

## DESCRIPTIVE STUDY OF FOURTH SEMESTER STUDENTS' LISTENING COMPREHENSION PROBLEMS IN ACADEMIC YEARS 2020/2021

**Muhammad Adi, Nasrullah, Elsa Rosalina**

*Universitas Lambung Mangkurat*

[muhammadadi.x@gmail.com](mailto:muhammadadi.x@gmail.com)

### Abstract

Listening comprehension is essential in the learning process, especially for EFL students. However, the students still tend to have problems in listening comprehension that hinder their learning performance. Additionally, the students in the recent semester are studying from home with different situations and equipment than in the listening class. Furthermore, this research pointed to identify the fourth-semester students' listening comprehension problems and the factor causing them in the academic year 2020/2021. This research used the descriptive qualitative method. The participant selected using purposive sampling. The participants are fourth-semester students consist of six students. The researcher collected data from questionnaires and interviews. The data were about the students' problem in listening comprehension and the factor causing it. Based on the result of this study, the students had four major problems in learning listening. The primary problem is unfamiliar words that the students encountered which slowed the students to think about the meaning of those words and missed the next part of the speech. They are also troubled with their memory because they may easily forget about the word that they just listened mainly in long-spoken text. The other problem is related to the rate of delivery, where the students are hard to keep up with the speaker if it is too fast. A variety of accents also troubled the students to understand the spoken text because they are not used to another accent than American. The main reason why the students have these problems are because of their lack of practice outside the listening class that makes them lack vocabulary, anxiety, and nervousness while doing the listening task that makes that hard to think and lose focus. Lastly poor-quality recording and noisy surrounding that disturb their listening concentration.

**Keywords:** Listening, Problems, Causes, Comprehension

### INTRODUCTION

Listening as one of four skills in the English language has a significant role in the succession of communication. Because by listening, we can respond to other people in a conversation. The learner should first learn to understand the spoken language they hear before learn to speak. According to Ahmadi (2016), understanding actual language situations to comprehend the main point is essential. If the learners want to improve their ability to communicate with native speakers, they should first learn what native speakers tell. Therefore, not only as a receptive language skill, listening is very important as a tool needed for the development of oral language skills. Listening is one of the most significant English capabilities, we learn by listening to our environments, remembering, and ultimately attempting to imitate the information that has been managed with our brainpower. This declaration was following Gilakjani and Sabouri (2016) who declared that listening is receiving information as well as creating a meaning process that is negotiable throughout participation sympathy, and empathy.

Rost (2001) stated that listening presents a significant role in students' foreign language learning development because it provides language input. The students who have good listening comprehension will be easy to get the information, knowledge, and idea from the sources they heard. Since it needs more concentration and attention to understand the material, listening was considered the most challenging language skill in some circumstances of the language classroom

for students because of the complicated process in that many things occur inside the learners' mind.

According to the previous research about listening comprehension problems at the university level such as from Hamouda (2013), Abidin (2013), and Maresta (2016), the students still tend to have problems in listening comprehension. If they have difficulty in the listening process, it will make their listening competence is low. Depending on how the students know and solve their difficulties in listening, it can be a solution to improve their listening competence in the learning process.

There are three listening levels in English Department at Lambung Mangkurat University. It starts from Listening I in the second semester, followed by Listening II in the third semester and Listening III in the fourth semester. Each course can be interpreted as Beginner, Intermediate, and Advance learning.

In the previous study, most of the participants were early semester students from the 1st semester or 2nd semester. Furthermore, the researcher is interested in knowing the 4th-semester students' problems in listening comprehension because they have been through Listening I, II, and III, which covering sound recognition and discrimination as well as stresses and intonation and their meanings and more difficult material in advanced learning, as this research need students' experience with proper listening activity to make the data more valid. Another reason is since the fourth-semester students are beginning to learn more difficult listening materials, by finding out their problems as soon as possible, the researcher believes it can greatly help them to solve the problem and prepare for more difficult listening material such as TOEFL or TOEIC which is very important in academically and future carrier. Additionally, the COVID-19 pandemic makes the learning process conducted from home, this different learning process might affect the students learning performance especially in listening comprehension where the students used to have the listening task in the classroom.

In addition, not only identifying the problems, but the researcher also trying to know the factors that cause the problems in listening comprehension. By knowing the factors of the problems hopefully, it can give more insight about the problems in listening comprehension and be able to prevent the same problems to occur in the next batch of students.

Therefore, by considering the above description, the investigation on fourth-semester students' problems and the factors in listening comprehension will give a beneficial contribution to the development of students' learning process.

### **Research Questions**

According to the statement above, the research questions are:

1. What are the problems of the fourth semester students in listening comprehension?
2. What are the sources that causing the students' problems in listening comprehension?

### **Objective of the Study**

The study was conducted for discovering listening comprehension problems and the causes faced by the fourth semesters students of English Language Education at Lambung Mangkurat University in the academic year of 2020/2021.

### **Scopes of the Study**

The scopes of the study in this research are:

1. This study focused on the fourth semester students' problems in listening comprehension.
2. This study focused on factors that causing the problems in listening comprehension.
3. The subject of the research limited to the fourth semester students of English Department at Lambung Mangkurat University of Academic Year 2020/2021.

## **METHOD**

### **Approach and Type of Research**

This research is descriptive qualitative research, frequently referred to as a study that investigates the quality of relationships, activities, situations, or materials, according to Fraenkel and Wallen (2012). In gathering the data, the researcher applied qualitative research to analyze the students' problems in listening comprehension. This research intends to describe the students' problems and the factors that cause them.

### **Research Participant**

The participant of this research was selected by using a purposive sampling technique. The researcher has purposively chosen only six students as the participant because of the limited time the researcher has. The participants were fourth-semester students of the English Language Department from Lambung Mangkurat University.

The reason why the fourth-semester students were chosen are:

1. The fourth-semester students already passed the Listening I, II, and ongoing with Listening III at the time the researcher collected the data, which means they have been taught with a proper listening activity.
2. The fourth semester is the perfect time to help the students in overcoming the problems which may help them for many English courses they will learn in the future.

### **Instrument**

#### ***Questionnaire***

The questionnaire was used to get detailed information about the difficulties that students faced in listening activity. The questionnaire design is based on the review of literature and adaptation from Hamouda (2013). This research questionnaire is closed-ended questions. The questionnaire aimed to get data about the problem related to listening material, linguistic features, listener, speaker, psychological characteristic, and physical setting. The questionnaire data would be supporting data in this research.

#### ***Interview***

The interview was used to verify and clarify the respondent's answer related to the research question. It is also used as a source to gather more information to strengthen the data. The structured interview was used to make the discussion focus on the main topic. The interview concern on what are the students listening comprehension problems and the factors that causing the students' problems in listening comprehension. In obtaining the data, the researcher utilized a smartphone as the tape recorder to help the researcher documenting the contents of the interviews. The records were then transcribed to text word to get analyzed.

### **Data Collection Procedure**

This research was collected data from the questionnaire and interview. The questionnaire was given out through google doc, after that the researcher explained the questionnaire's point and how to answer it, then waiting for the students to answer and submit it. To obtain further information and to confirm the result of the previous instrument, the researcher interviewed the students. The interviews were recorded with a smartphone and transcribed into text.

### **Trustworthiness of the Study**

In qualitative research, data can be categorized as good data if the data are valid. To get the validity of the data, the researcher used triangulation. The triangulation technique used is methodological triangulation because the questionnaire and the interview was used on the same

participant just as stated by Cohen (2000). Therefore, the result of triangulation can proving the data to be credible.

### **Data Analysis**

After the data was collected from the questionnaire and interview, the researcher analyzed it by using descriptive qualitative analysis. Miles and Huberman (1994:4) advise three processes of activities in analyzing the data, data reduction, data display, and data drawing or verification.

#### ***Data Reduction***

Reducing data includes selecting, focusing, simplifying, abstracting, and transforming the interview, questionnaire, and documentation information. This refers to making interview transcripts. Then field notes in questionnaire and documentation. After that, the researcher reduced the data not relevant to the research and organized the data.

#### ***Data Display***

In the data display, the researcher organizing the data that had been reduced in the previous stage. The researcher compressed the information to get the conclusion drawing and action. The aim of data display is to understand what is happening and do something-either analyze further or take action based on that understanding.

#### ***Conclusion Drawing***

The conclusion was made based on the interpretations by data reduction and data display. A conclusion was drawn which related to the research question. The results of the research answered the problem questioned.

## **FINDINGS AND DISCUSSION**

In this section, the researcher showcased the questionnaire and interview results conducted to the six students that was held in 21st May 2021.

### **Students' Listening Comprehension Problems**

#### **1) Unfamiliar word**

The first question is about the unfamiliar word that may hinder the learner's listening comprehension. This kind of word rarely comes up in a sentence, or the word is not well known unless on a particular topic. The result showed that all of the respondents have answered the unfamiliar word interfered with their listening comprehension.. This also supported based on student's answer on the interview as about what is their problems in listening comprehension as below:

*"... I also hear unfamiliar word that it's hard for me to know what they talking about".*  
KA (May 21st, 2021).

This result means that vocabulary is a significant obstacle to most students in listening comprehension. This unfamiliar word problem also the results from a lack of practice outside the class, making the students lack vocabulary.

#### **2) Unfamiliar topic**

When the students do not know the topic, they have very little or no knowledge of the subject, which may become challenging to understand the text fully. Most of the respondents say yes to this problem with unfamiliar topics.. The questionnaire result is also supported by the students' answer on the interview as below:

*"When the topic is unfamiliar for me, then most of the time the word that used is also unfamiliar".* SAL (May 21st,2021).

When the students feel unfamiliar with the topics, most of the time the word that used in the text might be unfamiliar as well, as the result, the students having problem to fully understand the text.

### 3) Grammatical structures

The third question is about the complex grammatical structures that interfered with the learner's listening comprehension. Grammatical structure in the English language is simply the arrangement of words, phrases, and clauses in sentences. Half of the students have answered that complex grammatical structures interfered with their listening comprehension. This is relevant to the student's answer on the interview as below

*"The complexity of grammatical structures indeed affects my listening comprehension, I usually need more time than usual to comprehend or to understand a listening task"* RTA (May 21st, 2021).

This result points out that complex grammatical structures caused much trouble to the students. The students need to know more about the structural component of the text as it is needed for the learner to become more accurate in understanding the spoken text.

### 4) Long spoken text

Less than half of the respondent say that they have problems with long spoken text. The students explained that long conversation may make them forgot the information as below

*"I kind of have some difficulties depending on the assignment, ... on the last session it gives long conversation I kind of forgot it easily."* SAL, (May 21st, 2021)

*"I also have problems with longer text especially when one long conversation text with several question on it"* KA (May 21st, 2021)

Even though only two of the students have this problem, but long spoken text can be considered as problems because it may bore the students and can distract the students' concentration. Furthermore, as the students said on the interview, they might forget the material easily because they need to keep more information of the spoken text.

### 5) Reduced form

Reduced forms mostly presented in authentic material. It is considered as one of the problems for EFL learner because it might give a confusion with connected speech due to the rate of delivery by authentic material. But based on the questionnaire result, only one of the respondents have problem with reduced form. This mean that most of the students already used to listen reduced form and understand the meaning.

### 6) Nervous

When it comes to learning performance, nervousness may become disruptive as emotional problems. Most of the students responded that they feel nervous when they do not understand the spoken text. It is also explained by the students' as below

*"Not only nervous, but also anxious. It feels like I do not know what happen and I have no idea what I'm going to do"*. RTA (May 21st, 2021)

*"When I'm nervous all of the knowledge I have like suddenly jump out of my brain, and it makes me hard to stay focus"*. SAL (May 21st, 2021)

Nervous while doing listening task might have an effect on the students' concentration. As what the students said on the interview, they become hard to stay focus, and hard to think. Mostly this anxiety because of the students do not understand the spoken text, or when they are doing an exam, if they can't keep the word, they become worried they couldn't answer the question.

#### 7) Uninterested material

Uninterested material has relationship with the students' motivation. If the students interested to some material or topic, they become easily understand the text. But the finding here shows that only two of the six students has this problem. Furthermore, there are no additional explanation from the participant about it. Based on this, most of the students seems have no problem to understand the spoken text that not interested.

#### 8) Predicting what would come next

Predicting what would come next can greatly help the students in answering the question. This also means the students have high understanding toward the content of the spoken text. But based on the questionnaire result, more than half of the respondents say yes to this problem. It shows that most of the students still find it difficult to predict what would come next.

#### 9) Recognize the word

The word in written text might have different pronunciation especially on different accent. The questionnaire result shows that less than half of the respondent say yes to this. The response of the students regarding to this problem in the interview as below

*"Back again with the accent and speed that the speaker use, sometimes it just so different with the written text"*. SAL (May 21st, 2021).

As according to the students' statement that more likely have problems to the rate of delivery and variety of accent. But with the less than half of the students' response say yes means that most of them have no problem in recognizing the word even though it has different pronunciation.

#### 10) Memory

The ability to keep information is very important to fully understand the spoken text. On the questionnaire result, is shows that most of the students say yes regarding to problems to quickly remember the word or phrases that they just heard. This also supported by the respondent explanation as below

*"...I struggle a lot keeping the information that I got in my mind. As the result I need to listen more than one time"* RTA (May 21st, 2021).

This means that most of the students have problems with their ability to memorize word or phrase that they just listen. The students need to practice more in remembering the word or phrase. Remembering few of the key word can greatly help the students to understand the spoken text that they listen to.

#### 11) Problem with why or how question

Only several students say yes with in this problem. This show that this problem is not significant for the respondent, although there are some of the students still have this problem.

#### 12) Problem with unrepeated recording material

Most of the respondent answered with yes on having difficult to understand the recorded material if its unrepeated. The respondent also explains as below

*"I am such a forgetful person, so it always happens when the recorded material is unable to repeat"* SAL (May 21st, 2021).

#### 13) Speed of delivery

Speakers speak too fast is one of the problems that intervene with the students' comprehension in listening. Most of the students answered yes. They point out that when the speaker speaks too

fast, it is challenging to keep up and understand what the speaker said. The respondent explain it as below

*“... I also have a problem when the speaker speaks too fast, and on longer conversation there is too much information that sometimes I could forget about it”* EODS (May 21st, 2021).

*“...when the speaker speaks too fast, I can't really hear the key word”* KA (May 21st, 2021).

#### 14) Variety of accents

Almost all of the respondent has this problem. This indicates that many students felt difficult to understand spoken text because of variety accent of the speaker that they are not used to. Most of them felt confused with British Accent because of the pronunciation and intonation are quite different.

*“Accents make everything different from the written text”* RTA (May 21st, 2021).

*“Sometimes, accents do me confuse especially British”* SAL (May 21st, 2021).

#### 15) Noises around listening task

Noise around listening test may interfere the students listening comprehension. Most of the students said that it's hard to concentrate with noises around.

*“I am a person who can't do study when the atmosphere is noisy”* SAL (May 21st, 2021).

This most likely because the students are studying at home, it's not the same with studying in the campus where it has class that specifically for listening task.

#### 16) Problem with poor quality recording

All of the respondent said yes to this problem with poor quality recording. Poor quality recording will make the sounds of the speaker not clear and make the students lose their concentration. The students also mention it on the interview as below

*“If the audio is broken or unclear it will make difficult for me since I got no meaning at all I can't understand what they talking about”* MA (May 21st, 2021).

*“... also, it's about the audio if the audio is not clear I can't understand anything about what they said on that listening conversation”* E (May 21st, 2021).

*“My problem is with the recorder sometimes it is too loud the sound is bouncy I can't really hear the recorder”* KA (May 21st, 2021).

#### 17) Problem with poor equipment

Most of the respondent say yes to this problem. This is because unclear sound may be the result of poor-quality equipment. This means that not only poor quality of the recording but also the equipment also become a huge trouble for the students. Because even though the recording in a good quality, but the equipment is in poor condition, it may result problem to the students in listening task.

### **Factors Causing Students' Listening Comprehension Problem**

#### 1) Internal Factor

Internal factor that causing students listening comprehension problem are related to the students' concentration, just as Student A said as below

*“I think because less concentration can also distract my listening comprehension it makes me confused and having difficult time in listening”* E (May 21st, 2021).

Another factor that researcher found is the students' anxiety that based on the interview, nervous making them lost their focus and hard to think.

*“Not only nervous, but also anxious. It feels like I do not know what happen and I have no idea what I’m going to do”* RTA (May 21st, 2021)

*“When I’m nervous all of the knowledge I have like suddenly jump out of my brain, and it makes me hard to stay focus”* SAL (May 21st, 2021)

As for the motivation, there are no specific explanation from the students, instead in the interview they felt that listening course is exciting.

*“It’s exciting because of the way we learn that we just only listen and answering the question”* KA (May 21st, 2021)

*“... I kind of forgot it easily but as long as I can answer it well, I find it exciting”* SAL (May 21st, 2021)

## 2) External Factor

### a. Listening Material

The listening materials became one of the main sources of listening comprehension problems because most of the students have problem with unfamiliar word, unfamiliar topic, grammatical structures. The detailed explanation as follow below

*“I think it’s because of my lack vocabulary it’s hard for me to understand unfamiliar word”* KA (May 21st, 2021).

*“I think the main reason I got the problem is because the lack of knowledge vocabularies in English”* RTA (May 21st, 2021).

Their limited vocabulary is the result of lack of practice, mostly the students doing learning listening comprehension only on the listening class.

*“I think it’s because I barely study if there is no assignment”* SAL (May 21st, 2021).

*“I think it’s because I’m not used to listening English word in my daily activity”* E (May 21st, 2021).

### b. Speaker

The students having problems in listening comprehension because of the accent used by the speaker.

*“If the accent that I’m not so familiar with like British accent it is kind of make me confused”* SAL (May 21st, 2021).

Most of them telling that the British accent is hard to understand because of the different pronunciation with American accent that they are used to hear.

### c. Physical Setting

The physical setting deal with the condition or situation where the listening task performed. When the students learning in the class, most of the time there is no problem with noise, but since they are learning from home for the past year, they troubled with noise from surrounding and also the internet connection that is not stable that may make their virtual class become lagged may disturb their listening comprehension. The recording quality also matter as the cause of the students listening comprehension problem because if the recorder is unclear it will make the students having difficulties in understanding the word they listen to.

*“If the audio is broken or unclear it will make difficult for me since I got no meaning at all I can’t understand what they talking about. Another problem is when there is noisy sound around me it”* MA (May 21st, 2021).

*“My problem is with the recorder sometimes it is too loud the sound is bouncy I can’t really hear the recorder”* KA (May 21st, 2021).



## **Research Discussion**

Based on the findings above, this research revealed the fourth semester students' listening comprehension problem and the factor causing the problem. This part presents the connection between the findings with the theory that has been mentioned before in chapter two. Those main topics are explained below.

### **Students' Listening Comprehension Problems**

#### **1) Problems related to listening material**

The problem with unfamiliar words has been found on all of the respondent answer. This means that the students have problem of limited vocabulary. Since they do not know the meaning of the word they listen, they can't do listening comprehension well just as the theory by Underwood (1989).

Unfamiliar topic also become one of the students' listening problems because most of the respondent have this problem. This mean the student understanding is based on their background knowledge and experience. And when the material's topic is not familiar for them, they are having problem in understanding and answering the question.

As half of the respondent say that they have problem with complex grammatical structures, this point out that complex grammatical structures are also a problem that hinder the students' listening comprehension. Not only it is hard to understand, it also takes time for students that not used to it in comprehending the meaning of the text.

Long spoken text is one of the students' problems even though in the finding only two of the respondents has this problem. This long-spoken text is a problem because not only it gives a lot of information to remember, the students also need to give extra concentration so they can keep up the material till it end.

#### **2) Problems related to linguistic features**

Reduced forms problem may not be significant since there is only a person answered with yes. This result is reasonable since the respondent are students that has been through advance listening that make them already used to reduced form, but there is still a small chance that some students face this problem.

#### **3) Problems related to psychological characteristics**

Most of the respondents have problems with anxiety. The students may panic when they fail to understand the spoken text, and their critical thinking becomes dull when they are anxious. If the students felt uncomfortable, their ability to listen is significantly reduced this in line with Hamouda's (2013) statement.

#### **4) Problems related to listener**

Interesting material is important when it comes to learning listening since it helps in motivate the students and also helping them in understanding material easier. Hamouda (2013) elaborated that students will less likely paid to listening if they are bored or frustrated. Hamouda continues to explain that topic and lack of motivation is reason of the poor stimulation in learning. But in the finding, there are only some of the students have this problem. This mean that uninterested material is not really matter for them, but still there is a small chance that students may have difficulties in answering the question if the material is not interesting.

According to the finding, some students still have problem in recognizing the word. The students felt that they were not able to recognize it because lack of pronunciation ability and also sometime the speaker is using another accent than what they used to hear. This phenomenon is just as Bloomfield et al. (2010) and Walker (2014) expressed that pronunciation of words that are different from their appearance in the text is one of the severe listening comprehension problems.

The fact that the spoken language varies in the form of the written language makes oral speech create difficulties for students. of what they just hear in listening is very important thing. When they forget what they listen, they need to wait for the repetition and they will spend too much time focusing on the text that they forgot.

Another students' listening comprehension problem is with unrepeated recording material. It is because the listening process will be easier to complete if it gets repeated. But in listening comprehension test there only once to listen one question. This shows that the students still depend on the repetition to fully understand the spoken text that they listen to.

#### 5) Problems related to speaker

The next problem based on the finding is the rate of delivery. Most of the students having this problem point out that it is difficult for them to understand what is being said when speakers speak too fast. Even if the words are familiar to them, they might not keep up with the pace. When native speakers speak too fast, they sometimes hear all the words as a single unit. At this point, the problems with delivery rate related to the students' unfamiliarity in listening to native speakers.

Another students' comprehension problem with the speaker is the accent. The students felt confused when they listened to British English because the pronunciation and intonation are quite different. This result shows that the students had to learn the English language and the variation of it.

#### 6) Problems related to physical setting

The noise of surroundings is also one of the students' problems in listening comprehension. Since it may distract their concentration and make them miss some words of what they listen to, Hamouda (2013) explains that noises around may distract the students no matter how hard they try to focus, they will now have a good result in listening.

Poor quality recording and equipment also became most of the students' problems. The students said that poor-quality recording come from unclear and bouncy sounds. They also stated that poor quality equipment also the problem that hinder their listening comprehension. This is because of poor equipment such as poor headset may produce poor voice or sound as well.

### **Factors Causing Students' Listening Comprehension Problem**

In relation to the listening comprehension problem, Yagang (1994), Brown (2004) and Hamouda (2013) stated that the source of students' listening problem are coming from the internal and external. This means that the listeners itself and the learning environment can give the effect in listening comprehension.

#### 1) Internal Factor

According to the findings, internal factors that causing the students' listening comprehension problems are concentration, anxiety and motivation. As explained before, the concentration can distract the students listening activity and make them confused and having difficult time in listening.

Another internal factor causing the listening comprehension problem is anxiety. It makes them lose focus and become hard to think. are making the students difficult to think and understanding the listening text. Most of the student that interviewed also stating that concentration and anxiety is

In motivation case, there are only two of the participants say so in the questionnaire, additionally in the interview, they didn't give any further explanation about it. It can be assumed that the motivation factor is not one of the main causes the students listening comprehension problem, this is also supported by the other participants that say listening course actually is exciting because of the learning process is simple that they only need to listen and answer the

questions. But despite of their excitement with the listening course, the students are still lacking of practice outside the class, making them lacking of vocabulary and difficult to deal with new words and topics.

## 2) External Factor

The external factors that causing the listening comprehension problems are listening materials, speaker and physical setting. The listening material become the factor causing the problems is because the researcher found that most of the students having problems with unfamiliar word, unfamiliar topic and grammatical structures, this is in line with Hamouda (2013) who stated that material itself may be the main source of listening comprehension problems.

The speaker also become the source of the problems as well. The students having problems with accent. They felt confused with British English and American English because the pronunciation and intonation are quite different. The students' problem with rate of delivery also become the reason why the speaker considered as the source of the problem. As explained before the students struggling in keeping up with the speaker pace if the speaker talks too fast.

Lastly, recorder quality become an important factor that causing the problem in listening comprehension. This is because most of the students having problem in understanding the spoken text when the recording is unclear or the sound is bouncy. They also having problem when there is noisy sound surround the listening activity.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

In conclusion, this research shows that there are listening comprehension problems encountered by students of English Education Department academic year 2020/2021, Based on the result of this study, the students had five major problems in learning listening. First problem is the students are encounter unfamiliar words which caused them to stop and think about the meaning of those words and missed the next part of the speech. They also get troubled with their memory because they may easily forget about the word that they just listened especially on long spoken text. The other problems are related to the rate of delivery and variety of accent where the students are hardly to keep up with the speaker if it is too fast and if the speaker using other accent than what the students are used to.

The main reason why the students have these problems is because of their lack of practice outside the listening class, anxiety and nervous while doing the listening task, poor-quality recording and noisy surrounding that disturb their listening concentration.

### Suggestions

Implying the above conclusions, the advice that researcher give is the students should increase their vocabularies by read and listen more English text outside the class. The students also need to control their concentration and anxiety to stay focus on listening task. Furthermore, the students should learn more about listening' micro and macro skill that may be useful as their learning target. As for the lecturer it is highly recommended to make sure that every listening task is clear without any poor-quality recorder since it helps the students a lot in listening comprehension. For the future studies, the present study needs to be carried out with large participant because the sample size was too small to generalize an overall conclusion applying to all fourth semester students of English Language Department Lambung Mangkurat University.

## REFERENCES

Abidin, M. J. Z. (2013). *English Listening Comprehension Problems of Students from China Learning English in Malaysia*. University Sains Malaysia. 13, 1-12.

- Ahmadi, M. S. (2016). The Importance of Listening Comprehension in Language Learning. *International Journal of Research in English Education*. 1(1), 7-9.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bloomfield, A. (2010). *What Makes Listening Difficult? Factors Affecting Second Language Listening Comprehension*. College Park: MD, University of Maryland Center for Advanced Study of Language.
- Brown, H., Douglas. (2004). *Language Assessment: Principle and Classroom Practice*. New York: Pearson Education.
- Cohen, L., & Manion, L. (2000). *Research Methods in Education*. Routledge. Fifth Edition.
- Denzin, N. (2006). *Sociological Methods: A Sourcebook*. Aldine Transaction.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9, 123-133.
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*. 2(2), 113-155.
- Maresta, M. (2016). *An Investigation of Listening Comprehension Problems Encountered by the 4th Semester of English Students at Sriwijaya University*. Sriwijaya University, Palembang.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis an Expanded Sourcebook*. Thousand Oaks, CA Sage Publications.
- Rost, M. (2001). *Teaching and Researching Listening*. London, UK: Longman.
- Underwood, M. (1989). *Teaching Listening*. New York: Longman.
- Walker, N. (2014). Listening: The Most Difficult Skill to Teach. *Encuentro*, 23,167-175.
- Yagang, F. (1994) Listening: Problems and Solutions.