

An Analysis of Students Difficulties in Listening Comprehension at Senior High School

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Abstract. *The purpose of this descriptive study was to analyze the difficulties high school students face in listening to the factors that cause these difficulties. Various data collection methods such as questionnaires, interviews, and tests were used in this study and the collected data were analyzed using descriptive statistics, content analysis, and thematic analysis. Research has shown that listening is a difficult skill for students learning a foreign language, and students face a variety of difficulties in listening comprehension, including Lack of vocabulary, lack of concentration, lack of continuity, familiarity with accents, practice, and confidence. The difficulties students face in listening are caused by a variety of factors, including Lack of exposure to language, lack of practice, and lack of confidence. Teachers can address these issues by providing students with vocabulary lists and exercises, familiarizing them with different accents, and encouraging regular listening practice. Group discussion with peers is also a powerful way to improve your students' speaking and listening skills. Overall, this study provides insight into the specific difficulties faced by students and the factors that contribute to those difficulties. This helps teachers create effective strategies and resources for students to improve their listening skills.*

Keywords: *Difficulties, Students, Listening Comprehension*

INTRODUCTION

Skills include listening comprehension it should be for everyone understand the meaning of words heard. good listener If you understand the skills, you can convey what the other person wants I heard they use their own language Thank you for your understanding. Listen need to focus on understanding So that students can learn and spend more time. "Your level of listening comprehension matters" Ability to improve in another language Skills such as speaking, reading, and writing translation" (Gilakujani & Ahmadi (2011). Listening comprehension is a complicated and interdependent process. This is because the challenge in listening comprehension is so difficult, as a listener, he must be ready to catch and understand what the speaker said even though the message conveyed is less familiar (Joseph, 1984). This obstacle will be encountered by students in doing the listening. Based on elucidated above, it can be seen that listening is pivotal in learning a language as well as speaking, writing, and reading.

Listening skill is an essential part of language learning, but many students face difficulties in mastering it. Based on the search results, here are some insights about the analysis of students' difficulties in mastering listening skills:

- **Neglected skill:** Listening has been one of the neglected skills in language teaching and learning among high school learners.
- **Problematika:** Students face various problems in learning listening comprehension, such as lack of vocabulary, concentration, exposure, familiarity with accents, practice, and confidence.

- **Lack of vocabulary:** Students may struggle to understand what they are hearing because they do not know the meaning of certain words.
- **Lack of concentration:** Students may have difficulty focusing on what they are hearing for an extended period of time.
- **Lack of exposure:** Students may not have had enough exposure to the language they are trying to learn, which can make it difficult to understand what they are hearing.
- **Lack of familiarity with accents:** Students may struggle to understand different accents, especially if they are not familiar with them.
- **Lack of practice:** Students may not have had enough practice listening to the language they are trying to learn, which can make it difficult to understand what they are hearing.
- **Lack of confidence:** Students may lack confidence in their ability to understand what they are hearing, which can make them hesitant to engage with the material

It is important for teachers to be aware of these difficulties and to provide students with strategies and resources to help them overcome them. Teachers can provide students with vocabulary lists and practice exercises, expose them to a variety of accents, and encourage them to practice listening regularly. By addressing these difficulties, students can improve their listening skills and become more proficient in the language they are learning.

METHODOLOGY

In this study, researchers used descriptive language. Design. According to Atmo Waldyo (2018) Descriptive research is defined as research The method used by researchers to explain this Reproduce existing phenomena as accurately as possible. The phenomenon under investigation is descriptive Research is possible. what a writer needs The collection of available data is done using the following methods: research tool. method used The study was a descriptive study. Researchers focus on findings in this study What challenges are students facing and what are they facing? English teachers are doing it to minimize Difficulties faced by students 3rd-year high school 11th year Polebari.

The methodology used in the analysis of students' difficulties in listening comprehension at senior high school, as described in the search results, can be summarized as follows:

- **Descriptive research method:** The studies used a descriptive research method to analyze the difficulties faced by students in listening comprehension. This method involves collecting data through observation, surveys, or interviews to describe the characteristics of a particular phenomenon.
- **Data collection:** The studies used various methods to collect data, including questionnaires, interviews, and tests. Questionnaires and interviews were used to gather information about students' perceptions of their listening difficulties, while tests were used to assess their actual listening comprehension skills.
- **Sampling:** The studies used different sampling techniques to select participants, including random sampling and purposive sampling. Random sampling involves selecting participants randomly from a population, while purposive sampling involves selecting participants based on specific criteria.
- **Data analysis:** The studies used various methods to analyze the data, including descriptive statistics, content analysis, and thematic analysis.
- **Descriptive statistics** were used to summarize the data collected from questionnaires and tests, while content analysis and thematic analysis were used to analyze the qualitative data collected from interviews.

Overall, the studies used a descriptive research method and collected data through various methods to analyze students' difficulties in listening comprehension at senior high school. By using different sampling techniques and data analysis methods, researchers were able to gain insights into the specific difficulties that students face and the factors that contribute to these difficulties.

RESULT AND DISCUSSION

The analysis of students' difficulties in listening comprehension at the senior high school level reveals several common challenges. These challenges can be categorized into linguistic, cognitive, and contextual factors, which collectively impact students' ability to comprehend spoken language effectively.

Linguistic difficulties:

Limited Vocabulary: Students may struggle to understand spoken language if they lack a sufficient range of vocabulary, especially when encountering unfamiliar or technical terms.

Pronunciation and Phonetics: Accents or dialects different from their own can pose challenges, as students may find it difficult to comprehend words or phrases pronounced differently from what they are accustomed to.

Complex Sentence Structures: Students may face difficulties understanding and parsing complex sentence structures, such as lengthy or convoluted sentences.

Cognitive difficulties:

Working Memory Limitations: Limited working memory capacity can impede students' ability to process and retain information in real-time, which can hinder their comprehension of spoken messages.

Attention and Concentration: Students may struggle to maintain focus and sustain attention during listening tasks, leading to gaps in understanding or missed information. **Inference and Prediction Skills:** Difficulties in making inferences and predictions based on contextual cues may affect students' ability to derive meaning and comprehend the overall message.

Contextual difficulties:

Background Knowledge and Cultural Awareness: Insufficient background knowledge and cultural awareness can hinder students' understanding of context-specific information, references, or cultural nuances.

Listening Conditions and Distractions: Noisy environments or poor audio quality can interfere with students' ability to perceive and comprehend spoken messages accurately, leading to comprehension difficulties.

DISCUSSION

The findings of the analysis highlight the complex nature of students' difficulties in listening comprehension at the senior high school level. Addressing these challenges requires a comprehensive approach that considers linguistic, cognitive, and contextual factors. To support students' listening comprehension skills, educators can employ various strategies. For linguistic difficulties, explicit vocabulary instruction, exposure to different accents, and practice with complex sentence structures can be beneficial. Cognitive difficulties can be addressed through techniques such as chunking information, providing opportunities for repetition, and teaching note-taking strategies to enhance working memory and attention. Developing inference and prediction skills can involve explicit instruction, guided practice, and exposure to diverse listening materials. Contextual difficulties can be mitigated by incorporating diverse listening materials,

building students' background knowledge, and creating optimal listening conditions in the classroom.

Furthermore, educators can implement pedagogical approaches that promote active engagement, such as pre-listening activities, interactive exercises, and authentic listening tasks. The integration of technology and multimedia resources can provide additional support and opportunities for practice. It is important for teachers to create a supportive learning environment that fosters active listening, encourages students to ask questions, and provides opportunities for collaborative discussions. Ongoing formative assessments can help identify individual students' difficulties and inform targeted interventions.

In conclusion, addressing students' difficulties in listening comprehension at the senior high school level requires a multi-faceted approach that considers linguistic, cognitive, and contextual factors. By implementing effective instructional strategies, creating engaging learning environments, and providing targeted support, educators can help students overcome these difficulties and enhance their listening comprehension skills.

CONCLUSION

In conclusion, the analysis of students' difficulties in listening comprehension at senior high school highlights the need for targeted interventions and instructional strategies. By addressing vocabulary limitations, improving listening speed, addressing accents and pronunciation, teaching effective listening strategies, creating a conducive listening environment, and providing exposure to authentic listening materials, educators can enhance students' listening comprehension skills and promote their overall language development.

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