90 an</li> </ul>	ok
41.	13 Agustus 2022	08.37-selesai	Menanyakan revisian sebelumnya	<ul style="list-style-type: none"> <li>Mensarankan referensi bab 2 yang tahun 1990-an di revisi kembali</li> <li>dan menanyakan artikel jurnal</li> </ul>	ok
42.	14 Agustus 2022	10.29-selesai	Memberikan revisi referensi bab 2	<ul style="list-style-type: none"> <li>Paper Review</li> </ul>	ok
43.	15 Agustus 2022	09.27-selesai	Menanyakan revisian sebelumnya dan memberikan hasil skripsi yang udah di parafase dan di turnitin	<ul style="list-style-type: none"> <li>Sudah oke</li> <li>Besok ketemu untuk ACC dan daftar sidang kalau sudah selesai berkasnya</li> <li>Bikin surat hasil untuk turnitin</li> </ul>	ok

DITETAPKAN DI : TANGERANG SELATAN

PADA TANGGAL : 15 Agustus 2022

DOSEN

Menyetujui,

Mutiarani, M.Pd

NIDN: 0417048101

Mutiarani, M.Pd

NIDN: 0417048101

## Appendix 5

## Letter of Witnessed Thesis Defense

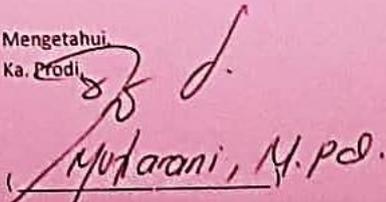

**UNIVERSITAS MUHAMMADIYAH JAKARTA**  
**FAKULTAS ILMU PENDIDIKAN**  
 Jl. KH. Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330

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**KARTU MENYAKSIKAN UJIAN SKRIPSI**

Nama : Yaumi Rahmah zobidi  
 NIM : 2017850051  
 Program Studi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	8 Februari 2022	Latifah Fachma Ramadhan.	Developing individual writing skill. Optimizing Teachers Guide Potential in Writing for Study purpose	
2	8 Februari 2022	Gitazania putri	The cooperative classroom. scaffolding EFL Learners reading literacy Through extensive reading	
3	8 Februari 2022	Muhammad Rizki Surya	EFL students perspective in listening comprehension Through movie with english subtitled	
4	9 Februari 2022	Putri Andini	TEFL For special needs students: challenges, Approaches, and support (A Case study in Pandemic era)	
5	9 Februari 2022	Hanny Kusuma wardani	Using U-Dictionary in Improving Vocabulary Learning for Lower Secondary Graders	
6	01 Agustus 2022	Mindy Astari Resti Utami	Blended scaffolding method effectiveness through whatsapp for learning and improving writing process	
7	01 Agustus 2022	Silvania Gusti Herdiana	Development of word square based practice module on the topic of writing Descriptive text	
8	01 Agustus 2022	Rafly Dwi putra	the Impact of stand up comedy on student listening comprehension	
9	01 Agustus 2022	Rana Salsabila	Utilizing youtube <del>video</del> in Enhancing students' skill of speaking	
10	02 Agustus 2022	Salsabila Rophi Khatrunnisa	Students' perceptions on how m- <del>learning</del> Learning improves students' reading comprehension.	

Mengetahui  
 Ka. Prodi  
  
 Mudarani, M.Pd.

## Appendix 6

## Research Permission Letter



Nomor : 18/F.8-UMJ/XI/2021  
 Lamp : -  
 Perihal : Permohonan Penelitian

November 2021

Kepada Yth.,  
 Bapak/ Ibu Kepala Sekolah  
**Madrasah Aliyah Fatahillah**  
 di  
 tempat

*Assalamu'alaikum wr. Wb.*  
*Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.*

Bersama ini kami sampaikan kepada Bapak/ Ibu bahwa mahasiswa/i kami, atas nama:

Nama : Yaumi Rahmah Zabidi  
 No. Pokok : 2017850051  
 Program Studi : Pend. Bahasa Inggris  
 Judul Skripsi : *Assessing Difficulties Listening Comprehension in Students' Class*  
*10th of Fatahillah Senior High School*

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi).  
 Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/ Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/ Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/ Ibu kami ucapkan terima kasih.

*Wabillahitaufiq walhidayah*

*Wassalamu'alaikum wr.wb.*

Dekan,  
  
 Dr. Iswan, M.Si

## Appendix 7 Letter Of Completion From School



### YAYASAN PENDIDIKAN DAN SOSIAL FATAHILLAH MADRASAH ALIYAH FATAHILLAH

MA. FATAHILLAH LOHBENER – INDRAMAYU

TERAKREDITASI "A" Nomor. 02.00/203/BAN-SM/XII/2018

Alamat: Jl. Raya Selatan No. 03 Lohbener – Indramayu 45252 Telp. (0234) 276359  
Website / e-mail : www.mafatahillahlohbener.sch.id / ma.fatahillah@gmail.com

#### SURAT KETERANGAN

Nomor: 020/Ma.i/S.20/26/PP.006/XII/2021

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Fatahillah Lohbener Kabupaten Indramayu, menerangkan bahwa:

Nama : Yaumi Rahmah Zabidi  
No. Pokok : 2017850051  
Program Studi : Pendidikan Bahasa Inggris

Telah melakukan penelitian atau riset dalam rangka penulisan tugas akhir (skripsi) di Madrasah Aliyah Fatahillah Lohbener Kabupaten Indramayu pada tanggal 22 November 2021, untuk keperluan penyusunan skripsi dengan judul *Assesing Difficulties Listening Comprehension in Students' Class 10<sup>th</sup> of Fatahillah Senior High School.*

Demikian surat keterangan ini kami buat dan dapat dipergunakan sebagaimana mestinya.

Lohbener, 02 November 2021  
Kepala Madrasah,  
  
RIRIA VICTORIA, S.Sos

## Appendix 8 Documentation



**This pictures are when students fill the questionnaire**



*Images the last day doing a research*

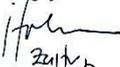
## Appendix 9 Guidance Consultant Letter after Thesis Examination

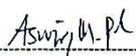
TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
20/9/2022	Revisi ok	
27/09/2022	Kemiri ok	
27/09/2022	Ace	
28/9/2022	Ace	

Nama Mahasiswa: BIMBINGAN PASCA SIDANG SKRIPSI  
 FAKULTAS ILMU PENDIDIKAN  
 UNIVERSITAS MUHAMMADIYAH JAKARTA  
 (Gedung FIP UMJ)

Jl. KH. Ahmad Dahlan Cirendeui, Ciputat Tangerang Selatan 15419 Telp: 021 7442028  
 Website: www.fipumj.ac.id | E-mail: fip@umj.ac.id

Hari, Tanggal \_\_\_\_\_

Penguji I   
 \_\_\_\_\_

Penguji II,   
 \_\_\_\_\_

## APPENDIX 10 WRITER'S CURRICULUM VITAE

Name : Yaumi Rahmah Zabidi  
 Date and Place of Birth : Jakarta, 8 January 1999  
 Address : Merpati Residence No. 31. Jl. Merpati Raya,  
 Sawah Baru, Ciputat, Tangerang Selatan,  
 Banten  
 Phone Number : 087878059806  
 Email Address : [yaumirahmah81@gmail.com](mailto:yaumirahmah81@gmail.com)

### WORK EXPERIENCE

Volunteer IT & Telecommunication Department at Asian Games 2018  
 • Volunteer  
 Internship (PLP) at MTs Muhammadiyah 1 Ciputat 2020  
 • Teacher Internship

### Organization

Member of Analog Photography UKM FISIP UMJ 2017-2018  
 General Treasurer of Foreign Language Community UMJ 2018-2019  
 Member of Journalism at Backpacker Teaching 2020-2021  
 Head of Journalism at Backpacker Teaching 2022

### Education

TK ISLAM AL-MUHAJIRIN 2005  
 SD AL-MUBARAK 2011  
 SMP ISLAM AL-FALAAH 2014  
 MA DARUL MUTTAQIEN 2017