

**AN ANALYSIS OF STUDENTS' DIFFICULTIES
IN LEARNING LISTENING**

(A Study at SMAN 11 Banda Aceh)

THESIS



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AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM - BANDA ACEH

2018 M / 1439 H

THESIS

Submitted to Tarbiyah and Teacher Training Faculty
Ar-Raniry State Islamic University Darussalam-Banda Aceh
In partial fulfillment of the requirement for Bachelor Degree (S1)
On Teacher Education

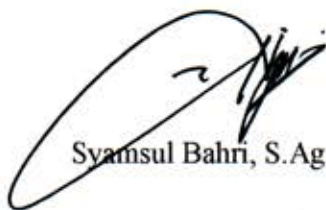
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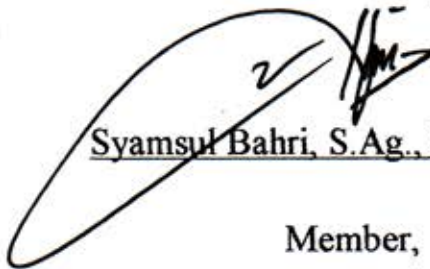
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Examiners for Working Paper and has been accepted in Partial
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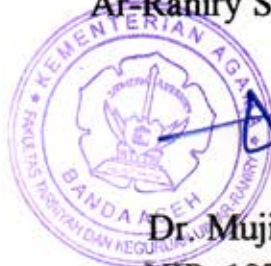
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ABSTRACT

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Listening (A Study at SMAN 11 Banda Aceh)
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Keywords : Students' Difficulties, Learning Listening

Listening has been one of neglected skills in language teaching and learning among high school learners in Banda Aceh. There were many various causes that many students complained during the comprehending stage of the listening texts. This study was aimed find out the difficulties that mostly faced by students in learning listening at SMAN 11 Banda Aceh. Using simple random sampling, Ten XI-grade students out of 188 students and one English teacher were selected as the respondents. They were interviewed to collect the data for this qualitative study, later interview result was analysed based on thematic analysis procedures. Interview was done by asking five prepared questions and additional questions were also asked to clarify the answers given. Based on the result of this study, the students of SMAN 11 Banda Aceh had four major problems in learning listening. Respondents admitted that listening was frequently neglected in their school, it was only taught twice or three times in one semester. Also, the unavailability of adequate facilities in the school added their adversity. Two more problems faced by students in SMAN 11 Banda Aceh were limited vocabulary and paralinguistic issues. Students sometimes encounter unfamiliar words which caused them to stop and think about the meaning of those words and they missed the next part of the speech. In the same way, paralinguistic features such as the accent, noise, rate of delivery, pronunciation, and intonation caused students difficulties while doing listening exercises.

ACKNOWLEDGEMENT



First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to accomplish this thesis entitled “**An Analysis of Students’ Difficulties in Learning Listening (A Study at SMAN 11 Banda Aceh)**”. Greeting and praying are also presented to Prophet Muhammad *shallallahu ‘alaihiwasallam* who has struggled whole-heartedly to delivered the truth to human being and guide his *ummah* to the right path.

I would like to thank my research supervisors, Syamsul Bahri, S.Ag., MA., TESOL and Azizah, M. Pd without their assistance and dedicated involvement in every step throughout the process this research would have never been accomplished. I would like to thank them very much for their support and understanding over this semester. In addition, I would like to acknowledge my academic supervisor Syarifah Dahliana Ph.D and all lecturers of English language education department who have patiently taught me. As well is my grateful to Cut Putri Hafsah, the English teacher of the school where I conducted the research, for her cooperation.

None of this could have happened without my family. My husband, Fahrul Azmi, who offered his encouragement every single day, despite my own limited devotion to correspondence. He has been kind and supportive to me over the last several years.

My son, Muhammad Rohan Alfurqani, who distracted me when I was writing this thesis I never get mad on you, your little distribution was an entertainment for me when I was at the edge of giving up.

To my parents, it would be an understatement to say that, as a family, we have experienced some ups and downs in the past four years. Every time I was ready to quit, you did not let me and I am forever grateful. This thesis stands as a testament to your unconditional love and encouragement.

Though only my name that appears on the cover of this thesis, I have many people to thank for listening to and, at times, having to tolerate me over the past four years. I cannot begin to express my gratitude and appreciation for their friendship. Bella, Liza, Tari, Yuyun and Hera have been unwavering in their personal and professional support during the time I spent at the University. For many memorable evenings out and in, I must thank everyone above and many other kind persons who helped me that I could not mention one by one.

Finally, I hope this thesis could give valuable and useful information for the reader. I sincerely appreciate all critics and suggestions and will accept all of it.

Banda Aceh, February 10th 2018

The writer

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CHAPTER I

INTRODUCTION

This chapter covers the background of study, research question, the aim of study, significant of study both theoretically and practically. The content is also included the terminology for key words, population and sample, technique of data collection, as well as the data analysis.

A. Background of Study

Teacher is one of many factors influence the successful of teaching-learning process. Teachers or lecturers play the most important role in teaching-learning process; they can lead meaningful English learning classroom activities if they are able to overcome or minimize the problem faced by their students. Especially in the English language teaching, teachers' main duty is to direct their students in mastering the macro language skills such as listening, speaking, reading, and writing.

Learning all the skills in English is important including learning listening. But the fact that is found is that listening often gets a small portion of learning compared to other skills such as grammar learning. High school students are good in solving grammar-base test but they find themselves confused in solving listening questions.

According to Vandergrift (1999), listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the

utterance within the socio-cultural context. Listening skills are anything but easy to master. For many EFL learners, listening is the thing they feel most frustrated with. On the one hand, they cannot control the speed of speech and they tend to have difficulties decoding sounds that do not exist in their mother tongue. Reduced English sounds (lazy speech) or contractions are two examples. On the other hand, even when they hear sounds correctly, usually they have interpretation problems due to a lack of vocabulary. English slang or colloquial language increases the difficulty of interpretation. For EFL learners in Banda Aceh, there is another problem. Since listening does not receive as much attention as reading and writing, students always recognize a word by sight instead of by sound. They may have no interpretation problem when they look at the target word; however, when they are asked to decipher the word through sound, problems emerge.

The writer is desired to conduct a listening-related research after directly observed teaching learning process in SMA 11 Banda Aceh. She found that ineffective teaching-learning process occurred in which only a small portion of listening parts were taught to students. The teachers mostly teach the other skills excluding listening. They said that listening is the most difficult part for students in learning English.

SMA 11 Banda Aceh is one of high schools that has those problems mentioned. This school will be the research place based on the considerations that it has a problem in teaching listening and it has easy access for the writer to get research permit. Another consideration is the school is located in Lueng Bata which is considered as a developed area of Banda Aceh city. Most of schools in

Banda Aceh have better facilities than schools in rural areas. However, this high school has the small portion of teaching listening.

In spite of its importance, listening has long been neglected skill in foreign language acquisition, research, teaching and assessment. There has been few researches on the listening problems that foreign language learners experience in learning to listen to a spoken English in the classrooms. The result of a research entitled *An Investigation of Listening Comprehension Problems Encountered by Students in the EL Listening Classroom* shown that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL learners (Hamouda, 2013)

Similarly, Ahsaniah (2012) conducted the research at MAN Negara in Bali. Her result of research reported that the students were lack of vocabulary, so they had difficulty to understand the recording in listening section. The result of the research shown that students' difficulties in learning listening at the eleventh grade of MAN academic year 2011/2012 are the students had difficulty to discriminate voiced and voiceless and minimal pair sounds in phoneme discrimination test, they were also lack of vocabulary. Thus, they had difficulty to understand short dialogue by answering multiple choice items. The students did not understand the grammar that used in the text and they had common mistakes in spelling in filling in the blank question.

From this reality, the writer assumed that it is urgent to investigate the reasons of listening being the most difficult part for students in order to find out its solution. Therefore, a research under the title “**An Analysis of Students’ Difficulties in Learning Listening (A Study at SMAN 11 Banda Aceh)**” will be conducted. The writer aims to examine the difficulties faced by students in learning listening. The writer used descriptive-qualitative research, conducted an interview to obtain significant information regarding this research process.

B. Research Question

Based on the background and the problem of study above, the research question in this thesis is: What are the difficulties faced by students in learning listening at SMAN 11 Banda Aceh?

C. Aims of Study

This research is aimed to find out the difficulties that mostly faced by students in learning listening at SMAN 11 Banda Aceh.

D. Significance of Study

1. Theoretically

The study will enrich the information about the problems commonly happen in teaching and learning, especially in learning listening for foreign language learner.

2. Practically

- a. Understanding students' learning difficulties may enable EFL teacher to help students develop an effective learning strategies and ultimately will improve their English listening abilities.
- b. It will be useful for students; to inform students what is the problem they usually faced in listening.
- c. The result of this study may also be useful for those who are interested in this field.

E. Terminology

There are some terms that are necessary to give further explanations in order that make the readers do not confuse about concept definition in this study, those the terms are as follows:

1. Listening

Listening is the process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. Listening comprehension activities typically address a number of listening functions, including general topic recognition, the emotional tone. The process begins with comprehension of main ideas, understanding and recall of details (Richards & Schmidt, 2010).

It is different from hearing, which is the physiological process of the ear absorbing sound waves and transferring them along neural path-ways to parts of the brain. Hearing is necessary for listening, but listening is much more than processing sound.

2. Difficulties

According to Cambridge Dictionary (2003), difficulty means the fact of not being easy to do or understand. Difficulty is also defined as any learning or emotional problem that affects, or substantially affects, a person's ability to learn.

F. Population and Sample

The population is domain of generalization consisted of objects or subjects which have certain quantity and characteristic decided by the researcher to be observed in order can be concluded then, Sugiyono (1999) as cited in Hikmat (2011). The population of this study was comprised of all students of class XI IPA. The number of them was 188 which were grouped into eight classes.

Sample is the representative of the population (Ghony & Almanshur, 2009). The samples of this research were chosen by using simple random sampling. Therefore, ten students of class XI was chosen to be the interviewed. Their English teacher will also be interviewed for additional information that might be the obstacles in teaching listening.

G. Technique of Data Collection

In collecting the data, the writer used interview to collect the appropriate data for this study. Interviews can be defined as a qualitative research technique which involves “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation” (Boyce & Neale, 2006, P. 3).

The writer uses semi-structured interview to gather information from the respondents. Semi-structured interview contains components of both, structured and unstructured interviews. In semi-structured interview researcher prepares a set of questions to be answered by all interviewees, however, additional questions might be asked during interviews to clarify and/or further expand certain issues.

CHAPTER II

THEORITICAL REVIEW

This chapter presents a review of the related literature which involve the following main topics: Definition of listening, listening comprehension and its significance. It is also contained the ways to teach listening and the potential problems that might encounter in learning listening in the school.

A. Definition of Listening

Listening has been defined by many researchers. Chastain (1971) defined listening as the ability to understand native speech at normal speed. Morley (2001) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. According to Postovsky (1975), listening differs in meaning from sound discrimination to aural comprehension. Goss (1982) defined listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated.

Listening understands the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy.

It is the process of receiving, making meaning from, and answering to spoken and/or nonverbal messages. Listening helps students to understand the world around them and is one of the necessary elements in creating successful communication.

B. Definition of Listening Comprehension

The term “listening comprehension” has been defined by different authors. According to Brown and Yule (1983), listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it. Dirven and Oakeshott-Taylor (1984) defined listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception.

Furthermore, Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. In short, listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

1. The Significance of Listening

Listening plays an important role in second-language instruction for several reasons (Rost, 2002). Listening is the first language mode that students acquire. It provides the foundation of all aspects of language and cognitive development, and it plays a life-long role in the processes of the communication. A study by Wilt (1950), found that people listen 45% of the time they spend communicating, speak 30% of communication time, read 16% and 9% is writing.

Students are not being taught to listen. In school, they are taught speaking, reading, and writing skill, but, in general, there are few courses devoted to listening. Moreover, most students are so busy talking or thinking about what they are going to say next that they miss out many wonderful opportunities to learn about new things, ideas, and people.

2. Teaching Listening Comprehension

For language teachers the main problem is either not to know what to do with the listening skills or absolute obedience to the course book they have selected. If they cannot adopt, edit or change listening activities for their learner, the listening skill becomes the main anxiety source for them and instead of supporting the learners with a kind of comprehensible input it may become the reason for learners' discouragement.

Underwood (1989), divides the listening comprehension exercises into different purposes based on activities in listening comprehension, these are:

1) Listening and making no response

These exercises may also be called no-response exercises and they are used to enrich the learners' listening comprehension skills as much as possible.

2) Listening and making short responses

These exercises are applied using the short responses of learners whose levels are elementary or not enough for full communication. The exercises which can be performed during the listening course may be true/ false exercises. These exercises help the learners to make the connection between speaking and listening and link the two skills by both listening and responding.

3) Listening and making long responses

In these types of exercises, learners are expected to relate to the general sense of a whole sequence of utterances. Predictions; students are asked to guess the meaning or to guess what is going to happen next, filling gaps; this exercise may be done by filling the gaps in a dialogue or text during the listening activity, summarizing; learners are asked to summarize what they have understood from the listening.

4) Listening as a basis for study and discussion

The exercise type in this activity is problem-solving, where the students discuss the listening activity individually or in groups. The text is short and students are given the chance to listen two or more times to be able to discuss the problem mentioned in the listening text.

C. Potential Difficulties in Learning Listening

The writer is aimed to find out the potential difficulties in listening and minimize the problems in order to increase listening comprehension rate by creating positive atmosphere. There are several problems which may appear during or before listening.

1. Cultural Differences

Being unfamiliar of cultural knowledge of language plays a great role understanding the context. The marriage between language and culture is indivisible (Brown, 1994). The topic may contain completely different cultural matter than the students have. In this case students may have difficulties to imagine what has been told. Here the instructors should give prior knowledge about the topic beforehand. For instance, if the listening part is about Easter Day and it is not common in the area that language is being taught students cannot catch some points.

Munro and Derwing (1999) claimed that too many genres of accented speech would result in a significant reduction in comprehension. Usually ESL/EFL listeners are used to “their teacher’s accent or to the standard variety of British or American English”. In this case teachers have to familiarize the students both British and American accent. It is an endless debate that what is the Standard English? Some says the British English is the standard. But English is spoken all over the world by Indian, Australian, Chinese, Turkish, and so on. In my opinion the best one is the one you can communicate

2. Quality of Recorded Material

Even we are living 21st century which is that age of technology still there are some classrooms do not have computer, smart board, multimedia systems and so on. The quality of sound system also affects understanding of listening. Low quality of recorded material could be caused by noises, or unclear pronunciations.

Based on the study conducted by Hamouda (2013) stated that the majority of the students think the difficulties they encountered in listening comprehension were due to the bad recording quality / poor- quality tapes or disks. For example, the cassette might be recorded while there were noises around or the cassette is used for such a long time so the quality was worn out. Unclear sounds resulting from poor-quality equipment could also interfere with the listener’s comprehension.

3. Unfamiliar Vocabulary

Butt (2010) reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message. Listening passages with known words are easier for learners to understand, even if the theme is unknown to them. Knowing the meaning of the words might arouse students learning interest and lead to a positive effect in listening ability. Another problem is here that many words have more than one meaning and if they are used their less common usage students get confused.

4. Length and Speed of the Listening

The level of students plays a great role when listening long parts and keeping all the information in the mind. It is not easy for the lower level student to listen more than three minutes long listening then completing the desired activities. Short listening texts facilitate listening comprehension and diminish boredom, keep learners' concentration (Atkins et al 1995). If the text contains a lot of information, it is not easy to store everything in mind, exceptional listening ability and strategy required to understand (Carroll, 1977).

Another reason makes listening text difficult is the speed. If the speakers speak faster than normal listener may have difficulties to catch target words. Underwood states that on the contrary of reading comprehension the listener cannot control speed of the speaker and this cause the greatest difficulty with listening comprehension (Underwood, 1989).

It is clear for most language learners and teachers that a slower speech speed would facilitate beginner learners' listening comprehension. Blau (1990) concluded that lessen the input speed is one of the effective technics that helps comprehension for second language learners.

5. Physical Conditions

Not only the difficulties come from the message, the listener or the speaker but also come from the environment surrounding the students. According to Bloomfield et al (2011), noise or distortion in the audio signal interferes with listening comprehension for listeners.

Sometimes inconvenience of classrooms affects students listening comprehension. In the large classrooms students who are sitting on the back rows may not hear the recording as students sit in front. Students who prefer to stay next to the windows also affected by the noise that come from outside. As a teacher we have to take into account all this conditions in a body.

The size of the classroom also makes difficult for teacher to manage the all class in group activity or to get feedback from students. The temperature of class can be counted as a factor that makes listening comprehension difficult.

6. Problems Pertaining to Noise

Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension. Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. With the noise coming from corridors and other classes some students experience difficulty in listening to

the teachers' voices. Because of the noise in classroom and the poorly preparation of lab, students cannot be concentrated on listening to the recording material. If the listening task is carried out with noises around, it is for sure they will not have a good result in listening. First, they are distracted by the noise no matter how hard they try to focus on the task. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. This interrupts the students from hearing and focusing on the task (Hamouda, 2013).

7. Lack of Concentration

Students' motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.

According to Yagang (1993), the listening comprehension process is also a relatively complex psychological process. In psychology, it is stated that when a person feels nervous or anxious he or she may not be concentrated. When one felt uncomfortable, his or her ability to listen is greatly reduced.

Boredom and frustration are other barriers to listening comprehension. Boredom and frustration may affect the extent to which attention is paid to listening. This occurs as a result of poor stimulation caused by disinterest in the topic, lack of motivation, failure in the part of the teacher to present meaningful material in a stimulating manner, or presenting the lecture in a monotone instigating sleep.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the research design, the population, sampling and sample, data collecting method and instrument, and the last is the way in analyzing the obtained data.

A. Research Design

Research design is concerned with how the design is implemented and how the research is carried out. There are many types of research design could be implemented in conducting a study. The research design used in this research is descriptive qualitative research, and Hadi (1994) stated that in here just describing the situation or condition the object/phenomenon without a view to take some conclusions generally. Prasetyo and Jannah (2008) stated that descriptive research is conducted to give detail image about phenomenon. Suryabrata (2008) stated the aim of descriptive research is to make systematical description, factual, and accurate about fact and the characteristic of population.

Based on the definition and descriptions above the writer conducted descriptive research to know the phenomenon and fact of the students' difficulties in learning listening skill with collect and accumulate the basic data in description way. It means to make description about the difficulties of learning listening at senior high school. So, this research is emphasized on trying to find out the students' difficulties in learning listening.

B. Population and Sample

1. Population

Prasetyo and Jannah (2008) stated that population is all of phenomenon that would like to research. It is a complete collection from a kind of elements but could be differences because their characteristics. Sugiono (2012) added that population is the generalization of region that consists of: object/subject that have quality and characteristics those set by the researcher to study and then make it in conclusion. So, in this research, the population is the eleventh-grade senior high school students of SMA 11 Banda Aceh. The total number of them was 188 which were grouped into eight classes.

2. Sample

When determining sample size for qualitative studies, it is important to remember that there are no hard and fast rules. There are no rules for sample size in qualitative research. It depends on what the researcher wants to know, the purpose of the study and practical factors. A qualitative study with 40 informants is a relatively large study. Generally qualitative studies have at least 10 informants (Hardon, 2001).

For ethnography, Morse (1994) suggests approximately 30-50 participants. For grounded theory, Morse (1994) has suggested 30-50 interviews, while Creswell (1998) suggests only 20-30. For phenomenological studies, Creswell (1998) recommends five to 25 and Morse (1994) suggests at least six respondents.

There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may be best determined by the time allotted, resources available, and study objectives (Patton, 2000). Therefore, based on Creswell and Morse recommendation for phenomenological studies, this study has ten students and one English teacher as the respondents.

In this research the writer used simple random sampling. The reason of using this technique because the population is all eleventh-grade students grouped into eight classes, and each class has different amount of member. So, in order to make the sample becomes representative, the writer randomly takes from each class. The step of taking sample is by using lottery. The writer writes all the students' name on pieces of paper. Then she selects ten pieces of paper with student name written on them. So, there are ten selected students and one English teacher who teach the eleventh-grade students as the respondents.

3. Research Instrument

In order to collect data, the researcher should be able to access the data that needs to be collected for the study. Data can be gathered from a number of sources including written documents, records, workplaces, the Internet, surveys or interviews. Interview is used as the instrument for data collection in this study.

Interview is a systematic way of talking and listening to people and another way to collect data from individuals through conversations. Cohen, Manion and Morrison (2000) defined the interviews as the ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to a given situation. It is their expression from their point of view.

There are many types of interviews, which include: structured interviews, semi-structured interviews, and unstructured interviews (Kajornboon, 2005). The writer of this study tends to use semi-structure interview in collecting data. Semi-structured interviews are non-standardized and are frequently used in qualitative analysis. The researcher has a list of key questions to be covered. There are 5 key questions are asked to the respondents but in this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked. As additional point, record the entire interview is used to document the contents of the interaction. Then transcribe the text word for word and the transcribed text then becomes the data that are analyzed.

4. Brief description of research location

1. The school

The research location of this study is SMA Negeri 11 Banda Aceh. It is one among many high schools in Banda Aceh. It situated at jln. Paya Umeet, Desa Blang Cut. Established on July 11th 2003, this high school has been led by several principals. Currently, Dra. Nuriati, M.Pd is the principal of SMA 11 Banda Aceh.

SMAN 11 Banda Aceh has comfortable conditions and environment as a place of education. It has adequate classrooms for the implementation of the teaching learning process. There are twenty-two classrooms. They were divided into seven classrooms for the first-grade students, eight classrooms for the second-grade students and seven classrooms for the third-grade students. This school is also equipped with computer lab, language lab, science laboratories, library and other facilities that might support learning process.

2. The teachers

Another great point of this high school is its adequate educators and other employees that support the success of the learning process. The educators teach based on in their respective field of study. The following table shows more detail about them.

Table 3.1 Teachers of SMA 11 Banda Aceh

Teacher and Employees	Education Background	Total		Total	Ket
		M	F		
Permanent Teachers	Magister		8	50	
	Bachelor	8	34		
Non-Permanent Teachers	Bachelor	1	7	8	
Permanent Employees	Junior High School	1		5	
	Senior High School	1			
	Bachelor	1	2		
Non-Permanent Employees	Elementary		1	7	
	Junior High School	2			
	Senior High School		1		
	Diploma		1		
	Bachelor		2		
Total		14	56	70	

Source: The administration office of SMA Negeri 11 Banda Aceh

3. The students

Based on the data collected on October 2017, the total number of students of SMA 11 Banda Aceh is 582 students. They were consisted of 291 male students and 291 female students. They are divided into twenty-two classes for all grades. The distribution of the students in each class is provided as in the following table:

Table 3.2 Students of SMAN 11 Banda Aceh

Grade	Class Frecuency	Total Students		Total
		Male	Female	
X	7	118	80	198
XI	8	92	96	188
XII	7	81	115	196
Total	22	291	291	582

Source: Administration office of SMA Negeri 11 Banda Aceh

4. The Curriculum

SMA 11 Banda Aceh applied curriculum 2013 system. This curriculum applied scientific approach. Scientific approach consists of five steps for all subjects; observing, questioning, associating, experimenting and the last is networking. Learning hour started from 7:45 AM to 14:00 PM. English subject taught twice a week and the allocated time was 2x45 minutes for regular class (*umum*) and 3x45 minutes for specialization class (*peminatan*) per-meeting. All classes in each grade use *Bahasa Inggris* textbook provided by ministry of education and culture, and sometimes the teachers also use the other English textbooks and internet sources.

E. Procedure of Data analysis

The data obtained from interview will be analyzed through qualitative data analysis. Thematic content analysis is applied in analyzing the data. It aims to find common patterns across a data set. The writer adopted steps in analyzing qualitative interview proposed by Cohen, Manion, & Morrison (2000).

1. Transcribing the tape recording

After collecting data, the writer needs to re-listen to audio and read transcripts a few times

2. Coding (labeling) the whole transcribed text

Manually, the writer codes interesting features of the data in a systematic fashion across the entire data set.

3. Seeking for and naming the themes

This is the active process. The writer finds the themes and describes the themes in a way that captures the essence of the theme

4. Reviewing themes to make sure they fit the data.

Those ‘candidate themes’ have to be reviewed. They are candidates because some may not have enough data to support them, or the writer wants to merge or separate themes or even remove certain themes

5. The write-up (creating a coherent narrative)

The analytic narrative is provided as the report of the interview findings

CHAPTER IV

RESULT AND DISCUSSION

This chapter covers the research findings and discussion. The first part will cover about interview analysis and the second part will explain about the problem and difficulties faced by students in learning listening.

A. Interview analysis

In collecting the data, the writer interviewed eleven respondents consisted of six female students, four male students and one English teacher.

Table 4.1: Respondents Initials and interview date

No	Initials	Sex	Status	Interview Date
1	WM	Male	Student	November 29 th , 2017
2	CFPU	Female	Student	November 29 th , 2017
3	ARO	Male	Student	November 29 th , 2017
4	FA	Male	Student	November 29 th , 2017
5	TFM	Male	Student	November 29 th , 2017
6	DW	Female	Student	November 29 th , 2017
7	DNM	Female	Student	November 29 th , 2017
8	PN	Female	Student	November 29 th , 2017
9	SA	Female	Student	November 29 th , 2017
10	FS	Female	Student	November 29 th , 2017
11	CPH	Female	Teacher	December 2 nd , 2017

After interviewing all the respondents, the writer drawn main themes based on their answers. The detail of the themes analyzed was as the following:

1. Perceptions toward learning listening

Nine out of ten students interviewed said that learning listening is hard because the words used are unfamiliar. The words that used in listening recordings are hard to remember. They admitted that they have limited vocabularies. The changing form of verbs also contributed in the lack of students' ability to complete the listening task. AR said that:

“For me learning listening is hard because I don’t have many vocabularies. I don’t understand the verb form changing from V1 to V2 or V3. I have no idea about that. When I listened to the recording, I know what speaker said but I don’t understand the meaning and don’t know how to write it”.

Other students such CFPU said, “I feel a little bit difficult to learn listening because the writing of English words is different from the pronunciation. Plus, there are some vocabularies that have similar-sounding pronunciations. Because of that, for me listening is difficult.

For SA, learning listening became difficult because of her first language. “For me listening is hard to understand because daily I do not speak English and I have limited vocabulary. I do not understand complicated words”.

On the other hand, FA declared that learning listening is easy. In his opinion, listening became easy to understand for him because he regularly listens to English songs. He memorized most of the songs he listened. That was the way he enriched his vocabulary.

“Listening is not very hard for me. I like west songs and listen them often. I can memorize lot of English song for example the songs from Bryans Adam. I got lot of new words there. When I listen to listening audio, I am familiar with the words and I understand”. If I practice more and more daily, listening seems easy to learn. The main key is practice.

2. Problems in Learning Listening

There are four main problems that cause the students’ distress in learning listening in SMA 11 Banda Aceh, they are;

a) Limited learning time

Among ten interviewed students, they gave different answer when they were questioned about the time spent in learning listening. the majority, eight of them said that they were not taught listening often. Based on their acknowledgement, listening skill in SMA 11 Banda Aceh was taught twice or three times for the first semester. One of the students, TFM said:

“We learn listening rarely. This semester we only learn it twice. Most of the time the teacher taught us about various texts such as recounts text, narrative text, and so on. We were also trained on grammar rules such as past tense and etc. Listening did not receive much time in English lesson”.

Student with initial ARO added that, “Learning listening is almost never in a month. We regularly learn listening monthly when we were in the first grade but when we are in the second grade we learn it rarely. I do not know what is happened”.

While DW explained, “Almost never we learn listening in a month. Teacher focused on teaching reading and speaking. Listening is explained theoretically with seldom practices”.

Other two students, WM and SA explained that they learned listening once a month. They learned it in the classroom by listening to the classmates speaking or teacher explanation. WM said, “I learned listening in the classroom when listening to conversation or dialog but I rarely learned listening in multimedia room”,

While SA explained,

“The process of learning listening is available in our school but its frequency is rare. Almost every meeting, teacher commanded the students to make a short dialog and speak in front of the classroom while the rest of the class members listened to the classmates speaking. I personally assumed that this was part of learning listening. Teacher corrected the wrong pronunciations students made while practicing dialog.

Mrs. CPH as the English teacher explained that she taught listening to the students by practicing in the classroom. She read a short text and asked students to writes the words they listened. At the end, she explained complicated words to the

students and their correct pronunciation. She also took the students to the multimedia room to learn listening deeply sometimes.

“I inserted listening learning in most of the English material I taught. I asked some students to speak in front of the class while other students paid attention to them. If I took them to multimedia, I played the audio and they listened carefully. After listening to the audio, I explained difficult words to them so they could understand.”

b) Supporting Facilities in the school

Although SMA 11 Banda Aceh has multimedia room for listening learning, the facilities such speakers, computers and headphones are not adequate. The sound produced by in the loudspeakers is low quality and noisy. Lot of headphones is not well-function and not enough for all students. Sometimes, teachers brought personal listening equipment to the classroom.

“Facilities for learning listening in this school is very inadequate. Loudspeaker is not working properly. Screens and projectors are often damaged. The colors produced by the projector are sometimes yellow and made the eyes sore. Sometimes Mrs. CPH brings her own equipment when she wanted to teach listening. The equipment she owns is very limited”, Said DW

DNM added,

“The facilities for learning listening are available but inadequate. The computers are not well-function; the color of projector screen is sometime yellow or purple. The available facilities are not enough for all the students. Most of the time clashing schedule is happened. We want to use multimedia room but the other class is using it.

c) Limited vocabulary mastery

All of interviewed students claimed that they are lack in vocabulary mastery. There are so many vocabularies that they do not understand. According to their confession, this is because they rarely practice. Almost all of the time English taught in schools tended to be limited to theory and rarely practiced. When they saw the written words, they are familiar with those words. They do not know how the words are pronounced, so they got confused when listening to audio.

DW said, “The vocabularies I listened on listening audio are hard to remember. The sentences pronouncing sound complicated and long. While FS said, “My vocabularies are often reversed so they make hard for me to analyze them”. PN added “The vocabularies used in listening audio are too high.

Additionally, Mrs. CPH explicated students only learn English in the school and do not practice it in daily communications. They rarely practice English because they communicate daily using the national language and local languages. “Students rarely practice listening and that caused their lack in vocabulary mastery.

d) Paralinguistic features

Paralinguistic is an aspect of communication that did not involve words. Tone and pitch of voice are examples of paralinguistic features. The way the voice is used as well as the way people use their bodies while communicating sends powerful, yet subtle messages to people.

RN and the other students cannot grasp what the speakers said because of the unclear pronunciation. Most of the time, the words spoken sounded the same in their ears.

“When I learn listening I don’t understand what speakers said. I am not familiar with English and the speaking man in the audio did not speak clear. In my ear, I hear as if he was talking while gargling”, Said RN.

SA added,

“I cannot distinguish the pronunciation of "apartment" and "department" for example. Both words sound the same. I am confused, I heard the word “apartment” but the real word pronouncing is “department”. Another annoying thing in listening audio is the speaker speaks fast as if he was chasing but a horrible ghost. That drove me crazy”.

For FS, un-conducive learning environment also contribute to the difficulty of learning listening. “If my classmates are making commotion while learning listening, I could not catch what the speakers said”

Clear pronunciation is essential to understanding spoken English. The other contributing factors include the speaker talking quickly and background noise or un-conducive environment. They were not able to control how quick the speaker delivered a particular message. As opposed to with the noise, the speed at which the speakers spoke made them focus more on the listening exercise, and concentrate on trying to understand the meaning of the listening activities.

B. Discussion

The main purpose of this study was to find out the problems that students faced in learning listening skill. After analyzing the interview result, the writer found that students did not receive much time to learn listening skill. Medelsonsohn (1994) explains that listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. This statement was in contrast to the results found by the writer.

In SMA Negeri 11 Banda Aceh learning listening had the smallest time portion compare to other skills. Students only spent around six hours to learn listening from the total forty hours of English lesson each semester. Teaching listening comprehension has long been somewhat neglected and poorly taught aspect of English in this high school. Even so, the teacher could not be completely blamed. Teachers were unable to teach listening effectively because the available facilities are insufficient.

The unavailability of adequate facilities contributed as one of the reasons that students of SMAN 11 Banda Aceh faced hardship in learning listening. Based on the respondents' confessions, the facilities that support learning listening process were available but inadequate and not enough for all students. The available computers did not function well even some of them were totally broken. The screen of the projector sometime turns to purple or yellow which makes

students feel annoyed and not willing to pay attention to it. Loudspeaker system also did not function well. The output sound produced was unclear.

Another problem was the limited vocabulary that students had. The speaker in listening audio spoke the words the students did not know. Students sometimes encountered unfamiliar words which caused them to stop and think about the meaning of those words and thus cause them to miss the next part of the speech and the following part of the activity. This pause interrupted the flow of speech and thus the students missed some essential information. This tendency of seizing to listen and concentrate on word by word then decided on its meaning impaired comprehension (Underwood, 1989). Underwood also added that failure to recognize words can also stem out of students' inability to segment the word out of connected speech. Accordingly, it was important to say that students needed to know the vocabulary used in an audio material in order to have a better comprehension of it. A student who is familiar with the vocabulary used in a listening exercise will have a better performance and consequently better results in the activity than one whose knowledge of the vocabulary is limited.

In the same way, Paralinguistic features such as the accent, noise, rate of delivery (speed), pronunciation, and intonation caused students difficulties while doing listening exercises. The variety of accents caused difficulties to students in listening comprehension since they did not have much exposure to different accents. Students experienced this kind of problem because they had gotten used to the accent of their own teachers and they were usually surprised and dismayed when they find they had difficulty in understanding someone else's.

Noise is another environmental barrier to comprehension. Interior as well as exterior class noise is an obstacle to comprehension. Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.

Hayati (2010) reported in the study she conducted that her subjects unanimously rated speed of delivery as one of the greatest obstacle to understand listening. Faster speech rates, whether computer-manipulated or naturally produced, tended to have a negative impact on the comprehension of listeners. When the speaker spoke at a rapid speed, it was difficult for them to comprehend what was being said, even if the words spoken were the ones they had familiar with. Moreover, unclear pronunciation of some speakers was also considered as a source of listening problem. Many students thought that unclear pronunciation caused much difficulty for them in understanding their English listening lesson.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will be filled with the conclusion of the study accomplished and the suggestions suggested by the writer.

A. Conclusions

After doing a research in SMAN 11 Banda Aceh, there were some conclusions that can be concluded. Conducting this study enabled the writer to deduce that there are four factors caused students difficulties in learning and doing listening exercises. The first problem is limited time given to learn listening skill. They studied listening only twice or three times in one semester that why they did not have many opportunities to explore listening skill more. The second problem is unavailability of adequate facilities contributed to students' difficulties in learning listening.

The third factor was the students have limited vocabulary in doing listening exercises. They were not able to understand some listening exercises because they did not know some key words. Listening passages with known words was easier for learners to understand, even if the theme was unfamiliar to them. Knowing the meaning of the words might arouse students learning interest and lead to a positive effect in listening ability. In addition, words have more than one meaning which got the students confused.

The last factor was paralinguistic features such as the accent, noise, rate of delivery, pronunciation, and intonation. Students were not familiar with various English accents. Most of time, the speakers in audio recording spoke with fast speed. The students had difficulties to catch target words. Students could not control the speed of the speaker and this caused the greatest difficulty with listening comprehension. Equally, background noise added the problem for students to listen to the key words.

B. Suggestions

After conducting this study, the writer realized there were some issues that could be suggested in improving listening learning. First, School should provide good facilities for language learning. Hopefully, adequate facilities will improve the quality of listening practice.

Second, students needed to practice regularly and enriched their vocabulary mastery. One of the ways that students could do is by looking up unfamiliar word on the dictionary. Dictionary leads students to gain good amount of words with their meanings every day. In this way, leveraging technology was one of the best things to do. Students could either use computer or mobile phone by downloading dictionary.

Equally important, students should learn the different accents in English and words' intonation. The best way to improve intonation is simply by listening carefully to a recorded conversation (YouTube is a good place to start).

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-8713/UN.08/FTK/KP.07.6/10/2017

TENTANG

**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Syamsul Bahri, M. TESOL Sebagai Pembimbing Pertama
2. Azizah, M.Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Raihan Maulida
NIM : 231222652
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Students' Difficulties in Learning Listening (A Study at SMAN 11 Banda Aceh)
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 4 Oktober 2017

Au. Rektor
Dekan



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : B-10853 /Un.08/TU-FTK/ TL.00/11/2017

16 November 2017

Lamp : -

Hal : **Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi**

Yth,

di-
Tempat

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a	: Raihan Maulida
N I M	: 231222652
Prodi	: Pendidikan Bahasa Inggris (PBI)
Semester	: XI
A l a m a t	: Jl. Moun Nibong, Desa Blang Cut, Lueng Bata, Banda Aceh

Untuk mengumpulkan data pada:

SMAN 11 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Students' Difficulties in Learning Listening (A Study at SMAN 11 Banda Aceh)

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih



An Dekan,
Kepala Bagian Tata Usaha,

Saja Farzah Ali



PEMERINTAH ACEH DINAS PENDIDIKAN

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Nomor : 070 /B.1/ 9767/2017
Sifat : Biasa
Lampiran : -
Hal : Izin Pengumpulan Data

Banda Aceh, 22 November 2017
Yang Terhormat,
Kepala SMA Negeri 11 Banda Aceh
di -
Tempat

Schubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-10853/Un.08/TU-FTK/TL.00/11/2017 tanggal 16 November 2017 hal: "Mohon bantuan dan keizinan melakukan Pengumpulan Data Penyelesaian Skripsi", dengan ini kami memberikan izin kepada:

Nama : Raihan Maulida
NIM : 231222652
Program Studi : Pendidikan Bahasa Inggris
Judul : "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING(A STUDY AT SMAN 11 BANDA ACEH)"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Mahasiswi Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

a.n. KEPALA DINAS PENDIDIKAN,
KEPALA BIDANG PEMBINAAN SMA DAN
PKLK



Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 11 BANDA ACEH**

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Banda Aceh, 25 Januari 2018

Nomo : 895.1.02/ 053 /2018
Lamp : -
Hal : **Selesai Pengumpulan Data**

Kepada Yth,
Universitas Islam Negeri Ar-Raniry -
Banda Aceh.
di -
Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan surat Kepala Dinas Pendidikan Aceh Nomor : 070 / B.1 /9767 / 2017 tanggal 16 November 2017 tentang Izin penelitian untuk menyelesaikan tugas akhir, maka Kepala SMA Negeri 11 Kota Banda Aceh dengan ini menerangkan :

Nama : RAIHAN MAULIDA
NIM : 231222652
Jurusan : Pendidikan Bahasa Inggris

Yang tersebut namanya di atas telah selesai melaksanakan pengumpulan data pada Sekolah Menengah Atas (SMA) Negeri 11 Kota Banda Aceh, pada tanggal 22 s.d 23 November 2017 dengan Judul : ***"AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING (A STUDY AT SMA 11 BANDA ACEH)"***

Demikianlah surat ini kami perbuat untuk dapat digunakan seperlunya.


Kepala

Dra. NURIATI, M.Pd
Pembina TK. I
NIP 19690908 199801 2 001

INTERVIEW QUESTIONS

For students:

1. How often do you learn listening in a month?
2. How many hours do you think you should learn listening in a month? Why?
3. Do you think learning listening is difficult? Why?
4. What are your problems in learning listening?
5. Does your school have a good facilitation for learning listening?
6. If you can give suggestion in order to improve learning listening process, what will your suggestion be?

Bahasa Indonesia

1. Seberapa sering kamu belajar listening?
2. Menurut kamu, berapa kali pertemuan seharusnya yang dihabiskan untuk belajar listening dalam sebulan? Kenapa?
3. Apakah belajar listening itu susah? Kenapa?
4. Apa masalah yang kamu hadapi ketika belajar listening?
5. Apakah sekolah kamu mempunyai fasilitas yang memadai untuk pembelajaran listening/
6. Apa saran yang ingin kamu berikan untuk meningkatkan mutu pembelajaran listening?

For Teacher:

1. In arranging lesson plan, do you consider to include listening skill in learning English?
2. Do you have any obstacles in teaching listening? What are they?
3. How do you teach listening for students?
4. What do you think the main reason that listening is difficult to teach? Or for students?
5. What are the best solutions to solve the obstacles in teaching listening?

Bahasa Indonesia

1. Dalam menyusun RPP, apakah Anda memasukkan pembelajaran yang berkaitan dengan listening?
2. Apakah Anda mempunyai kendala saat mengajarkan listening? Apa kendala tersebut?
3. Jika mengajarkan listening, Bagaimana cara Anda mengajarkan listening untuk para siswa?
4. Menurut Anda, ada alasan utama yang membuat listening itu sulit?
5. Adakah solusi untuk kendala yang Anda hadapi saat mengajarkan Listening?

DAFTAR HADIR RESPONDEN INTERVIEW

Nama Peneliti : Raihan Maulida
 Tempat Penelitian : SMA 11 Banda Aceh
 Judul Skripsi : An Analysis of Students' Difficulties in Learning Listening (A Study at SMA 11 Banda Aceh)


NO	NAMA	Jenis Kelamin	Hari/Tanggal Wawancara	Tanda Tangan
1	WILDANUN.M	Laki - Laki	Rabu / 29 - 11 - 2017	
2	Cut Firly Putri Uzira	Perempuan	Rabu / 29 - 11 - 2017	
3	Agam Rahmad Ota	Laki - Laki	Rabu / 29 - 11 - 2017	
4	Fahri Aulia	Laki - Laki	Rabu / 29 - 11 - 2017	
5	Teuku Fasha Miraza	Laki - Laki	Rabu / 29 - 11 - 2017	
6	Dini Wahyuni	Perempuan	Rabu / 29 - 11 - 2017	

DAFTAR HADIR RESPONDEN INTERVIEW

Nama Peneliti : Raihan Maulida

Tempat Penelitian : SMA 11 Banda Aceh

Judul Skripsi : An Analysis of Students' Difficulties in Learning Listening (A Study at SMA 11 Banda Aceh)

NO	NAMA	Jenis Kelamin	Hari/ Tanggal Wawancara	Tanda Tangan
7	Dybi Nourra Mahy	Perempuan	Rabu/25-11-2017	
8	Putri Nabila	Perempuan	Rabu/29-11-2017	
9	SIANA RIZAZILA	Perempuan	Rabu/29-11-2017	
10	FIRDA SILVIANI	Perempuan	Rabu/29-11-2017	
11	Cut putri Hafsan	Pr	Sam'al / 2 Des 2017	
12				
13				

AUTOBIOGRAPHY

Name : Raihan Maulida
Place/Date of Birth : Lam Raya/ August 17th, 1993
Religion : Islam
Sex : Female
Nationality/Ethnic : Indonesia/Aceh
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Kecamatan Lueng Bata, Banda Aceh
E-mail : Raihanmaulida1993@gmail.com
Parents' Name
- Father : Muhammad
Occupation : -
- Mother : Fatimah Zuhra
Occupation : House Wife
Address : Lr. Keuchik M. Ali Desa Lam Raya
Kecamatan Kuta Alam, Aceh Besar
Husband Name : Fahrul Azmi
Occupation : Private Employee
Educational Background
a. Elementary School : SDN Lamblang Kuta Baro, Graduated 2005
b. Junior High School : MTsS Darul Ihsan, Graduated 2008
c. Senior High School : MAS Darul Ihsan, Graduated 2011
d. College : English Language Education, Faculty Tarbiyah
and Teacher Training of State Islamic University Ar-
Raniry, Graduated 2018

Banda Aceh, January 12nd 2018

The writer,

(Raihan Maulida)