

**THE PROBLEMS OF EFL STUDENTS OF VIETNAM NATIONAL
UNIVERSITY OF AGRICULTURE IN LISTENING
COMPREHENSION**

A THESIS

Submitted in Partial Fulfillment of the Requirements

for gaining the degree of Bachelor of Education

The English Education Department



By:

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SEMARANG
2020**

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It is my work. I am entirely responsible for the content of this thesis. Other researchers' opinions or findings included in this thesis are quoted or cited in accordance with ethical standards.

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I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title : **THE PROBLEMS OF EFL
STUDENTS OF VIETNAM
NATIONAL UNIVERSITY OF
AGRICULTURE IN LISTENING
COMPREHENSION**

Name of Student : Musyarrafah

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MOTTO

1. Q.S At-Taubah (9): 129



”Now, if they turn away (O Muhammad) say: Allah sufficeth me. There is no Allah save him. In him have I put my trust, and He is lord of the tremendous throne”.

2. *“Make impossibility to be possible.”*

ABSTRACT

Musyarrifah, 1603046004. 2020. *The Problems of EFL Students of Vietnam National University of Agriculture in Listening Comprehension* Thesis. English Education Department. Semarang Walisongo State Islamic University. First Advisor: Nadiyah Ma'mun, M.Pd. Second Advisor: Daviq Rizal, M.Pd.

The entitle “The Problems of EFL Students of Vietnam National University of Agriculture in Listening Comprehension” discused about Listening comprehension which is necessary skills to communicate. On Darti’s research focuses on the difficulties, while this research aimed to find out the problems of the students. Therefore, the researcher applied the descriptive qualitative method to analyze the problems. The data were collected through observation sheets, and some interviews which were analyzed by used data reduction, data display, and verification. This research was conducted in the Vietnam National University of Agriculture from 30 students of English Linguistic major. The results of analyzing students’ problems toward listening comprehension showed that the problems are among these; having too long paragraphs, don't understand the content, hard to catch the keywords, the outside sound, speak too fast, unclear pronunciation, having a difficult accent to listen, different intonation, lack of vocabulary mastery, difficult to concentrate, limited time, difficult to hear native speaker sound, lack of practicing the listening skill, psychological factor, feel worried or afraid to answer, noisy environment, etc. The pedagogical implication of this study can bring about knowledge concerning the listening comprehension problems of students in English linguistics major and identify the possible factors affecting listening comprehension.

Keywords: *Listening comprehension & listening problems.*

DEDICATION

This thesis is dedicated to:

My beloved grandmother who had passed away and my grandfather

My beloved father, Drs. Monton Yakin and mother Dra. Dahrini

My lovely sisters, Bashirah, Nur Khalisah, and Ainun Mardiah

All my Family in Buol, Toli-Toli, Palu, Majenne, Gorontalo,
Makassar and Semarang

All my friends who I can't mention one by one

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During the writing of this thesis, I received much advice, guidance, encouragement, and comments from several people. They are as a motivator while finishing the thesis. I can get success because they are. Therefore, I would like to express sincere gratitude and big thanks to them, they are:

Next, my much gratitude, my special thanks is dedicated to my parents, **Drs. Monton Yakin** and **Dra. Dahriani** who always guide and give love support and pray until completing this thesis. When I feel like giving up on this thesis and have a thought to continue this thesis in the next semester, I get my spirit again because of you. And to my lovely sisters, **Bashirah, Nur Khalisah, Ainun Mardiah**, who always give support and motivation to be successful. This thesis is also dedicated to my grandfather, **Drs. H. ABD**

Rahman T A.Ma & Alm. Tatta, who always be the number one person supported wherever I want to go for study and my beloved grandmother, **Hj.Amirah**, who has passed away when I'm in the sixth semester, a strong woman who always takes care of me since I was young. And also do not forget to thank and appreciate to other people:

1. **Prof Dr. Imam Taufiq, M.Ag**, the Rector of UIN Walisongo Semarang for his advice during my study at the university.
2. **Dr. Hj. Lift Anis Ma'sumah, M.Ag** as the Dean of Teacher and Teaching Training Faculty of UIN Walisongo Semarang.
3. **Sayyidatul Fadlilah, M.Pd.** and **Dra, Nuna Mustikawati Dewi, M.Pd**, as the Head and the Secretary of English Education Department of Tarbiyah and Teaching Science Faculty of Walisongo State Islamic University (UIN) Semarang.
4. **Nadiyah Ma'mun, M.Pd.** As the first consultant and **Daviq Rizal, M.Pd.** As the second consultant who gave the researcher guidance, correction, and overall support since the preliminary stage of a manuscript until the completion of this writing thesis.
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9. IKSI and all my students who had made me smile in every meeting

The researcher realized that this writing thesis is still the simple ones; remaining errors are the researcher's own. Therefore constructive criticism and suggestions will be highly appreciated. May almighty God Allah SWT always bless us, once and for all. Finally,

Semarang, 1st March 2020

The researcher

Musyarrifah

1603046004

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is thought to be a far off language within the countries wherever English is generally treated as a tutorial subject within the school's system.¹ Undeafated West Germanic learning is measured by an individual's proficiency in four language skills. These embrace two sorts of receptive skills (listening and reading) and, therefore, the alternative two types of productive skills speaking and writing.² Listening is one in all an essential ability of English as a far off language. Not solely the scholars conjointly should master the speaking ability fluency and accuracy, so as that they will make a case for the fabric communicatively, listening, in fact, be an important factor to establish communication.³ Listening is also mentioned in Qur'an in surah Az-Zumar(39):18

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ ۗ أُولَٰئِكَ الَّذِينَ هَدَاهُمُ اللَّهُ ۖ وَأُولَٰئِكَ هُمْ أُولُو
الْأَلْبَابِ

¹Lalu Thohir, 'Motivationin a Foreign Language Teaching and Learning', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 33 <<https://doi.org/10.21580/vjv6i11580>>.

²Didin Nuruddin Hidayat, 'Designing A Language Lesson: Pedagogical and Linguistic Perspectives', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2019), 96 <<https://doi.org/10.21580/vjv7i22864>>.

³Nadiyah Ma'mun, 'The Effect of Task Based Language Teaching on the Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2019), 161 <<https://doi.org/10.21580/vjv7i23046>>.

“Who listen to speech and follow the best of it. Those are the ones Allah has guided, and those are people of understanding”.

Thus listening to elementary language ability, and intrinsically it deserves essential importance among the different language ability areas for L2 learners.⁴ It looks like different skills corresponding to writing, reading, and speaking. It is an ability that's terribly on the brink of the daily wants of individuals. This can be what has become the aim of Listening Comprehension, to make sure that English learners are equipped with a basic ability that may facilitate them perceive English deeper moreover on make use of it in reality.⁵

Learning concerning listening can greatly facilitate us to improve speaking skills.⁶ Nobody will deny the importance of listening skills in foreign learning as a result of the key to accumulate a language is to receive language input. Listening is the ability to spot and perceive what other area unit voice communication. This skill involves understanding a speaker's accent or pronunciation, the speaker's synchronic linguistics and vocabulary, and comprehension of which means. An associate degree ready listener is capable of doing

⁴Vahid Nimehchisalem, 'Listening Comprehension Problems and Strategies among Kurdish EFL Learners. *The Iranian EFL Journal* December 2016 Volume 12 Issue 4 Managing Editor: Dr . John Adamson Chief Editors: Dr. Paul Robertson Rouhollah Askari Bigdeli', December, 2016.

⁵Hidayah Nor and Nur Alfa Rahmah, 'Developing a Workbook of Basic Listening Course for the Third Semester Students of English Department At Iain Antasari Banjarmasin', *Vision: Journal for Language and Foreign Language Learning*, 4.1 (2017), 27 <<https://doi.org/10.21580/vjv4i11632>>.

⁶Darti, & Asmawati, A. (2017). Analyzing Students' Difficulties Toward Listening Comprehension. *ETERNAL (English, Teaching, Learning and Research Journal)*, 3(2), 206–220. <https://doi.org/10.24252/eternal.v32.2017.a9>

these four things at the same time.⁷ So as to try to well in listening to the listener should have sufficient data of the language of she/he is attentive to.

Listening is not passive talent; however, associate degree interactive method, which needs the learner to possess adequate data of the language to decipher the message. It plays a vital role in second language instruction for many reasons.⁸ Because it is claimed that, of the whole time spent on the act, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. The method of listening helps to decipher and ‘to listen’ suggests that to understand the message totally. Once an auditor listens paying attention and correlates the fresh received info with the already saved info within the future Memory (LTM), then the amount of comprehension will increase step by step.⁹ It is widely acknowledged as a neglected talent because of lean education development and maybe even teachers’ coaching.¹⁰ However, on-line learning deals with something delivered

⁷ Apirada, Promhiran. *A Study Of English Listening Comprehension Problems Of Thai Teachers At Satit Kaset International Program*. Language Institute, Thammasat University Bangkok, Thailand (2008). (May)

⁸ Anh, KNN. *Difficulties And Strategies In Listening Comprehension*. Universitas Lac Hong (2019)

⁹Siew Eng Lin, Abdul, and Muhammad, ‘Analysis of Students’ Competency in Listening Comprehension of the English Language at Pakistani Secondary School Level’, *Middle-East Journal of Scientific Research*, 16.3 (2013), 331–41 <<https://doi.org/10.5829/idosi.mejsr.2013.16.03.2298>>.

¹⁰Wx Juan and Mjz Abidin, ‘English Listening Comprehension Problems of Students from China Learning English in Malaysia’, *Language in India*, 13.4 (2013), 367–404.

enabled or mediate by electronic technology for learning.¹¹ Moreover, online learning could be a generic term describing the mixing of data and engineering into learning and teaching listening.

Abbas & Narjes said that that Listening comprehension had been neglected in several English language programs. Listening comprehension may be a complicated method. The methods of listening comprehension should be used at the same time.¹² All language learners face difficulties once being attentive to the target language. Still, the kinds and also the extent of issue take issue, and far listening comprehension analysis has been conducted to research these variations.¹³ EFL learners have serious problems in English listening comprehension because of the very fact that universities pay a lot of attention to English descriptive linguistics, reading, and vocabulary. Listening and speaking skills don't {seem to be} necessary components of the many course books or curricula, and lecturers don't seem to listen to those skills whereas coming up with their lessons. Another excuse why this ability is not given serious attention is that the indisputable

¹¹Daviq Rizal, (2017). Hybrid Learning of Daviq . com in the Subject of Teaching Listening and Speaking. *Vision: Journal for Language and Foreign Language Learning* 6(2), 177–191.)

¹²Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review', *English Language Teaching*, 9.6 (2016), 123 <<https://doi.org/10.5539/elt.v9n6p123>>.

¹³Christine Goh Chuen Meng, 'A Cognitive Perspective on Language Learners' Listening Comprehension Problems', *System*, 28 (2000), 55–75 <[https://doi.org/doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/doi.org/10.1016/S0346-251X(99)00060-3)>.

fact that incompetence in it's simple to cover through cernuous and shaking of the top, which can offer the impression of understanding, even there is none.¹⁴ As for that, language learners, particularly those that learn English as a foreign language in a very non-native setting, realize it tough to accumulate smart listening ability. Work the shortage of recognition of acquisition in England, found that for intermediate learners, listening was the ability during which they intimate the best issue.¹⁵ In step with those facts, the writer decides to try and do an analysis regarding issues in students' listening comprehension in third-year students majoring in English literature at the Vietnam National University of Agriculture.

B. Reason for Choosing the Topic

The writer considers several reasons below in choosing the topic of this study:

1. One aspect of skill that is difficult for students to learn is listening because this is a skill that uses a little theory and uses the sensitivity of each person's hearing, but students often ignore it. As Hamouda (2013) said in Abbas & Narjes literature review that "*EFL learners have crucial problems in listening because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant*

¹⁴Arafat Hamouda, 'An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom', 2.2 (2013), 113–55.

¹⁵Suzanne Graham, 'Listening Comprehension: The Learners' Perspective', *System*, 34.2 (2006), 165–82 <<https://doi.org/10.1016/j.system.2005.11.001>>.

parts of many books and teachers do not consider these skills in their classes.”

2. Listening is a crucial skill that must be mastered by students
3. Many students still cannot understand even do not understand words or sentences spoken in English verbally by interlocutors or native speakers on recorded audio

C. Research Question

Based on the background of the problem above, the author formulates the problem was what problem was faced by the third-year students of English Linguistics major at Vietnam National university of Agriculture in listening comprehension?

D. The objective of the Study

With the problems above, this study aims to explain the problems faced by students the third-year students of English Linguistics major at Vietnam National University of Agriculture in students’ listening comprehension.

E. Scope of The Study

The scope of this study covers only in Third-year students of English Linguistics major at Vietnam National University of Agriculture. The total participants are 30 students. This survey of the listening comprehension problems specifically focuses on listening texts, speakers, listeners, and physical settings.

F. Definition of Key Term

To avoid misinterpretation of terms, this research classified the terms of the research were:

1. Student problem is the condition that affects students' achievement. It was something directly related to their cognitive that might interrupt the students to comprehend and answer the questions.

2. Listening comprehension is regarded as a complex, interactive in process in which listen to the dialog and monolog from audio cassette then answer the question what they listen.

G. Significance of the study

1. Theoretical benefit

The researcher wishes that this result of the study will give additional information to the readers. They will know the problems in students' listening comprehension and can solve them.

2. Practical benefit

a. For the students

The findings of this study can provide many benefits for students, especially for students who are required to master English. Theoretically, students can find out their problems in listening comprehension.

b. For the teachers/lecturers

The findings of this study can provide many benefits for teachers/lecturers. Theoretically, the teacher/lecturer can know the type of problem in students' listening comprehension. Practically, the teacher or lecturer can understand what must be done to solve the problem of

students' listening comprehension. In the end, students' listening comprehension skills can be improved in EFL context.

c. For the next researchers

The findings of this study can help other researchers to get a lot of information about difficulties in students' listening comprehension and a short description of the condition and situation in the Vietnam National University of Agriculture.

d. For Institution

In a process to be leading research islamic university based on the unity of science for humanity and civilization in 2038 throughout Southeast Asia, the researcher tries to be developed in field research about "The Problems of EFL Students of Vietnam National University of Agriculture in Listening Comprehension." It can be said the implementation of the form of vision of Walisongo State Islamic University.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

1. **The research has been done by Darti, the student of Alauddin State Islamic University of Makassar (2017). On the title “Analyzing Students’ Difficulties Toward Listening Comprehension Of English Education Department of Tarbiyah And Teaching Faculty at Uin Alauddin Makassar.”¹⁶** A descriptive study was applied in this study. The result of this research is, There are ten problems in students’ self-learning that were found in analyzing students’ difficulties, they were: lack of vocabulary, poor grammar mastery, accent, pronunciation, lack of concentration, speed of speech, anxiety, noisy, inability to apply listening strategy, bad quality of the recording. It is correct that the problems in listening comprehension faced by students not only from the listeners themselves but also from content material and environment of listening comprehension. This research has straightness to provide a solution to overcome the problems, but the weakness of this research is less attaching a lot of photos as documentation. The similarity of the research is using a descriptive method to analyze the

¹⁶ Darti, “*Analyzing Students’ Difficulties Toward Listening Comprehension Of English Education Department of Tarbiyah And Teaching Faculty at Uin Alauddin Makassar*”, Makassar: UIN Alauddin Makassar, 2017, Thesis.

problems. The difference between this thesis with the researcher is on the subject of the study. The subject of this research is third-year students majoring in English literature at the Vietnam National University of Agriculture, and this research also used a purposive sampling technique.

2. **The research has been done by Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, the student of Islamic Azad University Lahijan and Payame Noor University Tehran, Iran (2016). On the title “Learners’ Listening Comprehension Difficulties in English Language Learning: A Literature Review.”**¹⁷ The result of this research is Major Problems That Learners Face with Listening Comprehension among these; Quality of Recorded Materials, Cultural Differences, Accent, Unfamiliar Vocabulary, and Length and Speed of Listening. The straightness of this research is the researcher reviewed the terms listening, listening comprehension, listening comprehension strategies, and listening difficulties, but it does not specify the method used. The similarity of the research is to analyze students’ listening comprehension but has a different focus. This research focuses on difficulties, while the researcher will focus on the problems.

¹⁷ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, ‘Learners’ Listening Comprehension Difficulties in English Language Learning: A Literature Review’, *English Language Teaching*, 9.6 (2016), 123 <https://doi.org/10.5539/elt.v9n6p123>.

3. **The research has been done by Saadallah Yaseen Rajab and Wahid Nimehchisalem, the students of University Putra Malaysia (2016). On the title “Listening Comprehension Problems and Strategies among Kurdish EFL Learners.”**¹⁸ The findings showed that the learners suffered from input and context listening comprehension problems. The meta-cognitive strategy was the primary listening strategy used. The relationship between listening problems and strategy usage among the learners was significantly negative and negligible, $r = -.186$, $p < .05$. The findings generally imply that it is essential that instructors of a second language to take note of the different listening problems that exist among listeners to enable them to apply the appropriate strategies. The straightness of this research is the findings showed that the learners suffered from input and context listening comprehension problems, but it used a small sample so that it is less able to generalize the results obtained. The similarity of the research is to analyze students’ listening comprehension problems, but for the difference, a quantitative method was adopted for this study, it tested the relationship between the learners’ listening problems and strategy use.
4. **The research has been done by Phung Thi Tho (2017). On the title “A study on difficulties in English listening skill of**

¹⁸ Saadallah Yassen Rajab and Wahid Nimehchisalem, “Listening Comprehension Problems and Strategies among Kurdish EFL Learners” *Iranian EFL Journal*, (2016).

the second-year students in faculty of foreign language at Hung Yen University of Technology and Education (UTEHY)".¹⁹ The result of this research point out the difficulties that students meet when they learn the listening skill and find out the causes of those difficulties. The similarity of the research is to analyze students' listening comprehension difficulties. For the difference, this research applied qualitative and quantitative methods. That is why collecting data instruments like questionnaires, and interviews were used to do the study.

5. **The research has been done by Asma F.T. Al-Azzemy and Dina A. H, Al-Jamal, the students of Yarmouk University (2018). On the title "Evaluating Cognitive, Metacognitive and Social Listening Comprehension Teaching Strategies In Kuwaiti Classrooms."**²⁰ The study aimed to evaluate the listening comprehension strategies covered by Kuwaiti ninth grade target English textbook with adherence to the teaching practices of EFL teachers. The qualitative research approach has been adopted with content analysis to assess listening comprehension strategies. This research found that the need for incorporating explicit strategy training national listening

¹⁹ Phung Thi Tho, "A study on difficulties in English listening skill of the second-year students in faculty of foreign language at Hung Yen University of Technology and Education" (2017). Thesis.

²⁰ Asma F. T. Al-Azzemy, Dina A. H. Al-Jamal. Evaluating cognitive, metacognitive and social listening comprehension teaching strategies in Kuwaiti classrooms. *Heliyon* 5 (2019) e01264.doi:10.1016/j. heliyon 2019.e01264.

curriculum in Kuwaiti schools to endow teachers with some guidelines to enhance learners' listening comprehension. The straightness of this research evaluating the approach in teaching listening comprehension The similarity of the study is talking about students' listening comprehension and about the difference this research tells about evaluation in teaching listening comprehension.

B. Literature Review

1. Listening comprehension

Listening is one of the foremost vital language skills. Listening could be a part of communication; through listening, we will share ideas, opinions, or exchange ideas with others. Listening could be a language ability that's most frequently employed in the standard of living. Listening has a very important role in the standard of living, and once folks area unit concerned in communication, 9 % is spent on writing, 16 % is on reading, 30 % is on speaking, and 45 % is on listening that shows the importance of listening within the communication method. Through listening, students will distinguish between sounds, understanding vocabulary, and grammatical structures. In short, students perceive the speaker's accent or pronunciation and perceive that means of the

speaker.²¹ From the above percentage, it can be concluded that listening really dominates our skills in life.

As cited in Nguyen and Thai, Steinberg (2007) stated that understanding is the ability of somebody to grasp the opposite through the senses, organs, offer aiming to the message, and are aware of it. Understanding means that understanding the text: oral, written, and visual. It is a lively and complicated method that features the act of extracting and constructing that means at the same time from the text, sanctioning readers to induce that means from the text after they area unit concerned in emotional, drawback finding and thought processes and social, cultural and intellectual life that's institutionally lived. Observe that's quite simply linguistics parts creating that means.

Nguyen and Thai value-added that listening comprehension could be an advanced, unconscious, imperceptible mental operation, and it can develop naturally within the method of learning and mastery of language.²² Understanding listening incorporates a terribly nice attention. That is, elements of comprehension skills adore vocabulary area unit expansive, and still grow throughout life, then too

²¹ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, The Significance of Listening Comprehension in English Language Teaching. *Iran: Theory and Practice in Language Studies*, Vol. 6, No. 8, (2016). p1673.

²² Nguyen Ngoc Quyen and Thai Cong Dan, *Listening comprehension: First year English-major students' perceptions and problems*. Can Tho University, Vietnam, Vol. 54, No. 2 (2018): p76

area unit understanding comprehension of listening skills.²³ In the listening activity, the learners comprehend the messages being listened to. They need to perceive the message because it is given, active listening requires the power to prepare and bear in mind what's given. In the listening comprehension method, listeners use the information to grasp that means. The information includes knowledge of language regarding what is the same, regarding true during which speech happens and information of language. "Listening comprehension is associate achieved a method of constructing that means, which done by applying the information to incoming sound." In different words, listening is an effective method by that students match what they hear and what they already understand.²⁴

The ability to know the spoken communication has a vital role in the second acquisition and use. It is a necessary talent for room real communication activities. It is a talent for language between native and non-native speakers. If the learners need to be told to talk, they must initial learn to know the spoken communication they hear. If learners need to talk with native speakers, they must initially learn to know in real

²³ Young-Suk Grace Kim & Heather Pilcher. *What is listening comprehension and what does it take to improve listening comprehension?* In R. Schiff & M. Joshi (Eds.), *Handbook of interventions in learning disabilities*. New York: Springer. (2016). p19.

²⁴ Wahyu Dwi Savitri Nuryadi, "Teaching Listening Comprehension Through Voice Of America (Voa) Special English Broadcast", Pontianak: Tanjungpura University, 2013, p3. Thesis

language things to grasp the most part of what native speakers are telling. Therefore, listening is incredibly vital to that lecturers, and learners ought to pay enough attention to get communication aims.²⁵

According to Morley and Lawrence, According to Edward Morley and Lawrence, they are general principles for teaching listening comprehension Include: 1) paying attention to the teachings of understanding should be declared with clear objectives moreover. 2) paying attention to the instructions of understanding should be designed with careful coming up with steps. This emphasizes that listening activities begin from straightforward to additional complete, that students recognize what their activities are, and are given direction for what to pay attention to, wherever to pay attention, once to pay attention and the way to pay attention. "3) Structure of understanding listening should need students to move and open. 4) paying attention to the teachings of understanding should offer a communicative got to keep in mind to develop concentration. This would return from the lesson. This is often done by giving students writing assignments before they hear the fabric. 5) paying attention to understanding lessons should emphasize operating acutely conscious memory. One purpose of listening is to strengthen students' STM to extend their memory span.

²⁵Seyede Masoumeh Ahmadi, The Importance of Listening Comprehension in Language Learning. *Iran: International Journal of Research in English Education*, 2016. p.7

This suggests that listening is acceptable, receiving the necessity to assume, and thinking needs memory; there are no thanks to separate listening, thinking basic cognitive process. 6) paying attention to comprehension lessons should "teach" not "test." this suggests that the aim of examining students' responses should be seen solely as feedback, as the simplest way to alter students to know however they're doing and the way they're developing.²⁶

2. Problems in Listening Comprehension

As a listening comprehension may be a complicated development method that features communication of assorted parts, several students assume that it's troublesome to know what's being the same and why it's happening. Some further tests make a case for the matter of taking note of an overseas language knowledgeable about by students. Maybe, Flowerdew and Miller (1996) explore the matter of EFL students in taking note of scholastic addresses. Issues expressed by students embrace quick transportation speed, new words and concepts, issues in concentration, and issues known with physical conditions.²⁷

Based on Hamouda, the difficulty of listening to understanding is divided into various sources: students'

²⁶Morley, H. J., & Lawrence, M. S, *The Use of Films in Teaching English as a Second Language eLearning*. (1971). Vol 22(1), 101-3.

²⁷ Ehsan Namaziandost, dkk., Listening comprehensions problems and strategies used by intermediate efl learners. *Journal of English Literature and Cultural Studies (JELCS Journal)* : Iran. Vol.2 No.3 (2019). p28

listening comprehension process, linguistic features, failure to concentrate, psychological characteristics of students, listeners, speakers, physical arrangements, and text content.²⁸ From the various types of sources above, that can be used as a benchmark in creating listening comprehension.

As cited in Darti, Hamouda told that some factors inflicting students listening comprehension drawbacks were classified into completely different sources as well as listening issues involving the text, task, activities, the listeners itself, and the lecture's methodology. Listening comprehension refers to the understanding of what the attenders have detected and their ability to repeat the text despite the very fact that the listener could repeat the sounds while not real comprehension.²⁹ Those factors affect the hearing result of the students.

3. Listening in EFL

Listening Listening is one among the foremost fundamental pieces of learning and teaching English. so as to achieve success in listening, learners should come up with some strategies like taking notes during listening, making practice, or having methods for feeling themselves relaxed during listening. consistent with Kurita, developing

²⁸Hamouda, A. (2013). "An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom." *International Journal of Academic Research in Progressive Education and Development*, Vol. 2, No. 2.

²⁹Darti, "Analyzing Students' Difficulties Toward Listening Comprehension Of English Education Department of Tarbiyah And Teaching Faculty at Uin Alauddin Makassar", Makassar: UIN Alauddin Makassar, 2017, 12. Thesis

learners' own strategies for listening enables them to achieve success in listening.³⁰ Yagang reports that listening comes through four variables; the message, the speaker, the listener and therefore the physical setting.³¹ That's why when there's a drag in listening, it's going to seem hard to seek out out as there are tons of things which will easily affect the performance of listening. during this paper, the issues in listening are going to be examined consistent with sections because the results of the study. Because it's vital to know the source of problems to eradicate them.

³⁰ Kurita, T. (2012). Issues in second language listening comprehension and the pedagogical implications. *Accents Asia*, 5(1), 30-44.

³¹ Yagang, F. (1993). Listening: Problems and solutions. Retrieved on January 30, 2015 from <http://www.valrc.org/courses/ESOL%20basics/ESOL%20Basics/Lesson%205/Listening.pdf>

CHAPTER III

RESEARCH METHOD

This part discusses the method applied in conducting this research, which consists of research design, data sources, the techniques of data collection, and data analysis.

1. Place and Time of The Study

a. Research Setting

The research conducted this study in Third-year EFL students of English Linguistics major of Vietnam National University of Agriculture, Hanoi, Vietnam.

b. Research Time

The research was conducted in 2 weeks, from the 15th-31st August 2019, and the research had been already done survey in 21st of July in order to know how deep the students' problem while listening English.

2. Research Design

The research of analyzing students' problems toward listening comprehension used a descriptive design with a qualitative approach. According to Sugiyono, the descriptive method is research that describes the phenomenon, symptom, condition which used qualitative or quantitative.³² It is simple to research, compared with other studies, because in this study, the researcher

³²Sugiyono. *Cara Mudah Menyusun Skripsi, Tesis, dan Disertasi*, Alfabeta (2013) Bandung, 33.

did not do anything to the object or area being studied. A qualitative research approach is a research approach based on the philosophy of postpositivism, used to examine natural conditions of objects, where the researcher is a vital instrument, and qualitative research results emphasize more on meaning than generalization.³³ Based on the statement above, the research was described with a qualitative approach. The descriptive method was chosen, which involves collecting data in order to answer the research questions formulated in the problem statement. As a descriptive study, it elicited the listening problems faced by the students in analyzing students; difficulties in listening comprehension

3. Data sources

Wiratna said that the source of the data is the subject from which the research originated.³⁴ The primary sources of this research were from:

- 1) Third-year students majoring in English literature at Vietnam National University of Agriculture
- 2) A listening teacher at Vietnam National University of Agriculture
- 3) The course files and documents in the form of audio files and student worksheets or workbooks

³³Sugiyono. *Metode Penelitian Pendidikan*. CV ALFABETA (2016) Bandung, 16.

³⁴ V. WiratnaSujarweni. *Metodologi Penelitian Lengkap, Praktis, dan Mudah Dipahami*. PT Pustaka Baru. (2019) Yogyakarta, 45.

4. The technique of Data Collection

In this research, the researcher uses data collection methods as follows:

a) Observation

Observation is an activity to get the information needed to present a real picture of an event to answer research questions, to help understand human behavior, and for evaluation that is measuring certain aspects of doing feedback on these measurements.³⁵ The researcher observed by attending the listening class process.

b) Interview

The interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find the problem that needs to be investigated, and also if the researcher wants to know the respondents' things in more depth and the number of respondents is small.³⁶The researcher interviewed some students of third-year students majoring in English literature at the Vietnam National University of Agriculture, which took the listening subject.

c) Documentation

Documentation technique is the collection of several documents that support research in the form of writings,

³⁵V. Wiratna Sujarweni. *Metodologi Penelitian Lengkap, Praktis, dan Mudah Dipahami*. PT PustakaBaru. (2019) Yogyakarta, 32.

³⁶Sugiyono. *Metode Penelitian Pendidikan*. CV ALFABETA (2016) Bandung, 194.

drawings, or monumental works of a person.³⁷ The researcher gave the question sheets related to the listening problems in third-year students majoring in English literature at the Vietnam National University of Agriculture then The researcher observed by attending the listening class process and gave the question sheets related to the listening problems in third-year students majoring in English literature at the Vietnam National University of Agriculture, including the audio of listening exercises.

5. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing into units, synthesizing, organizing into patterns, choosing which is important and which are will be studied, and make conclusions so that they are easily understood by themselves and others.³⁸ It is the process of systematically searching and managing data that has been achieved from the result of observation, interviews, and other materials to analyze listening comprehension problems at the English Language Students in the Vietnam National University of Agriculture. In this study, the researcher used a qualitative

³⁷Sugiyono. *Metode Penelitian Pendidikan*. CV ALFABETA (2016) Bandung, 329.

³⁸Sugiyono. *Memahami Penelitian Kualitatif*. CV ALFABETA (2016) Bandung, 89.

descriptive research design. The researcher carries out some steps as follow:

a) Data Reduction

Reducing the data means resuming, choosing point things, focusing on the essential things, looking for the theme and pattern. The data reduced gave a clear explanation, and it was easier for the researcher to collect the following data and looked for it if it is needed.³⁹ The process of selecting were focusing, simplifying, abstracting, and transforming the 'raw' of data that appear in written-up field notes. Researcher will analyse the responses from participants during interview, in order to control the interview time and help participants answer deeper and clearer. The data need to be checked again, if there were some points or answers that are not clear.

b) Data Display

After reducing all of the data, the next step is displaying the data. In qualitative research, it can be done in a short explanation, diagram, a relationship among category, flowchart, and others. Miles and Huberman (1984) in Sugiyono explained the most common form of display data for qualitative research data in the past had been narrative text. It purposes to make easy for the researcher to understand what would happen, planning the next task based on what is

³⁹Sugiyono, *Metode Penelitian Kuantitatif Kualitatifdan R&D*, (Bandung: Alfabeta CV), 2014p. 274

understood of it. Data will be organized and summarized to help draw conclusions. Then show what stage the analysis has reached. The researcher completed typing and transcribing. Based on the researcher questions, all of the data has been put which were ELF students' problems, but the data gathering techniques is using field analysis and document analysis.

c) Conclusion Drawing/Verification

Interpretation is the final step in the data analysis technique.⁴⁰At this stage, the data that had been previously coded was interpreted by enriching information through a comparative analysis that does not eliminate all original context. The result was a picture presentation about the situation and symptoms in the form of narrative exposure. The data would be drawn from the beginning of data collection, the researcher decided what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.

⁴⁰Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media), 2014, P. 239

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher reports the results of a study conducted among students in the Vietnam National University of Agriculture. This chapter was divided into three parts:

- a) Profile
- b) Findings
- c) Discussions

A. Profile

The Vietnam National University of Agriculture dates back to the founding of the university of agriculture and forestry on October 12, 1956. Since its foundation, the university has been renamed several times with hardships and achievements, all the while striving to advance excellence in teaching and research.

The English Linguistics Department is a component of the Department of Education and Foreign Languages, which was established in 1998. It consists of three departments, including; Psychology, Educational Methodology, and Foreign Languages. The Faculty is

responsible for teaching foreign languages for undergraduate and graduate students from all universities.⁴¹



The occasion of the 60th anniversary of establishment of Vietnam National University of Agriculture (VNUA)
12/10/1956 - 12/10/ 2016

Vietnam National University of Agriculture (VNUA) has a vision that strives to become a multi-disciplinary center in education and research with nationally leading quality and regionally advanced in agriculture and rural development, making efficient contributions to national development. Its mission is Hanoi Agricultural University adheres to the disciplines for agriculture and rural development in Vietnam. In pursuing the best result in training, research, and public services, VNUA has a strong commitment to successfully ensuring agricultural and rural development, contributing to

⁴¹ Vietnam national university of agriculture's brochure, <https://eng.vnuu.vn/portals/3/bulletin/brochua.18.7.in.pdf>, page 6.

the industrialization and modernization of agriculture and also the countryside. The university's goal is to provide a high-level workforce for and increase agricultural productivity and efficiency in such a way that it uses the available natural and agricultural resources to meet the economic, social, physical, and ecological needs of the Vietnamese.⁴²

B. Finding

The findings of the research based on the results of the data analysis, which consisted of three sections; observation, interview, and documentation. It was conducted to answer the research question, what problems are faced by students in listening comprehension?

It was conducted to answer the research question, what problems are faced by students in listening comprehension?

I. The Result of Interviews

The interview was carried out with 7 volunteer students as discussed in research methodology. These interview due to know deeply about students' difficulties in listening comprehension. There are five question to know about students difficulties, the first question was: "What problems that affect your listening comprehension as the listener?", the second question was "What are the difficulties in listening material?", the third question was "What are the

⁴² www.edusoft.net.vn

difficulties in listening material?”, the fourth question was “What make you lose concentration during listening comprehension test?”, the last question was “Have you ever used own personal experience or background knowledge to answer the question in listening? Why?” All of the questions in interview used English because the volunteer students from English Linguistics Major.

a. Problems Affect Listening Comprehension

First question were asked to know the problems affect students listening comprehension as the listeners. The result showed all of the interviewee have various answer, they were:

“The first one is the vocabulary, the second is grammar. If the speaker says the wrong grammar, I don’t know much about the grammar, so I can’t understand and how the word says together. And the third is pronunciation, and the next reason is like understanding or knowledge, maybe we talk about pollution in the environment if I do not have enough the knowledge so yeah I don’t know anything so I cannot understand.” (interviewee 01)

“The big problem is I’m a Vietnamese. We don’t have many foreigners to practice English. This is not really a common language in our country, My problem is in the sound. It’s an unfamiliar sound” (interviewee 02)

“Aa a listener, one of the biggest problems is the outside song, which means the song. This sound context

sometimes makes me have a hard time in listening. For example, like in the video, which the source from the national wild, they have a different sound, for example like the sound of disease. It' really hard for me to listen. Another problem I have is the accent. Sometimes the speakers don't have clearly to hear an accent. The British accent is pretty hard to hear.” (Interviewee 03)

“The problems that may affect listening comprehension are poor knowledge grammar and the speaker spoke too fast. (Interviewee 04)

“The problems that may affect listening comprehension are lack of vocabulary, poor grammar and at the first audio the speaker speak too fast make me difficult to understand what the speaker said.” (Interviewee 05)

“The problems affect my listening comprehension may be because limited vocabulary, unclear pronunciation, and variety accent of the speaker.” (Interviewee 06)

“The problems may be affect my listening because pronunciation too fast, poor grammar and use variety accents.” (Interviewee 07)

The comments above showed that almost all students found difficult in listening comprehension because they poor knowledge of grammar and lack of vocabulary. The other

problems are the length of content material, speaker spoke too fast, and unclear pronunciation.

b. Problems toward Listening Material

The second questions were asked to know what make them difficult in content material of listening comprehension. The students' respond about the difficulties of the listening process as indicated by the following:

“Maybe it's a different accent because of everyone, I think too many our Vietnamese our talent they speak English with their accent so I can't recognize. It's tough to listen.”
(Interviewee 01)

“Yeah, the material is fine.” (Interviewee 02)

“For the material, mostly I don't have any problems.”
(Interviewee 03)

“The difficulties in listening material are there are so many unfamiliar word and unfamiliar topic and also grammar structure.” (Interviewee 04)

“In my opinion the difficulties in material are the speaker use various accents and unfamiliar about the topic make me difficult to recognize it.”(Interviewee 05)

“ The difficulties in listening material because the talk is too long so make me difficult to understand it besides used various accents, the British accents is very difficult than American accent.” (Interviewee 06)

“The difficulties in material may be because I try to understand unfamiliar word and difficult to understand many words because unfamiliar about the topic.” (Interviewee 07)

c. Problems to Answer the Question during Listening

The third questions were asked to know the problems encountered by students to answer the question during listening. There were some good comments given by the students:

“I think too many our Vietnamese our talent they speak English with their accent so I can’t recognize. It’s tough to listen.” (Interviewee 01)

“I feel nervous when I use English, I’m not really ready to answer.” (Interviewee 02)

“Sometime I don’t understand when they put like the stress on the adjective, on the verb it can be out intonation. It can go up and go down.” (Interviewee 03)

“Long conversation and poor grammar knowledge and also lack of vocabulary make me difficult to answer the questions.” (Interviewee 04)

“Lack of vocabulary and poor grammar knowledge are factor make me difficult to answer the questions.” (Interviewee 05)

“The difficulties to answer the question when I forget what the meaning of word that I have known then I focus to

find it so I cannot answer the next questions.” (Interviewee 06)

“Lose focus make me difficult to answer the question.”(Interviewee 07)

d. Problems Lose Concentration during Listening

The fourth questions were asked to know what problems that make students lose concentration during listening comprehension. The students have various answers as following below:

“Maybe the noise of around like this one, like now. They are so noisy, and we lose our concentration on the answer key ad maybe the mental block, for example, I have.” (Interviewee 01)

“Maybe from the noisy sound and sometimes I think about anything else, so I’m not focus.” (Interviewee 02)

“Sometimes if there is something that really interacts me in listening or I concentrate too much on one word that I can’t listen then I lose that.”(Interviewee 03)

“I lose concentration may be because when I write the answer suddenly my friend asked me about what the speaker said. (Interviewee 04)

“I lose concentration during listening because there is someone asked me.” (Interviewee 05)

“I lose concentration because noise in room and my friend disturb me.” (Interviewee 06)

“Noise in laboratory disturbed my listening and made me lose concentration.” (Interviewee 07)

The students’ answer showed that average of them said the problems make them lose concentration is noise in laboratory. The others problem is if the students cannot understand what the speaker said, this interrupts their heard. It means that failure concentrate will make them missing what the speaker said.

e. Problems Used Personal Experience

The fifth questions were asked to know did the students use own personal experience to answer the question from the speaker. This was clear the comment of the interviewed students:

“Of course because when I do not understand clearly, I use my personal experience to complete the sentence then I can answer the question.”(Interviewee 01)

“Yes, if we know, so it’s easier to understand so we can answer the question in the best way.” (Interviewee 02)

“Yes I have because I depend on knowledge to answer the question.”(Interviewee 03)

“Yes because when I cannot get the meaning what the speaker said, I use my personal experience to answer the question.” (Interviewee 04)

“Usually because when I cannot get all of the meaning in the speaker then to complete the sentence I use my personal experience and answer the questions.” (Interviewee 05)

“Yes when I know the meaning what the speaker said then there was word that I do not listen. I used my personal experience to complete it. (Interviewee 06)

“Yes when I got key words so to complete it, I use my personal knowledge so that I can answer the question.” (Interviewee 07)

The students’ respond indicated that that all of the students have used their personal understanding to complete the meaning what the speaker said and to answer the question. It means that prior knowledge is a powerful and very frequently used to catch the meaning of a listening comprehension task.

II. The Result of Documentation

1. Listening problems related to the listening text or listening material

The material is the crucial source of the matter of listening comprehension. The researcher used the following table consisting of students' answers to questions.

Table 1

Questions	Yes	No
1. Having an unfamiliar topic	17	13
2. Having unfamiliar situations	20	10

3. Having difficulty in complex grammar	15	15
4. Having many Slang and idiom expressions	13	17
5. Having difficulty in interpreting the whole of a long listening text	20	10

a) Having too long paragraphs

Long paragraphs or text made students difficult to interpret the meaning while listening process; they felt hard to remember the answer if the text is too long. The result showed that 20 of thirty students having a problem with it.

b) Don't understand the content including the questions

The students encountered some words and situations that were unfamiliar to them, so they were less able to understand the material and questions. Some students didn't understand what the question meant; that is the reason why they were difficult to guess the correct answer.

c) Hard to catch the keywords

Students had a problem in finding the keyword of the question that was having a significant impact on getting the answer.

- d) Lack of exposure to listening material

In this case, students said that the lectures rarely gave them an understanding of listening material; it had a significant impact on them who was rarely practicing listening by themselves.

- e) The grammar structure is complicated

As seen in the table above, complex grammar was not a big problem for the students, but some of them still think that it was a fundamental problem that affects their listening process, as well as reasonably complex sentence forms that make them thought hard to interpret the meaning.

- f) Problem with the outside sound

Almost all the students agreed that external sound was a big problem in the listening process. Sometimes it was just a few different types of sounds like the birds sang, the sound of rain, sliding chair, or the sound of a car horn, etc. It kinds of sound that interrupted the students' hearing process. Sometimes they lost focus because of it.

The following table shows the data after being analyzed.

1.1 Table of Students' Problems related to the listening text or listening material Percentage

No	Students' Problems	Frequency	Percentage
1	Having too long paragraphs	20	23,5%

2	Unfamiliar topic	17	20%
3	Complicated grammar structure	15	18%
4	Hard to catch the keywords	13	15%
5	Outside sound	20	23,5%
Total		85	100%

Percentage

Having too long paragraphs : $\frac{20}{85} \times 100\% = 23,5\%$

Unfamiliar topic : $\frac{17}{85} \times 100\% = 20\%$

Complicated grammar structure : $\frac{15}{85} \times 100\% = 18\%$

Hard to catch the keywords : $\frac{13}{85} \times 100\% = 15\%$

Outside sound : $\frac{20}{85} \times 100\% = 23,5\%$

2. Listening problems related to speaker

Not only from the material problem, listening comprehension is also influenced by the problem of the speaker as the researcher described in the following table

Table 2

Questions	Yes	No
1. Having difficulty to understand natural speech which is full of hesitation and pauses	24	6
2. Having difficulty to understand well when speakers speak too fast	21	9
3. Having difficulty to understand the meaning of words which are not pronounced clearly	21	9
4. Having difficulty to understand the pitch and intonation of the speakers	26	4
5. Having difficulty to understand well when speakers speak with varied accents	21	9
6. Having difficulty to understand the meaning of the spoken text without seeing the speaker's body language	14	16
7. Having difficulty to understand well when speakers speak wrong grammar	16	14

a) Speaking too fast

Speaking fast was one of the main reasons why the students difficult to listen to most of the talk. Based on the 30 respondents, there were only nine students who answered “No” this question. The result clearly showed that when the speaker spoke too fast can be a major factor that interferes with the listener’s listening comprehension because it distracted their concentration.

b) Unclear pronunciation

Twenty-one students out of thirty students answered that they had difficulty listening due to unclear pronunciation. They recognized the words in the written text, but they cannot understand what they were hearing. This meant that unclear pronunciation from some speakers was also considered a source of listening problems. Many students said that they were not successful. After all, they couldn't know what the speaker was saying because they could not pronounce. They needed to practice the words with clear pronunciation. Based on some students' claimed that it was complicated for Vietnamese people to practice listening directly with native speakers. They did not have many opportunities to interact directly with foreigners.

c) Having a difficult accent to listen

It was a big challenge when the speaker was from a non-native speaker like Indian-America, Chinese, etc. The result showed that only nine students thought this was not a significant problem in the listening process.

d) Intonation

To find out what the speaker said, students must pay attention to the speaker's intonation. But in reality, many students did not pay attention to the speaker. The results of 30 students, there were four students paying attention to the speaker. This was a big problem for foreign languages because intonation was very important to understand. Many students said that it was not important to understand what the speaker was saying.

The following table shows the data after being analyzed.

2.1 Table of Students' Problems Related To The Spaker Percentage

No	Students' Problems	Frequency	Percentage
1	Speaking too fast	21	23,5%
2	Unclear pronunciation	21	23,5%
3	Difficult accent	21	23,5%

4	Intonation	26	29,5%
Total		89	100%

Percentage

Speaking too fast : $\frac{21}{89} \times 100\% = 23,5\%$

Unclear pronunciation : $\frac{21}{89} \times 100\% = 23,5\%$

Accent : $\frac{21}{89} \times 100\% = 23,5\%$

Intonation : $\frac{26}{89} \times 100\% = 29,5\%$

3. Listening problem related to the listener

Students' difficulty in listening not only from listening to the material but also from listeners who have various factors. For more details, researchers show in the table below:

Table 3

Questions	Yes	No
1. Having Difficulty to understand the text from the first listening	22	8
2. Having difficulty to answer questions after listening	15	15
3. Not ready to listen	9	21

4. You are afraid that you cannot understand what you will hear	21	9
5. Feeling worried if I don't understand spoken text	20	10
6. Finding the pronunciation familiar but I cannot recognize the word	19	11
7. I'm less attention to the speaker intonation	12	18
8. Having difficulty to recognize signs that indicate that the speaker is moving from one point to another	17	13
9. Losing focus when I get the expected answers in your mind	23	7
10. Finding an unknown word, I stop listening and think about the meaning of the word	17	13
11. looking for answers and listen to the dialogue at the same time, I'm unable to concentrate	17	13
12. Losing concentration when I think the meaning of new words	20	10
13. Having difficulty to recognize the word that I know because the way speaker pronounced	16	14

14. Having Difficulty to predict what would come next	14	16
15. Having Difficulty to remember word or phrase you have just heard quickly	22	8
16. Having trouble answering questions that require besides short answers	22	8
17. Finding difficulty when listening without a transcript	20	10
18. Having difficulty to concentrate because I have personal problems	16	14
19. Losing concentration becauseofthe limited time to answer the question	19	11

Questions	Yes	No
1. Lack of practicing the listening skill	27	3
2. Lack of exposure to different kindsof listening materials	23	7
3. Lack of background knowledge	18	12
4. Psychological factors	22	8

5. Lack of vocabulary mastery	23	7
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a) Lack of vocabulary mastery

Almost all students answered that lack of vocabulary mastery was a crucial problem in the listening process. The vocabulary was the basis of students' understanding to be able to listen and answer questions contained in the audio. After interviewing some students, on average, they complained about vocabulary problems that they rarely hear and use, it made them focus too much on words which they didn't understand and then forgot the next conversation. They feel panic when they fail to recognize a word or a structure, and it was a fatal mistake they admitted.

b) Difficult to concentrate

Losing concentration was a big problem that almost all students experienced during the listening process. Some examples include; visual disturbances such as diverting attention to moving objects, interruptions from others, the sound of phones, and other devices, etc.

c) Limited time

Nineteen out of thirty students answered that inadequate time was one problem that cannot be

underestimated in the listening process. Those who pay too much attention to time can lose focus on working on questions. They said that the time limit had put them in a bit of a hurry so many of the questions they had stepped over or not even had time to answer.

d) Difficult to hear native speaker sound

The biggest problem for Vietnamese was that they did not often use English; they did not have many opportunities to deal with foreigners. At this point, the difficulty with fast delivery. Students need to practice listening by listening to native speakers.

e) Lack of practicing the listening skill

Based on the results of the interview with some students, a lack of listening practice can affect their listening comprehension. It can be felt for those who rarely did the ability to listen, and also indirectly, they were not accustomed to hearing the words produced by native speakers. Therefore this can be said to be one of the big problems for them in improving their listening skills.

f) Lack of knowledge or understanding

The limited knowledge and understanding of students made it difficult for them to answer the questions contained in the listening subject. The

amount of text on specific topics simplicity requires students to have understanding and knowledge in order to facilitate the process of listening and absorbing what the speaker was saying.

g) Psychological factor

The psychological factor was a factor that interferes with the students' comprehension of listening. The table indicates that there were 22 students said yes, and eight students said no. Many students point out that when they have a mental block, a bad grade, etc. it is difficult for them to understand what is being said, even if the words are familiar to them.

h) Feel worried or afraid to answer

Some students who have been feelings of worry and feared to answer questions in listening. They feared that their answers were wrong, which made them insecure about what they will answer.

The following table shows the data after being analyzed.

3.1 Table of Students' Problems Related to The Listener Percentage

No	Students' Problems	Frequency	Percentage
1	Lack of vocabulary	23	13,5%
2	Difficult to concentrate	20	12%

3	Limited time	19	11%
4	Difficult to hear native speaker sound	20	12%
5	Lack of practicing listening	27	16%
6	Lack of knowledge	18	10,5%
7	Psychological factor	22	13%
8	Feel worried to answer	21	12%
Total		170	100%

Percentage

Lack of vocabulary : $\frac{23}{170} \times 100\% = 13,5\%$

Difficult to concentrate : $\frac{20}{170} \times 100\% = 12\%$

Limited time : $\frac{19}{170} \times 100\% = 11\%$

Difficult to hear native speaker sund : $\frac{20}{170} \times 100\% = 12\%$

Lack of practicing listening : $\frac{27}{170} \times 100\% = 16\%$

Lack of knowledge : $\frac{18}{170} \times 100\% = 10,5\%$

Psychological factor : $\frac{22}{170} \times 100\% = 13\%$

Feel worried to answer : $\frac{21}{170} \times 100\% = 12\%$

4. Listening problems related to the physical setting
 Problems with listening also originate from an environment called a physical setting.

Table 4

Questions	Yes	No
1. Having difficulty to concentrate if there is noise around	25	5
2. Visual cues help to understand the spoken text	21	9
3. Poor quality equipment	13	17
4. Having difficulty to understand natural speech that is full of doubts and pauses	21	9
5. Having difficulty to understand well when the speaker is in various accents	17	13
6. Having difficulty if it cannot be repeated	16	14
7. Having unclear sound produced from weak quality CD players.	12	18

a) Noisy environment

The noise around the listening process was an obstacle to understanding. The table showed that 25

students said yes, and five students said no. When the sound in the room and poor laboratory preparation, would make students unable to concentrate on listening to recorded material. Surely noises around would not have good results in listening. According to some of the students I interviewed, they were very disturbed when there were lots of outside noises, rain sounds, the sound of a plane or helicopter, etc. It prevents them from listening to the text or searching for answers.

b) Poor quality of audio

It can be seen in the table, there are 13 students said “Yes,” and 17 students said No. Some students answer that poor recording quality can interfere with their understanding because they lose concentration. They cannot focus on what the speaker said but not least also explain that they do not have significant obstacles in listening to audio. After interviewing some students there, they can say that in the VNUA lab room, mainly having good audio, but sometimes it doesn’t work, it can be said there was 85% for good audio quality.

The following table shows the data after being analyzed.

2.1 Table of Students’ Problems Related to The Spaker Percentage

No	Students' Problems	Frequency	Percentage
1	Noisy environment	25	66%
2	Poor quality of audio	13	34%
Total		38	100%

Percentage

Noisy environment : $\frac{25}{38} \times 100\% = 66\%$

Poor quality of audio pronunciation : $\frac{13}{38} \times 100\% = 34\%$

III. The Result of Observation

Table 5. The result of observation

No	Aspect	Indicator	Condition	
			Yes	No
1	Listening material	There is an unfamiliar word	√	
		There is an unfamiliar topic	√	
		There is a complex grammatical structure	√	
		Having a long listening text which difficult to hear/understand	√	

2	Speaker's factor	Speaking too fast	√	
		Unclear pronunciation	√	
		Incorrect grammar structure		√
		Having many varied accents	√	
		Having intonation which difficult to understand	√	
3	Listener's factor	Less pay attention while listening	√	
		Feeling worried to answer the listening task		
		Unable to concentrate because of many factors from outside	√	
		Lack of vocabulary mastery and background knowledge	√	
		Psychological factors	√	
		Lack of practicing the listening skill	√	
4	Physical setting	Poor quality of equipment		√

		Noisy environment	√	
		Unclear sound from poor quality of the audio recording		√
		Feeling difficult when the audio cannot be repeated	√	

The table above showed that students' answered about listening problems from four aspects listening material, speaker factor, listener factor, and physical setting have similarity response.

Discussion

Thirty students of English Linguistic Major, Faculty of Education and Foreign Languages, Vietnam National University of Agriculture have problems in listening comprehension such problems related to the listening text or listening material are too long paragraphs, don't understand the content including the questions, hard to catch the keywords, lack of exposure about listening material, complicated grammar structure, and the problem with the outside sound, problems related to the speaker are speaking too fast, unclear pronunciation, having a difficult accent to

listen, and different intonation, problems related to the listener are Lack of vocabulary mastery, difficult to concentrate, limited time, difficult to hear native speaker sound, lack of practicing the listening skill, lack of knowledge or understanding, psychological factor, and feel worried or afraid to answer, problems related to the physical settings are Noisy environment and poor quality of audio.

Listening material/text

As the results revealed, the listening comprehension problems related to listening material or text were having too long paragraphs, don't understand the content including the questions, hard to catch the keywords, lack of exposure about listening material, complicated grammar structure, and the problem with the outside sound.

This problems experienced by the students are the common difficulties that faced by other students in general, like in with Hasan's research, which shows that problems in listening comprehension were partly due to the structural component of the text. This could be because students did not utilize word analysis, and syntax to strengthen their understanding of listening texts.⁴³ Likewise, Call (1985) showed that the memory range for target language input was shorter than for language input so that long listening texts

⁴³ Hasan, A. S. Learners' perceptions of listening comprehension problems. *Language, Culture and Curriculum*, (2000). 13(2), 137-153.

contained longer utterances with subordinate clauses made students had difficulty knowing it.⁴⁴

Speaker

Based on the above findings, students agreed that problems in listening also came from the speaker, such as speaking too fast, unclear pronunciation, having an accent that is difficult to hear, and different intonation. This reason is in line with the findings of previous research, which indicate that students face listening problems when the speaker speaks too fast, accents that vary or produce words that are not clearly spoken (Darti).

Listener

There were some problems that came from the listener itself; Lack of vocabulary mastery, difficulty to concentrate, limited time, difficulty to hear native speaker sound, lack of practicing the listening skill, lack of knowledge or understanding, psychological factor, and feel worried or afraid to answer.

Almost the same as Goh and Wills, who have identified factors that were believed by students to have influenced their listening comprehension, were five (Vocabulary, Previous Knowledge, Speech rate, Input type,

⁴⁴ Call, M. E. Auditory short-term memory, listening comprehension, and the input hypothesis. *TESOL Quarterly*, (1985). 19, 765-781.

and Speaker accent) were reported as the most common factors affecting listening comprehension learners.⁴⁵

Physical Setting

The above findings showed that listening problems related to the physical setting are Noisy environments and poor quality of audio. Concentration due to poor recording quality did not apply to students in the Vietnam National University of Agriculture because the audio quality at this university was relatively feasible to use. The main problem was students' concentrating on the surrounding noise

From the explanation above, it can be drawn a conclusion that listening is a difficult task of students which can be seen from the result of observation, interview, and documentation during listening, There some problems from four factors encountering students when they were listening.

⁴⁵ Goh, N., & R.Wills. An investigation of influencing factors English listening comprehension and possible measures for improvement, *AARE Conference paper*, (2005) 1-16.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and gives suggestion related to the research problem

A. Conclusion

After analyzing the result of the research, the researcher comes to conclude that the problems faced by student in listening comprehension at Vietnam National University of Agriculture primarily English linguistic major in education and foreign language faculty are among these;

- 1) Listening problems related to the listening text or listening material are having too long paragraphs, don't understand the content including the questions, hard to catch the keywords, lack of exposure about listening material, complicated grammar structure, and the problem with the outside sound.
- 2) Listening problems related to the speaker are Speaking too fast, unclear pronunciation, having a difficult accent to listen, and different intonation.
- 3) Listening problems related to the listener are Lack of vocabulary mastery, difficult to concentrate, limited time, difficult to hear native speaker sound, lack of practicing the

listening skill, lack of knowledge or understanding, psychological factor, and feel worried or afraid to answer.

- 4) Listening problems related to the physical settings are Noisy environment and poor quality of audio.

It was true that problems in listening comprehension faced by students not only from the listener itself but also from the content material, speakers, the environment of listening comprehension. Therefore, students must study hard and practice more to improve their listening comprehension.

B. Suggestion

Based on the conclusion, Although students encountered various kinds of problems in listening comprehension, they need to study hard to become better listeners. Because of listening is one of the important skills that it provides input for the learners not only in language learning but also in daily communication, the researcher would like to offer some suggestions as follow:

1. EFL students who learn about listening comprehension

Students need to practice listening to them at home intensively to help them overcome their problems with listening. They must always listen to various accents by listening to English songs or watching TV. This suggestion will help them improve their vocabulary automatically. Keep thinking positively about your listening comprehension test.

2. To the next researcher

To produce more optimal research, the researcher suggests that future research should also discuss ways or strategies to solve problems in listening to comprehension.

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APPENDIX 1

OBSERVATION SHEET

Name : Nguyen Thi Thuong Thuong

Student Number : 621277

Instruction: Checklist (√) in the number, which is true for you. Each number refers to the following description.

- 5 = Strongly agree
- 4 = Agree
- 3 = Not sure
- 2 = Disagree
- 1 = Strongly disagree

I. Listening problems related to listening text/listening material

Questions	Yes	No
1. Having an unfamiliar topic	√	
2. Having unfamiliar situations		√
3. Having difficulty in complex grammar	√	
4. Having many Slang and idiom expressions	√	
5. Having difficulty in interpreting the whole of a long listening text	√	

II. Listening problems related to speaker

I have a listening problem when	Yes	No
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1. Having difficulty to understand natural speech which is full of hesitation and pauses	√	
2. Having difficulty to understand well when speakers speak too fast	√	
3. Having difficulty to understand the meaning of words which are not pronounced clearly	√	
4. Having difficulty to understand the pitch and intonation of the speakers		√
5. Having difficulty to understand well when speakers speak with varied accents	√	
6. Having difficulty to understand the meaning of the spoken text without seeing the speaker's body language		√
7. Having difficulty to understand well when speakers speak wrong grammar	√	

III. Listening problem related to the listener

I have a listening problem when	Yes	No
1. Having Difficulty to understand the text from the first listening		√
2. Having difficulty to answer questions after listening	√	
3. Not ready to listen	√	
4. You are afraid that you cannot understand what you will hear	√	
5. Feeling worried if I don't understand spoken text	√	
6. Finding the pronunciation		√

familiar but I cannot recognize the word		
7. I'm less attention to the speaker intonation	√	
8. Having difficulty to recognize signs that indicate that the speaker is moving from one point to another		√
9. Losing focus when I get the expected answers in your mind	√	
10. Finding an unknown word, I stop listening and think about the meaning of the word	√	
12. looking for answers and listen to the dialogue at the same time, I'm unable to concentrate	√	
13. Losing concentration when I think the meaning of new words	√	
14. Having difficulty to recognize the word that I know because the way speaker pronounced	√	
15. Having Difficulty to predict what would come next	√	
16. Having Difficulty to remember word or phrase you have just heard quickly	√	
17. Having trouble answering questions that require besides short answers	√	
18. Finding difficulty when listening without a transcript		√
19. Having difficulty to concentrate because I have personal problems	√	
20. Losing concentration because of the limited time to answer the question	√	

I have a listening problem because	Yes	No
1. Lack of practising the listening skill	√	
2. Lack of exposure to different kinds of listening materials		√
3. Lack of background knowledge	√	
4. Psychological factors	√	
5. Lack of vocabulary mastery	√	

IV. Listening problems related to the physical setting

I have a listening problem when	Yes	No
1. Having difficulty to concentrate if there is noise around	√	
2. Visual cues help to understand the spoken text		√
3. Poor quality equipment	√	
4. Having difficulty to understand natural speech that is full of doubts and pauses	√	
5. Having difficulty to understand well when the speaker is in various accents	√	
6. Having difficulty if it cannot be repeated	√	
7. Having unclear sound produced from poor quality CD players.		√

CHECKLIST OF OBSERVATION

No	Aspect	Indicator	Condition		Note
			Yes	No	
1	Listening material	There is an unfamiliar word	√		
		There is an unfamiliar topic	√		
		There is a complex grammatical structure		√	
		Having a long listening text which difficult to hear/understand	√		
2	Speaker's factor	Speaking too fast	√		
		Unclear pronunciation	√		
		Incorrect grammar structure		√	
		Having many varied accents	√		
		Having intonation which difficult to understand	√		
3	Listener's factor	Less pay attention while listening	√		
		Feeling worried to answer the listening task	√		
		Unable to concentrate because	√		

		of many factors from outside			
		Lack of vocabulary mastery and background knowledge	√		
		Psychological factors	√		
		Lack of practising the listening skill	√		
4	Physical setting	Poor quality of equipment	√		
		Noisy environment	√		
		Unclear sound from poor quality of the audio recording		√	
		Feeling difficult when the audio cannot be repeated	√		

APPENDIX 2
TEXT INTERVIEW

1. What problem that affects your listening comprehension as a listener?
2. What are the difficulties in listening to the material?
3. What makes you difficult to answer the question from the speaker during listening?
4. What makes you lose concentration during listening comprehension?
5. Have you ever used your own personal experience or background knowledge to answer the question in listening? Why?
6. What do you do to solve your listening problems?
7. What's your suggestion to overcome those problems?

APPENDIX 3

TRANSCRIPT INTERVIEW

1. Respondent 01

Date 29th August 2019
Participant Nguyen Huy Hoang
Time 5 minutes 48 seconds
Note An as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Ok, Good Morning! Let me introduce myself, and my name is Alfa, and how about you?
2	B	My name is Nguyen. I'm in English major in VNUA
3	A	Oke, Thank you so much for your time. Today, I will interview you about my research about listening comprehension and the first question is, what problem that affects your listening comprehension as a listener?
4	B	Of course, there are too many reasons why I can't listen because the first one is the vocabulary. The size of our vocabulary is not enough to understand the word, and the second is grammar. If the speaker says the wrong grammar, I don't know much about the grammar, so I can't understand and how the word says together. And the third is pronunciation. Because if I think that word is pronunciation like this so and your pronunciation like that, it's different so I can't recognize what word is this okay, and the next reason is like understanding or knowledge, maybe we talk about pollution in the environment

		if I don't have enough the knowledge so yeah I don't know anything so I cannot understand.
5	A	Only that?
6	B	Yes
7	A	Okay, and number two. What are the difficulties in listening to the material?
8	B	Maybe it's a different accent because of everyone maybe they
9	A	Different culture? Different background?
10	B	Yeah, I think too many our Vietnamese our talent they speak English with their accent so I can't recognize. It's tough to listen
11	A	And the next is what makes you difficult to answer the question from the speaker during listening?
12	B	Definitely, it's a misunderstanding because if we don't understand the speech so we, of course, we cannot answer the questions and if we don't have enough vocabulary, so we don't know how to express in English, so it's really difficult to answer it
13	A	And what makes you lose your concentration during listening comprehension?
14	B	Maybe the noise of around like this one, like now. They are so noisy, and we lose our concentration on the answer key ad maybe the mental block, for example, I have
15	A	Problem with your boyfriend?
16	B	Yeah haha
17	A	So you only think about that?
18	B	Yeah I cannot consent at all

19	A	And have you ever use your own experience or background knowledge to answer the question in listening?
20	B	Yes, if we know, so it's easier to understand so we can answer the question in the best way
21	A	What do you do to solve your listening problems?
22	B	100%, in my opinion, is practice. Yes it's really important in listening because we have practice day by day and so we can improve
23	A	So you don't only practice when you have a class in the listening subject in the university, but you also practice in your home?
24	B	Yes
25	A	And what is your suggestion to overcome those problems?
26	B	My teachers always say that keep and open mind and think outside the box so we keep and open mind, we have the motivation and we practice every day so our listening skill will improve more
27	A	Do you have a problem about the physical settings like audio, the sound?
28	B	Maybe the low of the quality, the CD is not really good
29	A	So it's a little bit unclear?
30	B	Yes unclear with the accent
31	A	Okay thank you, Nguyen, Thank you so much for your time and nice to meet you
32	B	You're welcome

2. Respondent 02

Date : 29th August 2019

Participant : Hoang The Ky
 Time : 7 minutes 6 seconds
 Note : An as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Oke Good morning, my name is Alfa. I am from walisongo state Islamic university. What is your name?
2	B	My name is ky. I am now studying in agriculture university
3	A	What major are you ky?
4	B	My major is English Linguistic
5	A	Thank you so much for your time, so now I wanna ask you some questions about listening comprehension. Actually, do you find a problem that affects your listening comprehension as a listener?
6	B	The big problem is I'm a Vietnamese. We don't have many foreigners to practice English. This is not really a common language in our country.
7	A	In your country, okay. Have you ever study or got a listening subject? Of course, cause you in the English major. In your English subject, you as a listener, what is your problem to listen to?
8	B	My problem is in the sound. It's an unfamiliar sound
9	A	Unfamiliar sound okay. Another? You as a listener
10	B	That depends on the knowledge, and I can catch up the speaker's say
11	A	Okay, so you mean that sometimes

		there is an unfamiliar word, you can't catch the word. Okay, the next question is what the difficulties in listening material are?
12	B	I don't think our material problem
13	A	So the material is easy for you?
14	B	Yeah, the material is fine
15	A	Okay, the next is what makes you difficult to answer the question from the speaker during listening?
16	B	I feel nervous when I use English
17	A	When you listen, you feel nervous, so you afraid to make a wrong?
18	B	Yeah. I'm not really ready to answer
19	A	Okey next question, what makes you lose concentration during listening comprehension?
20	B	Maybe from the noisy sound and sometimes I think about anything else, so I'm not focus
21	A	Have you ever used your own personal experience or background knowledge to answer the question in listening?
22	B	Yes I have because I depend on knowledge to answer the question
23	A	Yes, I agree with you. What do you do to solve your listening problems?
24	B	I have to practice every day
25	A	Practice listening, so you practice in your dormitory?
26	B	Yes
27	A	You're not only practicing listening in your class but also outside. Okay good. What's your suggestion to overcome those problems? All the problems that you have mentioned, what suggestion to overcome it?

28	B	I think I need more confidence and more focus and need many experiences in listening
29	A	Do you think there is no problem in the physical setting of the listening subject like the audio? What about the audio? Is it clear?
30	B	It's clear enough
31	A	Thank you so much for your time ky
32	B	Yes, you're welcome alfa

3. Respondent 03

Date : 29th August 2019

Participant : Nguyen Anh Khanh

Time : 9 minutes 25 seconds

Note : An as an interviewer and B as an informant

Turn	Speaker	Expression
1	A	Okey good morning, my name is Alfa, I'm from Indonesia, my university is walisongo state Islamic university. Now I wanna ask you some questions especially in the listening comprehension
2	B	Okey
3	A	For the first, I wanna know, what's your name?
4	B	My name is Khanh. My full name is Nguyen Anh Khanh. I'm a student in Vietnam national university of agriculture
5	A	Okay, let continue my question. What problem that affects your listening comprehension as a listener?
6	B	Aa a listener, one of the biggest

		problems is the outside song, which means the song. This sound context sometimes makes me have a hard time in listening. For example, like in the video, which the source from the national wild, they have a different sound, for example like the sound of disease. It' really hard for me to listen. Another problem I have is the accent. Sometimes the speakers don't have clearly to hear an accent. The British accent is pretty hard to hear
7	A	So you feel difficult about pronunciation and accent
8	B	Not pronunciation, the accent, and the outside sound
9	A	Noisy?
10	B	Sometimes it's noisy. Sometimes it's just some different type of sound like the birds sing or something like that
11	A	Oh, okay, I get it. Next, what are the difficulties in listening material focus only on the material? Are there any difficulties for you?
12	B	For the material, mostly I don't have any problems. The biggest one is that maybe for the accent.
13	A	I think you're a smart student. So what makes you difficult to answer the question from the speaker during listening?
14	B	Hmmm mostly I don't have much of that like some time I don't understand what they really try to ask because of their like if the speaker is not a native even a native one, they put the wrong sentences then I don't understand what

		they really wanna ask me for example like the stress on the adjective, on the verb it can be out intonation. It can go up and go down. When it means the positive and the negative
15	A	So in your listening subject, sometimes there is a non-native speaker?
16	B	In the material always native speaker but sometimes we have some extra exercises, it can be from the place not like act as native from people what do you think like American, Britain, Australia, sometimes it can be a person that they leave there but their heritage or the accent, for example, Indian America. It can be really hard to listen too.
17	A	Okay I get it
18	B	It isn't the native one because of the heritage. They can be hard to listen
19	A	Next, what makes you lose concentration during listening comprehension?
20	B	Sometimes if there is something that really interacts me in listening or I concentrate too much on one word that I can't listen then I lose that, I'm trying to fix it like just skip the word if I don't hear I can skip it or while listening, I can take a note and guess the meaning and get an idea because when I get an idea, I can modify the other one.
21	A	Okay, I think it's a smart way. Next, have you ever used your personal experience or background knowledge to answer the question in listening?
22	B	For listening I don't because the

		listening really has a text unless the listening question is about you then I will use my background knowledge to answer
23	A	And next, what do you do to solve your listening problems?
24	B	To solve my listening problem, mainly I will listen more because like I just practice perfect, so when I'm listening much more, I know what my problem is and how I can solve it. Like I don't hear the word, then I look up how the word says then listening again, again and again, to know that. Exactly how they and how we say in different accents.
25	A	By the way, do you have problems in the physical settings in your university like the audio? Is it clear for you?
26	B	For that, for new audio, I can listen easier, but for some old audio it's really hard to listen
27	A	Can you count how many new audios here?
28	B	I may say that it's about 85% for good audio. In the lab room, mainly have good audio, but sometimes it doesn't work
29	A	And the last question, what's your suggestion to overcome those problems?
30	B	Oh, like I said before, to overcome, I just have to practice more that can make a perfect listening. Along with that, you can also try to listen to a different material or something like that because on the internet you can find a lot of materials online, for example on

		<p>youtube, you can find it. I think VOA English is good source material, but don't listen to the news because it's really easy to listen. So it can make you feel secure, but when you actually take a test or do your lecturer duty. It makes you hard to listen. So I will recommend sometimes you find maybe sciential or natural science. So in my opinion natural wild or national geographic is a good source material because it also has some extra sound, so it makes you focus more on what the speaker says then if news, just only one person states without any outside sounds</p>
31	A	Okay thank you so much for your time
32	B	Yes, you're welcome.

APPENDIX 4

PHOTOGRAPH OF RESEARCH ACTIVITIES



1.1 Listening class



1.2 Students heard the listening material



1.3 Interview's section



1.4 The researcher interviewed the student



1.5 Interviewing students of VNUA



1.6 The students answered the observation sheet

APPENDIX 5

PERMISSION RESEARCH LETTER



MINISTRY OF RELIGION
WALISONGO STATE ISLAMIC UNIVERSITY
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. Prof. Dr. Hamka Campus II Ngaliyan Phone.7601295
Fax. 7615387 Semarang 50185 Indonesia

Number : B-5593/Un-10.3/D.1/PP.00.9/08/2019 August 15th, 2019
Attachments : -
Subject : Permission Research

To

The Head of English Literature Department
In Vietnam National University of Agriculture

Dean of the Faculty of education and teacher training at Walisongo State Islamic
University please permit students:

Name : Musyarrafah
Student Number : 1603046004
Field of the Study : English Education Department
Title : THE PROBLEMS OF EFL STUDENTS OF VIETNAM
NATIONAL UNIVERSITY OF AGRICULTURE IN
LISTENING COMPREHENSION

To carry out the research start from 20th July – 31st August 2019 at Vietnam
National University of Agriculture as a condition of completing the study.

The Supervisors:

1. Nadiah Ma'mun, M.Pd.
2. Daviq Rizal, M.Pd.

Thus the permission request letter, thank you for your attention and cooperation.

Semarang, 15th August 2019

On behalf of the dean,

Vice Dean of Academic Fields



EATAH SYUKUR

APPENDIX 6

LETTER OF INFORMATION



Vietnam National University of Agriculture

Trâu Quỳ - Gia Lâm - Hà Nội

ĐT: 84.024.62617586 - Fax: 84 024 62617586 /

webmaster@vnua.edu.vn

LETTER OF INFORMATION

The undersigned, hereby declare that :

Name : Musyarrafah
Student's Number : 1603046004
Major : English Education Department
Address : Perumahan Graha Sapta Waroka No 3 Mangunsari Kec
Gunung Pati Kota Semarang

That the student of Walisongo State Islamic University has carried out the research for the final project of making Thesis undergraduate program with the title "*Analyzing the problem of students' listening comprehension of English Language Students in Vietnam National University of Agriculture*" at Vietnam National University of Agriculture, Hà Nội, Vietnam since 15th – 31th August 2019.

Thus, we submit this letter of information to be known to interested parties and can be used properly.

Vietnam, August 30th 2019

Vice Head of English Linguistics Major

Trần Thị Hải

CURRICULUM VITAE

Name : Musyarrafah
Address : Jln. Ki Hajar Dewantara Kel.Leok II,
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Background :

- Mi Pergis Ganra
- Mts Pergis Ganra
- MA Pergis Ganra

2. Informal Education

- Pondok Pesantren Perguruan Islam Ganra (2013-2016)
- Language Center Course LP3I (September-Desember 2016)
- Brilliant English Course Pare (January 2017)
- Oxford English Course Pare (January 2018)

Semarang, March 1st, 2020

The Researcher

Musyarrafah

Nim. 1603046004