

CHAPTER IV

FINDING AND DISCUSSION

The chapter the researcher discusses about the finding of the researcher. The finding presents about what the researcher found during the research. The researcher collected the data from interview and documentation which were discussed based on theory in the previous chapter and the research problem. The findings included the descriptive analysis of students' difficulties in listening class at third semester English department of IAIN Madura.

A. Finding

In this section, the researcher will explain finding of the students' difficulties in listening comprehension in the third semester of IAIN Madura. In this case, the researcher will discuss about the research problem in the first chapter.

To obtained the data related to the students' difficulties in listening comprehension in the third semester of IAIN Madura, the researcher used structured interview in collecting the data because it easier for the researcher to replicated as a fixed set of closed questions are used, which are easy to quantify. The researcher can not do the observation because to answer the research problem just need the interview only.

The researcher came to the field and interviewed with the third semester students directly so that the researcher got the information based on students experienced. The researcher conducted this research on 18th October 2022. The

researcher only choose ten students to do interview. Five students from A class and five students from B class.

In this case the researcher will explain the result of research, those are; the difficulties faced by the students in listening comprehension and the students ways that the students do for minimize the difficulties in listening comprehension at listening class of IAIN Madura.

1. The Difficulties Faced by the Students in Listening Comprehension at the Third Semester English Department of IAIN Madura

Generally, the difficulties in listening comprehension can be grouped into four general categories, that are characteristics of the message, the delivery, the listener and the environment.

a. Characteristics of the message

Characteristics of message is one of the difficulties in listening comprehension felt by the students. It can be unknown word that is unfamiliar for students to understand about the meaning. This is caused by the students have limited vocabulary memorization. Besides that, the topic that is unfamiliar for students made them difficult to understand about the meaning. It supported by Ismail statement: “There are words that are unfamiliar, considering I have limited vocabulary memorization. And also the topic is unfamiliar to listen, so it’s hard for me to understand the message from native speaker in listening comprehension.”¹

¹ Interview, Ismail, Student of English Learning Program on 18th October 2022.

Moh. Alif Rahman Hidayat also give a statement:

“In my opinion, the difficulty in understanding the message from native speaker is in the vocabulary. For example there is a word that has two meanings, so it’s difficult for me to determine the message that conveyed. In addition, there are also the vocabulary that unfamiliar to me because of limited vocabulary memorization.”²

Ainur Rohisul Jadid also give same statement: “There are some messages that I don’t understand because usually in English there is a word that is almost identical but actually has different words and meanings, so this makes it difficult for me to understand the message that native speaker delivered.”³

Adinda Aprilia Putri also give same statement:

“It happened on my midterm exams, in part of dictation, I was caught wrong message from native speaker between the word “would” or “could” because in dictation must write down the vocabulary quickly. Because I was so focused on what I was previously saying that “would” or “could”, finally I got a low score in midterm because of those words that are difficult for me to understand. And also there are many unknown word conveyed by native speaker so that it makes difficult for me to understand what the speaker are saying”⁴

Another interview between researcher and Azurotul Fadilah:

“There is a word that is faintly heard, so I don’t understand the meaning of the word. Sometimes it’s also a word that has the same sound but actually the word and the meaning is different. Therefore, the message that conveyed by native speakers can not be understood properly.”⁵

² Interview, Moh. Alif Rahman Hidayat, Student of English Learning Program on 18th October 2022.

³ Interview, Ainur Rohisul Jadid, Student of English Learning Program on 18th October 2022.

⁴ Interview, Adinda Aprilia Putri, Student of English Learning Program on 18th October 2022.

⁵ Interview, Azurotul Fadilah, Student of English Learning Program on 18th October 2022.

Mahesa A. R also give same statement: “Sometimes there are words that unfamiliar and not clear when I listen the audio from native speaker. This condition is really disturbs my concentration when I must understand the message of native speaker in listening comprehension.”⁶

Diah Soraya Putri also give same statement: “I don’t understand the topic because it was unfamiliar and it was the first time I heard it. So I’m having trouble to catching the message delivered by native speaker.”⁷

From some interview above shows that the major reason why the students are difficult in listening comprehension in characteristics of the message because of unknown words and unfamiliar topic. The students have difficulties in understood about the meaning because the students found unknown words when listening the audio. Related to the topic, the students felt unfamiliar about the topic because they are heard the topic for the first time. So the students difficult to understand directly about the message that conveyed by native speaker.

Different statement from Istianah: “I have difficult in grammatical structures in listening comprehension because if the text has a complex

⁶ Interview, Mahesa A R, Student of English Learning Program on 18th October 2022.

⁷ Interview, Diah Soraya Putri, Student of English Learning Program on 18th October 2022.

grammatical structures, I need more time to concentrate and understand the message.”⁸

From the interview above shows that the grammatical structure that made Istianah difficult in listening comprehension. She must be know about the structural of the text as it is required for the students to be more accurate to understand the spoken text.

b. Characteristics of the delivery

Other difficulties faced by students in listening comprehension is the delivery. There are two kind of the delivery, there are reciprocal listening and nonreciprocal listening. Nonreciprocal listening is more difficult than reciprocal listening. Reciprocal listening occur by involving two or more people as in conversation. On such occasions listeners may react, asking or asking for clarification to the person delivering the message if they feel there is don't understand. But, nonreciprocal listening, we are listen to the audio, hearing the native speaker speak, and of course the listeners can't react or asking to clarification abot the message or the meaning. It supported by Ismail statement:

“When listening to audio from native speaker, when I don't understand whether the material, the answer true or not, I can't interact directly with native speaker. Besides that, the audio repitition is also limited. Finally, I accept it as it is, even though I don't fully understand the material being heard.”⁹

⁸ Interview, Istianah, Student of English Learning Program on 18th October 2022.

⁹ Interview, Ismail, Student of English Learning Program on 18th October 2022.

Diah Soraya Putri support Ismail's statement: "When listening to native speaker through the audio I hear, I can't interact directly with the speaker. It's different when the lecturer as a speaker in the class, I can respond or ask anything directly that I don't understand."¹⁰

From the interview above shows that the students felt more difficult in nonreciprocal listening than reciprocal listening. In nonreciprocal listening, they felt difficult because they can't interacted with native speaker directly when they don't understood about the meaning.

Another interview between researcher and Azurotul Fadilah: "We don't use british accent in the class, so when delivering messages from native speakers using british accent, I have a hard time to understanding it."¹¹

Faiqur Rizqy Ikmillia also support Azurotul Fadilah's statement: "I feel difficult to understand in delivery because the accent. Accent of speaker in listening comprehension has different accent in every county. If the accent use British, the I don't understand about the words that delivered by native speaker."¹²

From the interview above shows that the students have problems with the accent of speaker. Because of the students usually used

¹⁰ Interview, Diah Soraya Putri, Student of English Learning Program on 18th October 2022.

¹¹ Interview, Azurotul Fadilah, Student of English Learning Program on 18th October 2022.

¹² Interview, Faiqur Rizqi Ikmillia, Student of English Learning Program on 18th October 2022.

American accent, so if the native speaker has a foreign accent, then the students found it difficult to understand about the meaning.

Another interview between researcher and Ainur Rohisul jadid:

“The delivery of messages from native speakers sometimes too fast, it cannot be repeated. And also because use the audio in listening comprehension, I can’t respond and interact directly with the native speaker. Different with I listen explanation from the lecturer, I can respond and interact directly.”¹³

Another interview between the researcher and Desta Hariyanti:

“Because the pronunciation of the native speaker is too fast, on the other hand I have to be fast in understanding the meaning conveyed by native speaker and it must be written in the dictation section, finally I have difficulty understanding the message that conveyed by native speaker.”¹⁴

From the interview above shows that the students having difficulties with the speaker’s speak. If the native speakers speak too fast, so the students felt confused to answered because they don’t understood the meaning caused because the pronunciation heard unclear for students.

Mahesa A R give different statement:

“I find it difficult with delivery of message about duration such as the duration of audio is up to two or three minutes, I find it difficult to concentrate and think about question and answer at the same time. Sometimes there are long audio but in the end consist of many question untill 5 question for exaample. So I difficult in duration of audio is very long. It makes me less concentration to answer all of the questions.”¹⁵

¹³ Interview, Ainur Rohisul Jadid, Student of English Learning Program on 18th October 2022.

¹⁴ Interview, Desta Hariyanti, Student of English Learning Program on 18th October 2022.

¹⁵ Interview, Mahesa A R, Student of English Learning Program on 18th October 2022

Moh. Alif Rahman Hidayat support Mahesa's statement: "When I listen to long audio, I find it difficult to concentrate. On the other hand, I have to think about the answer to the first one, on the other hand also think about the answer to the other question. So I often have trouble here."¹⁶

From the interview above shows that the students have difficulties with the duration or long the audio. If the audio have long conversation, the students needed more concentration to memorized the native speaker's speak for the first audio played until in the end of the audio played. So the students must be answered some question in the end of the audio. Because the audio is too long, so the students difficult to memorize the answered in the end.

c. Characteristics of the listener

Characteristics of the listener also can affect the students' difficulties in listening comprehension. It can be lack of motivation in learning English. If the students lack of motivation in learning English, so the students difficult to understand in listening comprehension. It supported by Mahesa statement: "I myself lack motivation in learning English, so it's difficult for me to understand the message in listening comprehension. Besides that, I have very little knowledge of English."¹⁷

¹⁶ Interview, Moh. Alif Rahman Hidayat, Student of English Learning Program on 18th October 2022

¹⁷ Interview, Mahesa A R, Student of English Learning Program on 18th October 2022.

From the interview above shows that the students have difficulties in listening comprehension because themselves. The students lack of motivation in learning English and have little knowledge about English. Automatically, the students felt difficult in listening comprehension.

Another interview between researcher with Alif: “From myself, the motivation to learn English is lacking. And also if I feel bad mood from my home and brought to class, makes I don’t really focus on listening comprehension.”¹⁸

Istianah give same statement: “When I’m in a bad mood while studying, it’s hard to concentrate on listening comprehension.”¹⁹

Ainur also give same statement: “Depend on my mood. When I’m thinking too much, I feel so bad to concentrate or focus in listening comprehension. Besides that, if I am in unhealthy condition, also affects my concentration in the class.”²⁰

Diah Soraya Putri also give Same statement: “When I am in a bad mood condition, I feel less concentration in studying, especially in listening comprehension activities.”²¹

¹⁸ Interview, Moh. Alif Rahman Hidayat, Student of English Learning Program on 18th October 2022.

¹⁹ Interview, Istianah, Student of English Learning Program on 18th October 2022.

²⁰ Interview, Ainur Rohisul Jadid, Student of English Learning Program on 18th October 2022.

²¹ Interview, Diah Soraya Putri, Student of English Learning Program on 18th October 2022.

From the interview above shows that the students having difficulties in their mood. In addition to lack of motivation, the students also difficult in listening comprehension caused by their mood. If the students in bad mood condition, it make the students difficult to concentration in listening comprehension. If the students less of their concentration, the students can't focused in listening the native speaker's speak in audio. Besides that, physical health is also affected the students in listening comprehension activities. When the student's condition so bad, so difficult for students to concentration in listening comprehension.

Another interview between researcher with Desta Hariyanti: "Even though there are repetitions sometimes up to three times but I still don't understand the material delivered by the speaker. I need more concentration to understand about the topic"²²

From the interview above shows that the student having difficulties with the concentration. The student needed more concentration to understood about the message. The student have low concentration in listening concentration while sometimes the audio repeated up to two untill three times.

Another interview with Faiqur Rizqi Ikmillia:

"Sometimes I fall asleep while listening to audio. So it's hard for me to concentrate well on listening comprehension. The many assignments from different lectures made me often stay up late night.

²² Interview, Desta Hariyanti, Student of English Learning Program on 18th October 2022.

Finally, in listening class I often sleepy. Not often, I mean sometimes.”²³

From the interview above shows that the student felt difficult in listening comprehension because sometimes the student felt sleepy in learning. So the student can't focused when the student listening to the audio.

d. Characteristics of the environment

Environment of the class also makes the students difficult in listening comprehension. It can be the media or tool that used by students in listening class is not operated properly. It makes the sound heard unclearly. It supported by Ismail statement:

“The media or tools used in the listening class to support listening activities are not very good. Considering that the class does not use earphones but uses a sound system. So the quality of listeners between those sitting in the back and in front of the class are different. Sometimes when the class is not conducive or a little crowded it can affect my listening ability in the class.”²⁴

Ainur also support Ismail statement:

“The tools or media used in the class use a sound system. Do not use earphones. So sometimes if we sit in the back, the quality of sound with the students sitting in front of class are different. And also sometimes distractions outside the classroom (noisy), it makes distrurb my concentration when listening the audio in listening activities.”²⁵

Another interview between researcher and Adinda Aprilia Putri:

“Because in the listening class, not using earphone in listening

²³ Interview, Faiqur Rizqi Ikmillia, Student of English Learning Program on 18th October 2022.

²⁴ Interview, Ismail, Student of English Learning Program on 18th October 2022.

²⁵ Interview, Ainur Rohisul Jadid, Student of English Learning Program on 18th October 2022.

comprehension activities, instead of using sound system, the sound is unclear to hear like bass voice, so I difficult to understand the native speaker saying.”²⁶

From the interview above shows that the students felt the difficulties by the environment of the class. As we know that, they are difficult in listening comprehension because the tool or media that used in listening comprehension are inadequate. They did not used the earphone because the earphone is broken. So they used sound system in listening comprehension. If the students sits at the back, the sound quality may be poor. Different with the students who sits in front of the class, the audio very clear. In the other condition, noise atmosphere also disturb the students’ concentration in listening comprehension.

2. The Ways that Students Do for Minimize the Difficulties in Listening Comprehension at The Third Semester English Department of IAIN Madura

Many ways that students do to improve their listening skill and automatically it can be minimize the students’ difficulties in Listening Comprehension. The students used English song and watching movie to improve their listening skill. It supported by Istianah statement:

“Usually I listen the English song, watching the movie to improve my listening skill. In this ways, I can enjoy with music and watching movie. Actually, listening to the music or any songs that is my hobby in my daily activities. With English song, can add many vocabulary in order to it makes me easier in listening comprehension activities. Sometimes

²⁶ Interview, Adinda Aprilia Putri, Student of English Learning Program on 18th October 2022.

I watching movie to add my vocabulary memorization, I can see the English subtitle at the bottom of the video.”²⁷

Ismail also give same statement:

“Usually I listening dialog on movies because I like watching movie and also I listening to English song to improve my listening skill. Sometimes I watching movie without subtitle to practice my listening skill. Watching movie is an interesting activity for me, I can see the actors and I can understand the meaning through their gesture. I also listening to English song everyday because I like listening song. But sometimes I need a long time to understand more about the meaning in English song because sometimes in song have figurative meaning.”²⁸

Adinda Aprilia Putri also give same statement:

“I often listening English song. I enjoy to do that because listening to song is my hobby. Almost everyday I listening to song. I feel the advantage of listening English song because I memorize many vocabulary, I sing while looking at the lyrics so I memorize many English songs. Of course it makes me minimize in listening comprehension.”²⁹

Another interview between researcher and Moh. Alif Rahman Hidayat:

“I think it can be listening English song and watching English movie. The advantage of using English song can add some vocabulary. Same with watching a movie, makes me practice my listening skill with the dialogue of speakers that have different accent. Of course it makes increase my knowledge about the accent”³⁰

²⁷ Interview, Istianah, Student of English Learning Program on 18th October 2022.

²⁸ Interview, Ismail, Student of English Learning Program on 18th October 2022.

²⁹ Interview, Adinda Aprilia Putri, Student of English Learning Program on 18th October 2022.

³⁰ Interview, Moh. Alif Rahman Hidayat, Student of English Learning Program on 18th October 2022.

Another interview between researcher and Mahesa A R: “Usually I listen to English song in my boarding home. I search the lyrics on google and sing it. It makes increase my vocabulary every time I listen the song.”³¹

Another interview between researcher and Ainur Rohisul Jadid:

“I think listening to English song, memorize more vocabulary from youtube or othes application. The most important thing for me to minimize the difficulties in listening comprehension is vocabulary memorization. If we have many vocabulary, so it is easier for me to understand the meaning fastly.”³²

Diah Soraya Putri also support Ainur’s statement:

“I think more practice listening comprehension like listening English song and memorize more vocabularies to minimize the difficulties in listening comprehension because if we have many vocabulary, easier for me to understand about the message. So I often listening to English song and memorize more vocabulary.”³³

Faiqur Rizqi Ikmillia also give same statement:

“Usually I Listening to English song, watching English movie, and memorize many vocabularies to minimize listening difficulties because in listening to English song and watching movie, can increase my vocabulary memorization in order to in listening comprehension activities, I don’t difficult to understand the message from native speaker.”³⁴

Desta Hariyanti also give the statement: “Sometimes I listening an English song as an exercises to improve my listening skill. Usually I listening to English song and write the lyrics that I know. And I match with the original

³¹ Interview, Mahesa A R, Student of English Learning Program on 18th October 2022.

³² Interview, Ainur Rohisul Jadid, Student of English Learning Program on 18th October 2022.

³³ Interview, Diah Soraya Putri, Student of English Learning Program on 18th October 2022.

³⁴ Interview, Faiqur Rizqi Ikmillia, Student of English Learning Program on 18th October 2022.

lyrics. Besides being able to increase English vocabulary, it can also train our hearing.”³⁵

Azurotul Fadilah also give same statement: “I often listening an English song to train our hearing sensitivity. Besides that, I choose listening to English song because I feel enjoy when I listening to the song such as viral song on tiktok or youtube, and also it can increase my vocabulary memorization”³⁶

From the interview above shows that the students chose listening to English song and watching movie as an exercises to improved their listening skill. Almost all of the students who have interviewed by the researcher, they chose the ways to improved their listening skill. They chose listening English song and watching movies because they felt enjoy to listened, because of their hobbies and they can do that everywhere. In listening comprehension, memorize more vocabulary is important thing for students.

B. DISCUSSION

This section presents the discussion based on the finding of the research. The researcher wants to explain and describe the students' difficulties in listening comprehension at the third semester English department of IAIN Madura.

Additionally there are some research focuses that would be discussed in this section, those are; the difficulties faced by the students in listening

³⁵ Interview, Desta Hariyanti, Student of English Learning Program on 18th October 2022.

³⁶ Interview, Azurotul Fadilah, Student of English Learning Program on 18th October 2022

comprehension at the third semester English department of IAIN Madura and the ways that students do for minimize the difficulties in listening comprehension at the third semester English department of IAIN madura.

1. The Difficulties Faced by the Students in Listening Comprehension at the Third Semester English Department of IAIN Madura

Students' difficulties in listening comprehension can be grouped into four general categories, that are characteristics of message, the delivery, the listener and the environment.³⁷ Each the categories of students' difficulties that grouped by Wilson there are some of difficulties that faced by students in listening comprehension.

a. Characteristics of the message

In listening comprehension, many students have difficulties to understanding the message from native speaker. Especially in characteristics of the message, Usually the students difficult to understand the message such as the students found unknown word, unfamiliar topic and grammatical structure.³⁸

From the point of interview with Ismail, Moh Alif Rahman Hidayat, Ainur Rohisul Jadid, Adinda Aprilia Putri, Azurotul Fadilah, Mahesa A R, and Diah Soraya Putri, they almost have the same difficulties. They felt difficult in listening comprehension because they found unknown word when listening activities. So they

³⁷ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 13.

³⁸ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 13.

felt difficult to understand the message from native speaker. New English vocabulary make the students difficult to understand about the message. Considering they have limited vocabulary memorization. The limited vocabulary owned by the students, make the students unable to understand the contents of the text.³⁹ Some of them found the word that difficult to predict of the meaning. It happened because in English many word that have same voice, but it differs both from the words and the meaning. According to Adinda Aprilia Putri, she difficult to determined between “would” or “could” that delivered by native speaker. Finally, it makes her got bad score in midterm test.

Besides that, they have difficulties about the topic. The students found unfamiliar about the topic that shared by the lecturer. It happened because the topic was new to the students, so they had difficulty in understanding the message very well. According to Diah Soraya Putri, the topic that delivered by the native speaker, it was first time she’s heard. So she difficult to determined what is the message properly.

Another difficulties in listening comprehension is a listening text containing many new lexical items and high-level grammatical structures; long sentences full of noun phrases, packed with meaning, are hard for students to process.⁴⁰ Related with Istianah’s

³⁹ Alek Andika, Alya Indah Sari, “The Analysis Of Learning Listening Difficulties Toward English Education Study Program Students At University Of Ma’arif Nahdlatul Ulama Kebumen In The Academic Year 2019/2020”, *English Education and Literature Journal* 1, no.1 (2021): 10

⁴⁰ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 28

opinion, she difficult in listening comprehension because of the grammatical structure. She must be more concentrated to understood about the message. If there is a complex grammatical structure, it's difficult by students to understand the message fastly.

b. Characteristics of delivery

In chacteristics of delivery, the students more difficult in nonreciprocal listening than reciprocal listening. Nonreciprocal listening describes a state of affairs wherein the listener has no possibility to make contributions to a talk, for example whilst watching tv or paying attention to the radio.⁴¹ Different with reciprocal listening. The students may have the oppurtunity to influence the delivery, for example through body language, facial expression, gesture, interruption or verbal interaction.⁴²

From the point of interview with Ismail and Diah Soraya Putri, they have same difficulties that their felt in listening connprehension. They feel difficult because in nonreciprocal listening, they can interact, respons, or ask anything that do not understand directly with the native speaker. Students have not the opportunity to ask the speaker to repeat or clarify the message.⁴³ Different with the lesturer as a speaker in the class, the students can interact with the lecturer directly. It is commonly called reciprocal

⁴¹ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 13

⁴² Ibid. 28

⁴³ Alek Andika, Alya Indah Sari, "The Analysis Of Lear ning Listening Difficulties Toward English Education Study Program Students At University Of Ma'arif Nahdlatul Ulama Kebumen In The Academic Year 2019/2020", *English Education and Literature Journal* 1, no.1 (2021): 10

listening. Reciprocal listening allows using restore techniques: speakers can react to looks of misunderstanding by backtracking and starting again; listeners can ask for rationalization, ask the speaker to slow down, and so on.⁴⁴

Azurotul Fadilah and Faiqur Rizqi Ikmillia have same difficulties in listening comprehension. They difficult in accent that dilvered by native speaker. The students are usually much less familiar with the range of common accents, and they sometimes have considerable problems when they hear a new accent for the first time.⁴⁵ They felt difficult when the speaker used British accent. Because majority of the lecturer in the class usually uses an American accent, so they are do not understood if the native speaker used British. Local dialects spoken by minorities will pose great problems for foreign learners when it comees to listening.⁴⁶

Rapid speech is more difficult for students than the speech rates of, say, an adult talking to a young child.⁴⁷ It's related with Ainur Rohisul Jadid and Desta Hariyanti opinion that have same difficulties in listening comprehension because of the delivery of message by native speaker is too fast. So they can difficult to understood the meaning. According to Desta Hariyanti, to answer in dictation, they must be understand fastly because the answer must be write the vocabulary that the delivered by the native speaker. If the

⁴⁴ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 13

⁴⁵ Gary Buck, *Aseasing Listening*, (UK: Cambridge University Press, 2001)

⁴⁶ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 29

⁴⁷ Ibid.

native speaker speak too fast, so she difficult to concentrate to answer in the next questions.

Mahesa A R and Moh. Alif Rahman Hidayat have same difficulties in listening comprehension. They difficult in long audio. If the audio is too long, they difficult to memorize for the first audio played untill the last of audio. The students must be more concentrated if they found long audio because in the end of the audio, not only consist of one question, but there are many question to answered by students in listening task. So it makes the student difficult in listening comprehension activities because every time they listen, they need to process language at the same time as receiving more language.⁴⁸ Listening to long texts can be tiring. Furthermore, when texts are even a little challenging to listeners, small difficulties can accrue in longer texts, until listeners lose the thread, get completely lost and just give up.⁴⁹

c. Characteristics of the listener

The listener have different ability. There is too fast to understanding the material, there is too slow to understanding the material depend on the listener. The listener feel difficult in listening comprehension because of themselves. Some students get sidetracked easily and simply lack the ability to sustain concentration. Other students have problems motivating themselves to listen.⁵⁰

⁴⁸ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 29

⁴⁹ Gary Buck, *Assessing Listening*, (UK: Cambridge University Press, 2001): 123.

⁵⁰ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 14.

From the point of interview with Mahesa A R and Moh. Alif Rahman Hidayat, they feel difficult in listening comprehension because lack of motivation in learning English. If they are lack motivation in learning English, it made them difficult in listening activities. Related with Mahesa's opinion, he has a little knowledge about English because he lack motivation in learning English.

Moh. Alif Rahman Hidayat, Ainur Rohisul Jadid, Istianah and Diah Soraya Putri have same opinion. They felt difficult in listening comprehension because of their mood. So, their enthusiasm in listening comprehension depend on mood. If they are bad mood, they difficult to focus in listening comprehension.

Different opinion with Desta Hariyanti, she feel difficult in listening comprehension because she has low concentration. She must be more concentrated to understood about the message of speaker. Although the repetition of audio up to three times, sometimes she still difficult to understood about the meaning that delivered by native speaker.

Faiqur rizqi ikmillia state that she difficult to concentrated because sometimes she felt sleepy in listening comprehension. If the listener feel sleepy, the concentration will automatically decrease. Because in listening comprehension, it requires high concentration in order to understand the material presented. If a listener feel sleepy in listening comprehension activities, it is difficult for listener to concentrate and understand the message conveyed by native speaker.

d. Characteristics of the environment

The environment is one of the causes of students' difficulties in listening comprehension. As we know that when the environment in the classroom or around the classroom has problems, both from the media or noisy classroom atmosphere, it can make it difficult for students to accept the message conveyed by the speaker properly during listening comprehension. Environmental conditions which may also have an effect on listening performance consist of the temperature of the classroom, background noise or faulty equipment which impacts the readability of a recording.⁵¹

From the point of interview with Ismail, Ainur Rohisul Jadid, and Adinda Aprilia Putri, they have same problems in media or tool that used in listening class. In listening class, do not used earphones in listening comprehension activities because the earphone is broken and can't operating properly. So they used a mini sound system to supported the learning in the classroom. So the quality of audio recordings are different between the listeners who sitting in the back and the listeners who sitting in the front. If the listeners are closer to the sound system, the quality of audio recording heard very clear. Different of the listeners who are at the back, sometimes it is difficult to understand the native speaker's speak because the audio that heard unclear. According to Adinda aprilia putri, the sound system

⁵¹ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 14.

sometimes like a buzzing sound, and it is disturb her to concentrate in listening comprehension activity.

Ismail and Ainur Rohisul Jadid also have difficulties in noisy atmosphere in the class. It can get noise from within the classroom, but Sometimes from outside of the classroom. It made them difficult to focused in listening comprehension activitty. In listening comprehension activities, the environment in the class must be quite in order to not disturb the concentration of students while listening activities.

2. The Ways that Students Do for Minimize the Difficulties in Listening Comprehension at The Third Semester English Department of IAIN Madura

Many ways to stundents to minimize their difficulties in listening comprehension, such as listening to English song or watching television or movie.

The point of interview with Ismail, Azurotul Fadilah, Faiqur Rizqi Ikmillia, Ainur Rohisul Jadid, Desta Hariyanti, Diah Soraya Putri, Istianah, Moh. Alif Rahman Hidayat, and Mahesa A R, and Adinda Aprilia Putri, they have same ways to improve their listening skill or minimize their difficulties in listening comprehension, they are practiced their listening comprehension through English song and watching movie. Songs can be enjoyable, memorable and stimulating for the students.⁵² They can enjoy with

⁵² JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 49

the song because their hobby in their daily activities. Also, songs tend to consist of some usefully predictable elements: the use of rhyme, such as, often helps the students to predict the vocabulary.⁵³

And also the movie, they can get some vocabulary and practice their listening comprehension through the dialogue in movie. The advantage of watching the movie, make the students increase their vocabulary memorization. Besides that, being able to see the speakers, their context and body language is a huge advantage for students.⁵⁴ Related to Ismail's statement, he often watched the movie without subtitle to practiced his listening skill. Watching movies is an interesting activity for him because he can see the speakers and can understand what they are conveying through their gestures. Even though he watching movie without subtitle, he can understand more or less what the speaker is saying.

Point of interview with Moh. Alif Rahman Hidayat, he practiced the listening comprehension through watching the movie. Through the movie, he can practiced his listening skill included the accent because of the actors or speakers in movie come from different country.

Based on the interview with some students, the students prefer listen to English song and watching the movie to minimize the difficulties in listening comprehension. Listening to lots of English

⁵³ JJ. Wilson, *How to Teach Listening*, (UK: Pearson Longman, 2008): 50

⁵⁴ *Ibid.* 48

songs or listening to conversation from the movie, make the students practice their listening skill in order to they don't have difficulties in listening class. In addition, listening to English song and watching movie will increase their vocabulary memorization and also watching movie can increase the knowledge of accent from each speakers or actors.