

**THE FACTORS OF STUDENTS' LISTENING DIFFICULTIES OF THE
ELEVENTH GRADE STUDENTS OF 6 SENIOR HIGH SCHOOL DEPOK ON
THE SECOND SEMESTER IN 2019/2020 ACADEMIC YEAR**

A PAPER

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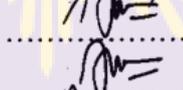
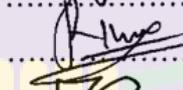
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ABSTRACT**Syifa Nadhira : 1601055036**

“The Factors of Students’ Listening Difficulties of the Eleventh Grade Students of 6 Senior High School Depok on the Second Semester in 2019/2020 Academic Year” mini thesis. Jakarta: The Study Program of English Education, The School of Teacher and Training, The University of Muhammadiyah Prof. Dr. Hamka, 2020.

The research is aimed to know the students’ difficulties in listening and to explore the factors of students’ listening difficulties. The writer uses mixed method in this research. The writer used quantitative approach because the writer used numeric data of the questionnaire about students’ difficulties in listening skill and used the qualitative approach because the writer used the phenomenology data to explore the factors of students’ difficulties in listening skill. The writer uses purposive sampling technique with the minimum sample is 30%, so the participants of the research are 100 students from social classes to fill the questionnaire and 8 students to be interviewed. The findings of the research show that there are difficulties in listening skills faced by students, which include unfamiliar words, rate of speech, unfamiliar accent, unclear pronunciation, recording quality, and inadequate facility. While the factors of those difficulties are background knowledge, lack of practices and environment noise.

Keyword: *Listening, Difficulties, Factors.*

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CHAPTER I

INTRODUCTION

This chapter presents some brief information about the research. The points are the background of the research, the focus of the research, the questions of the research, the objectives of the research, and the significances of the research.

A. The Background of the Research

Indonesian people need to learn English as English has become an international language to communicate with people in countries, such as UK, USA, Canada, Australia, New Zealand, South Africa, *etc.*

Learners should master four skills in English: reading, writing, listening, and speaking (Husain, 2015). Those skills must be taught in varied ways by the teachers.

Listening skill is one of the most important skills in second language acquisition but frequently forgotten by teachers in schools. Gilakjani & Sabouri (2016) found many teachers only focus on writing, reading and mastering vocabulary while teaching listening for learners who come from non-English language countries isn't as easy as people think. Learners often face difficulties during learning listening skill. Gilakjani & Sabouri (2016) mentioned the difficulties that might be faced by students, including cultural differences, unfamiliar words, *etc.* Thus, listening has been a big concern to be a topic of some researches. It is proven by a number of studies which have investigated listening difficulties: problems faced by students (Ahmadi, Seyedeh, 2016; Hamouda, 2013), a cognitive perspective on listening problems (Gilakjani &

Sabouri, 2016), the importance of listening and the strategies of teaching listening skill (Renandya & Farrell, 2016).

Research by Hamouda (2013) had the same topic as the writer's. From his observation, he noticed that a lot of students in the English Department of Qassim University have severe problems in listening comprehension. He found that students show an inadequate capability in listening course. They couldn't comprehend what native speaker said, spoken material of the course, and didn't pay full attention to the activity. The result of the study has proved that there are some difficulties in listening in a foreign language.

It is similar to the writer's experience when studied in 6 Senior High School. The writer and friends mostly face some difficulties in listening since they rarely improve their listening skill in school or at home. The writer's feeling should be confirmed by the new batch students in 6 Senior High School whether the problem still exists or not. From doing preliminary research at 6 Senior High School Depok. The students often face many difficulties in learning listening skill, such as inability to recognize the words, unfamiliarity with the terms, and feeling bored of the teacher's way in teaching, so they couldn't focus their mind on the course. Below is the detail of the preliminary research:

Table 1.1 Preliminary Data

<i>Respondents</i>	<i>Questions for the Students</i>	
	Have you ever learnt listening skill in English subject?	Do you feel difficult in listening skill?
<i>Students 1</i>	Yes	Yes
<i>Students 2</i>	Yes	Yes

Table 1.1 above showed us that students ever learnt about listening skill in English subject and they feel difficult in it. Therefore, the writer intends to develop research to explore the factors of students' listening difficulties.

B. The focus of the Research

The writer intends to explore the listening difficulties of the eleventh-grade students at 6 Senior High School Depok and the factors of those listening difficulties.

C. The Questions of the Research

Based on the background of the research and the focus of the research, the writer formulates the problem in the following questions:

1. What are the difficulties of listening faced by students?
2. What are the factors of listening difficulties faced by students?

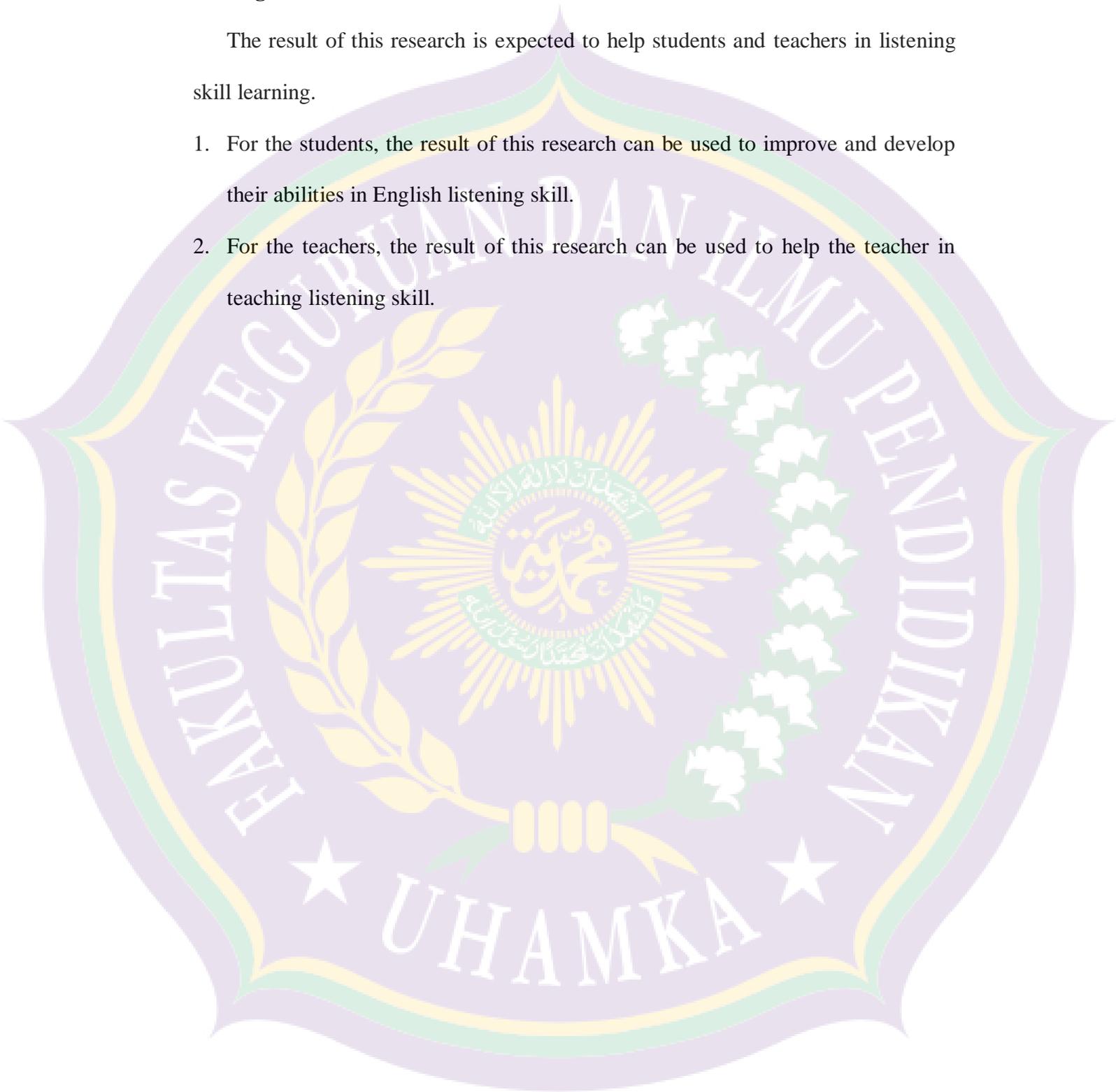
D. The Objectives of the Research

According to the background above, the research is aimed to know the students' difficulties in listening and to explore the factors of students' listening difficulties.

E. The Significances of the Research

The result of this research is expected to help students and teachers in listening skill learning.

1. For the students, the result of this research can be used to improve and develop their abilities in English listening skill.
2. For the teachers, the result of this research can be used to help the teacher in teaching listening skill.



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