



**THE DIFFICULTIES OF THE ELEVENTH GRADE
STUDENTS OF MAS DARUL IKHLAS
PANYABUNGAN IN LEARNING
LISTENING**

A THESIS

*Submitted to Padangsidempuan State Islamic University
as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English*

Written by

UMMU HANI
NIM. 17 203 00020

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2022



**THE DIFFICULTIES OF THE ELEVENTH GRADE
STUDENTS OF MAS DARUL IKHLAS
PANYABUNGAN IN LEARNING
LISTENING**

A THESIS

*Submitted to Padangsidempuan State Islamic University
as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English*

Written by

UMMU HANI
NIM. 17 203 00020

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022**



**THE DIFFICULTIES OF THE ELEVENTH GRADE
STUDENTS OF MAS DARUL IKHLAS
PANYABUNGAN IN LEARNING
LISTENING**

A THESIS

*Submitted to Padangsidempuan State Islamic University
as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English*

Written by

UMMU HANI
NIM. 17 203 00020

ENGLISH EDUCATION DEPARTMENT



ADVISOR I

Dr. Fitriadi Lubis M.Pd
NIP. 19620917 199203 1 002

ADVISOR II

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022**

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidempuan, 21 December 2021
a.n. **Ummu Hani**
To: Dean
Tarbiyah and Teacher Training Faculty
In-
Padangsidempuan

Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ummu Hani**, entitled "**The Difficulties of the Eleventh Grade Students of Mas Darul Ikhlas Panyabungan In Learning Listening**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikum warohmatullah wabarakatuh

Advisor I



Dr. H. Fitriadi Lubis, M. Pd
NIP. 19620917 199203 1 002

Advisor II



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Ummu Hani
Reg. Number : 17 203 00020
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1
The title of the Thesis : **The Difficulties of the Eleventh Grade Students of MAS Darul Ikhlas Panyabungan in Learning Listening**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 10 November 2022
Declaration Maker



UMMU HANI
Reg. Number 17 203 00020

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As Academic Cavity of the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : Ummu Hani
Registration Number : 17 203 000020
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **“The Difficulties of the Eleventh Grade Students of MAS Darul Ikhlas Panyabungan in Learning Listening”** With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, 10 November 2022

Signed



UMMU HANI

Reg. Number 17 203 00020

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Ummu Hani
Registration Number : 17 203 00020
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1
The Title of Thesis : **The Difficulties of the Eleventh Grade Students of MAS
Darul Ikhlas Panyabungan in Learning Listening**

Chief,



Dr. Lis Yulianti Syafrida, S.Psi., M.A.
NIP. 19620917 199203 1 002

Secretary,



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Members,



Dr. Lis Yulianti Syafrida, S.Psi., M.A.
NIP. 19620917 199203 1 002



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007



Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002



Dr. Eka Sustris Harida, M.Pd.
NIP. 19750917 200312 2 001

Proposed:

Place : Padangsidempuan
Date : December, 08th 2022
Time : 09.30 WIB until finish
Result/Mark : 78 (B)
IPK : 3.44
Predicate : Memuaskan



RELIGION MINISTRY INDONESIAN REPUBLIC
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidempuan

LEGALIZATION


**Thesis : The Difficulties of the Eleventh Grade Students
of MAS Darul Ikhlas Panyabungan in Learning
Listening**

Written By : Ummu Hani

Reg.No : 17 203 00020

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement for
Graduate Degree of Education (S.Pd.)

Padangsidempuan, November 2022
Dean

Dr. Lety Huda, M.Si.
NIP-19720920 200003 2 002

NAME : **Ummu Hani**
REGISTER NUMBER : **17 203 00020**
FACULTY : **Tarbiyah and Teacher Training**
DEPARTMENT : **English Education TBI-1**
THE TITLE OF THE THESIS : **THE DIFFICULTIES OF THE
ELEVENTH GRADE STUDENTS OF
MAS DARUL IKHLAS
PANYABUNGAN IN LEARNING
LISTENING**

ABSTRACT

Listening is ability to understand what the speaker say very well and the information we get through other media. Listening provides teachers with a means for drawing learners' attention to new forms there are vocabulary, grammar, and new interaction patterns in the language. Listening is also an important material in English because it must be able to know what people are saying. To be able to master listening, students must really understand the words heard.

There were two purposes of the research, the first is to know what are students' difficulties in learning listening, the second is to know how does the teachers' strategies to overcome students' difficulties in learning listening at the eleventh grade students of MAS Ma'had Darul Ikhlas Panyabungan.

This research was conducted through mixed method research. Source of data from this research are 60 students from MAS Darul Ikhlas Panyabungan, 18 students in class XI IPS-A, 22 students in XI IPS-B, 20 students in XI IPS-C and English teacher. The instrument of this research was collected by used questionnaire and interview.

Based on the results of this research, researcher found that students' difficulties in learning listening were cultural differences, quality of recorded material, unfamiliar vocabulary, length and speed of the listening, physical condition, problems pertaining to noise, and lack of concentration. Researcher concluded that dominant difficulties by students in learning listening use was in Unfamiliar Vocabulary and lack of concentration with the percentage 77%. From the result of interview there were 1 English teacher's effort to overcome students difficulties in learning listening. Teacher re-explain the material, teacher ask students must focus when they are learning at class, teacher ask students to makes notes taking, summarizing and pay more attention when teacher explain the material.

Key words: *Difficulties, Listening Comprehension, Students.*

NAMA : **Ummu Hani**
NIM : **17 203 00020**
FAKULTAS : **TARBIYAH DAN ILMU KEGURUAN**
JURUSAN : **TADRIS BAHASA INGGRIS-1**
JUDUL SKRIPSI : **THE DIFFICULTIES OF THE ELEVENTH GRADE STUDENTS OF MAS DARUL IKHLAS PANYABUNGAN IN LEARNING LISTENING**

ABSTRAK

Mendengarkan adalah kemampuan untuk memahami apa yang dikatakan pembicara dengan sangat baik dan informasi yang kita dapatkan melalui media lain. Mendengarkan memberi guru sarana untuk menarik perhatian peserta didik ke bentuk-bentuk baru ada kosakata, tata bahasa, dan pola interaksi baru dalam bahasa. Mendengarkan juga merupakan materi penting dalam bahasa Inggris karena harus dapat mengetahui apa yang dikatakan orang. Untuk dapat menguasai menyimak, siswa harus benar-benar memahami kata-kata yang didengar.

Tujuan dalam penelitian ini ada dua, yang pertama untuk mengetahui apa saja kesulitan siswa dalam belajar listening, yang kedua untuk mengetahui bagaimana strategi guru bahasa Inggris untuk mengatasi kesulitan siswa dalam belajar mendengar.

Penelitian ini merupakan penelitian campuran menggunakan metode deskriptif. Sumber data dari penelitian ini adalah 60 siswa MAS Darul Ikhlas Panyabungan, 18 siswa di kelas XI IPS-A, 22 siswa di kelas XI IPS-B, 20 siswa di kelas XI IPS-C dan guru bahasa Inggris. Instrument penelitian ini adalah angket dan wawancara.

berdasarkan hasil penelitian, peneliti menemukan bahwa kesulitan siswa dalam belajar listening adalah, perbedaan budaya, kualitas materi rekaman, kosa kata yang tidak familiar (diketahui), panjang dan kecepatan materi listening, kondisi fisik, kebisingan, dan kurangnya konsentrasi. Peneliti menyimpulkan bahwa kesulitan dominan siswa dalam belajar mendengarkan yaitu kosa kata yang tidak familiar dan kurangnya konsentrasi dengan persentase 77%. Dari hasil wawancara, ada beberapa strategi guru bahasa Inggris dalam upaya untuk mengatasi kesulitan siswa dalam belajar mendengar. Guru menjelaskan kembali materi, guru meminta siswa fokus saat belajar di kelas, guru meminta siswa membuat catatan/ringkasan/kesimpulan dari pelajaran dan lebih memperhatikan lagi ketika guru menjelaskan materi pelajaran.

Kata kunci: *Kesulitan, Pemahaman Mendengarkan, Siswa.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **“The Difficulties of The Eleventh Grade Students of Mas Darul Ikhlas Panyabungan in Learning Listening”**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mr. Dr. Fitriadi Lubis, M.Pd as my first advisor and Mrs. Sokhira Linda Vinde Rambe, M.Pd as my second advisor, and also who have supported and guided me to make a good thesis, who have been the great advisor for me and gave me many ideas, generous support, advice, constructive, suggestion, criticism, precious time they have given during the completion of this thesis.
2. Mr. Prof Dr. H. Muhammad Darwis Dasopang, M.Ag., as the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpun.

3. Mrs. Dr. Leyla Hilda, M.Si, as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani, M.Hum, as the Head of English Education Department who always supported all of her students in finishing the thesis and always be patient in facing our problems.
5. Mrs. Sokhira Linda Vinde Rambe, M.Pd, as the Secretary of English Education Department.
6. All lecturers and all the academic cavities of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan who has given knowledge a lot and helped during I studied in this institute.
7. UIN Syekh ali Hasan Ahmad Addary Padangsidimpuan librariion (Yusri Fahmi, S. Ag, M. Hum and staffs), for their cooperative and permission to use theirs books.
8. My beloved parents, Mr. Abdul Hamid Nasution and Mrs. Nur Hayani Rangkuti who always taught me to be patient in my every problem. Especially for my Mom, she is an incredible person in my life who always prayed for me, never tired of advising me, the most valuable person in my life, always supported me every step of the way, thank you for always being there for me and without you I would not be like this and without prayer and your blessing I couldn't come to this point.
9. Last but not least I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, April 2022
Researcher

UMMU HANI
Reg. Num. 17 203 00020

TABLE OF CONTENTS

Page

TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGGREEMENT ADVISOR SHEET	
DECLARATION OF SHEET THESIS COMPLICATION	
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY	
SCHOOLAR MUNAQOSAH EXAMINATION	
ABSTRACT	i
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	vi
LIST OF TABLE.....	viii
LIST OF APPENDIXES.....	ix

CHAPTER I : INTRODUCTION

A. Background of the Problem.....	1
B. Definition of Key Term	4
C. Formulation of the Problem.....	4
D. Objective of the Research.....	5
E. Significances of the Problem.....	5
F. Outline of The Thesis	6

CHAPTER II : LITERATURE REVIEW

A. Theoretical Description	7
1. Definition of Listening	7
2. Purpose of Listening.....	8
3. Types of Listening Comprehension.....	9
4. Process of Listening.....	15
5. Stages of Listening	17
6. Listening Comprehension Strategies	19
7. Potential Difficulties in Learning Listening	22
B. Review of Related Findings	26

CHAPTER III : METHODOLOGY

A. Place and Time of the Research	28
B. Research Method	28
C. Respondent	28
D. Instruments of Collecting Data.....	29
1. Questionnaire	29
2. Interview	31
E. Technique of Collecting Data.....	32
F. Technique of Data Analysis	33

G. Technique of Data Trustworthiness.....	34
---	----

CHAPTER IV : THE RESULT OF RESEARCH

A. Data Description	36
1. Students' Difficulties in Learning Listening	36
2. The Effort of the English Teacher to Overcome the Difficulties in Learning Listening	40
B. Discussion of the Result	43
C. Threats of the Research	44

CHAPTER V : CONCLUTIONS AND SUGGESTIONS

A. Conclusions	45
B. Suggestions	46

REFERENCES

CURICULUM VITAE

APPENDIXES

LIST OF TABLES

	Page
Table 1 : The Classification of Likert Scale.....	30
Table 2 : Indicators of Students' Difficulties	30
Table 3 : Classification of Students Score	33
Table 4 : Classification of Students' Difficulties	39

LIST OF APPENDIXES

- Appendix I : Questionnaire of Students' Difficulties
- Appendix II : The Result of Questionnaire in Listening
- Appendix III : The Score of Students' Difficulties
- Appendix IV : The Percentage of Students' Difficulties
- Appendix V : Interview Questions about teachers' Strategies in Teaching
Listening
- Appendix VI : Documentation

CHAPTER I

INTRODUCTION

A. Background of The Problem

Being able to listen effectively means being able to comprehend both the information presented by the speaker and other forms of media. Teachers can use listening to highlight new vocabulary, grammar, and interactional patterns in the language by drawing students' attention to them. Because it must be able to understand what other people are saying, listening is another important English material. Students must truly comprehend the spoken words in order to master listening.

The purposes of teaching listening are to improve listening skill, increase vocabulary, make it easier for students to tell stories, communicate, and interact with people around them, to determine a speaker's intended message, to acquire information that serves as the basis for making a decision about any subject, to establish a connection between the speaker and the listener, and a listener attempts to determine the truth of a message when they listen to a speaker and accepts the message if they find it to be true, applicable, and acceptable.

The efforts of government in teaching listening is providing changing curriculum, curriculum is a guide for providing learning activities for achieve educational goals. Meanwhile from the institution providing facilities and infrastructure to teach listening. On the other hand the effort of teachers is make

a RPP, choose the right learning technique, making a lesson more effective and interesting so that make students happy and feel important to learn.

Based on the result of the preliminary study, the researcher used an interview instrument which was interviewed by three respondents such as two students and one English Teacher of MAS Darul Ikhlas Panyabunga. Where two students are difficult in learning listening and the English teacher said students still difficult to learn listening because lack of vocabulary and lack of practice in daily activity in the school environment.

The process in learning listening that is commonly used in the field still tends in the form of theory. The learning process also not based on students' experience which causes poor students' ability in learning listening. The process of learning listening students cannot be taught only by using the teacher method, but using various media to improve students' abilities in learning listening.

When interviewed the students, one student said "listening is difficult to learn because the audio of the material hard to heard, we find difficult to learn listening because we are lack of vocabulary, there is not any opportunity for me to ask the speaker to repeat or clarify the message be delivered, and listening has similar things or words in groups for me".¹ The second student said "listening is very difficult to learn for us, because listening has many accents in English and makes it difficult to understand for me what the speaker talking about and the speed of the speaker make it difficult to grasp the meaning of the

¹ Private Interview with Mrs. HS students in Ma'had Darul Ikhlas Panyabungan at The Grade Eleventh on July, 17 2021

sentences”.² From the result of interview, this is a sign that they are still having difficulties learning or understanding listening. It means the learning result of teaching listening not expected as in the curriculum.

Factor of difficulties in learning listening are the students do not know what the speaker say, students difficult to catch the idea, do not know the message, unfamiliar topic, and cannot control speed of the speaker who conveying the message.

This difficulty cannot last forever and must be overcome. So this study aims to find out what students' difficulties are and how the teacher's responsibility is in overcoming these difficulties. Teachers should help their students become familiar with the accents of various native speakers and help them hear the various forms of rapid natural speech. Additionally, teachers should ask their students to imitate the pronunciation of native speakers. Students must be able to distinguish between American and British accents because native speakers speak with specific accents. Teachers should encourage their students to talk to native speakers in person or online, listen to music, documentaries, and news on the radio and television, and listen to music, documentaries, and news. The purpose of this research is to determine how teachers overcome these difficulties.

² Private Interview with Mrs. DW students in Ma'had Darul Ikhlas Panyabungan at The Grade Eleventh on July, 17 2021

Based on the explanation above, it is conducted to do a research entitled “The Difficulties of The Eleventh Grade Students of MAS Darul Ikhlas Panyabungan in Learning Listening”.

B. Definition of Key Terms

1. Difficulties

Difficulties is a condition that shows the characteristics of obstacles in activities to achieve a goal, so that more active effort are needed to overcome obstacles.

2. Listening Comprehension

Listening comprehension is the ability to understand what speaker say very well. Whether it's heard directly from speech or what other people read.

C. Formulation of the Problem

Based on the background above, this research formulates some problems. They are:

1. What are the students' difficulties in learning listening at the eleventh grade of MAS Darul Ikhlas Panyabungan?
2. How are the teacher strategies to overcome the difficulties in learning listening at the eleventh grade students of MAS Darul Ikhlas Panyabungan?

D. The Objectives of the Research

Based on the formulation of the problem above, the researcher determine the objectives of the research can be stated as follows:

1. To find out the students' difficulties in learning listening used by the students at The Eleventh Grade of MAS Darul Ikhlas Panyabungan.
2. To describe how does the teacher overcome the difficulties in learning listening at the eleventh grade students of MAS Darul Ikhlas Panyabungan.

E. Significances of the Research

1. As a Theory

The findings of the study will add to our understanding of the issues that frequently arise in education, particularly with foreign language learners' listening skills.

2. As Practices

a. For the Head Master

To enhance the quality of education through appropriate subject-matter learning.

b. For the Teacher

1. To get an overview about the factors that cause students' difficulties in learning listening.
2. To provide various benefits of learning in enhancing the role in the teaching and learning process.

c. For the Researcher

It is expected that through the implementation of this research, as any information for the researcher to the next research. So, that the students are accustomed to listening from English listening.

F. Outline of the Thesis

The systematic of this research is divided in to five chapters. Each chapter consisted of some sub chapters with detail as follow:

Chapter I discussed about introduction that consisted of background of the problem, definition of key term, formulation of the problem, objective of the research, and significances of the problems.

Chapter II contained about literature review that consisted definition of listening, purpose of listening, types of listening comprehension, process of listening, stages of listening comprehension strategies, potential difficulties in learning listening, and review of related findings.

Chapter III contained about the research method that consisted of place and time of the research, research method, population and sample, instruments of collecting data, technique of collecting data, technique of data analysis, technique of data trustworthiness.

Chapter IV contained about the result of the research that consisted of the description of the data with some sub theory about students' difficulties, discussion of the result, and treats of the research.

Chapter V gave recommendations to teachers and students based on the findings of the research and their conclusions.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

This chapter present of literature review which involves the following main topics: definition of listening, purpose of listening, types of listening comprehension, process of listening, stages of listening, factor that make listening difficult, listening comprehension strategies, and potential difficulties in learning listening.

1. Definition of Listening

In the teaching and learning process, listening is essential. It may assist students in improving their use of the other language in everyday life. The ability to recognize and comprehend what other people are saying is called listening. Students must learn to differentiate between sounds, comprehend vocabulary, and comprehend grammatical structures by listening. In a nutshell, the students comprehend the speaker's meaning and the accent or pronunciation.³

Listening is one of the most important language skill in learning a language. It is receptive use of language, and since the goal is to make sense of the speech, the focus is the meaning rather than language.⁴

³ Wahyu Dwi Savitri Nuryadi, "Teaching Listening Comprehension Through Voice of America (VOA) Special English Broadcast".

⁴ Dr. H. Fitriadi Lubis, M.Pd dkk. Improving Students Mastery by Using Dictoglass Technique at the VIII Grade Students of SMP Negeri 2 Batang Angkola. English Education Vol. 06. No. 2. December 2018

According to Howatt and Dakin, listening is the capacity to recognize and comprehend what other people are saying. Understanding a speaker's grammar and vocabulary, as well as their accent or pronunciation, are all part of this process. These four things can be done at the same time by a good listener. The activity of paying attention to the spoken language of native speakers is known as listening. Using cues from contextual information and prior knowledge, the listener makes meanings.⁵

On the English Curriculum K 13, stated that:

Listening is Understanding various meanings (interpersonal, ideational, textual) in various interactional oral texts and monologues, especially those in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.⁶

Based on the statement above, it can conclude that listening is identifying and understand what the speaker say. Listening also natural precursor to speaking and from listening can gotten information and knowledge.

2. Purpose of Listening

The main purpose of listening is to gain information and understand what other speaker say. Rost explains purpose of listening in language classroom as follows:

⁵ S. Prastiyowati, "Difficulties in Listening Comprehension Encountered by Students of English Department University of Muhammadiyah Malang.

⁶ Wahyu Sundayana, "Material Development/Pedoman Guru ING SMA 5. (http://file.upi.edu/Direktori/FPBS/JUR,_PEND._BAHASA-INGGRIS/195802081986011). Access on 09th November 2021

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.
3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
4. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.⁷

According to curriculum K13 the purpose of listening as follows:

1. Understanding transactional and interpersonal discourse (e.g. introductions, buying and selling, teacher instructions, and spontaneous reactions) and/or oral monologues, especially with regard to discourse in the form of narratives, procedures, spoofs, recounts, reports, and news items.
2. Can identify the meaning of words, sentences, and utterances very well and accurately.
3. Can identify stress and intonation very well and accurately.
4. Can respond to utterances in interpersonal or transactional discourse with very good and accurate.
5. Can identify main ideas, supporting and detailed information in monologue discourse very well and accurately.⁸

The purpose of listening performance is not necessarily to look for global or general meanings but to be able to comprehend designated information.

3. Types of Listening Comprehension

⁷ Rost in Selin Yildirim and Ozgur Yildirim, "The Importance in Language Learning and Listening Comprehension Problems Experienced by Language Learners: A Literature Review". 2016. (<https://dergipark.org.tr>). Access on 13 October 2021

⁸ Wahyu Sundayana, "Material Development/Pedoman Guru ING SMA 5. (http://file.upi.edu/Direktori/FPBS/JUR,_PEND._BAHASA-INGGRIS/195802081986011). Access on 09 November 2021

Day and Park's taxonomy for comprehension types will be presented in terms of listening comprehension.

a. Literal comprehension

This refers to the understanding of the "surface meaning of the text. For example, questions that guide the student to notice information explicitly stated in the recording, such as a date, a name, or any other piece of explicit information.

b. Reorganizing

This type of question helps students go beyond the identification of isolated words or phrases, by requiring the hearer to make connections among propositions. If the question leads students to put together two different pieces of explicit information to gain additional understanding, the teacher would be working with this type of comprehension.

c. Inference

This type of comprehension goes beyond literal understanding. It involves students "combining their literal understanding of the text with their own knowledge and intuitions. Researchers have usually classified inferences into two different types: local and global. Local inferences refer to the process carried out at sentence level while global inferences are used to explain the process of creating mental representations related to overarching ideas about general themes or morals, among other intentions underlying the text.

d. Prediction

Although one might associate this with pre-listening questions used to activate schemata to ease the listening comprehension process, this particular type of prediction alludes to questions asked after listening to the audio. For instance, it might involve the students in a creative process in which they are supposed to imagine what could happen next in the story based on what they have heard.

e. Evaluation

This type of comprehension points to the students' cognitive capacity of assessing how useful the text is based on criteria usually established by the teacher. For example, how representative the aural text is of a particular genre or how relevant the information provided in a talk was

f. Personal response

This stage involves a creative response from the students that moves them to interact with the text and get involved with it especially in terms of the topic. A question such as what aspects did you find interesting about the video? Would foster this type of comprehension, which is necessary so that

the students engage with the material in an active and meaningful manner.⁹

From those types, it could be conclude that there are six types of listening comprehension, they are: literal comprehension, reorganizing, inference prediction, evaluation, and personal response.

According to Taker, there are many types of listening, there are discriminative listening, biased listening, evaluative listening, appreciative listening, empathetic listening, therapeutic listening, relationship listening, false listening, initial listening, partial listening, deaf listening, and full listening.¹⁰

1. Discriminative Listening

Discriminative listening is the most basic type of listening, whereby the difference between difference of the sounds and body language.

2. Biased Listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have.

3. Evaluative Listening

In evaluative listening, or critical listening, we make judgments about what the other person is saying. We seek to assess the truth of

⁹ Day and Park in Benjamin Carcamo, "Types of listening comprehension promoted in the Chilean EFL textbook Global English". (<http://www.scielo.org.co>). Access on 01 November 2021

¹⁰ Shailesh Taker, "Types of Listening", (www-bahaistudies-net). Access on 17 Oktober 2021 Pukul 21.00 WIB

what is being said. We also judge what they say against our values, assessing these as good or bad, worthy or unworthy.

4. Appreciative Listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to the music, poetry or maybe even the stirring words of a great leader.

5. Empathetic Listening

Empathetic listening go beyond sympathy to seek a truer understand how others feeling. This requires excellent discrimination and close attention to the nuances of emotional signal. When we are being truly empathetic, we actually feel what they are feeling.

6. Therapeutic Listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situation, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

7. Relationship Listening

Sometimes the most important factor in listening is in order develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring. Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other persons likes you and trusts you.

8. False Listening

False listening occurs where a person is pretending to listen but is not hearing anything that being said. They may nod, smile and grunt in all the right places, but do not actually take in anything that is said. This is a skill that may be finely honed by people who do a lot of inconsequential listening, such as politicians and royalty. Their goal with their audience is to make a good impression in very short space of time before they move on, never to talk to that person again. It also something practiced by couples, particularly where one side does most of the talking.

9. Initial Listening

Sometimes when we listen we hear the first few words and then start to think about what we want to say in return. We look for a point at which we can interrupt. We are also not listening then as we are spending more time rehearsing what we are going to say about their initial point. Selective listening involves listening for particular things and ignoring others.

10. Partial Listening

Partial listening is what most of us do most of time. We listen to the other person with the best of intent and then become distracted, either by stray thoughts or by something that the other person has said. We consequently dip inside our own heads for a short while as we figure out what they really mean or formulate a question for them, before coming back into the room and starting listen again.

11. Full Listening

Full listening happens where the listener pays close attention to what is being said, seeking carefully to understand the full content that the speaker is seeking to put across. This may very active form of listening, with pauses for summaries and testing that understanding is complete. By the end of the conversation, the listener and speaker will probably agree that the listener has fully understood what was said. Full listening takes much more effort than partial listening, as it requires close concentration, possibly for a protracted period. It also requires skills of understanding and summary.

12. Deef Listening

Beyond the intensity of full listening, you can also reach into a form of listening that not only hears what is said but also seeks to understand the whole person behind the words. In deep listening, you listen between the lines of what is said, hearing the emotion,

watching the body language, detecting needs and goals, identifying preferences and biases, perceiving beliefs and values, and so on.

Based on it, there are many kinds of listening which are very useful and appropriate for every kind of person.

According to Nation and Newton two types of listening are as follows:

1. One-way listening typically associated with the transfer of information (transactional listening).
2. Two-way listening typically associated with maintaining social relations (interactional listening).¹¹

Based on it, there are many kinds of listening which are very useful and appropriate for every kind of person. In this research the researcher will focus on full listening.

4. Process of Listening

According to Nation and Newton some listening processes are as follows:

- a. Bottom-up Processes
These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.
- b. Top-down Processes
Top-down processes involve the listener in going from the whole to their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inference.¹²

¹¹ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (Routledge : New York, 2009), 40.

¹² I. S. P. Nation and J. Newton. p. 40

There are two process of listening, bottom-up process and top-down process. In bottom-up process involves perceiving and parsing the speech stream, and in top-down process involves the listener in going from their prior knowledge, content, and rhetorical schemata.

Clark & Clark and Richard stated there are eight process of listening, they are:

1. The hearer processes what we'll call "raw speech" and hold an "image" of in it short term memory.
2. The hearer determines the type of speech even being processed and then appropriately "colors" the interpretation of the perceived message.
3. The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and the content.
4. The hearer recalls background information relevant to the particular context and subject manner.
5. The hearer assign a literal meaning to the utterance.
6. The hearer assign an intended meaning to the utterance.
7. The hearer determines whether information should be retained in short-term memory or long- term memory.
8. The hearer deletes the form in which the messages was originally received.¹³

From the explanation above about the processes of the listening is we can do a lot because the conversation serves many purposes, one of which is to allow us to mingle with everyone. Listening is about developing social relationships with those around us.

5. Stages of Listening

¹³ H. Douglas Brown. "*Teaching by principles, An Interactive Approach to Language Pedagogy, Third Edition*". 2007. Hal. 301-302

Wilson in S Prastiyowati stated, Pre-, during-, and post-listening activities are typically subcategories of listening activities.¹⁴

1. Pre- listening activities

“The purpose of this stage is to prepare students for what they will hear, usually in real life. This stage aims to teach students how to predict text based on their prior knowledge of a topic, language, or background. Here are some examples of exercise in pre-listening:

- a. Discuss a relevant picture
- b. Discuss a relevant experiences
- c. Associate ideas with the topic
- d. Associate vocabulary with the topic
- e. Predict information about the topic
- f. Write questions about the topic”¹⁵

By activating their schemata in this step, the students are assisted in preparing for what they are about to hear.

2. While-listening

“Students should be able to improve their ability to decipher meaning from a stream of speech through while-listening. Students verify and revise their predictions after interpreting the speaker's message. To understand the text's main idea, teachers may ask students to write down key words. Students may listen again to

¹⁴ Wilson in S. Prastiyowati, “Difficulties in Listening Comprehension Encountered by Students of English Department University of Muhammadiyah Malang”. Hal.11 (<http://eprints.umm.ac.id>). Access on 13th October 2021

¹⁵ Listiana, (<http://digilib.uinsby.ac.id/10397/6/babii.pdf>). Access on 10th November 2021

check their understanding or to respond to more in-depth questions. In this instance, multiple opportunities to hear the feedback may lessen students' anxiety for teaching purposes. It implies that they can pay attention to the section considered troublesome. The passage is affected by a number of additional factors, including: difficulty, length, educational focus, and boredom potential.”¹⁶ While listening for gist will not be the primary focus, close language analysis may be repeated multiple times.

3. Post-Listening

“Post listening is to internalize what they have heard with other language.”¹⁷ In order to be able to digest and capture the meaning of what the listener heard.

Based on explanation above, these stages discussion on their knowledge such as language, topic, or background of knowledge.

6. Listening Comprehension Strategies

There are two strategies in listening comprehension, there are cognitive strategies and metacognitive strategies.

a. Cognitive strategies

Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

1. Comprehension processes: Associated with the processing of linguistic and nonlinguistic input.
2. Storing and memory processes: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.

¹⁶ Wilson in S. Prastiyowati. Hal.11

¹⁷ Andang Sehu, “An Overview Of Teaching Listening In Islamic Tertiary Level Of Education”. (<https://media.neliti.com>). Acces on 10th November 2021

3. Using and retrieval processes: Associated with accessing memory, to be readied for output.
- b. Metacognitive strategies

Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies:

1. Assessing the situation: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.
2. Monitoring: Determining the effectiveness of one's own or another's performance while engaged in a task.
3. Self-evaluating: Determining the effectiveness of one's own or another's performance after engaging in the activity.
4. Self-testing: Testing oneself to determine the effectiveness of one's own language use or the lack thereof.¹⁸

Metacognitive strategies refer to methods for teaching students how to learn. By guiding them to develop an appropriate method of learning, the strategies can have a positive effect on the students. Planning, monitoring, and evaluation are the strategies.

There are some strategies in Listening Comprehension:

1. Draw upon knowledge of strategy use to interpret the decisions made by learners about the recorded material they hear.
2. Raise learner awareness of listening strategies: both their potential value and their possible dangers.
3. Include specific instruction that aims to increase strategy use and to ensure that learners match their strategies more effectively to the problems they seek to resolve.¹⁹

According to Rubin, O'Malley & Chamot, Rost & Ross, Vandergrift in Sariana, listening strategies include verbal on nonverbal feedback social/affective strategies like self-encouragement and metacognitive

¹⁸ Jack Richard, "Teaching Listening #5 – Listening Strategies". (<https://www.cambridge.org/elt/blog/>). Access on 15th November 2021

¹⁹ John Field, "Listening in the Language Classroom". Cambridge University Press 2008.

strategies, as well as indications of understanding or lack thereof, requests for clarification and repetition.²⁰

Students can improve their listening ability and overcome their difficulties with listening in six ways.²¹ It is describes as follows:

a. Conversational Pattern

The expressions that listeners use to initiate and maintain conversation are used to improve their listening skills. Matching the expressions to situations is the example.

b. Practicing

Practicing is one of the most important methods for improving one's listening ability. Listeners can practice their listening skills by engaging in exercises that involve listening. To establish the skills' foundation, knowledge is required. Take the conversation as an example, and practice it with a partner.

c. Using Contact

Understanding the English speaker's context can help solve problems. Listeners can try to guess the meaning of unfamiliar words, phrases, and concepts by analyzing the surrounding environment.

²⁰ Sariana, "The Relation between Listening Strategies and Listening Achievment at the Second Grade of SMP Negeri 3 Pasilambena Kabupaten Selayar". (<https://digilibadmin.unismuh.ac.id>). Access on 10th November 2021

²¹ Nunan in Choirina Anida Ayuningtyas, "An Analysis Of Student's Difficulties In Learning Listening Comprehension At Eight Grade Mts Al-Rosyid Bojonegoro Academic Year 2018/2019". <http://repository.ikipgribojonegoro.ac.id/178/1/COVER%2BLEMBAR%20PENGESAHAN%2B%20BAB%201-3.pdf>

d. Summarizing

Summarizing is the only method for teaching listeners to listen. The method is to select and summarize the text's most important points. It also makes listeners accustomed to having to take notes while they listen.

e. Selective Listening

Selective listening is a crucial technique for listeners who wish to improve their listening comprehension. The listeners are not required to comprehend and comprehend every word. However, it may be more effective if the listeners are able to select and concentrate on the most crucial information.

In addition, they must have access to practice opportunities or training. Therefore, the strategies can be a potent instrument for enhancing their learning success.

7. Potential Difficulties in Learning Listening

In order to increase listening comprehension rates and foster a positive atmosphere, the author aims to identify and minimize potential difficulties in listening. Prior to or during listening, there may be a number of issues.

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. 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.

2. Quality of Recorded Material

Based on the study conducted by Hamouda stated 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 so the quality was worn out.

3. Unfamiliar Vocabulary

Butt reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message. 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

According to Atkins the level of student's plays a great role when listening long parts and keeping all the information in the mind. Short listening texts facilitate listening comprehension and diminish boredom, keep learners' concentration. Another reason makes listening text difficult is the speed. If the speakers speak faster than normal listener may have difficulties to catch target words.

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, noise or distortion in the audio signal interferes with listening comprehension for listeners.

As a teacher we have to take into account all this conditions in a body.

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.

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. When students find the topic of the listening text interesting, comprehending would be easier.²²

²² Raihan Maulida, "An Analysis of Students' Difficulties in Learning Listening". THESIS. 2018, p. 12-16 (<https://repository.ar-raniry.ac.id>). Access on 13th October 2021

Based on it, which is often natural students are unfamiliar vocabulary and length and speed of listening make student difficult in the learning listening.

Dunkel, Flowerdew & Miller, and Richard mention that difficult in learning listening as follows:

1. Clustering

Due to memory limitations and our propensity for "chunking" or "clustering" in spoken language. Speech is broken down into smaller groups of words. Although clauses are common components, phrases within clauses are even easier to remember and comprehend. Therefore, when teaching listening comprehension, you must assist students in selecting a manageable word cluster.

2. Redundancy

Unlike most written languages, spoken language has a lot of repetition. Pay attention to the rephrasing, repetition, elaboration, and subtle insertions of "I mean" and "you know" the next time you are in a conversation. Redundancy, for example, gives the listener more time and more information to process meaning.

3. Reduced Forms

Phonological, morphological, syntactic, or pragmatic reductions are all possible. These reductions present significant challenges, particularly for students in the classroom who may not have been exposed to the full English language at first.

4. Performance Variables

Except for planned discourse, spoken language frequently includes corrections, pauses, false starts, and hesitations. Native listeners are conditioned to eliminate such performance variables from early on, whereas second-language learners easily block their comprehension.

5. Colloquial Language

Who have previously been exposed to standard written English and/or "textbook" language frequently find it surprising and challenging to deal with colloquial language. In conversations, idioms, slang, reduced forms, and shared cultural knowledge all surface at some point. Both monologues and dialogues contain jargon. For English learners, contractions and other assimilations frequently present challenges..

6. Rate of Delivery

Almost everyone who learns a language initially thinks native speakers speak too quickly. In fact, as Jack Richard points out, more important to comprehension than speed is the speaker's number and length of pauses. However, learners will eventually need to be able to comprehend language delivered at varying speeds and occasionally with view pauses.

7. Stress, rhythm, and intonation

Crucial for comprehension of the English language's prosodic features. English speech can be terrifying for some learners due to

the stress-timed nature of the language, which causes mouthfuls of syllables to spill out between stress points. In addition, intonation patterns are very important for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc., as well as for interpreting straightforward elements like questions, statements, and emphasis.

8. Interaction

Interaction will play a significant role in listening comprehension unless the goal of a language learner is solely to master a specialized skill, such as listening to a radio broadcast or attending a lecture. Conversations are particularly affected by all interactions: negotiation, clarification, attending signals, taking turns, and choosing, keeping, and terminating a topic. Thus, to figure out how to listen is likewise to figure out how to answer and to proceed with a chain of tuning in and answering.²³

From explanation above, there are eight factor that make listening difficult. Stress, rhythm, and intonation is almost difficult for student to learning listening.

²³ H. Douglas Brown. p.304-307

B. Review of Related Findings

There are some related findings related to this research. The first is Sofyan and Mushrihah.²⁴ The result of the research is demonstrates that the difficulties in this aspect stem from difficulties with interpretation, a lack of vocabulary, difficulty concentrating, confusion regarding phonemes that are similar, and the speed of speech. Students need to be creative in order to be able to interpret because they must process row material words into meaningful meaning.

The second is El Nahhal.²⁵ Based on the result above researcher shows that difficulties in making noise in the classroom during a listening activity and the sound of a cassette or audio being unclear in the first domain are all aspects of learning to listen. Other aspects of learning to listen include not understanding well when speakers speak too quickly and not understanding the listening text when the speaker does not pause long enough.

The third is Rosa.²⁶ The result of this research showed related into setting. In addition, students' dependence on others, reluctance to inquire about the material, lack of reward, and unfocused contributed to their difficulties with listening comprehension.

²⁴ Ryan Rayhana Sofyan and Andi Mushrihah, "Learning Difficulties in Listening Comprehension". 2019

²⁵ Mohammad Mousa El Nahhal, "The Difficulties of Learning Listening for Young Learner through Teachers' Perspective".

²⁶ Lini Diora and Rusdi Noor Rosa, "An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP". 2020

Based on the related finding above, researcher concluded that students still difficult in learning listening. This research focused on how to solve students' difficulties in learning listening at the eleventh grade students of MAS Darul Ikhlas Panyabungan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of the research is in MAS Darul Ikhlas at Jl. Darul Ikhlas, Dalan Lidang, Panyabungan, Mandailing Natal, and Province of North Sumatera, Indonesia. The time of the research was on June 2021 until 2022.

B. Research Method

This research is conducted by using mixed research. Mixed methods is a research approach where by researchers collect and analyze both quantitative and qualitative data within the same study. Mixed methods research draws on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions.

C. Respondents

Participants of this research consist two sources, they were: students and English teacher.

1. The students at grade XI IPS of MAS Darul Ikhlas Panyabungan, they were divided into three classes. Researcher did research with total sampling and took three classes they are 60 students to do the research. Researcher choose XI IPS-A, XI IPS-B, and XI IPS-C. Researcher

researched on XI IPS-A which consist of 22 students, XI IPS-B consist of 20 students, and XI IPS-C consist of 18 students

2. Mrs. Syahrida Nur Siregar, S.Pd. English teacher of the eleventh grade students of MAS Darul Ikhlas Panyabungan.

D. Instrument of Collecting Data

In scientific research, instrument is very important. Instrument is a tool for the researcher to collect the valid and reliable data. This research used two techniques, there were questionnaire and interview. This research used questionnaire for students' difficulties and interview for teacher strategies.

1. Questionnaire

For students' difficulties, a questionnaire was distributed as part of this research. A questionnaire is an instrument in which respondents either mark items that indicate their responses or provide written responses to questions. This research therefore used a questionnaire to collect data because it ensures that the responses will be well-organized.

Closed-ended questions were used in this study's questionnaire. The term "closed-ended questions" refers to inquiries for which researchers do not provide any options for responses; the questions are answered by the participants themselves. For ease of comprehension, the questionnaire's items were written in Indonesian.

The likert scale, which was a level of agreement, was used in the questionnaire of this instrument; always, often, sometimes, ever and never.²⁷ Each all had a different score. It was described in the following below:

Table 1
The Classification of Likert Scale

No	Symbol	Explanation	Score
1.	S	Always	5
2.	SR	Often	4
3.	KD	Sometimes	3
4.	P	Ever	2
5.	TP	Never	1

Source: Educational Research Competencies for Analysis and Application.

In addition, indicators of difficulty served as the basis for the development of each questionnaire item. The sections that follow describe it:

Table 2
The indicators of students' Difficulties

No	Indicators	Number of Questionnaire
1	Cultural Differences	1, 2, 3
2	Quality of Recorded Material	4, 5, 6
3	Unfamiliar Vocabulary	7, 8, 9
4	Length and Speed of the Listening	10, 11, 12
5	Physical Conditions	13, 14, 15
6	Problems Pertaining to Noise	16, 17, 18
7	Lack of Concentration	19, 20

Indicators of the Students' Difficulties

²⁷ L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*.

So, there were 20 questions of the questionnaire.

2. Interview

Interview is a conversation in which two people discuss an idea and share information. The interview is simply a type of consultation in which the researcher seeks to learn more about a topic from the individual being questioned.²⁸ There are many different kinds of interviews, including: interviews that are structured, semi-structured, and unstructured. This study's researcher typically collects data through semi-structured interviews. On-standardized semi-structured interviews are frequently utilized in qualitative analysis. The researcher has a list of essential inquiries to investigate.

The respondent is asked seven key questions, but the order of those questions can change depending on the direction of the interview. In addition, an interview guide is utilized, and additional questions may be requested. As an additional point, the interaction's contents can be documented by recording the entire interview. The text is then transcribed word for word, and the transcribed text becomes the analyzed data.

The researcher used this method to learn more about teacher strategies for overcome listening difficulties.

²⁸ Essa Adhabi, "Literature Review for the Type of Interview in Qualitative Research," *Jurnal*, Volume 9, No. 3, September 2017, hlm. 88.

E. Technique of Collecting Data

1. Questionnaire

Researcher collected the data by using questionnaire:

- 1) Researcher prepared the questionnaire.
- 2) Explained what the questionnaire is and what student what students did with the questionnaire.
- 3) Gave the questionnaire to students
- 4) Gave chance students to answer the questionnaire.
- 5) Collected the students' answers sheet to examine.

2. Interview

The procedure to do interview used certain stages are:

- 1) Prepared the tools for interview.
- 2) Researcher made an appointment with the respondent when and where interview will be held.
- 3) Researcher opened the interview with greeting and an overview of the topic interview first, then ask some questions.
- 4) Researcher recorded information from respondent used record, handwriting and notes.

F. Technique of Data Analysis

After the data has been collected, researcher analyzed the data by using some steps as follow:

1. Researcher identified students' difficulties by using questionnaire.
2. Analyzing the questionnaire result by using the formula as follow:

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

Where:

P = Percentage

f = Frequency of type error

N = Sum of all type error

3. Researcher took the conclusion, it is necessary to summarize up the finding of the research analysis.

Table 3
Classification of Students Score

No	Percentage	Category Score
1	10.00%-36.00%	Very poor
2	36.01%-52.00%	Poor
3	52.015-68%	Enough
4	68.01%-84%	High
5	84.01%-100%	Very High

After the researcher analyzed the data by questionnaire, the researcher analyzed data from the result of interview about what does the teacher did to overcome the students' difficulties in learning listening.

1. Researcher organized and prepared the data for analyzing by listened to recorded interview.
2. Researcher read through all data.
3. Researcher made interpretations of the interview than had been heard.

G. Technique of Data Trustworthiness

Because checking the trustworthiness of the data is used to refute the assumption that qualitative research is not scientific, trustworthiness is very important in qualitative research. A qualitative research trustworthiness can be improved by remaining impartial and credible. There are nine techniques to determine the data trustworthiness stated by Lexy J. Maleong²⁹ as:

1. The participant's extension takes a long time, not just a short amount of time.
2. The application of the research must conduct research with care, detail, and consistency in order to achieve the research's goal.
3. Triangulation is the method of verifying the reliability of data by using something other than the data for verification or comparison.
4. Checking with friends though discussion is to deal with exposing the interrelated outcome that has been discussed with friends
5. Analyze the negative causes is the model and tendency of the information that will be collected serve as a basis for comparison as the research collects example and inappropriate cases.
6. The adequate and referential are costs of them, which utilizing the leisure time to contrast the consequence of exploration and pundits and gather.
7. The most important part of checking the ability is checking the member.

²⁹ Lexy J. Maleong, *Metodology Pendidikan Kualitatif*, Edisi Revi (Bandung: Rosda, 2018), P . 324.

8. The researcher must provide a detailed description in order for the researcher to report the research result. As a result, the description must be precise and precise in order to convey the research's content.
9. Editing is used to actually take a look at reality and surely of information, this guide done well toward the cycle or result and degree.

From the all techniques to determine the data trustworthiness the researcher used point 3 that is using something besides the data to verification the data. The researcher used more than one source of data namely data from questionnaire and interview.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the research discussed the result of the difficulties of the eleventh grade students of MAS Darul Ikhlas Panyabungan in learning listening. The findings are presented based on the data gathered from the test and interviews. This research described data as follow:

A. Description of Data

This research is mixed method. This research used questionnaire and interview to know the difficulties of the eleventh grade students of MAS Darul Ikhlas Panyabungan in learning listening.

This chapter focused on analyzing the data. This chapter gives the details data of the findings. This result of research discussion about the result that considered of description data, calculating the percentage to get their whole result as general explain the students' difficulties in learning listening and English teacher overcome the students difficulties in learning listening at the eleventh grade students of MAS Darul Ikhlas Panyabungan.

1. Students' Difficulties in Learning Listening

In this part, it showed the result of difficulties in learning listening. The researcher knew the students' difficulties by looking at the score of the questionnaire. There are 20 items of questionnaire. And for each number, the researcher gives 5 score as maximal score for each statements.

a. Difficulties related to Cultural Differences

In this indicator, the result of students show that there was 11.64% (see in appendix IV) students who answer difficult in differencing the language, this result clearly shows that the language can be one major factor that negatively affects the students' listening comprehension.

b. Difficulties related to Quality of Recorded Material

In this indicator, the result of students shows that there was 15.07% (see in appendix IV) students who answer difficult in recording of the material. The students did not know what speaker said and did not know the differences about what speaker said because the recording was bad.

c. Difficulties related to Unfamiliar Vocabulary

The question was asked to know unfamiliar word including jargon and idioms, interfered the learners' listening comprehension. There was 15.61% (see in appendix IV). The students were unaware of the distinction between idioms and jargon. Because they only learn listening in class when they learn about listening comprehension, their listening practice is too limited. It evolved into problems related to an unfamiliar word.

d. Difficulties related to Length and Speed of the Listening

One factor that distracted the student's concentration during listening comprehension was long spoken text. Additionally, it makes it challenging for the student to interpret what was said. Therefore, understanding how to interpret spoken text is crucial to listening

comprehension. This result of students 14.35% (see in appendix IV) it is clear that the length of the spoken text can be a major factor in preventing students' listening comprehension because it distracts them. The student is also bored by long spoken texts. Therefore, it is possible to infer that learners' listening comprehension is hindered by lengthy spoken text.

e. Difficulties related to Physical Conditions

Students difficult to learning listening because the classroom not good. And there students did not have class for language. This result show that 14.29% (see in appendix IV) student difficult in physical condition.

f. Difficulties pertinent to Problems Pertaining to Noise

The result of students show that, there were 14.13% (see in appendix IV) students answer difficult in problems pertaining to noise. The student difficult in learning listening because the condition of the room is noisy and the presence from outside the room.

g. Difficulties related t to Lack of Concentration

The result of students show that, there were 10.38% (see in appendix IV) students answer difficult in lack of concentration. Students lack of focus because the recording played too long and the sound the recording is not clearly heard.

Table 4
Classification of Students' Difficulties

No	Indicators of Difficulties	Total Score	Percentage
1	Cultural Differences	518	11.64%
2	Quality of Recorded Material	671	15.07%
3	Unfamiliar Vocabulary	695	15.61%
4	Length and Speed of the Listening	639	14.35%
5	Physical Conditions	636	14.29%
6	Problems Pertaining to Noise	629	14.13%
7	Lack of Concentration	462	10.38%
Total		4450	

Based on table 3 above, researcher was found the total of students' difficulties in cultural differences was 11.64%. In Quality of Recorded Material was 15.07%. Unfamiliar Vocabulary 15.61%. In Length and Speed of the Listening was 14.35%. Physical Conditions was 14.29%. Problems Pertaining to Noise was 14.13%. And in Lack of Concentration was 10.38%.

The total all of difficulties were 4450 or 100%. Researcher counted the data with formula:

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

Where: P = Percentage

F = Frequency of type difficulties

N = Sum of all type difficulties

Cultural Differences = $518/4450 \times 100 = 11.64\%$

Quality of Recorded Material = $671/4450 \times 100 = 15.07\%$

Unfamiliar Vocabulary = $695/4450 \times 100 = 15.61\%$

Length and Speed of the Listening = $639/4450 \times 100 = 14.355\%$

Physical Conditions = $636/4450 \times 100 = 14.29\%$

Problems Pertaining to Noise = $629/4450 \times 100 = 14.13\%$

Lack of Concentration = $462/4450 \times 100 = 10.38\%$

By the result, it is known that the students of MAS Darul Ikhlas Panyabungan did more difficult in Unfamiliar Vocabulary. It is seen from the percentage of Difficulties; 15.61%.

Additionally, Mrs. SNS explained students don't use English on a daily basis and only learn it in school. According to the students who participated in the interview, the unfamiliarity of the spoken words makes learning to listen challenging. It's hard to remember the words in listening recordings. They acknowledged having limited vocabulary. Students' failure to complete the listening task was also caused by the verbs' changing forms.

2. The Effort of the English Teacher to Overcome the Students' Difficulties in Learning Listening

This research conducted interview to English teacher to get the data needed in this research. From the students difficulties above there were some ways or solution of the English teacher to overcome students' difficulties in learning listening.

From the result of interview, the researcher concluded that there were English teacher's efforts to overcome students' difficulties in learning listening:

- a. Cultural Differences

The strategy used by teachers when the students have difficulties with cultural differences is “I asks students what cannot be understood from the material they are discussing. After that, I explained/mentioned again material to ensure that students had a good understanding of the material.”³⁰

b. Quality of Recorded Material

The strategy used by teachers when the students have difficulties with playing recordings that are not clear is “I plays the recording repeatedly so that students can understand it.”³¹

c. Unfamiliar Vocabulary

The strategy used by teachers when the students have difficulties with limited vocabulary is “I uses vocabulary related to students' daily activities, and I asks students to deepen the vocabulary and then use it when learning listening.”³²

d. Length and Speed of the Listening

The strategy used by teachers when the students have difficulties with pronunciation speed is “I asks students to often listen to English and often have dialogues with other students to train students' hearing so that it is easier to understand when learning listening. And then play the recording twice to 3 times.”³³

³⁰ Private Interview with Mrs. SNS English Teacher at The Grade Eleventh in MAS of Ma'had Darul Ikhlas Panyabungan on Januari, 27-2022

³¹ Private Interview with Mrs. SNS on Januari, 27-2022

³² Private Interview with Mrs. SNS on Januari, 27-2022

³³ Private Interview with Mrs. SNS on Januari, 27-2022

e. Physical Conditions

The strategy used by the teacher when a student is in a bad condition is “I ask the student to keep listening to the listening learning material. However, when the teacher gives assignments, students who are in a bad condition may collect assignments later from other students.”³⁴

f. Problems Pertaining to Noise

The strategy used by the teacher to focus students' concentration is “I plays a song that is familiar to the students. After that, the teacher proceeds to the material to be studied.”³⁵

g. Lack of Concentration

The strategy used by the teacher to make the class room less noisy is “I gives students exercises from the material they are going to listen.”³⁶

So, from the explanation above, researcher take conclusion that students must focus when they are learning at class, makes not taking, summarizing and pay more attention when teacher explain the material so students easy to understand.

B. Checking Data Trustworthiness

To determine the data trustworthiness, the researcher used the point three that is triangulation. So, in this research triangulation it is mean checking data by using something. So the results of checking the students answer sheets with triangulation was researcher got the valid data.

³⁴ Private Interview with Mrs. SNS on Januari, 27-2022

³⁵ Private Interview with Mrs. SNS on Januari, 27-2022

³⁶ Private Interview with Mrs. SNS on Januari, 27-2022

C. Discussion of the Result

The result of this research was there was some difficulties in learning listening at the eleventh grade students of MAS Darul Ikhlas Panyabungan. The data shows the difficulties is higher. Maybe, there was a mistake in processing the data and may there was an items were not measurable.

From the calculation of the data, the researcher found the students' difficulties at the eleventh grade students of MAS Darul Ikhlas Panyabungan was poor category. It can be seen from the mean score of the students' difficulties was 15.61% which means very poor category in learning listening.

The primary objective of this research was to ascertain the obstacles students encountered when learning to listen. The researcher discovered, after analyzing the test and interview results that students did not get much time to learn how to listen.

This examination likewise talked about with the hypothesis and contrasted and the connected observing that has been expressed by specialist. According to Faisal's related findings, the students experienced two types of listening difficulties: internal factors like unclear pronunciation, limited vocabulary, inadequate grammar knowledge, unfamiliarity with the listening topic, inability to concentrate, dislike of English, self-distrust, speech rate, and accent, and external factors like poor tape quality and noises around them while they are listening.³⁷

³⁷ Irfan Yusup Amir Faisal, "An Analysis of Students' Difficulties in Learning Listening at The Tenth Grade of MA Nurul Falah Learning"
<file:///C:/Users/XXX/AppData/Local/Temp/208-Article%20Text-363-1-10-20190827-1.pdf>.
Access on 09th February 2022

Ginting, found that the strategies used by the teacher those are use strategies for taking notes and summarizing because the participant one encountered the issue that the student's concentration on listening was too low; they were unable to follow the native speaker word for word, making it difficult for the students to comprehend the meaning of the words. Additionally, employ strategies for paying attention when teaching listening theory and practicing listening.³⁸

Based on the explanation, the findings of this research and related findings like difficulties and strategies shared similarities. But there were also differences between this research and related findings, like where the research was conducted.

D. Threats of the Research

The researcher found the threats of this research as below:

1. The researcher asked the students to summarize the new vocabulary and take notes.
2. Because of the possibility of students cheating or guessing, the researcher was unable to assess the students' honesty when they took the given test.
3. The researcher was unable to determine whether or not students answered the test with concentration.
4. There was a time limit on the test.

³⁸ Sherly Argisila Br Ginting, dkk. "Teacher's Strategies in Teaching Listening" <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/download/2231/1823>. Access on 30th Maret 2022

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions about students' difficulties in learning listening and provides some suggestions for the teacher about learning listening difficulties and strategies found in English learning.

A. Conclusions

After doing a research in MAS Darul Ikhlas Panyabungan, there were some conclusions that can be concluded. Based on the result of the research, the conclusions of this research are:

1. The difficulties at the eleventh grade students of MAS Darul Ikhlas Panyabungan in learning listening was 15.61% which means very poor category. The researcher found the percentage of cultural differences was 11.64%. In Quality of Recorded Material was 15.07%. Unfamiliar Vocabulary 15.61%. The percentage of Length and Speed of the Listening was 14.35%. The percentage of Physical Conditions was 14.29%. The percentage of Problems Pertaining to Noise was 14.13%. And the percentage of Lack of Concentration was 10.38%.
2. From the result of interview, there was English teacher's efforts to overcome students' difficulties in learning listening.
 - a. Teacher re-explain the material and make a task from the students' daily activity.
 - b. Teacher ask students must focus when they are learning at class.

- c. Teacher ask students to makes notes taking, summarizing and pay more attention when teacher explain the material.
- d. Teacher using media for helping students.
- e. The teacher asks the students what cannot be understood from the material they are discussing.

B. Suggestion

Based on the result above, one of the most challenging skills for students learning a foreign language is listening. The researcher gained a lot of knowledge and experience in English learning after the study was completed. It is shown that the researcher required evidence to support their claims. The researcher made a suggestion as a result, as follow:

1. To the headmaster of MAS Darul Ikhlah Panyabungan, the researcher proposes the headmaster to re-execute and fix the standards that utilization English in everyday in the classroom and outside to rehearse their English. Including the need to frequently practice listening in class. As a result, students are proficient at listening to English.
2. To the English teacher, the researcher suggests to support all activities classroom and extracurricular activities that involve English (always use English). Additionally, converse frequently with classmates to develop English listening and hearing skills.
3. The researcher suggests to anyone wishing to conduct research on the same issue as background information or as a resource for future researchers.

REFERENCES

- Adhabi,Essa. "Literature Review for the Type of Interview in Qualitative Research," *Jurnal*, Volume 9, No. 3, September 2017, hlm. 88.
- Br Ginting, Argisila Sherly, dkk." Teacher's Strategies in Teaching Listening"
<http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ/article/download/2231/1823>. Access on 30th Maret 2022
- Brown ,H. Doughlas. "*Teaching by principles, An Interactive Approach to Language Pedagogy, Third Edition*".2007. Hal. 301-302
- Creswell, John W., *Research Design Qualitative, Quantitative and Mix Methods Approaches Sechond Edition*, (London: Sage Publication, 2002) .p. 21.
- Crysalin Sicat, "Types of Listening". (<https://www.scribd.com>). Access on 10th November 2021
- Day and Park in Benjamin Carcamo, "Types of listening comprehension promoted in the Chilean EFL textbook Global English". (<http://www.scielo.org.co>). Access on 01 November 2021
- Diora, Lini and Rusdi Noor Rosa, "An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP". 2020
- El Nahhal, Mohammad Mousa, "The Difficulties of Learning Listening for Young Learner through Teachers' Perspective".
- Faisal, Irfan Yusup Amir, "An Analysis of Students' Difficulties in Learning Listening at the Tenth Grade of MA Nurul Falah Learning"
- Field, John, "Listening in the Language Classroom". Cambridge University Press 2008.
<file:///C:/Users/XXX/AppData/Local/Temp/208-Article%20Text-363-1-10-20190827-1.pdf>. Access on 09th February 2022
- Fitriadi, Dr. H. Lubis, M.Pd dkk. Improving Students Mastery by Using Dictoglass Technique at the VIII Grade Students of SMP Negeri 2 Batang Angkola. English Education Vol. 06. No. 2. December 2018
- Gulam, Gulam Kamelia, "Business Communication: Basic Concepts and Skills. (<https://www.uj.edu.sa>). Access on 09th November 2021
- Hingorani, Dr. Priti, "Importance & Types of Listening". (<http://epgp.inflibnet.ac.in>). Access on 10th November 2021

<http://jurnal.iain-padangsidingpuan.ac.id/index.php/EEJ/article/download/2231/1823>.
Access on 30th Maret 2022

Khobiruzzaman, M, “Discriminative, Comprehensive, Emphatic, Analytical, & Appreciative Listening”, (<https://newsmoor.com/types-of-listening-discriminative-comprehensive-empathic-analytical-appreciative-listening/>). Access on 12 November 2021

Listiana, (<http://digilib.uinsby.ac.id/10397/6/babii.pdf>). Access on 10th November 2021

Maulida Raihan, “An Analysis of Students’ Difficulties in Learning Listening”. THESIS. 2018, p. 12-16 (<https://repository.ar-raniry.ac.id>). Access on 13th October 2021

Mesquita ,Ana Claudia and Emilia Campos de Carvalho, “Therapeutic Listening as a health intervention strategy: an integrative review”. (<https://www.scielo.br>). Access on 09th November 2021

Moleong, Laxi J, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2000), hlm. 178

Nation , I. S. P. and J. Newton, *Teaching ESL/EFL Listening and Speaking* (Routledge : New York, 2009), 40.

Nizar, Ahmad Rangkuti, *Metode Penelitian Pendidikan*.

Nizar, Ahmad Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), P.100.

Nuryadi, Wahyu Dwi Savitri, “Teaching Listening Comprehension Through Voice of America (VOA) Special English Broadcast”.

Prastiyowati, S, “Difficulties in Listening Comprehension Encountered by Students of English Department University of Muhammadiyah Malang.

Private Interview with Mrs. DW students in Ma’had Darul Ikhlas Panyabungan at The Grade Eleventh on July, 17 2021

Private Interview with Mrs. HS students in Ma’had Darul Ikhlas Panyabungan at The Grade Eleventh on July, 17 2021

- Ramachandran, C and Shinu A M, "Listening Skills". 276. (http://eprints.cmfri.org.in/12220/1/Ramachandran_Theeranaipunya-3_2017). Access on 09th November 2021
- Richard, Jack, "Teaching Listening #5 – Listening Strategies". (<https://www.cambridge.org/elt/blog/>). Access on 15th November 2021
- Rost in Selin Yildirim and Ozgur Yildirim, "The Importance in Language Learning and Listening Comprehension Problems Experienced by Language Learners: A Literature Review". 2016. (<https://dergipark.org.tr>). Access on 13 October 2021
- Samsu, Metode Penelitian Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mix Method, serta Research & Development, (Jambi: Pusaka Jambi, 2017). p. 118.
- Sariana, "The Relation between Listening Strategies and Listening Achievement at the Second Grade of SMP Negeri 3 Pasilambena Kabupaten Selayar". (<https://digilibadmin.unismuh.ac.id>). Access on 10th November 2021
- Sehu, Andang, "An Overview Of Teaching Listening In Islamic Tertiary Level Of Education". (<https://media.neliti.com>). Acces on 10th November 2021
- Sofyan, Ryan Rayhana and Andi Mushriah, "Learning Difficulties in Listening Comprehension". 2019
- Sugiyono, *Metode Penelitian Kuantitaif, Kualitatif dan R&D* (Bandung: Alfabeta CV, 2017) P. 215.
- Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 20007), p.81.
- Sundayana, Wahyu, "Material Development/Pedoman Guru ING SMA 5. (http://file.upi.edu/Direktori/FPBS/JUR,_PEND._BAHASA_INGGRIS/195802081986011). Access on 09th November 2021
- Taker, Shailesh, "Types of Listening", ([www-bahaistudies-net](http://www.bahaistudies-net)). Access on 17 Oktober 2021 Pukul 21.00 WIB
- Tobias, Jan Marini, "Types of Listening". (<https://www.typesoflistening.net>). Access on 10th November 2021
- Wilson in S. Prastiyowati,"Difficulties in Listening Comprehension Encountered by Students of English Department University of Muhammadiyah Malang". Hal.11 (<http://eprints.umm.ac.id>). Access on 13th October 2021

CURRICULUM VITAE



A. Identity

Name : Ummu Hani
Reg. Num : 17 203 00020
Place/ Date of Birthday : Sayur Maincat, 17th May 1998
Gender : Female
Religion : Islam
Address : Desa Sayur Maincat, Kec. Hutabargot,
Kab.Mandailing Natal.
Phone number : 0853 5820 4190
Email : ummunasution17@gmail.com

B. Parents

Father's Name : Abdul Hamid
Job : Farmer
Mother's Name : Nur Hayani
Job : Farmer

C. Educational Background

1. SD Negeri 146281 Sayur Maincat 2005-2011
2. Mtss Darul Ikhlas Dalan Lidang 2011-2014
3. MAS Darul Ikhlas Dalan Lidang 2014-2017
4. UIN SYAHADA Padangsidimpuan 2017-2022

APPENDIX I

Nama :

Kelas :

Hari/Tgl :

Petunjuk Pengisian Angket:

1. Isilah daftar identitas yang telah disediakan.
2. Bacalah setiap pernyataan dengan teliti dan seksama.
3. Pilihlah salah satu jawaban yang menurut anda paling sesuai dengan keadaan, atau pendapat anda dengan memberikan tanda (√) pada tempat yang disediakan.

Keterangan alternative jawaban:

S : Selalu (Always)

SR : Sering (Often)

KD : Kadang-kadang (Sometimes)

P : Pernah (Ever)

TP : Tidak Pernah (Never)

4. Jawaban yang anda berikan dijamin kerahasiannya dan tidak akan berpengaruh terhadap nilai sekolah.

No	PERNYATAAN	S	SR	KD	P	TP
1	Saya mengalami kesulitan dalam belajar listening karena perbedaan budaya dan bahasa.					
2	Saya mengalami kesulitan dalam belajar listening karena pengucapannya terdengar biasa tetapi saya tidak mengenali kalimatnya.					
3	Saya merasa sulit memahami listening dengan baik karena pembicara berbicara dengan berbagai aksen.					

4	Saya mengalami kesulitan belajar listening karena rekaman yang diputar sangat buruk dan suara pembicaranya tidak jelas.					
5	Saya mengalami kesulitan dalam belajar listening karena saya tidak memahami intonasi dari pembicara pada rekaman.					
6	Saya merasa sulit belajar listening karena pengulangan kata secara berulang pada rekaman yang di putar.					
7	Saya mengalami kesulitan dalam belajar listening karena kosa kata baru yang tidak biasa di dengar.					
8	Saya mengalami kesulitan dalam belajar listening karena sulit memahami dan membedakan persamaan kata pada rekaman yang di putar.					
9	Saya mengalami kesulitan dalam belajar listening karena sulit menyimpulkan arti dari kata yang tidak diketahui saat mendengarkan.					
10	Saya mengalami kesulitan dalam belajar listening karena teks atau rekaman yang di putar terlalu panjang.					
11	Saya mengalami kesulitan dalam belajar listening karena kecepatan waktu memutar rekaman.					
12	Saya merasa sulit belajar listening dengan baik karena pembicara bicara terlalu cepat.					
13	Saya mengalami kesulitan dalam belajar listening karena dalam keadaan kondisi yang kurang baik.					
14	Saya mengalami kesulitan dalam belajar listening karena kondisi ruangan yang tidak bagus.					
15	Saya merasa sulit belajar listening karena adanya keraguan dan jeda pada rekaman yang di putar.					
16	Saya mengalami kesulitan dalam belajar listening karena ruangan yang terlalu berisik.					
17	Saya mengalami kesulitan dalam belajar listening karena adanya gangguan dari luar ruangan.					
18	Saya mengalami kesulitan dalam belajar listening karena rekaman yang di putar sangat berisik.					
19	Saya mengalami kesulitan dalam belajar listening karena kurangnya konsentrasi.					
20	Saya mengalami kesulitan dalam belajar listening karena kehilangan fokus dari pembicaraan rekaman yang di putar.					

Panyabungan, Januari 2022

Validator

Syahrida Nur Siregar, S.Pd

APPENDIX II

The Result of Students' Difficulties

Class XI IPS-A

No	Initial of Students	Score
1	NAL	84
2	UA	80
3	NI	77
4	WW	77
5	PW	77
6	SN	82
7	ST	87
8	ERS	82
9	SFN	84
10	NFH	82
11	DS	70
12	UH	82
13	NSR	85
14	NJ	61
15	NJH	54
16	KN	65
17	RH	63
18	AP	83
19	HT	61
20	NM	65
21	AK	61
22	NF	63

Class XI IPS-B

No	Initial of Students	Score of Students
1	YAL	53
2	NR	61
3	JW	72
4	HA	65
5	NHB	72
6	NZ	63
7	NA	69
8	KL	74
9	RA	66
10	INAN	67
11	RHD	74

12	MS	65
13	NA	72
14	HS	86
15	FDS	90
16	FY	83
17	RRN	71
18	NL	65
19	US	76
20	NW	73

Class XI IPS-C

No	Initial of Students	Score of Students
1	FFL	79
2	RFN	94
3	NIP	66
4	UK	62
5	RJB	66
6	SA	88
7	AK	86
8	SFS	94
9	RMS	72
10	RS	75
11	RFR	72
12	AF	78
13	RAT	80
14	SKS	79
15	EY	82
16	AK	78
17	FS	83
18	MS	64

APPENDIX III

No	Initials	Number of Questionnaires																				Scores
		Cultural Differences			Quality of Recorded Material			Unfamiliar Vocabulary			Length and Speed of the Listening			Physical Condition			Problem Pertaining to Noise			Lack of Concentration		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	NAL	5	5	5	5	5	4	4	4	3	2	4	4	4	5	5	2	4	5	5	4	84
2	UA	5	5	4	5	4	3	4	5	4	5	5	4	3	3	3	4	3	5	3	3	80
3	NI	5	3	3	5	5	2	5	2	5	5	5	2	2	5	5	3	3	2	5	5	77
4	WW	5	5	3	4	4	4	3	5	5	3	2	5	3	5	2	5	2	5	2	5	77
5	PW	4	4	4	5	4	5	4	4	5	3	3	5	4	3	3	3	3	4	3	4	77
6	SN	5	3	5	5	5	4	3	5	5	4	3	5	5	5	3	4	3	3	5	2	82
7	ST	5	5	5	5	4	5	5	5	4	5	2	4	5	4	4	5	4	5	3	3	87
8	ERS	5	4	4	5	5	4	3	4	3	3	5	5	5	5	4	4	3	4	4	3	82
9	SFN	5	5	4	5	4	4	4	5	3	5	3	3	5	3	5	3	5	3	5	5	84
10	NFH	5	5	5	5	5	4	4	4	5	3	3	5	3	3	5	3	4	3	4	4	82
11	DS	2	1	5	5	5	3	2	5	5	3	5	2	3	5	3	5	1	4	1	5	70
12	UH	5	3	5	5	3	4	5	4	5	3	4	5	4	5	3	5	3	3	5	3	82
13	NSR	5	4	4	4	4	4	5	5	5	4	3	4	3	5	3	5	5	5	4	4	85
14	NJ	5	3	1	5	1	5	3	1	5	3	5	1	3	2	4	4	2	4	3	1	61
15	NJH	2	3	4	2	1	3	2	1	3	4	5	1	3	2	4	2	4	2	5	1	54
16	KN	4	1	3	5	3	5	3	5	3	1	2	5	2	3	4	2	3	2	4	5	65
17	RH	1	4	2	1	5	3	5	2	4	2	5	3	1	4	3	2	4	3	4	5	63
18	AP	5	5	5	4	4	5	3	5	4	3	5	5	4	3	5	3	5	3	4	3	83
19	HT	5	3	1	5	4	1	5	2	5	3	1	2	5	3	2	5		3	2	4	61

20	NM	3	5	2	1	5	4	2	5	3	5	3	1	4	2	5	3	4	2	4	2	65
21	AK	2	5	1	5	1	3	1	3	5	2	4	1	3	5	2	4	1	5	3	5	61
22	NF	1	5	2	5	3	5	2	1	5	3	4	3	1	5	2	4	2	3	4	3	63
23	YAL	1	3	1	5	1	4	2	4	5	3	3	1	5	2	4	1	4	1	2	1	53
24	NR	5	1	2	3	4	2	3	4	2	4	2	4	5	3	1	5	2	4	1	4	61
No	Initials	Number of Questionnaires																				Scores
		Cultural Differences			Quality of Recorded Material			Unfamiliar Vocabulary			Length and Speed of the Listening			Physical Condition			Problem Pertaining to Noise			Lack of Concentration		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
25	JW	3	5	3	3	4	3	4	5	4	3	2	4	3	2	4	3	4	5	5	3	72
26	HA	2	5	4	3	2	4	3	2	4	2	4	2	4	3	4	2	4	4	3	4	65
27	NHB	4	3	2	5	3	4	2	4	5	3	2	4	4	3	4	2	5	5	4	4	72
28	NZ	2	2	4	3	2	4	2	5	3	4	2	4	2	3	5	1	5	4	2	4	63
29	NA	5	3	3	5	3	5	3	3	5	1	4	2	3	1	5	2	4	5	2	5	69
30	KL	3	4	2	3	4	3	5	3	3	5	4	3	5	2	5	3	4	4	4	5	74
31	RA	2	3	4	5	4	4	3	3	3	4	5	3	2	2	3	2	4	3	4	3	66
32	INAN	5	3	1	2	5	4	4	4	3	4	3	4	2	3	4	4	3	4	3	2	67
33	RHD	5	3	2	4	3	4	4	3	3	4	2	4	4	3	4	4	3	5	5	5	74
34	MS	5	3	2	2	3	3	2	3	2	4	4	3	3	3	4	4	3	4	4	4	65
35	NA	4	3	2	2	3	3	4	3	4	5	3	5	3	3	5	5	5	3	3	4	72
36	HS	5	5	4	5	4	5	5	5	5	2	4	5	5	4	3	5	2	4	4	5	86
37	FDS	5	1	3	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	4	5	90
38	FY	5	1	4	5	4	5	5	5	5	2	4	5	5	4	3	5	2	5	4	5	83
39	RRN	4	2	4	4	4	2	4	4	4	2	4	4	4	4	2	4	2	5	4	4	71
40	NL	5	2	3	4	4	1	3	5	4	4	4	3	2	2	1	4	1	4	5	4	65
41	US	5	1	4	5	5	1	4	5	4	3	4	5	4	5	1	4	2	5	4	5	76

42	NW	5	2	4	4	4	2	4	4	4	2	4	4	4	4	4	2	4	4	4	73	
43	FFL	4	4	4	4	3	2	5	5	4	4	4	5	4	4	4	4	1	4	5	5	79
44	RFN	5	5	2	5	5	5	5	5	5	5	5	5	5	4	5	4	4	5	5	94	
45	NIP	2	1	4	2	4	2	4	4	4	4	2	4	2	2	4	4	2	5	5	66	
46	UK	5	2	3	4	4	1	3	5	4	4	4	3	2	2	2	3	1	2	5	62	
47	RJB	3	3	3	3	3	1	3	5	3	1	3	5	3	5	3	3	1	5	5	66	
48	SA	5	4	5	5	5	5	5	5	5	5	4	5	4	5	2	4	1	5	4	88	
49	AK	4	5	2	5	5	5	5	5	1	1	5	5	5	5	4	5	4	5	5	86	
50	SFS	5	5	2	5	3	5	5	5	5	5	5	5	5	5	4	5	4	5	5	94	

No	Initials	Number of Questionnaires																				Scores
		Cultural Differences			Quality of Recorded Material			Unfamiliar Vocabulary			Length and Speed of the Listening			Physical Condition			Problem Pertaining to Noise			Lack of Concentration		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
51	RMS	5	3	2	4	4	2	3	3	4	4	4	3	4	5	4	5	4	4	2	3	72
52	RS	5	5	3	4	4	3	3	4	4	5	4	4	5	4	3	2	3	3	4	3	75
53	RFR	5	5	2	4	3	3	4	3	4	3	4	2	2	3	4	5	3	5	5	3	72
54	AF	3	4	3	4	4	4	4	3	3	4	4	4	3	3	5	5	5	4	4	5	78
55	RAT	5	4	3	3	3	4	4	5	5	3	3	3	5	5	5	3	4	4	4	5	80
56	SKS	4	3	1	5	5	1	5	5	4	3	5	5	5	4	2	5	3	4	5	5	79
57	EY	4	4	4	4	4	4	5	5	4	4	5	4	4	4	4	4	2	4	4	5	82
58	AK	3	1	4	4	4	2	4	5	5	3	5	5	4	4	4	4	2	5	5	5	78
59	FS	4	3	5	5	5	5	5	5	5	4	4	4	4	4	3	4	3	4	4	4	83
60	MS	3	3	3	3	3	2	3	4	3	3	3	3	4	3	3	3	2	5	4	4	64

APPENDIX VI

Interview Questions about teachers' Strategies in Teaching Listening

Nama :

Tanggal :

pertanyaan :

1. Strategi apa yang ibu gunakan untuk memecahkan masalah yang berhubungan dengan kosa kata yang terbatas?
2. Strategi apa yang ibu gunakan untuk memecahkan masalah yang berhubungan tentang kecepatan pengucapan dalam listening?
3. Strategi apa yang ibu gunakan untuk memecahkan masalah yang berhubungan dengan perbedaan budaya dalam belajar listening?
4. Strategi apa yang ibu gunakan untuk memecahkan masalah yang berhubungan untuk memusatkan konsentrasi siswa dalam pembelajaran listening?
5. Strategi apa yang ibu gunakan untuk memecahkan masalah yang berhubungan dengan siswa yang dalam keadaan kurang baik saat pembelajaran listening?
6. Strategi apa yang ibu gunakan untuk memecahkan masalah yang berhubungan dengan masalah rekaman yang diputar saat pembelajaran suaranya tidak jelas untuk di dengar?
7. Strategi apa yang ibu gunakan untuk mengkondusifkan/mengontrol ruangan kelas agar tidak berisik ketika pembelajaran listening?

The Answer of the Teacher:

1. Saya bertanya kepada siswa apa yang tidak dapat dipahami dari materi yang mereka diskusikan. Setelah saya mengetahuinya, kemudian saya menjelaskan/menyebutkan kembali materi untuk memastikan bahwa siswa telah memahami materi dengan baik.
2. Saya memutar rekamannya berulang-ulang agar siswa dapat memahaminya.

3. Saya menggunakan kosakata yang berhubungan dengan kegiatan sehari-hari siswa, dan saya meminta siswa untuk memperdalam kosakata dan kemudian menggunakannya saat belajar mendengarkan.
4. Saya meminta siswa untuk sering mendengarkan bahasa Inggris dan sering berdialog dengan siswa lain untuk melatih pendengaran siswa agar lebih mudah memahaminya ketika belajar listening. Kemudian saya memutar rekaman dua kali sampai 3 kali.
5. Saya meminta siswa untuk tetap mendengarkan materi pembelajaran listening. Namun, ketika guru memberikan tugas, siswa yang dalam kondisi kurang baik dapat mengumpulkan tugas lebih lama dari siswa lain.
6. Saya memutar lagu yang sering di dengar oleh siswa. Setelah itu, guru melanjutkan ke materi yang akan dipelajari oleh siswa.
7. Saya memberikan latihan atau soal kepada siswa dari materi yang mereka dengarkan.

APPENDIX VII

DOCUMENTATION

Meeting with Chief of MAS Darul Ikhlas Panyabungan



Interview with Teacher English MAS Darul Ikhlas Panyabungan



Students of Class XI IPS A



Students of Class XI IPS B



Students of Class XI IPS B



The Location of MAS Ma'had Darul Ikhlah Panyabungan







**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

06 Oktober 2020

Nomor : 132/In.14/E.6a/PP.00.9/10/2020
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Ummu Hani
NIM	: 1720300020
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Difficulties of the Eleventh Grade Students of MAS Darul Ikhlas Panyabungan in Learning Listening

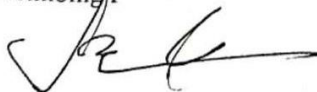
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

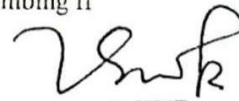
PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I



Dr. Fitriadi Lubis, M.Pd.
NIP.19620917 199203 1 002

BERSEDIA/TIDAK BERSEDIA
Pembimbing II



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telepon (0634) 22080 Faximile (0634) 24022
Website: <https://ftik.iain.padangsidimpuan.ac.id> E-mail: ftik@iain.padangsidimpuan.ac.id

Nomor : B - 54 /In.14/E/TL.00/01/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

7 Januari 2021

Yth. Kepala MAS Darul Ikhlas Panyabungan
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ummu Hani
NIM : 1720300020
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Difficulties of the Eleventh Grade Students of MAS Darul Ikhlas Panyabungan in Learning Listening".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002





YAYASAN AL IKHLASH MADINA
مسجد دار الإخلاص
PESANTREN DARUL IKHLASH
KELURAHAN DALAN LIDANG KECAMATAN PANYABUNGAN
KABUPATEN MANDAILING NATAL - SUMATERA UTARA 22912 TELP. 0635-20488

SURAT KETERANGAN RESEARCH

No. 068/MDI/MN/I/2022

Yang bertanda tangan dibawah ini Pimpinan Pesantren Darul Ikhlah Dalam Lidang Panyabungan Kab. Mandailing Natal, dengan ini menerangkan bahwa :

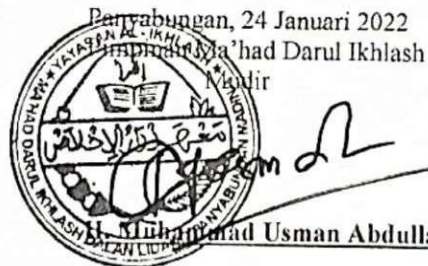
Nama : Ummu Hani
NIM : 1720300020
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Study : Tadris/Pendidikan Bahasa Inggris
Alamat : Hutabargot Sayurmaincat Kec. Hutabargot

Kabupaten Mandailing Natal Provinsi Sumatera Utara

Benar telah melaksanakan **Research/ Penelitian** pada MAS Darul Ikhlah Dalam Lidang Panyabungan Kab. Mandailing Natal sejak tanggal 08 Januari 2021 s/d 24 Januari 2021 guna menyelesaikan tugas akhir (Skripsi) perkuliahan di Institut Agama Islam Negeri Padangsidempuan yang berjudul : **"The Difficulties Of the Eleventh Grade Students of MAS Darul Ikhlah Panyabungan in Learning Listening"**.

Demikian Surat Keterangan Research/ Penelitian ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Panyabungan, 24 Januari 2022



H. Muhammad Usman Abdullah Nst, Lc