

THE ANALYSIS OF STUDENTS' PROBLEMS IN LISTENING COMPREHENSION AT THE EIGHTH GRADE OF SMP N 4 PURWOREJO IN THE ACADEMIC YEAR OF 2020 / 2021

Salsabyla Ayu Aisyah¹, Abdul Ngafif², Andrian Nuriza Johan³
{ salsaayu66@gmail.com, abdulngafif@gmail.com, andriannuriza@umpwr.ac.id }

English Language Education, Purworejo Muhammadiyah University^{1,2,3}

Abstract. The goal of this study is to find out students' listening comprehension problems and to find out students' strategies to increase listening comprehension. The sample for this study consists of 32 eighth grade students from SMP N 4 Purworejo. The instrument used by the researchers is a questionnaire and an interview. The researchers found that the students faced listening problems categorized into six areas namely 1) listening materials (unfamiliar topic, complex grammatical, lack of vocabulary, and length of spoken text), 2) listener's factors (failure to concentrate, psychological process, remembering the word and recognizing the word), 3) physical setting (noise around and poor quality equipments), 4) students' low motivation on listening subject, 5) teaching method, 6) speaker's factor (speed of speech, unclear pronunciation, unfamiliar words). Based on the result findings of questionnaire and interview students', the researchers found that the students had strategies to increase their listening problem namely studying at home, using voice chat to communication with their friends, listening English songs, watching movies or videos from YouTube, and doing listening assignments.

Keywords: listening comprehension, listening problems, listening strategies

1. Introduction

in the world such as Indonesian, Chinese, Japanese, Russian, English, but the most popular is English. English becomes the dominant language and the language of international communication in all of the world. Furthermore, Teaching English as a foreign language has a specific place in Indonesia that conforms with a separate language. Students should master four abilities when studying English: listening, reading, speaking, and writing. Darti discovered that listening is the most important skill that students should learn since communication is possible when they would not have a strong listening skill. [1]. Furthermore, the major element of communication is speaking and listening, the skill to understand what others say is the basis of interaction skill. Listening is vital in communication as it is believed that listening accounts for 40-50 percent of total time spent communicating; speaking accounts for 25-30 percent ; reading accounts for 11-16 percent ; and writing accounts for about 9 percent [2].

Despite the significance of listening, many students struggle to learn and increase their listening skill. Moreover, Darti supported this claim by discovering three variables important listening: listening material, the listener factor, and physical setting. Furthermore, accents, pronunciation, speed of speech, lack of vocabulary, varied accents, lack of focus, and poor recording quality were therefore crucial problems by students [3].

Similarly, from the researcher experience during English tutoring at SMP N 9 Purworejo started from July, 2019 until June 2020, the students' have problems in listening comprehension in English subject. The researchers found that there were 40 from 96 (42%) students' failed to pass the English passing grade in the academic year of 2019/2020. In this case, those 40% failed students' explained that the learning process done was not maximal due to inability to follow the speed of the speech (material/native speaker), unclear pronunciation, lack of vocabulary, poor quality equipments and failure of concentration.

Moreover, the researchers also collected the students' English score obtained from the students' English final score at the eighth grade of class A until class F with 190 students in total. After calculating the mean score of each classes, the researchers found the average score from class 8A is 58, class 8B is 57, class 8C is 81, class 8D is 71, class 8E is 73, and class 8F is 75. As compared to the passing grade at SMP N 9 Purworejo, which is 74, it is discovered that only two classes out of six achieved the passing grade, while four classes failed to use it. Based on such data, it is possible to conclude that the students have a low skill in listening comprehension and they are have problems in listening comprehension.

By analyzing the problems listed above, the researchers want to conduct a research with titled "The Analysis of Students' Problems in Listening Comprehension at The Eighth Grade of SMP N 4 Purworejo in The Academic Year of 2020/2021."

2. Review Literature

2.1 Listening Comprehension

2.2 In terms of listening comprehension theory, the researchers adopted the theories mentioned below. Listening comprehension is interactive process in listeners to production of the meaning of word [4].

Rost says listening comprehension is regarded as a complex, collaborative process in which listeners engage in a dynamic creation of meaning [5]. Understanding a speaker's accent or pronunciation, grammar and vocabulary, and comprehension of meaning are all part of this process. The message must be given enough attention or concentration to overcome all competing noises and be comprehended [6].

2.3 Strategies in Improving Listening Comprehension

Noor et al. found how to improve English learning and competency by drawing on their own experiences, which helps them become better learners [7]. For example, by watching English movies and documentaries, it would help them in pronunciation, sentence structure construction, usage of words in contexts and vocabulary range development. Moreover, watching English movies without foreign subtitles will force learners to focus on the spoken words. Furthermore, learners should communicate with friends who have a good command of English and can interact via Facebook, Yahoo Messenger, or other Internet voice service platforms to increase listening comprehension.

Moreover, the use of a microphone while teaching and the constant monitoring of the sound system's conditions may aid in the development of their listening comprehension, particularly for students who have problems with the physical environment, such as some teachers' soft voices and technical problems with the sound systems and equipment [8]. In addition, authentic materials are produced easier to work with by implementing technology. Technology and authentic materials in the classroom have been the subject of several studies on the impact on listening comprehension. Aside from that, fascinating listening assignments stimulate the students' attention and help them not only develop listening skills, but also motivate them to implement various types of listening methods in order to obtain the maximum benefits in performing their tasks [6].

2.4 Problems in Listening Comprehension

When it comes to listening comprehension, foreign language learners could encounter a variety of problems, most of which are related to what has already been said. Communication, the speaker, the listener and the physical setting all have an impact on listening comprehension. [9]. The following seven elements were observed: the contents of the listening text, linguistic aspects, inability to concentrate, psychological characteristics, listener, speaker, and physical settings. [4].

1. Listening text.

Comprehending listening has a relationship with audio [8]. Due to the fact that students create their knowledge of the subject they are listening to based on their experiences, difficulties occur when the subject and the learner's past experience are out of synchronization [4]. Students' difficulties with listening comprehension are frequently disguised by complex grammatical constructions. A structural component of the text also contributes to the difficulty of listening comprehension [10]. Additionally, the most prevalent problem in listening texts was the difficulty in understanding listening texts with too many new terms, including jargon and idioms, due to students' low vocabulary [4].

2. The listener.

Listening comprehension problems in the listener [8]. Understanding in listening often necessitates concentration; However, students' failure to concentrate, psychological process, unclear pronunciations, and recognizing the words were all problems included in the listener factor.

3. Physical Setting.

It is deeply connected to noise with the speaker that interferes with listeners' comprehension. There are problems that arise as a result of the physical setting, such as sound connections and the physical surroundings [4].

4. Motivation

Students' listening comprehension is highly affected by their motivation problems, one of which is a lack of self-motivation to learn listening comprehension and students' difficulty in listening tests [4]. Boredom and irritation may have had an impact on how much attention was given to listening. This occurs as a result of poor stimulation caused by disinterest towards the topic, a lack of enthusiasm, the teacher's failure to offer substantial material in a stimulating way, or delivering the lecture in a monotone that induces sleepiness [11].

5. Teaching method.

The biggest problem impeding students' listening comprehension was a lack of stimulation produced by the teaching method [12].

6. The Speaker.

The speaker's listening comprehension problems, and the listener's inability to control the speed of delivery [4].

There are some previous studies to set three relevant researchers which have been done by other researchers. The first previous study that has been done by Fornila (2018). The research finding found that the mean score of students' motivation in listening is 62.41 including into category stuffiest. To solve the problems faced by the students above, the teacher has strategy is made building knowledge of field, dictation the material, repeating the audio, asking the students to frequently listen to English music, news, and film, practice speaking English with native speaker [13]. The similarities of that research and this research is on the concern. Both of the research focuses on the analysis of students' listening problems and the strategies faced by the students above. Furthermore, the differences between that research and this research are in the subject of the research and identification of the problems.

The second previous study that has been done by Adriansah (2015). He concluded that the problems in English listening comprehension were different. Some students have personality problems, such as motivation in learning English listening. Furthermore, some other students had difficulties with the ability to listen to English, content-related issues, linguistic aspects, attention failure, learners' perceptions of psychological characteristics, listener factor, speaker problem, and physical environment. The similarities of that research and this research is in analyzing students' problems in listening comprehension. Moreover, the differences between that research and this research are in the research method and that research there are no have strategies to overcome the problems. On that research, he took quantitative research, whereas this research

used descriptive qualitative research, whereas this research has strategies to increase students' problems in listening comprehension, the other study does not include strategies [14].

In addition, Nurhuda's past research was his third (2018). The goals of her research are to explain listening problems and the factors that influence students' listening comprehension problems in the third year of MAN 1 Pekanbaru. Furthermore, the similarities between previous research and this research are that both focus on the students' problems in listening comprehension. Furthermore, there are certain differences between them, such as the research design and the research subject [5].

3. Method

This research uses descriptive qualitative research. The researchers examine the listening comprehension problems of students in the eighth grade at SMP N 4 Purworejo. This research uses descriptive qualitative research. The researchers examine the listening comprehension problems of students in the eighth grade at SMP N 4 Purworejo in the academic year of 2020/2021. Furthermore, the subject in this study was the eighth grade of SMP N 4 Purworejo and we took 32 students as our subject of the research. The researchers use questionnaire and interview as the instrument to get the data. In collecting the data, the researchers conducted several steps. The first was preparing the research instrument questionnaire and interview to analyze them, the second was invited the students' to *whatsapp* group. The third was distributing the questionnaire consists of 25 statements. The researchers then chose 5 students at random as the sample to conduct each interviews with the students by WhatsApp telephone. Finally, the questionnaire and interview data were examined. Following that, this research used the descriptive analytical method (percentage) to evaluate questionnaire data, and the researcher analyzed the interview responses provided by the students.

4. Research Findings and Discussions

4.1 Research findings

4.1.1 The results of the data collected from questionnaire

The researchers give the data from the questionnaire in this section. The questionnaire has 25 statements, 22 of which are related to students' problems with listening comprehension and three of which are linked to students' solutions for improving listening comprehension. The questionnaire's results are as follows:

Table 1. Results of the data collected from students' questionnaire in listening comprehension.

Number of Statments	Categories	Statements	SS	S	KS	TS
1	Students' perceptions	I don't like English	3%	16%	47%	34%
2		I find that listening comprehension is difficult.	3%	28%	59%	9%
3		Listening comprehension is boring and uninteresting to me	3%	9%	66%	22%
4		I dislike the methodology chosen to teach Listening.	3%	16%	66%	16%
5	Listening comprehension problems related to materials	I have difficulty understanding listening materials when the topic is unknown to me.	9%	81%	9%	0%
6		I'm not sure what the audio listening that was being played is about.	3%	44%	53%	0%
7		I have a problem to understand listening texts because of complex grammatical	3%	72%	25%	0%
8		I have a problem when answering a question based on the audio playing	3%	59%	38%	0%
9		I can't answer a question based on the audio playing	16%	78%	6%	0%
10		I'm having trouble understanding the content of a lengthy spoken text	6%	75%	16%	3%
11	Listening comprehension problems related to listeners	When I start thinking about other questions, I lose focus.	6%	69%	25%	0%
12		When I don't understand the spoken text, I am scared and worried.	19%	44%	31%	6%
13		When I am having difficulty understanding a listening text, I quit listening.	0%	31%	53%	16%
14		I have difficulty remembering words or phrases that I have actually heard.	16%	75%	9%	0%
15		I have a problems when listening without transcripts	16%	78%	6%	0%
16		When speakers speak too quickly, I have difficulty understanding them	41%	53%	6%	0%
17		Because to unclear pronunciations, I have difficulty recognizing words I am familiar with	9%	53%	38%	0%
18	Listening comprehension problems related to Physical	With all of the noises going on around me, it's difficult for me to concentrate.	31%	63%	3%	3%
19		My listening comprehension is limited by distorted noises caused by poor equipment.	25%	59%	9%	6%

	settings					
20	Listening comprehension	I lack motivation to improve my listening comprehension	13%	38%	38%	13%
21	problems related to motivation	I found difficulty in listening test	9%	50%	38%	3%
22		I feel that listening comprehension do not help me to understand English	3%	6%	53%	38%
23	Students' strategies to improve their listening comprehension	I use voice chat on internet communicating with my friends	9%	47%	31%	13%
24		I listen English songs, watching movies or videos from YouTube to improve my listening comprehension	25%	50%	25%	0%
25		I take English courses	6%	19%	13%	63%

4.1.2 The result of the data collected from interview

The researchers used the second instrument, the interview, to complement the results of the questionnaire. The objective is to students' problems in listening comprehension. Here, consist of 5 questions (3 questions related to students’ problems in listening comprehension, and 2 questions related to students’ strategies to increas listening comprehension) and interviewed 5 students. Here is the result of the data collected from interview:

Table 2. Results of the data collected from students’ questionnaire in listening comprehension.

NO	Questions	Answers
1	Are you enthusiastic about English learning? Especially in listening?	Uninterested and uncertain about learning English. The students would not understand how to speak English and therefore do not comprehend the listening material.
2	What is your opinion about listening comprehension learning in your school? How about listening material and the standards of equipment for listening?	The students’ always study at the classroom, the teacher explained the material in front of the class, and listening audio from laptop or YouTube by using active speakers. The students’ never entered the laboratories.
3	In learning, you will definitely experience various obstacles or problems. So, what are the problems did you have in listening?	The students’ cannot understand about listening material because the speaker speak so fast, unclear pronunciation, and unfamiliar of the words.
4	What is your strategies to improve your listening comprehension problems?	To help listening problems, the students have strategies to overcome their listening comprehension, there are: Studying at home, listening English music or videos from YouTube, and the students’ talking with friends in English.
5	Did your teacher give assignments related to listening material?	Doing listening assigments from the teacher also helped to overcome their listening comprehension problems

4.2 Discussion

4.2.1 Students’ Problems in Listening Comprehension

a) Problems in listening material.

The researchers discovered that the students' problem is similar to the theory proposed by Cubalit, which claims that listening comprehension problems are connected to listening text. Unfamiliar subjects, complex grammatical structures, and the length of the spoken texts are the most significant factors that cause problems affecting students' listening comprehension [8]. Furthermore, the researcher makes a table showing problems in listening material.

Table 3. Data analysis about listening comprehension problems related to listening material

Stataments	Students’ Problems	%
When the topic is unfamiliar to me, I have difficulty understanding listening materials.	Unfamiliar Topic	81%
I have a problem to understand listening texts because of complex grammatical	Complex Gramatical	72%
I can't answer a question based on the audio playing	Lack of Vocabulary	78%
I'm having problems understanding the meaning of a long spoken text.	Lenght of Spoken Text	75%

1) Students’ Problems in unfamiliar topic

Based on the result on the table 3, it showed that 81% the eighth grade students’ of SMP N 4 Purworejo have problems in understanding listening text because unfamiliar topics. It means that student lack of knowledge, the student builds their knowledge based on their own experiences. Listening materials with well-known themes would be very easy for students to comprehend. This finding is consistent with Hamouda's theory, which indicated that a more interesting requirement for understanding a text is

- that the learner share certain assumptions about the subject due to the fact that students construct their understanding of the subject they listen on the basis of their experiences; thus, problems arise when there is a mismatch between the subject and the learner's preconceptions [4].
- 2) Students' Problems in complex grammatical.
Based on the result on the table 3 shows that 72% students' reported they have problems in understanding listening texts because of Grammatically complex It indicates that students should be aware of the text's most significant structural component for listening comprehension.
 - 3) Students' Problems in lack of vocabulary
Based on the result on the table 3 shows that 78% students' cannot answering questions based on the audio playing. Furthermore, When answering the question, students' ability to identify listening text remains poor since they try to understand every single word. Many students agree since their vocabulary is poor. It implies the students' need to overcome their vocabulary knowledge in order to easily answer the listening comprehension question. The students' vocabulary was too limited to comprehend the message, posing a significant obstacle to listening comprehension [15].
 - 4) Students' Problems in length of spoken text
According to the results in table 3, 75% of students agree with these statements. The length of the spoken text was one of the primary reasons why the students failed to understand the listening. Furthermore, this confirms Adriansah's arguments that the difficulty in listening comprehension is due in part to the length of the listening text itself, which disappoints listeners and distracts their focus [4]. As a conclusion, one could argue that long spoken texts hinder learners' listening comprehension.
- b) **Listening comprehension problems related to the listener**
Related to listening comprehension problem is related to the listener, it consists of students' failure to concentrate, psychological process, unclear pronunciations, and recognizing the words were all problems included in the listener factor. This findings is supported by the theory of Cubalit [8]. Furthermore, the researcher makes a table showing listening comprehension problems related to listening material.

Table 4. Data analyzed about listening comprehension problems in the listener

Stataments	Students' Problems	%
When I start thinking about other questions, I lose focus.	Failure to Concentration	69%
When I don't comprehend what was said to me, I become scared and worried.	Physicological Process	44%
I have trouble recalling words or sentences that I have just heard.	Remmebering the Words	75%
I have a problems when listening without transcripts	Rezognizing the Words	78%

- 1) Students' Problems in the failure to concentrate.
The results on the table 4, it shows that 69% students' respondent losing concentration when think of another questions is being a serious problem that faced by students'. The loss of focus was because they were searching for the answer while speaker talks. In a listening test, they are required to be a fast listener. Listener who is unable to listen fast they will be left or loss the information about the next questions.
This finding suitable with the theory of Ghoneim, which reveals shows that the failure to concentrate can be happen because the search for an answerduring listening to English listening. Listeners should able to be a fast listener to be catch the whole story. An also when the text is too long, thinking about new words, the recording quality, and also loss focus caused of thinking another question [16].
- 2) Students' Problem in psychological process
The psychological process is crucial in English listening comprehension. According to the results in table 4, 44 percent of the students agree with the statement "I feel scared and worried when I don't comprehend the spoken text." It implies that pupils have difficulties with the psychological process of listening comprehension because they become frightened and concerned when they do not grasp the spoken material. This issue arose in the eighth grade at SMP N 4 Purworejo. According to Ghoneim, the problem stems from psychological characteristics, which say that when a person is worried or frightened, he or she may be unable to concentrate [16].
- 3) Students' Problems in remembering the word
According to the findings in table 4, 75% of the students agreed. It implies that the students are having problems remembering a sentence they previously heard. If they forgot what they had heard, they would waste too much time interpreting and would be unable to decide which response was correct. As a result, students are more likely to be concerned if they do not understand a certain word or phrase, and they will be disappointed if they fail. Students should be tolerant with uncertainty and imperfect understanding [4].

4) Students’ Problem in recognizing the word

According to the results in Table 4, 78 % have problems listening without transcripts since they have a limited vocabulary and knowledge of English. It indicates that the students are unable to identify the words. Furthermore, this finding is consistent with Ur's assertion in Hamouda, which indicates that when a word is spoken differently was uttered when it was learned, the listener not identify it. This is particularly difficult to perform without a transcript due to a lack of experience. It means that the text makes it simple for people to remember that they listened to the audio. It means that the text makes it simple for people to remember that they listened to the audio [4].

c. Listening comprehension problems in physical setting

Listening comprehension problems can happen not only from the listening material or the listener, but also from the actual environment or physical settings. Furthermore, noise in the audio listening interferes with listeners' understanding. There are problems arising as a function of the physical setting, such as sound connections and the physical settinh [13].

Table 5. Data analyzed about listening comprehension problems in physical setting

Problem stataments	Students’ Problems	%
With all of the noises going on around me, it's difficult for me to concentrate.	Noise Around	63%
My listening comprehension is affected by distorted sounds caused by poor equipment.	Poor Quality Equipments	59%

1) Students’ problems in noise around

Listening will not be clear if there are noisy surrounding and it is hard to concentrate, table 5 showed that (63%) students’ agree that difficult to concentrate with noises around. It means that when there is noise in or outside the room and the lab is not prepared, Students would be unable to focus on listening to the audio material. Noise is an obstacle to comprehension. Noise, both on the recording and in the environment, might draw the listener's attention away from the subject of the listening session. It is practically guaranteed that they will not get an acceptable listening outcome if the listening activity is carried out in the presence of noises [4].

2) Students’ Problems in Poor Quality Equipments

The findings indicates that 59% of students’ agree with the problem in noisy sounds caused by poor equipment quality has a significant impact on students’ ability to comprehend what they are hearing. They lose focus as a result of the unclear sounds caused by poor equipment. They are unable to focus on what the speaker has stated. Certainly, the students' challenges with listening comprehension are caused by poor recording quality or low-quality recordings or disks. Unclear noises caused by low-quality equipment might also affect the listener's understanding [4].

d. Listening comprehension problems related to motivation

Students’ listening comprehension is highly affected by their motivation problems, one of which is a lack of self-motivation to learn listening comprehension and students’ difficulty in listening tests.

Table 6. Data analyzed about listening comprehension problems related to motivation

Problem stataments	Students’ Problems	%
I lack motivation to improve my listening comprehension	low motivation in listening comprehension	38%
I found difficulty in listening test	listening test	50%

- 1) Students' Problems in low motivation in listening comprehension.

Based on the results on the table 6 shows that (38%) students' agree and 38% fairly disagree with the statement about "I lack of motivation or interest to overcome my listening comprehension". As the results that there are some students who have problems in self-motivation/interest, and some students who no have motivation to overcome their listening comprehension. It means that students' the eighth grade of SMP N 4 Purworejo who have problems in motivation can be influenced by various things, such as students' disinterest in learning listening, students' feel hard to overcome their listening comprehension because students' have low background of English, the environment is not encouraging. They are lack of motivation from those around them, whether teachers, friends, or families to overcome their listening skill

Furthermore, this finding is in line with Adriansah who reported that the students' lack of interest become the number one problem on listening habit [14]. This bad habit came from the listeners that should be fixed if they still have desire to learn English. Because if someone have no interest on the English, the possibility to success in English will be smaller.

- 2) Students' problem in listening test

Table 6 shows that (50 %) of students had difficulties with the listening test. They were bored or uninterested since they had some difficulty with the listening test and lacked understanding of listening methods. As a result of these issues, students lose motivation to learn.

It is consistent with Hamouda's hypothesis, which argues that problems in listening tests could lead to a lack of self-confidence and enthusiasm for studying, which is common among English low achievers. Poor performance, in turn, may cause learners to lose motivation. [4].

e. Students' problem in teaching method

Based on the results finding, the second question of the interview asks about students' opinions about listening comprehension learning in their school especially the standards of equipment in learning listening comprehension. The findings were the students only learning listening in the classroom, the teacher explained the material in front of the class, and used audio listening material from laptop and sometimes listening to the material from YouTube by using active speakers in the classroom and the students' never entered the laboratory. As the results that causes students not interest when learning listening, students feel bored because teaching method used by the teacher never changed, and the teacher no have variations in teaching.

f. Students' problems in the speaker

Related in the result of students' interview, the third question was asked about listening problems faced by students. The question was made to know in deeply about students' listening comprehension problems. Many students have problems in relation to the speakers. *The first*, The speaker's speed of speech is one of the most common hearing problems. When presenters speak at such a furious speed, students find it difficult to understand. It was connected to the speaker's listening comprehension problems, and the listener was unable to manage the speed of delivery [4]. Many English language students feel that the most challenging aspect of listening comprehension, as compared to reading comprehension, is that listeners have no influence over how rapidly a speaker talks.

The second, long spoken texts obstruct their ability to understand what they are saying. All of the students agree that having information from a long spoken text is difficult. When they listening to long spoken text, they become tired and confused. They are having difficulty understanding every word of the approaching discourse. This indicates that using long and complicated phrases might make it difficult for non-native speakers to grasp a presentation [4].

The third, Pronunciation errors Because of poor pronunciation, several students thought that listening comprehension was difficult to understand. The poor pronunciation was to blame for the difficulties in comprehending the meaning of words. This research confirms that many students claimed they were unsuccessful because it was hard for them to understand what the speakers were saying due to their poor pronunciation skills. The students recognized terms in written texts but were unable to comprehend what they heard [4].

4.2.2 Students' strategies to overcome listening comprehension

According to the findings of the questionnaire and interview at SMPN 4 Purworejo's eighth grade, students implement the following techniques to increase listening comprehension, they as follows:

- 1) Statement 23 reflects the results of the questionnaire that (47%) students' responses to overcome their problems in listening comprehension students' using voice chat to communicating with their friends to overcome listening comprehension.
- 2) Furthermore, the result finding of questionnaire, statement 24 shows that (50%) students' listen English songs, and watching movies or videos from YouTube to overcome listening comprehension.
- 3) The results finding of students' interview in question number 4, the students' answered to overcome their listening comprehension, the students' usually study at home, listening

music or videos from YouTube. Furthermore, based on the data, students could increase their listening skills by communicating with their friends on the internet via voice chat, listening to English music, and watching a movie or videos on YouTube.

- 4) Based on the result finding of students' interview in question number 5, the students' answered listening task given by the teacher also helped the students' to overcome their listening comprehension. Furthermore, these results show that giving students listening assignments could help students' to overcome their listening comprehension. Giving students assignments would definitely facilitate to development of their listening comprehension, Students can directly listen to the audio listening given by the teacher when working on the assignments, and also students' can repeat the audio listening as needed. Giving students assignments is one of the best strategies for improving their listening comprehension.

Listening assignments that capture students' attention while also assisting in the development of listening skills and methods. These exercises not only assess students' listening comprehension, but also encourage them to try out different listening techniques in order to get the most out of their activities [6].

5. Conclusion

Based on analyzing of the students' problems with listening comprehension in the eighth grade at SMP N 4 Purworejo in six major categories, the following are mentioned:

- 1) Listening material. Students are having problems in unfamiliar topic, complex grammatical, lack of vocabulary, and length of spoken text.
- 2) The listeners. Students are having problems in failure to concentrate, problem in psychological process, problem in remembering the word, and also problem in recognizing the word.
- 3) Physical settings. Students are having problems in noise around, and poor quality of equipment.
- 4) Students' motivation. Students are having problems in lack of motivation to learn listening comprehension and problems in the listening test.
- 5) Teaching method. Students' have problems in teaching methods used by the teacher.
- 6) The speakers. students are having problems in the speaker is speak so fast, long spoken text, and unclear pronunciation,

Furthermore, students use a variety of methods to increase their listening comprehension problems. Students who used voice chat to communicate with their friends, students who listened to English songs, students who watched movies or videos on YouTube, students who usually studied at home, and students who completed listening assignments from their teachers all helped the students overcome their listening comprehension.

References

- [1] M. Maresta, "AN INVESTIGATION OF LISTENING COMPREHENSION PROBLEMS," *Thesis. Sriwij. Univ.*, 2018.
- [2] A. P. Gilakjani and N. B. Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *English Lang. Teach.*, vol. 9, no. 6, p. 123, 2016, doi: 10.5539/elt.v9n6p123.
- [3] Darti, "Analyzing Students' Difficulties Toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty At Uin Alauddin State Islamic University of Makassar," *S1 Thesis. Aalauddin State Islam. Univ. Makassar*, 2017.
- [4] A. Hamouda, "Listening Comprehension Problems Voices from the Classroom," *Ejournal.Narotama.Ac.Id*, vol. 11, no. June, pp. 92–101, 2013, [Online]. Available: [http://ejournal.narotama.ac.id/files/LANGUAGE IN INDIA.doc](http://ejournal.narotama.ac.id/files/LANGUAGE%20IN%20INDIA.doc).
- [5] I. Nurhuda, "A Study on Students' Problems in Listening Comprehension at the Third Year of MAN 1 Pekanbaru," *Thesis . State Islam. Univ. Sultan Syarif Kasim Riau Pekanbaru*, 2018, [Online]. Available: <http://ir.obihiro.ac.jp/dspace/handle/10322/3933>.
- [6] A. P. Gilakjani and N. B. Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," *English Lang. Teach.*, 2016, doi: 10.5539/elt.v9n6p123.
- [7] K. Moh Nor *et al.*, "Students' Problems in Learning English As a Second Language Among Mdab Students At Uitm Malacca," *Int. J. Humanit. Philos. Lang.*, vol. 2, no. 7, pp. 01–12, 2019, doi: 10.35631/ijhpl.27001.
- [8] A. N. Cubalit, "Listening comprehension problems of Thai university English learners," *Proc. Third Int. Conf. Lang. Lit. Soc.*, no. April, pp. 207–214, 2016, [Online]. Available: <http://uniqueca.com/archieves/proceedingspage%0ATo>.
- [9] H. Yilmaz and F. Yavuz, "The Problems Young Learners Encounter During Listening Skills," *Procedia - Soc. Behav. Sci.*, vol. 197, no. February, pp. 2046–2050, 2015, doi: 10.1016/j.sbspro.2015.07.570.
- [10] N. Maulidyah, "THE STUDENTS' PROBLEMS IN LISTENING COMPREHENSION," *IAIN Antasari Banjarmasin*, 2017.
- [11] S. S. Syadiah, "Efl Learners Faced Problems in Listening Comperhension," *Indones. EFL J.*, vol. 2, no. 1, p. 53, 2017, doi: 10.25134/ieflj.v2i1.637.
- [12] U. Desliana, "A Study on Listening Comprehension Problems Faced By Second Year Students of English Study Program Fkip - Ur Studi Tentang Masalah-Masalah Pada Pemahaman Listening Yang Dihadapi Oleh Mahasiswa Tahun Ke-2 Prodi Bahasa Inggris Fkip - Ur," pp. 1–13, 2016.
- [13] A. S, "Pronunciation Awareness Training As an Aid to Developing EFL Learners Listening Comprehension Skills," 2012, [Online]. Available: http://ec.europa.eu/energy/res/legislation/doc/biofuels/2006_05_05_consultation_en.pdf%0Ahttp://dx.doi.org/10.1016/j.saa.2017.10.076%0Ahttps://doi.org/10.1016/j.biortech.2018.07.087%0Ahttps://doi.org/10.1016/j.fuel.2017.11.042%0Ahttps://doi.org/10.1016/j.
- [14] I. Adriansah, "ENGLISH EDUCATION STUDY PROGRAM STUDENTS' PROBLEMS IN LISTENING COMPREHENSION AT ONE PUBLIC UNIVERSITY IN JAMBI Written by: Irvandri Ardiansah ENGLISH STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION," *S1 Thesis. Jambi Univ.*, 2015.
- [15] M. N. Butt, M. M. Sharif, M. Naseer-ud-Din, I. Hussain, F. Khan, and U. Ayesha, "Listening Comprehension Problems among the Students: A Case Study of Three Govt. Boys' Higher Secondary Schools," *Eur. J. Soc. Sci.*, vol. 18, no. 2, pp. 311–315, 2010.
- [16] N. M. M. Ghoneim, "The Listening Comprehension Strategies Used by College Students to Cope With The Aural Problems in EFL Classes: An Analytical Study," *English Lang. Teach.*, vol. 6, no. 2, pp. 100–112, 2013, doi: 10.5539/elt.v6n2p100.