

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE STUDENTS DIFFICULTIES  
ON LISTENING MASTERY  
OF THE SECOND SEMESTER STUDENTS  
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**By :  
SARASWATI TOMI ALAMSYAH  
Student Number. 1601070049**



**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H/ 2020 M**

**AN ANALYSIS OF THE STUDENTS DIFFICULTIES  
ON LISTENING MASTERY  
OF THE SECOND SEMESTER STUDENTS  
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Departement

**By :**  
**SARASWATI TOMI ALAMSYAH**  
**Student Number. 1601070049**

**Tarbiyah and Teacher Training Faculty**  
**English Education Department**

Sponsor : Dr. Umi Yawisah, M.Hum  
Co-Sponsor : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1442 H/ 2020 M**



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

**APPROVAL PAGE**

Title : AN ANALYSIS OF THE STUDENTS DIFFICULTIES ON LISTENING MASTERY OF THE SECOND SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

Name : Saraswati Tomi Alamsyah

Students Number : 1601070049

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in Munaqosah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

**Sponsor**

**Dr. Umi Yawisah, M.Hum.**  
NIP. 196204241999032001

Metro, 10 Juli 2020

**Co-sponsor**

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the munaqosyah  
of Saraswati Tomi Alamsyah**

To:  
The Honorable the Dean of Faculty of  
Tarbiyah and Teacher Training  
State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Saraswati Tomi Alamsyah  
Students Number : 1601070049  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education

Title : AN ANALYSIS OF THE STUDENTS DIFFICULTIES ON  
LISTENING MASTERY OF THE SECOND SEMESTER  
STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF  
METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

Sponsor

**Dr. Umi Yawisah, M.Hum.**  
NIP. 196204241999032001

Metro, 10 Juli 2020

Co-sponsor

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

The Head of English Education Department

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Pengajuan Munaqosyah**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*AssalamualaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Saraswati Tomi Alamsyah  
Students Number: 1601070049  
Fakulty : Tarbiyah dan Ilmu Keguruan  
Department : Pendidikan Bahasa Inggris (PBI)

Judul Skripsi : AN ANALYSIS OF THE STUDENTS DIFFICULTIES ON LISTENING MASTERY OF THE SECOND SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Pembimbing I

**Dr. Umi Yawisah, M.Hum.**  
NIP. 196204241999032001

Metro, 10 Juli 2020

Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

The Head of English Education Department

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. **B-3342/In.28.1/D/PP.00.9/12/2020.**

An Undergraduate thesis entitled: AN ANALYSIS OF THE SUDENTS DIFFICULTIES ON LISTENING MASTERY OF THE SECOND SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO. student number 1601070049, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Friday, December 04<sup>th</sup>, 2020 at 10.00-12.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson : Dr. Umi Yawisah, M.Hum

Examiner I : Dr. Widhiya Ninsiana, M.Hum

Examiner II : Ahmad Subhan Roza, M.Pd

Secretary : Eka Yuniasih, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty,



**Dr. H. Akla, M.Pd.**

NIP. 19691008 200003 2 005

**AN ANALYSIS OF THE STUDENTS DIFFICULTIES  
ON LISTENING MASTERY  
OF THE SECOND SEMESTER STUDENTS  
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**ABSTRACT**

**BY:**

**SARASWATI TOMI ALAMSYAH**

In indonesia English is foreign language and very important to learn International Language. The most important function of language is communication. The key to communicate with other people is understanding what you hear. In addition listening is the first skill that should be mastered by the students of leaners.

The goal of this research is to know about the student's difficulties on listening mastery of the second semester students at State Institute for Islamic Studies of Metro. The characteristic of this research was descriptive qualitative. The primary data of this research were taken from twelve students at the Second Semester Students at State Institute for Islamic Studies of Metro. The data were collected by interview, and documentation.

The finding of this study indicate that there are still many students who have not mastered English, especially in listening. The students still have difficulties in listening, the cause of students having difficulty in listening mastery is lack vocabulary, difficulties understanding or do not get the meaning because of different accents, and speed of pronunciation.

From the data has been analyzed, it is concluded that the Second Semester Students at State Institute for Islamic Studies of Metro. The result from the students should practice in the single day like listening English Music, watch English Movie or Listening English Podcast.

***Keywords:*** Difficulties on Listening, Listening Mastery

**ANALISIS KESULITAN SISWA DALAM PENGUASAAN  
MENDENGARKAN PADA MAHASISWA SEMESTER DUA  
DI INSTITUT AGAMA ISLAM NEGERI METRO**

**ABSTRAK**

**BY:**

**SARASWATI TOMI ALAMSYAH**

Di Indonesia, bahasa Inggris sebagai bahasa asing dan sangat penting untuk belajar bahasa Internasional, fungsi yang paling penting dalam mempelajari bahasa adalah komunikasi. Kunci untuk berkomunikasi dengan orang lain adalah memahami apa yang kamu dengar. Selain itu mendengarkan adalah kemampuan pertama yang harus dikuasai oleh mahasiswa atau pelajar.

Tujuan utama dari penelitian ini adalah untuk mengetahui kesulitan mahasiswa dalam penguasaan mendengarkan pada mahasiswa semester dua di Institut Agama Islam Negeri Metro. Penelitian ini adalah penelitian kualitatif deskriptif. Data utama dari penelitian ini di ambil dari dua belas mahasiswa pada mahasiswa semester dua di Institut Agama Islam Negeri Metro. Data tersebut dikumpulkan melalui wawancara, dan dokumentasi.

Temuan penelitian ini menunjukkan bahwa masih banyak mahasiswa yang belum menguasai bahasa Inggris terutama mendengarkan. Mahasiswa masih mempunyai kesulitan didalam mendengarkan, penyebab kesulitan mahasiswa di dalam penguasaan mendengarkan adalah kurangnya kosakata, kesulitan memahami atau tidak mendapatkan makna di karenakan perbedaan aksen dan kecepatan dalam pengucapan.

Dari data yang telah di analisis, disimpulkan bahwa pada mahasiswa semester dua di Institut Agama Islam Negeri Metro, siswa harus membiasakan diri berlatih di setiap hari seperti mendengarkan musik bahasa Inggris, menonton film bahasa Inggris atau mendengarkan audio bahasa Inggris.

**Keyword:** Kesulitan mendengarkan, Penguasaan mendengarkan.



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Saraswati Tomi Alamsyah

Student Number : 1601070049

Department : English Education

Faculty : Tarbiyah and Teachers Training

States that this undergraduated thesis is originally the result of the writer's research in expection of certain parts which are excerpted from the bibliography mentioned.

Metro, December 2020

The Writer



Saraswati Tomi Alamsyah

St. ID. 1601070049

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Saraswati Tomi Alamsyah  
Npm : 1601070049  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah Dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, December 2020  
Penulis



Saraswati Tomi Alamsyah  
NPM. 1601070049

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا . إِنَّ مَعَ الْعُسْرِ يُسْرًا

*“Indeed, there are difficulties in addition to ease of”*

*(Q.S. Al-Insyirah:5)*

## **DEDICATION PAGE**

*This undergraduate thesis is specially dedicated to:*

- 1. My beloved parents (Mr Wastomo and Mrs Sri Astuti) who always pray and support in their endless love.*
- 2. My beloved brother (Eka Tomi Alamsyah).*
- 3. My beloved parent big family and people who always give support.*
- 4. My Sponsor and Co-sponsor, Mrs. Dr. Umi Yawisah, M.Hum, and Mr. Ahmad Subhan Roza, M.Pd thanks for guiding me.*
- 5. My beloved Almamater of State Institute for Islamic Studies of Metro (IAIN METRO).*

## ACKNOWLEDGEMENTS

Thanks and all praise to My Allah for Your Blesses and Your Favor that is given with all Your Mighty, the writer can finish the undergraduate thesis. Realizing that this undergraduated thesis would not be able accomplished without any help and supports from many helpful individual. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (aamiin).

Next, the greatest gratitude would also be addressed to :

1. First, thank for Dr Hj. Akla, M.Pd, the dean of Tarbiyah and Teacher Training Faculty State Insitute for Islamic Studies of Metro.
2. Second, thanks for Head of English education department IAIN Metro Mr. Ahmad Subhan Roza, M.Pd
3. Third, thanks for both of my advisors, Dr. Umi Yawisah, M.Hum, and Ahmad Subhan Roza, M.Pd within their activities, they were still willing to read the undergraduated thesis.
4. Fourth, thanks for all of my lecturer in English Education Department who always given me knowledge and information.
5. Next, all of the staff of english education Department who helped the researcher in processing of administration.

6. Fifth, for all of lecturer IAIN Metro who give me opportunity to conducted this research.
7. Last, thanks for my parents, my beloved sister and brother and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realize that this undergraduated thesis still has weakness. The researcher do apoligizer for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, June 2020



Saraswati Tomi Alamsyah  
NPM.1601070049

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>NOTA DINAS.....</b>	<b>v</b>
<b>RATIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>ORISINALITAS PENELITIAN.....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xv</b>
<b>LIST OF TABLES .....</b>	<b>xviii</b>
<b>LIST OF FIGURES .....</b>	<b>xix</b>
<b>LIST OF APPENDICES .....</b>	<b>xx</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of study .....	1
B. Problem Identification.....	6
C. Focus of the Study.....	6

D. Research Question.....	6
E. The Objectives and Benefits of Study.....	7
F. Prior of Research.....	8

**CHAPTER II THEORETICAL REVIEW**

A. The Concept of Listening Mastery.....	9
1. The Definition Of Listening .....	9
2. The Types of Listening.....	11
3. Strategies of listening .....	11
B. Media in Learning Listening .....	14
1. The Definition of Media.....	14
2. The Kinds Media in Learning Listening .....	15
C. The Potential Difficulties in Learning Listening.....	17
1. Culture Different.....	17
2. Quality of recorded material.....	18
3. Unfamilliar vocabulary.....	18
4. Lenght and speed of the listening.....	18

**CHAPTER III RESEARCH METHOD ..... 20**

A. Types and Characteristics of Research .....	20
B. Data Resources.....	21
C. Data Collecting Method .....	21
1. Documentation .....	22
2. Interview.....	23



D. Data Analysis Technique .....	23
E. Approach .....	24
<b>CHAPTER IV RESULT AND DISCUSSION.....</b>	<b>25</b>
A. Description of Research Setting.....	25
1. Profile of State Institute for Islamic Studies of Metro .....	25
2. Organization Structure of IAIN Metro .....	28
3. The Facilities of IAIN Metro.....	30
4. Location Sketch of IAIN Metro.....	31
5. The Population of Students in IAIN Metro .....	32
B. Data Analysis .....	35
C. Discussion .....	45
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>47</b>
A. Conclusion .....	47
B. Suggestion .....	47
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>CURRICULLUM VITAE</b>	

## LIST OF TABLES

1. The Result Data Listening Mastery Based on Pre Survey among the  
Second Semester Student at States Institute for Islamic Studies of  
Metro .....5
2. Facilities at States Institute for Islamic Studies of Metro .....30
3. Total Students State Institute for Islamic Studies of Metro .....32

## LIST OF FIGURES

1. Analysis Components of Miles and Huberman Model .....	23
2. Structural Organization at States Institute for Islamic Studies of Metro .....	29
3. The Location Sketch at States Institute for Islamic Studies of Metro ....	31
4. The Percentage Component of Student Difficulties in Listening Mastery .....	46

## **LIST OF APPENDICES**

1. Documentation
2. Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is main of foreign language and very important to learn for learner international language. In generally, english is taught as a foreign language or second language. Therefore we have been considering English as a foreign language consist of four skills, there are; listening, speaking, reading, and writing. These skills are so important, because all of them have the relation and also support each other. Each skill has the different difficulty. The students and the foreign language learners should mastered the fourth skills above. Last sentence of paragraph, English is taught in schools, often, but English does not play as main role in national and social life.<sup>1</sup>

Moreover, the most important function of language is an a means of communication. When we discuss about communication, communication is a part of human's daily activities. The key of communicate with other people is understanding what you hear. In addition, The passport of English is not only social and economic but also in community of language.<sup>2</sup>

Many people argue that speaking is the most difficult part in learning foreign language. Moreover, listening is the first skill that should be mastered by the students or learners. The ability of listening is to identify and understand what the speaker is saying through understanding his

---

<sup>1</sup>Roudledge And Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, Anita Pinc, *Teaching English As A Foreign Language*, (Taylor & Francis E-Library, 2003) p, 6.

<sup>2</sup> *Ibid.*

pronunciation, grammar and vocabulary. In fact, to learn of foreign language is not easy because you should learn a new culture, new language and hard to thinking of feeling and acting. The point of successfully in learning of foreign language is send and receive message.<sup>3</sup>

Indeed, the key terms to communicate with other people is listening, but in listening skill there are so many problems faced by the students. The first problems was related to lack of vocabularies, so the students did not understand what words they had heard from the speakers.

The second problem was related to low motivation or not interest in listening, their low interest in the learning process causes their attention to the material taught becomes low. The students interest can be caused by their low learning motivation.

The third problem was related to speed of language and do not understanding meaning of word because of the different accent of speaker. Speed of pronunciation requires a high enough concentration and a lot of vocabulary this makes it difficult for students to understand the meaning or point or speaker saying.

The last problem was related cannot distinguish words and sounds. In listening there are pronunciation of sounds that similar but have different meaning for examples: like – lake, wait – white, right – write, and meat-meet. Below the data score of final test from the first semester at State Institute for Islamic Studies of Metro.

---

<sup>3</sup> Brown, H Douglas, *Language, Learning And Teaching* (Addison Wesley Longman, Inc., 2000) p, 1.

**Table. 1**  
**The Listening Score of The Students of the First Semester at State**  
**Institute For Islamic Studies of Metro by the Lecture**

No	Name	Score	Categories
1	AVA	50	Fair
2	AK	10	Poor
3	AF	20	Poor
4	ASF	0	Poor
5	AS	70	High
6	AES	0	Poor
7	ASS	80	High
8	CAS	90	Excellent
9	DS	40	Poor
10	DAP	40	Poor
11	DKS	100	Excellent
12	EZ	70	High
13	FR	90	Excellent
14	FRA	60	Good
15	FUH	90	Excellent
16	FM	20	Poor
17	GIKD	30	Poor
18	H	50	Fair
19	IN	30	Poor
20	IF	80	High
21	LNH	20	Poor
22	LE	30	Poor
23	L	60	Good
24	MT	10	Poor
25	MKS	20	Poor
26	MMH	30	Poor
27	NGA	0	Poor
28	NSR	60	Good
29	NI	30	Poor
30	NLDC	60	Good
31	NL	80	High
32	RDP	80	High
33	SO	90	Excellent
34	SAR	80	High
35	SH	100	Excellent
36	SM	80	High
37	TK	70	High
<b>Total</b>		<b>1920</b>	-

(source : pre-survey result on october 23<sup>th</sup> 2019 from class B by the lecturer)

In line with the score above, the researcher had conducted a pre-survey to find out the student's difficulties in listening mastery got by at the first semester students at State Institute For Islamic Studies of Metro. Pre-survey was conducted on October 23<sup>th</sup> 2019. The pre-survey results are illustrated in the following table:

**Table. 1**  
**The Result Data Listening Mastery Based on Pre Survey of the Second Semester at States Institute for Islamic Studies of Metro**

No	Grade	Score	Category	Frequency	Percentage
1	81-100	A	Excellent	6	16%
2	70-80	B	High	9	24%
3	60-69	C	Good	4	10%
4	50-59	D	Fair	2	0,5%
5	0-49	E	Poor	16	45%
Total				37	100%

*(source : pre-survey result on october 23<sup>th</sup> 2019 from class B by the lecturer)*

Based on the data above, it is known students who got grades A and B in speaking is 15 students (40%). While the number of students who got C grades in listening is 4 students (10%), who got D and E is 18 students (50%). It means that the students' listening skill is failed.

From the result of the data above the researcher carries out in conducting a research on "An Analysis on the Students Difficulties on Listening Mastery to the Second Semester at State Institute Islamic of Metro In The Academic Year of 2019/2020".



## **B. Problem Identification**

Based on the background of the study above, there are some problems related to the difficulties of the students listening mastery to second at State Institute for Islamic Studies of Metro as follow:

1. The students vocabulary are still low.
2. The motivation of students to learning English is still minimum.
3. The students do not understanding meaning of word because of the different accent of speaker.

## **C. Focus of the Study**

From this research, would be focuses on an analysis on the students difficulties on listening mastery of the second semester at State Institute Islamic Studies of Metro.

## **D. Research Question**

Based on the consideration of background of the study above, the researcher formulates a research question, as follows:

1. What are the students difficulties in listening mastery of the second semester at State Institute Islamic Studies of Metro?
2. Why are the students difficult in listening mastery of the second semester at State Institute Islamic Studies of Metro?
3. How to solve the students difficult in listening mastery of the second semester at State Institute Islamic Studies of Metro?

## **E. The Objectives and Benefits of the Study**

### **a. Objectives of the Study**

This study has three objectives, as follows:

1. To know the students' difficulties in listening mastery of the second semester at State Institute Islamic of Metro.
2. To know the students' difficulties in listening mastery of the second semester at State Institute Islamic of Metro.
3. To know the solution to solve of the students' difficulties in listening mastery of the second semester at State Institute Islamic of Metro.

### **b. Benefits of the Study**

Hopefully, this study will be beneficial for the researcher, the students, the lecturer and the head of department. The benefit of this study are, as follows:

#### a) For the Students

To get knowledge of information about their difficulties in listening mastery and to know how to solves their difficulty.

#### b) For the Lecturer

As the information for the Lecturer in about the difficulties students in listening mastery.

#### c) For Head of Department

As the consideration for the head of department to find out how students learn especially on listening mastery and will be

evaluated together after the researcher has conducted his research.

## **F. Prior Research**

The first prior research was done by Darti and Andi Asmawati at 2013 entitled "Analyzing Students' Difficulties Toward Listening Comprehension" Based on the research they found the learnerers have many difficulties in listening TOEFL especially the students from the last semester. Beside, they found many difficult in listening test especially in vocabullary, lose confidence, maintaining concentration, bad recording and to comprehend natural spoken.<sup>4</sup>

This research and the first prior research have similarities and differences. The similarity between this research and the first prior research is the lack of vocabulary. The difference between this study and the first prior research is in the research sample. This is because this study will examine the first semester of State Institute for Islamic Studies of Metro while the first prior research has examined the sample in State Islamic University of Alauddin Makassar as a sample.

Futhermore, the second prior research was done by Dr Arafat Hamouda at 2013 entitled "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom". The methods from this research is use qualitative and quantitative methods for data

---

<sup>4</sup> Darti And Andi Asmawati, "Analyzing Students' Difficulties Toward Listening Comprehension", Vol. 3 No. 7, (Universitas Islam Negeri Alauddin Makassar 2017) p, 211.

collection. For data was getting of interview and questionnaires. The research found many difficulties in pronunciation, vocabulary, speech of speech and different accent of speaker.<sup>5</sup>

This research and the second prior research have similarities and differences. The similarity between this research and the second prior research is the different accent of speaker. The difference between this study and the second prior research is in the data collection. Because of data collection from them researcher is used qualitative and quantitative methods.

Based on the description of prior research above, the researcher plans to conduct qualitative research to an analysis of the Students difficulties on Listening Mastery of the Second Semester at States Institute For Islamic Studies of Metro.

---

<sup>5</sup> Arafat Hamauda, "An Investigation Of Listening Comprehension Problems Encountered By Saudi Students In The El Listening Classroom" Vol. 2 No. 2, (International Journal Of Academic Research In Progressive Educational And Development 2013) p, 113.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Listening Mastery

##### 1. The Definition of Listening

In our country Indonesia, English is a foreign language but in another country English as second language. English has status in the world especially in language because English became an “International Language” or “Global Language”. Listening is one of part in English as a foreign language. It is seems like another skill for examples speaking, writing and reading. Moreover listening is the most important skill to learners because to receive and interact with language input especially to communicate with another people .<sup>6</sup>

Moreover language it self is basically about “sound”. The target of language learning is to developing language skill. Above we seen four skills out of two are primary skills and other remaining two are secondary skills. According to Prakash S. Chauhan, Listening is the most important skills to development of all other skills.<sup>7</sup>

---

<sup>6</sup> Larry Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening*, (Routledge: 2012), p, 4.

<sup>7</sup> Prakash S. Chauhan, *Language And Its Four Basic Skill With The Description Of Various Types, Levels, And Breakdowns Od Students's Listening Skills*, (Saurashtra University), p, 6.

Therefore, listening is process to understanding what the speakers say which includes pronunciation, grammar and vocabulary. The combination of hearing what speaker says and psychological involvement.<sup>8</sup>

Listening is a topic that has relevance to all of us. Based on the definition of listening from the experts, the researcher conclude that listening is key to communicate with other people.

## 2. Types of Listening

According to Adrian Doff talked about there are some types of listening.<sup>9</sup>

- a) **Active Listening:** - Active Listening is technique to communication and get feed back from another person of paraphrasing what speaker heard to confirm the understanding of both parties. Active listening is like explain about body language or focusing on something other than words.
- b) **Empathic Listening:** - Empathic listening is the way to hearing and responding with another person that includes understanding and trust. Moreover enables the listener to receive and accurately response.
- c) **Critical Listening:** - The Ability to listen critically is important in democracy. Critical listening is not important whether in the community, on the job, at service clubs, in the place of worship or in the family.

---

<sup>8</sup> Babita Tyagi, "Listening : An Important Skill And Its Various Aspects", (An International Journal In English : 2013), p, 1.

<sup>9</sup> Chauhan, *op.cit.*, p, 6.

**d) Casual Listening:** - Listening when someone is talking with another people or something without purpose. Beside, we often do not concentration to listen them. Unless we listen something that make us interest. The type of listening is often found in social life when we interact with others..

**e) Focused Listening:** - Intensive Listening is used for information or or transacting business. The listener is focused and concentrates on what the speaker is saying.

According I.S.P Nation and J. Newton distinguish two types of listening:<sup>10</sup>

1. One-way listening – the typically of one way in listening is to transfer information or transactional listening.
2. Two-way listening – the typically of two way in listening is to communicate in social life or interactional listening.

They are distinguish in listening process. One-way listening is transmission of information. Moreover two-way listening is interactions in our life for everyday.

### 3. Strategies of Listening

Successful in listening is understanding of strategies of listener in listening. The learner focus in context or content of a text. Strategy is the way to managing their listening and involve listeners to be active:<sup>11</sup>

---

<sup>10</sup> I. S. P. Nation And J. Newton, “*Teaching Esl/Efl Listening And Speaking*”, (Taylor & Francis E-Library, 2008), p, 40.

<sup>11</sup> Gary Buck, “*Assessing Listening*” (Cambridge University Press : 2001), p, 104.

**a. Cognitive strategies:** activities of comprehending and storing input in memory for retrieval process;

1. Comprehension processes: is process input of linguistic and non-linguistic.
2. Storing and memory processes: is used to storing of linguistic and non-linguistic.
3. Using and retrieval processes: accessing memory for output to be readied.

**b. Metacognitive strategies:** aware or unaware mental activities that perform an executive function in cognitive strategies.

1. Assessing the situation: taking stock of conditions surrounding by assessing of own knowledge, internal and external resources of the situation before engaging in a task.
2. Monitoring: determining of effectiveness from another performance while engaged in a task.
3. Self-evaluating: determining of effectiveness from another's performance after engaging in the activity.
4. Self-testing: testing oneself to determine the effectiveness of own language.

On the other hand, another listening strategies according to I. S. P. Nation and J. Newton can conclude of listening strategies there are two types:<sup>12</sup>

---

<sup>12</sup> Newton, *op.cit.*, p, 52.



1. Communication strategies: strategies to comprehension, for example making estimate before listening
2. Learning strategies: strategies to input their listening, for example negotiating (seeking clarification), or focused listening.

As a consequence, based on the explanation above the researcher can conclude there are many strategies in listening to improve and to help students's difficulties in listening subject. Like the explanation above that is cognitive strategies and metacognitive strategies. Beside that, there are communicative and learning strategies. All of them helpful to solve the difficulties in learning listening subject.

## **B. Media in Learning Listening**

The researcher found a theory to learn to listen so as not to be boring. In addition, one of the keys to successful learning is to use fun learning media.

### **1. The Definition of Media**

In this modern era, the word media have already been familiar for us in the relation with teaching and learning process. The same source also mentions that not all media involve technology, of course. Books and newspapers do not conjure up images of technology, although a good deal of technology goes into its creation. It means so many media that we have from many sources.

The word media, plural of medium, is from the Latin word for middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD-ROM and Internet web sites, which incorporate text, sound, vision and animation. In general, we understand technology to embrace things like radio, TV, video, telephone, fax machines and computers.<sup>13</sup>

## **2. Kind of media in learning listening**

The types of media for learning listening can be quite varied. Here are some media based on Siemens and Tittenberger :

### **a. Podcast**

Podcasts is the distribution of audio online through RSS. Technology has developed to the point where an educator can record and distribute audio files with only a computer, a microphone, and internet access. Of particular potential in audio is the increased use of different audio tools for easy collaboration (such as Seesmic or Voice Thread).

Podcasts is all the rage right now. This usually consist of an audio file, usually in MP3 format, which is downloaded to an iPod or MP3 player. Now, podcasts may go from 20 minutes to 2 hours, so this type of listening is recommended for advanced students.

---

<sup>13</sup> Flew, Terry "The 'Theory' In Media Theory: The 'Media-Centrism' Debate" (Queensland University Of Technology:2000), P,213.

Most usually sound like pre-recorded radio shows, with interviews, discussions, or commentaries on recent events.

The added advantage of a podcasts is that it can be downloaded by the students and listened to for homework. Just provide the link for download and the worksheet or comprehension questions, and assign.

Learning media to improve listening skills using podcasts. In today's digital era, podcasts are gaining popularity and dominating several internet media such as Youtube or Spotify. Many people say a podcast is similar to radio broadcasting but also similar listening music too. This opinion is arguably true. However, listening to podcasts students can determine the topics they want to listen to.

#### **b. Video**

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents a great opportunity to add diversity and variety to courses.

While video-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users has opened the door for a new approach to extend lectures - enabling learners to view missed (or not fully understood).

The learning media to improve listening skill is video. There are many types of English videos that students can search on the internet, from cooking videos, gaming videos, video tutorials, to vlog videos. The video used in learning listening could increase vocabulary.

### **C. Potential Difficulties in Learning Listening**

The researcher is aimed to find out the potential difficulties in listening. There are several problems which may appear during or before listening.

#### **1. Cultural Differences**

Unfamiliar in cultural knowledge of language to understanding with another people. Brown claimed that the different refer to as English as a Second Language (ESL) and English as a Foreign Language (EFL).

In addition, culture differences are the various behaviour, languages, practices and expressions. It is important that not everyone from a culture is going to conform to a particular generalisation. Moreover learning ESL may be clearly in native spoken. For example an Arabic speaker learning English in the USA or the UK, but not easy to identify where English became widely for education, government, or business.<sup>14</sup>

---

<sup>14</sup> H. Douglas Brown, "*Principles of Language Learning and Teaching*" (Addison Wesley Longman, Inc : 2000), p, 193.

## 2. Quality of Recorded Material

Not all of the classrooms is completed because there are some of them do not have computer, multimedia systems, smart board and so on. Moreover the quality of recorded material is bad or unclear pronunciations. Hamouda stated that the students still difficult in listening comprehension because of bad recording quality or poor-quality.<sup>15</sup>

## 3. Unfamiliar Vocabulary

Understanding of the words make students interest and increas the positive effect in learning listening. Moreover there are some problem from many words that have more than one meaning if they less of meaning the students get confused. There is no similar value of the coverage requisite to understanding from the spoken, but if the listeners know more than 5000 vocabulary may be they have a good chance to understanding what the speaker said.<sup>16</sup>

## 4. Length and Speed of the Listening

The level from students in keeping all the information in the mind. The level for lower students to listen is more than three minutes. Moreover long spoken need more concentration of the students during the lesson. It is also make students difficult to get the meaning from the speaker said.<sup>17</sup> Futhermore another reason makes difficult in

---

<sup>15</sup> Hamouda, *op.cit.*, p, 113.

<sup>16</sup> AmberBloomfield, Sarah C. Wayland, Elizabeth Rhoades, Allison Blodgett, Jared Linck and Steven Ross, "*What makes listening difficult?*" (University of Maryland: 2010), p, 12.

<sup>17</sup> Darti, *loc.cit.*, p, 217.

listening is the speed. Faster than normal from the speaker to listener may have difficult to take target words..

According to Underwood there are some obstacles to effectively in listening comprehension. First, the speed of speech cannot to control. Second, words repeated cannot have for listeners. Third, the listeners still have low vocabulary knowledge. Then, listeners may lack contextual knowledge. The last is more concentrate on listening test is not easy.<sup>18</sup>.

In addition the researcher conclude that there are some potential difficult in learning listening like culture different, quality of recorded material, unfamilliar vocabulary, lenght and speed of the listening.

---

<sup>18</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, *"Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review"*, (Canadian Center of Science and Education: 2016), p, 127.

## CHAPTER III

### RESEARCH METHOD

This chapter contains the explanation about types and characteristics of the research, data resources, data collecting method, data analysis technique and approach.

#### A. Types and characteristics of the Research

This research decides to use qualitative research to An Analysis of the Students Difficulties on Listening Mastery of the Second Semester at State Institute for Islamic Studies of Metro. Researchers would conclude the difficulties of students listening mastery. The purpose of qualitative descriptive is a summarization, in everyday terms especially for individuals or groups of individuals by experienced.<sup>19</sup>

The characteristic in this research focuses on the descriptive qualitative research. The researcher would take a survey that it can be used to describe phenomena and summarize. The purpose of using survey for descriptive research is getting a good step of certain things. The purpose of descriptive research is to describe characteristics of event. This research is focus on incident about how or why something has happened.<sup>20</sup>

In line with the explanation above, the purpose of this research to analyze the difficulties on Listening Mastery of the Second Semester at State Institute For Islamic Studies of Metro.

---

<sup>19</sup> Vickie A. and Clinton E, "*Qualitative Descriptive Research: An Acceptable Design*", Vol. 16, No. 4, (Pacific Rim International Journal of Nursing Research : 2012), p, 255.

<sup>20</sup> Hossein Nassaji. "*Qualitative and descriptive research: Data type versus data analysis*" , Vol. 19, No. 2, (University of Victoria, Canada : 2015), p. 129.

## **B. Data Resources**

In this research the researcher divides the sources into two items. They are primary and secondary.

### **1. Primary Sources**

Primary source are original materials research is based. The testimony or the proof from the topic is under consideration. Information is original form, neither analyze nor evaluated by another researchers.. The primary source of this research is analyze the difficulties of listening mastery of the Second Semester At States Institute For Islamic Studies of Metro by using an interview of the students. The total numbers of the students are 12 students.

### **2. Secondary Sources**

Secondary source is the analysis based on primary resource. The explanation from primary source often used them to support argument or a specific thesis to get the point of reader. The secondary source in this research is from interview, documentation, journals and e-books that are related to the research.

## **C. Data Collecting Method**

Qualitative research typically follows an inductive process. It means that the data collection taken from process analyzing data become theory or interpretations. Creswell explains that “in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in



the natural setting gathering information". Data collection is analyze the result by specific proof all of the activities from his research and procedures Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, and document analysis.<sup>21</sup>

The researcher in this research uses document to collect the data. The researcher takes documents from the result of difficulties students in listening mastery. In the process of collecting the data, the researcher collects the results of listening students to analyze and to identify the difficulties in listening mastery.

The researcher used two techniques from this research to collecting the data there are documentation and interview.

### **1. Documentation**

The researcher used technique documentation to collecting the data of this research. Documents could be a valuable source of information in qualitative research. Data needed are documented as data resource in the form of documentation. Furthermore, the researcher got the data form the result of students difficulties on listening mastery. Qualitative researcher used written documents or another articel to get the meaning of incident.<sup>22</sup>

---

<sup>21</sup> Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

<sup>22</sup> Jhon W. Creswell, *Research Design* (Clifornia: Sage Publications, 2000), 180.

In addition, qualitative methods such as interview, documentary and source of data to get relevant and feasible.<sup>23</sup> There are some advantages use documentation:<sup>24</sup> 1) Relatively cheap 2) Good source of information 3) Humble 4) Indirect observation 5) Can raise problems that have gone unnoticed in other ways. Therefore that the researcher will take 12 students' documentation it form screenshot photo.

## 2. Interview

In this research researcher use guided interview which researcher given some questions which prepared to the participant and researcher record the answer. Researcher interviewed 12 students to collec the data about the difficulties of the students on listening mastery of the Second Semester at State Institute For Islamic Studies of Metro.

## D. Data Analysis Technique

The type of this research is use descriptive qualitative. The researcher would apply Miles and Huberman model to analyze the data.<sup>25</sup> The componets of this analysis model are pictured by this figure.

---

<sup>23</sup> Carol Cardno, "Policy Document Analysis: A Practical Educational Leadership Tool and a Qualitative Research Method" Vol, 24 (Pegem Akademi: 2018), p, 626.

<sup>24</sup> Evaluation Briefs, "Data Collection Methods For Evaluation : Document Review" (U.S. Department Of Health And Human Services : 2018), p, 2.

<sup>25</sup>Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): (London, CA: Sage, 1994), 429.

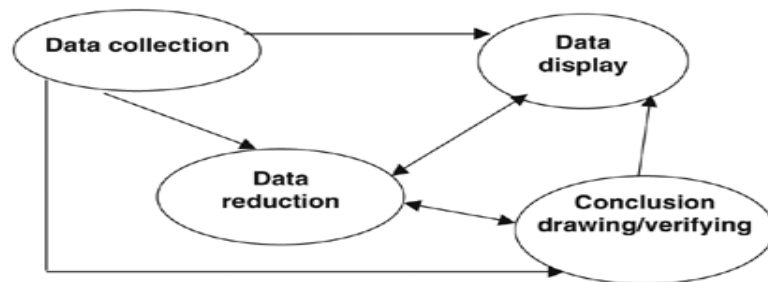


Figure I. *Analysis Components of Miles and Huberman Model*

There are four steps to conduct the data analysis by Miles and Huberman:<sup>26</sup>

- 1). The researcher collect all the data used to complete the research.
- 2). The researcher reduces the data to get summarizing.
- 3). To showing and describe the data, the researcher used graphics, figures, or charts.
- 4). The last, the researcher make conclusion from the data.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

### **E. Approach**

To conduct this research the researcher uses qualitative research. Moreover qualitative research focuses on analyzing the data and finally making conclusion about the data. Analysis of data in a research implicate summarizing from data collected and the most important is presenting the result. In quantitative research implicate summarizing from the data

---

<sup>26</sup>*Ibid,*

frequencies of variables, the different in variables and the results of statistical significance .<sup>27</sup>

---

<sup>27</sup> Beverley Hancock, Elizabeth Ockleford and Kate Windridge, *"An Introduction to Qualitative Research"* (The NIHR RDS for the East Midlands : 2009), p, 24.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of Research Setting**

##### **1. Profile of State Institute for Islamic Studies of Metro**

###### **a. The Historical Background of IAIN Metro**

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

Likewise, in 1967, the education and Islamic Law Faculty were established in Metro. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro. This state now campus buildings that are located at Jl. Ki Hajar

Dewantara Street 15 A, East Metro for campus 1 and at Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung for campus 2.

As a State, IAIN Metro was founded to graduate students who have quality not only on developing Islamic value and but also science. It was described in its vision: "To be Islamic State". Then, to accomplish the vision, IAIN Metro composed some missions, namely (1) Developing three pillars of university (education, research and development, and society services), (2) Developing and spreading and technology in Islamic culture, and creating academic persons who are smart, competent, and have good morality.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty covers Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), Mathematic Education Department (TPM), Biology Education Department (TPB), and Social Science Education Department (IPS).

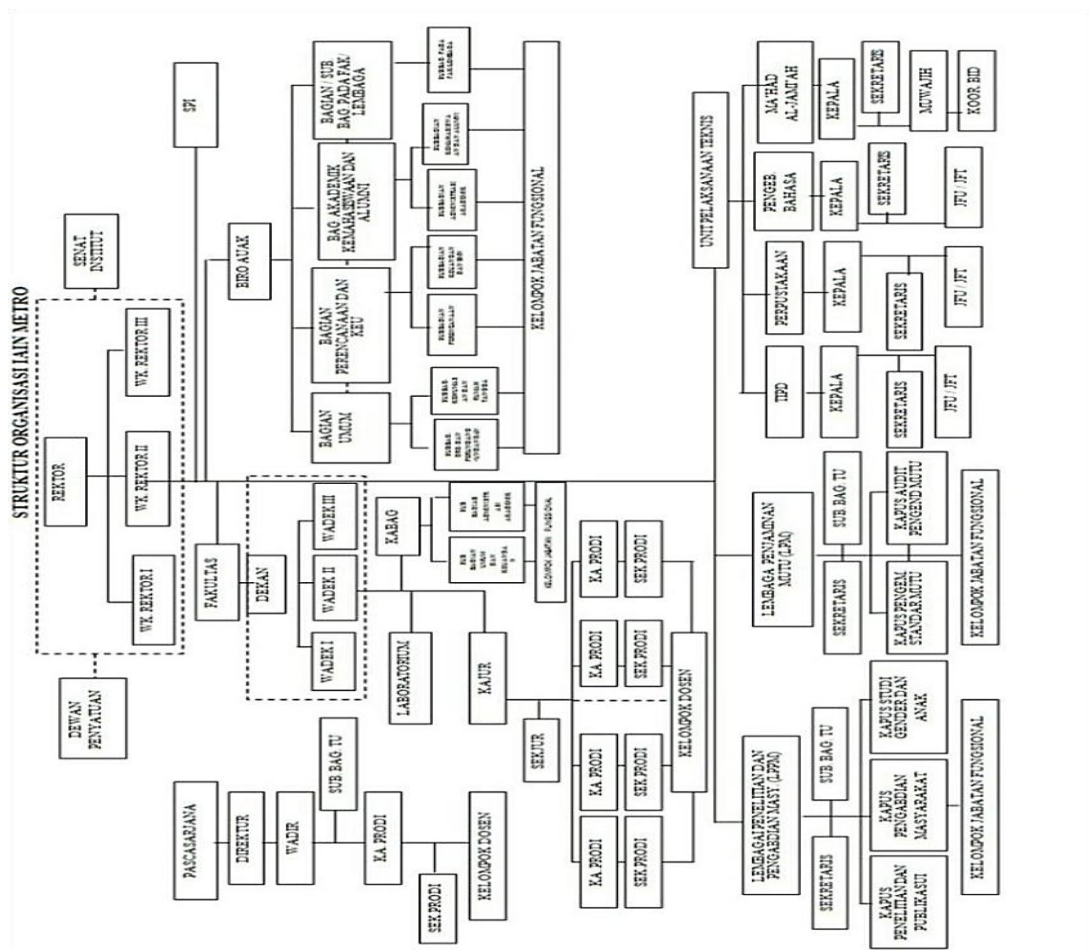
Secondly, Syari'ah Faculty include Islamic Law Program (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI), Furthermore, Islamic Economy and Business Faculty Comprises

D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Economy Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU), The last is Islamic Announcement and Communication Faculty that cover Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

**b. Organization Structure of IAIN Metro**

The Structural Organization of IAIN Metro in the academic year 2019/2020 is described by the following figure:

**Figure 2. Structural Organization of IAIN Metro in the Academic Year 2019/2020**





### c. The Facilities of IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Mal wa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volly field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

**Table 2. Facilities at States Institute for Islamic Studies of Metro**

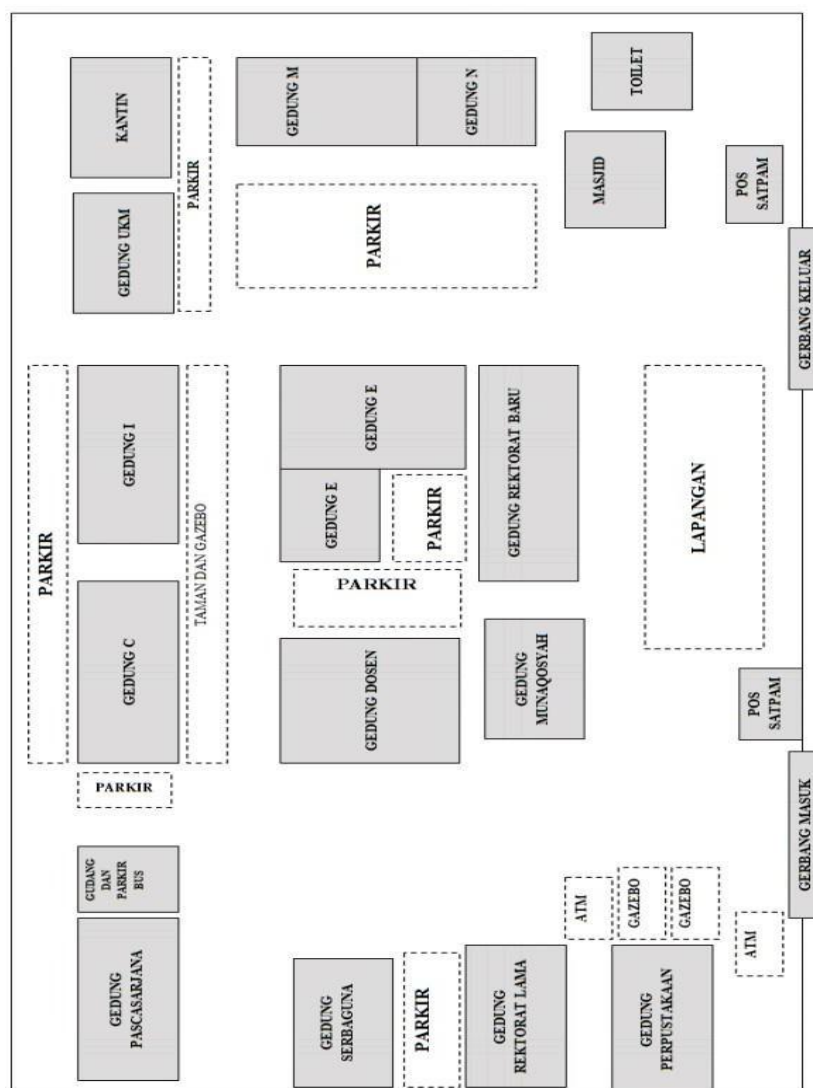
No	Facilities	Total of room	Large (m2)
1	Lectures's room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

*Source: Documentation of State Islamic Institute (IAIN) of Metro*

#### d. Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

**Figure 3. The Location Sketch of IAIN Metro (Campus 1)**



**e. The Population of Students in IAIN Metro**

The total of the students in State Institute For Islamic Studies of Metro is 8659 students.

**Table 3. Total Students State Institute for Islamic Studies of Metro**

No	Departments	Program	Students
1	Tarbiyah Department	English Education Department (TBI)	945
		Islamic Education Department (PAI)	1362
		Arabic Education Department (PBA)	301
		Islamic Elementary School Education Departmen (PGMI)	562
		Mathematic Education Department (TPM)	194
		Biology Education Department (TPB)	185
		Social Science Education Department (IPS).	165
		Islamic Childhood Education Department (PIAUD),	223
2	Economy business faculty	D3 Syari'ah Banking Program (D3 PBS)	130
		S1 Syari'ah Banking Program (S1 PBS)	1108
		Islamic Economy Department (ESY)	1239
		Islamic Accountant (AKS)	211

		Pilgrimage Management (MHU)	109
3	Syari'ah Department	Islamic Law Program(AS)	457
		Islamic Economy Law Program (HESY)	681
		Islamic Constitutional Law (HTNI)	112
4	Islamic Announcement and Communication Department	Islamic Communication and Broadcasting Program (KPI)	419
		Language and Arabic Literature Program (BSA)	90
		Islamic Extension Guidance (BPI).	107

*Source: documentation of IAIN Metro in Academic year 2019/2020*

#### **a. The Profile of English Education Department**

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Department, as follows:

- a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be

able to be agents of change the society.

- b. To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN METRO.

## **B. Data Analysis**

### **1. Result of the interview with the students about their difficulties in listening mastery**

In order to know of English students in speaking ability, the writer conducted the interview to 12 respondents. The interview result is presented in the following:

#### a. Question 1

In your opinion, is listening mastery difficult?

Answer :

Responden 1 : Yes, In my opinion listening mastery is difficult.

Responden 2 : Yes, it is a little bit difficult.

Responden 3 : I think pretty tough.

Responden 4 : In my opinion, difficult in listening mastery is medium.

Responden 5 : I think, difficulties in listening mastery is medium

because it is not too difficult or not too easy.

Responden 6 : Yes, it is a little bit difficult.

Responden 7 : Yes, listening mastery is difficult.

Responden 8 : Yeah, is very difficult especially of english language.

Because of the word and speaking of people is very different, so we must become disolved of the speaking, but if we are listening about song i think that it's not very difficult so song is very good to understand about listening subject.

Responden 9 : For me, listening is not that difficult, but sometimes i have problem with speed (too fast).

Responden 10 : I think listening mastery is difficult.

Responden 11 : In my opinion it is not difficult, if we try to always practice listening to english podcasts.

Responden 12 : In my opinion listening mastery is difficult.

Terminologically, based on the result of the first question, most of the respondents have difficult in listening mastery.

#### b. Question 2

Do you get the point when you talk to someone?

Answer :

Responden 1 : Maybe out of five words that are spoken only two that i understand.

Responden 2 : Sometimes i understand, but sometimes i don't understand.

Responden 3 : I'm more talking about people who are already proficient

at talking than are still standar.

Responden 4 : Yes, i understand when talking with someone.

Responden 5 : Yes, although just knowing the point when someone is talking to me.

Responden 6 : Yes, but listen in focused state.

Responden 7 : Just a little bit understand.

Responden 8 : It is depend of the people that talk with me, i think that if i nervous i can't got the point, but if i talk with my best friend or someone that not make me nervous i can got the point of the question.

Responden 9 : Not every time, but mostly i get what they mean.

Responden 10 : Sometimes i understand everyday language but if it is outside it or formal language i have difficulty.

Responden 11 : Yes, I understand

Responden 12 : Yes, I do

c. Question 3

Do you have any difficulties when talking to someone?

Answer :

Responden 1 : Yes, I have and my difficult is from fluency and vocabulary.

Responden 2 : Yes, i think that i got difficult when talking with someone. Because of i have to think about words or sentences that i have to say, especially regarding grammar and pronunciation.



- Responden 3 : Yes, I have
- Responden 4 : Yes, I think i got some difficult to talking with someone because of nervous.
- Responden 5 : Yes, expecially about grammar. Sometimes it's difficult to speak in English because i have to pay attention to grammar.
- Responden 6 : There must be difficulties, but i always try to be easy to understand.
- Responden 7 : Yes, I have
- Responden 8 : Yes of course, that it's nervous because if i nervous i can't think about the word, about the verb so nervous is the big anemy for me to talking with someone.
- Responden 9 : So far the difficulty of speaking is how many vocabulary i understand.
- Responden 10 : Yes i have, sometimes still confused about what to talk about and still thinking about vocabulary.
- Responden 11 : Sometimes it's hard, because it is not used to it and lack of vocabulary.
- Responden 12 : Yes, i have.

d. Question 4

Do you have any difficulties in listening mastery?

Answer :

- Responden 1 :Yes, I think the difficulties in listening mastery is different accent.
- Responden 2 : Yes, sometimes i got some difficult to listening when someone talking to me because of unclear pronunciation.

- Responden 3 : Yes I find
- Responden 4 : Yes, i find out any difficult in listening mastery.  
Especially the different in accent spoken by native speaker.
- Responden 5 : The accent is not used to be heard so it is difficult to understand.
- Responden 6 : A litle bit difficult if ot in focus.
- Responden 7 : vocabulary that is not familiar and sometimes different British and American language. Like me who is a beginner has difficult in listening to what said.
- Responden 8 : Yes I find a difficult
- Responden 9 : Yes, it is about version of English language, if the people make a British language it's so hard for me to understand about they say.
- Responden 10 : Yes i find some difficulties in listening mastery, like speed and different accent.
- Responden 11 : Sometimes it's still difficult because in mastering listening already in higher lever and differences in accent that makes confused.
- Responden 12 : Yes, i experienced it.

e. Question 5

Are you having trouble in answering the exercises about listening?

Answer :

- Responden 1 : Yes, the difficulty here is accent then overtaken. I think only those are the only two things.

- Responden 2 : Not so difficult and still understandable.
- Responden 3 : Yes, sometimes it is.
- Responden 4 : Yes, I'm having trouble answering because i lost focus.
- Responden 5 : Yes, sometimes when hearing listening to the exercise of listening just passed so the answer was not know.
- Responden 6 : Just a little but i always study what is the problem when i answer listening exercises.
- Responden 7 : Yes, I have
- Responden 8 : I think that if about to answering the question it's not very hard for me, because i have trick for it. We must find the key word of the song of conversation that we are listen.
- Responden 9 : Yes but not at all.
- Responden 10 : Yes, sometimes if i can't get the point of listening it gets confused answer.
- Responden 11 : Yes, sometimes i having trouble
- Responden 12 : Yes, I am.

f. Question 6

Does the accent of people make you difficult to understand ?

Answer :

- Responden 1 : Yeah, it hink accent that makes listening difficult.  
Emmm is more precisely one of the factors.
- Responden 2 : Yes it is true.
- Responden 3 : Yes, and i need time to understand.

Responden 4 : Yeah because different accent make me like a newbie.

Responden 5 : Yes, because of pronunciation of accent British and Asian people are different.

Responden 6 : Yes, i have difficulty when getting accent from different people.

Responden 7 : That's right.

Responden 8 : Yeah especially of British accent. Because of British accent it's very different for we especially for me to understand about it, but if we want to study more i think that can to understand it.

Responden 9 : Definitely yes.

Responden 10 : Yeah sometimes, because of differences in accent such as the British letter R that sound not too clear.

Responden 11 : Yes, sometimes someone's speech is different, there is a soft tone and pronunciation is unclear or precise.

Responden 12 : Yes, it does.

g. Question 7

What kind of difficulties do you find in listening mastery?

Answers :

Respondend 1 : It's hard to guess what words the other person is saying because in English the writing and pronunciation are different.

Respondend 2 : Accent and pronunciation.

Respondend 3 : I found it difficult to know which word was spoken

quickly

Respondend 4 : The difficulty that i have found is mastery of different accents, lack of focus and loss of explicit meaning.

Respondend 5 : Accent and Grammar

Respondend 6 : The main difficulty is making myself concentrace while hearing the audio listening so that i cannot understand when doing listening excercises.

Respondend 7 : Vocabulary that is not familiar and sometimes differents accent between British ad American language mke me like who is a beginner has difficulty in listening what said.

Respondend 8 : I think the other difficulties oflistening subject beside accent is the people say it is very fast so i cannot understan about they say.

Respondend 9 : Accent and the 'term' of speaker use to say something

Respondend 10 : Get the meaning from listening because not familiar to listening to native speakers speak so that the pronunciation sounds so fast.

Respondend 11 : Sometimes the sound from the speaker is not clear.

Respondend 12 : The difficulties that i find out in listening mastery are staying concentrace when the speaker talk so fast and being so hard to find the vocabulary.

#### h. Question 8

What the factors caused the difficulties in listening mastery?

Answers :

- Respondend 1 : Accent and vocabulary
- Respondend 2 : Not to familiar with the meaning, different accent and speed of speech.
- Respondend 3 : Maybe i don't know what that means either.
- Respondend 4 : The influencing factors are rarely learning to listen and rarely listening to native speakers.
- Respondend 5 : Because not familiar to listening the sound in English
- Respondend 6 : Factors that cause me difficulty in mastering listening are lack of vocabulary mastery, difficulty in concentration and etc.
- Respondend 7 : Lack mastery of vocabulary
- Respondend 8 : Bad podcast, different accent between British and American language and speed of pronunciation.
- Respondend 9 : Lack of practice
- Respondend 10 : Difficult to understanding about the meaning in listening.
- Respondend 11 : Lack of practice and habits of listening to English podcasts.
- Respondend 12 : The factors causing my difficulty in listening mastery are lack of mastering vocabulary and the pace of speaking speakers with their accent.

i. Question 9

What is the most difficult part of listening mastery?

Answers :

Responden 1 : Different accent between British and American language.

Responden 2 : I think the most difficult part is when someone speaks by connecting one word or can say the pronunciation in conjunction, and also the accent.

Responden 3 : To write what was said

Responden 4 : The most difficult part is getting the meaning from the audio given.

Responden 5 : Different accent between British and American language.

Responden 6 : The hardest part is different accent.

Responden 7 : Mastery of vocabulary.

Responden 8 : Different accent and speed in pronunciation.

Responden 9 : Sometimes i understand but i cannot remember well.

Responden 10 : Difficult to get the meaning in listening.

Responden 11 : Unclear speaker sound.

Responden 12 : The most difficult part of listening mastery is getting the point or get the meaning of speaker saying.

j. Question 10

How do you solve your difficulties in listening ?

Answer :

Responden 1 : Ask friends what they have heard then find the vocabulary is true or not, or ask the lecturer how to find out what is said by the other person.

Responden 2 : When i find it difficult to listen i will play back mp3 or video until i understand it.

Responden 3 : I always listen to the conversation to get used to it and understand the topic.

Responden 4 : I solved the difficulty in listening mastery by listening to songs from the Secondhand Serenade, Avangede Sevenfold and the Cainsmoker, besides that i also started listening to English podcast through Sportify.

Responden 5 : Often listen to English songs, watch English movie,learn speaking and listen to English dialogues on youtube.

Responden 6 : By practicing and memorizing vocabulary.

Responden 7 : Seeing hear the songs west.

Responden 8 : I think to solve it is concertration about th audio and focus about they say.

Responden 9 : Listening practice more and read more.

Responden 10 : Listening practice more.

Responden 11 : Be diligent in listening to English podcasts, then practice answering practice question and give conclusions from the heard podcast. In addition listen to English songs.

Responden 12 : Do more practice and memorizing the vocabularies.

All respondents have their own opinion about listening. Most of the students said that listening practice more can solve they problem like listening English music, watch English movie or listening English podcast.

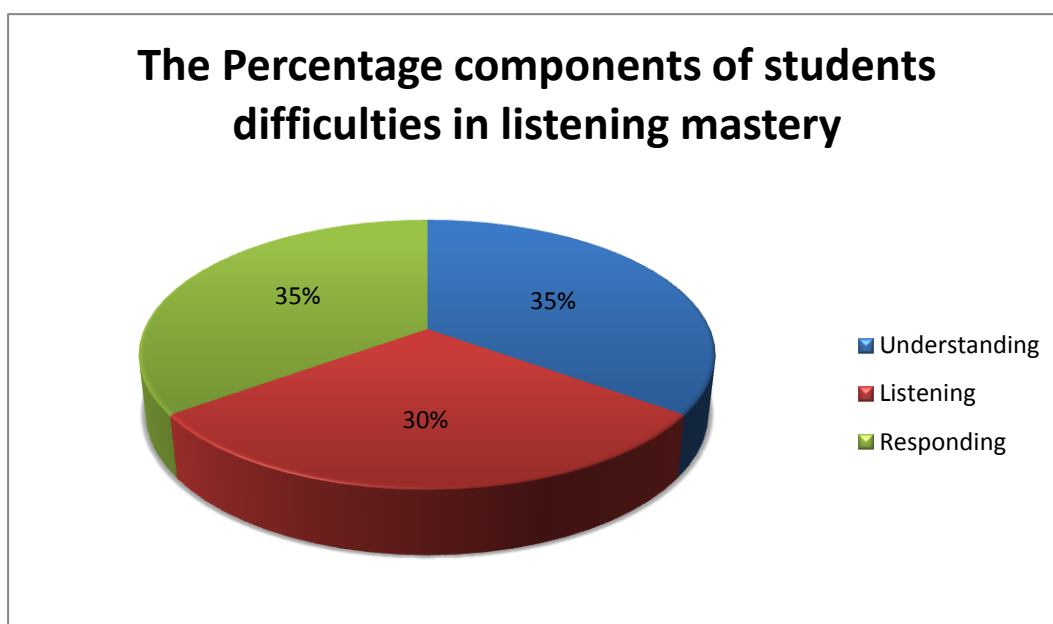


### C. Discussion

Based on the result of the interview above it can be concluded that there are three components in listening mastery, they are : Understanding, listening, and responding.

The explanation can be understood easily through the following figure.

Figure 4. The Percentage Components of Students Problem in Listening Mastery



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis, the writer can conclude as follows:

1. The second semester students have difficulties in listening subject, they did not get the point of the listening subject.
2. The students difficulties in listening are: speed of language, different accents between British and American language and the other students have lack of vocabularies.
3. To solve their problems, the students should practice listening more, for example: listening English music, watching English movies or listening English podcast.

#### B. Suggestion

Through this research, the writer would like to give suggestions as follows:

1. For Students

The students who do not get the meaning of speaker saying and have low vocabulary are supposed to practice listening in the single day like listening English music, watching English movie or listening English podcast. Study more is not only on by listening, but also vocabularies. The students should to memorize 5 vocabularies everyday to add their vocabularies mastery.

2. For Lecturers

This research is expected to be useful for lecturer as valuable information in the form of students' problems in listening mastery. By knowing the problem, the teacher is expected to be able to apply the solution to overcome the students' problems in listening mastery.

3. For Head of Department

The head of Department provided some separated programs related to the English subject, especially listening to increase students listening mastery.

## BIBLIOGRAPHY

- A, Vickie. and Clinton E. *Qualitative Descriptive Research: An Acceptable Design*. Vol. 16, No. 4, Pacific Rim International Journal of Nursing Research : 2012.
- Brown, H Douglas. *Language, Learning And Teaching* Addison Wesley Longman. Inc. 2000.
- Brown, Steven. *Teaching Listening*. Cambridge University Press : 2006.
- Buck, Gary. *Assessing Listening*. Cambridge University Press : 2001.
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. Addison Wesley Longman, Inc : 2000.
- Bloomfield, Amber, Sarah C. Wayland, Elizabeth Rhoades, Allison Blodgett, Jared Linck and Steven Ross *What makes listening difficult?*. University of Maryland: 2010.
- Briefs, Evaluation. *Data Collection Methods For Evaluation : Document Review"* U.S. Department Of Health And Human Services : 2018.
- Chauhan, Prakash S.. *Language And Its Four Basic Skill With The Description Of Various Types, Levels, And Breakdowns Od Students's Listening Skill*. Saurashtra University.
- Cardno, Carol. *Policy Document Analysis: A Practical Educational Leadership Tool and a Qualitative Research Method*. Vol, 24 Pegem Akademi: 2018.
- Darti And Andi Asmawati. *Analyzing Students' Difficulties Toward Listening Comprehension*. Vol. 3 No. 7. Universitas Islam Negeri Alauddin Makassar 2017.
- Ellis, Timothy J and Yair Levy. *Data Sources for Scholarly Research: Towards a Guide for Novice Researchers*. Nova Southeastern University : 2012.
- Easwaramoorthy , M. and Fataneh Zarinpoush. *Interviewing For Research*. Imagine Canada: 2006.
- Esiri, Johnson Michael, Ayoola Olalekan Ajasa, Onjefu Okidu, and Ovie Edomi, *.Observation Research: A Methodological Discourse in Communication Research*. Vol. 7, No. 20. Research on Humanities and Social Sciences: 2017.
- Eshghi, Arash and Patrick G.T. Healey. *"What is Conversation? Distinguishing Dialogue Contexts"*. London.

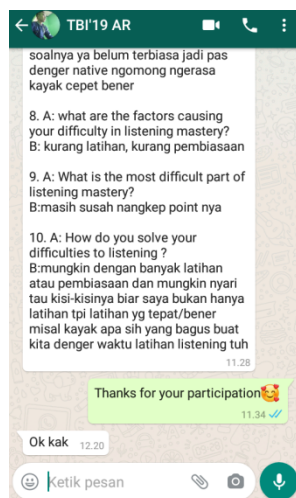
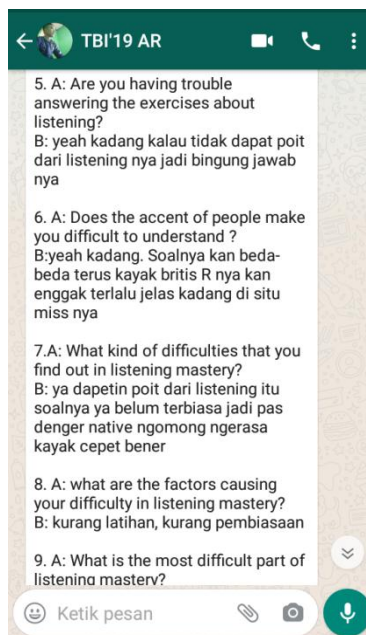
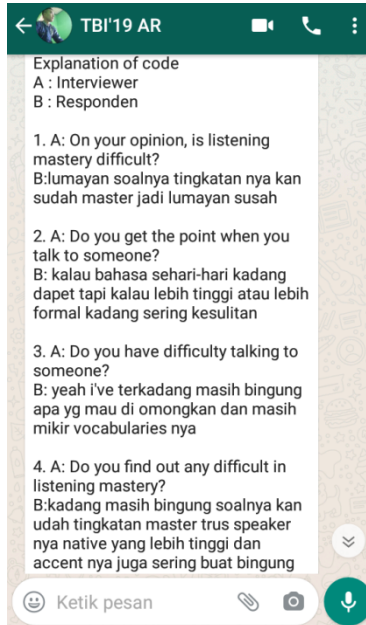
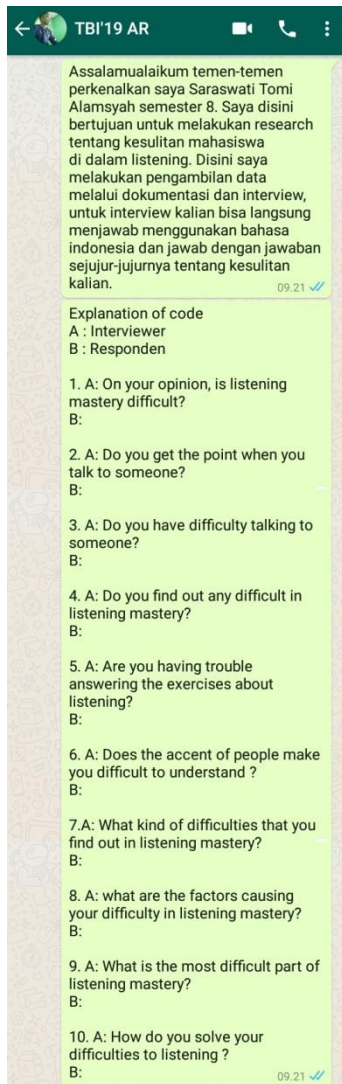
- Gilakjani, Abbas Pourhosein and Narjes Banou Sabouri. *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. Canadian Center of Science and Education: 2016.
- Hamauda, Arafat. *An Investigation Of Listening Comprehension Problems Encountered By Saudi Students In The El Listening Classroom*. Vol. 2 No. 2, International Journal Of Academic Research In Progressive Educational And Develoment 2013.
- Hancock, Beverley, Elizabeth Ockleford and Kate Windridge. *An Introduction to Qualitative Research*. The NIHR RDS for the East Midlands : 2009.
- Juan, Wu Xiao And Mohamad Jafre Zainol Abidin. *English Listening Comprehension Problems Of Students From China Learning English In Malaysia*. Elixir International Journal 2013.
- Lunenburg, Fred C. "*Communication: The Process, Barriers, And Improving Effectiveness*". Vol. 1. No. 1. (SCHOOLING: Sam Houston State University 2010.
- Nation, I. S. P. And J. Newton. *Teaching Esl/Efl Listening And Speaking*. Taylor & Francis E-Library. 2008.
- Nassaji, Hossein. *Qualitative and descriptive research: Data type versus data analysis*. Vol. 19, No. 2. University of Victoria, Canada: 2015.
- Owen-Hill, Alex. *Five Reason Why Listening Is Important For Foreign Language Learning*. Taken Of [Http://Www.Fluentu.Com/Blog/The-Importance-Of-Listening-Language-Learning/](http://Www.Fluentu.Com/Blog/The-Importance-Of-Listening-Language-Learning/). Retrieved July 03, 2019
- Routledge And Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, Anita Pinc. *Teaching English As A Foreign Language*. Taylor & Francis E-Library. 2003.
- Rost, Michael. *The Cambridge Guide To Teaching English To Speakers Of Other Languages*. Cambridge University Press 2001.
- Rost, Michael. *Teaching And Researching Listening*. Great Britain : 2011.
- Shah, Amita. *Process Documentation Research*. IED London: 1997.
- Tyagi, Babita. *Listening : An Important Skill And Its Various Aspect*. (An International Journal In English : 2013.
- Vandergrift, Larry and Christine C. M. Goh. *Teaching and Learning Second Language Listening*. Routledge: 2012.

Walker, Natasha. *Listening: the most difficult skill to teach*. Manchester Metropolitan University : 2014.

# **APPENDIXES**

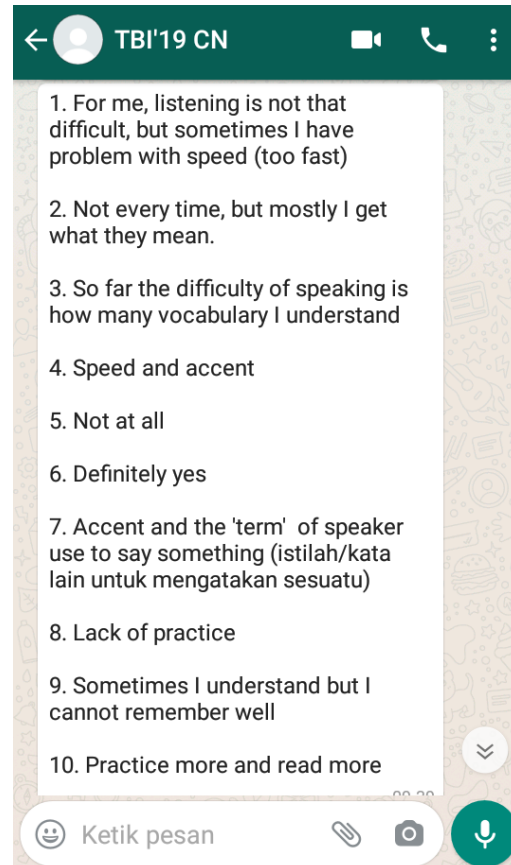
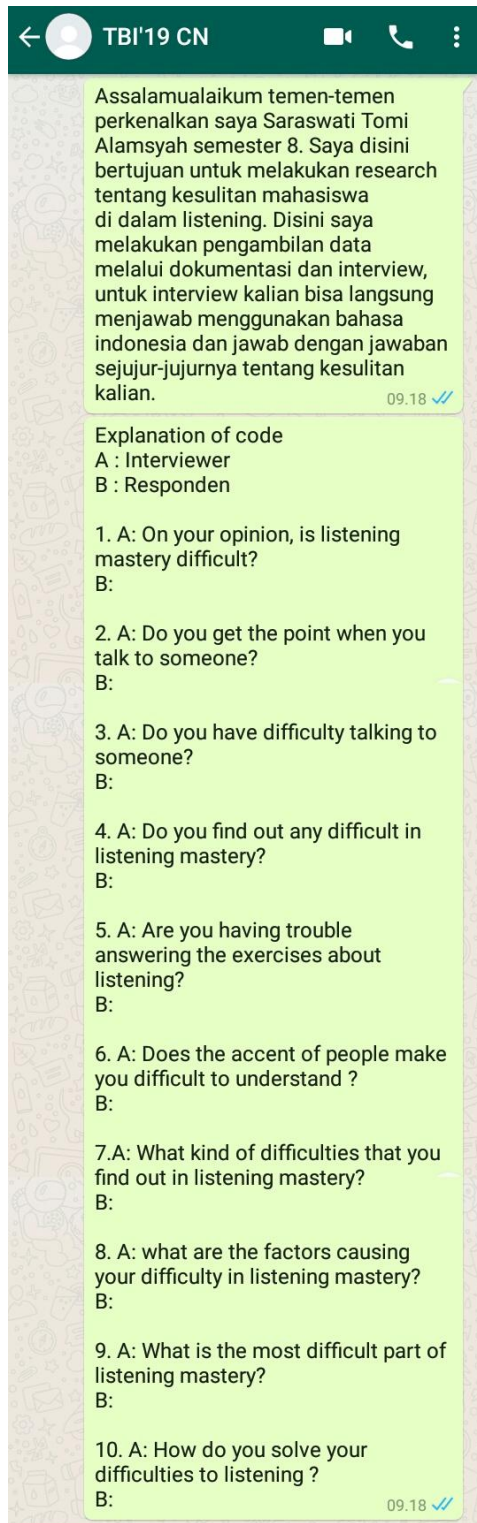
## Related Screenshoot Photo

### Interview with AR





## Interview with CN



## Interview with DA

Assalamualaikum temen-temen perkenalkan saya Saraswati Tomi Alamsyah semester 8. Saya disini bertujuan untuk melakukan research tentang kesulitan mahasiswa di dalam listening. Disini saya melakukan pengambilan data melalui dokumentasi dan interview, untuk interview kalian bisa langsung menjawab menggunakan bahasa indonesia dan jawab dengan jawaban sejujur-jujurnya tentang kesulitan kalian.

21.11 ✓

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B:

2. A: Do you get the point when you talk to someone?  
B:

3. A: Do you have difficulty talking to someone?  
B:

4. A: Do you find out any difficult in listening mastery?  
B:

5. A: Are you having trouble answering the exercises about listening?  
B:

6. A: Does the accent of people make you difficult to understand ?  
B:

7. A: What kind of difficulties that you find out in listening mastery?  
B:

8. A: what are the factors causing your difficulty in listening mastery?  
B:

9. A: What is the most difficult part of listening mastery?  
B:

10. A: How do you solve your difficulties to listening ?  
B:

21.11 ✓

Walaikumsalam sist 21.12

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B: menurut saya sedikit sulit.

2. A: Do you get the point when you talk to someone?  
B: terkadang saya mendapatkan namun juga terkadang tidak.

3. A: Do you have difficulty talking to someone?  
B: iya, saya merasa sulit berbicara dengan orang lain. Karena saya harus berpikir terlebih dahulu tentang kata kata yang akan saya ucapkan. Apalagi mengenai susunan dan pelafalan.

4. A: Do you find out any difficult in listening mastery?  
B: iya terkadang saya sulit untuk mendengarkan orang

Ketik pesan

4. A: Do you find out any difficult in listening mastery?  
B: iya terkadang saya sulit untuk mendengarkan orang berbicara, karena logat dan pelafalannya tidak begitu jelas.

5. A: Are you having trouble answering the exercises about listening?  
B: tidak begitu sulit dan masih bisa dipahami.

6. A: Does the accent of people make you difficult to understand ?  
B: iya itu benar.

7. A: What kind of difficulties that you find out in listening mastery?  
B: logatnya dan pelafalannya.

8. A: what are the factors causing your difficulty in listening mastery?  
B: tidak terlalu paham dengan artinya dan juga logat serta kecepatan dalam berbicara.

Ketik pesan

dan juga logat serta kecepatan dalam berbicara.

9. A: What is the most difficult part of listening mastery?  
B: saya pikir bagian yang paling sulit adalah saat seorang bicara dengan menggabung atau menyambung satu kata dengan kata berikutnya. Karena terkadang ada kata yang dibaca menyambung dan itu membuat saya agak kesulitan dalam memahami artinya. Dan juga logat nya

10. A: How do you solve your difficulties to listening ?  
B: ketika saya mengalami masalah seperti itu, saya akan mengulang kembali mp3 atau video sampai saya benar benar paham.

21.28

Thanks for your participation 🙏

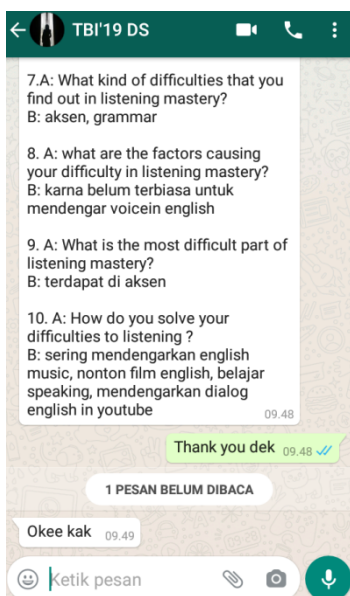
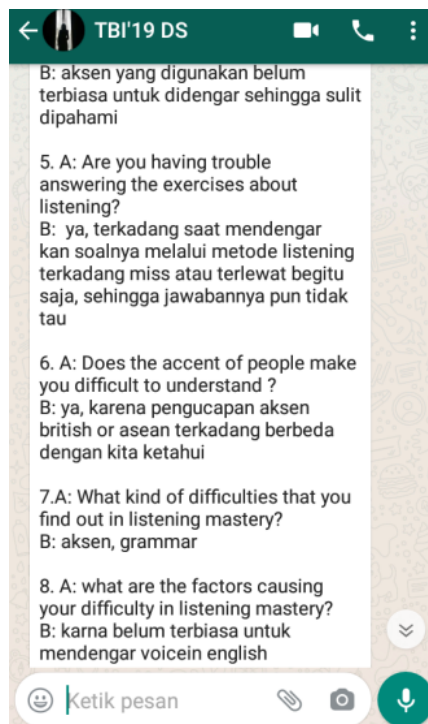
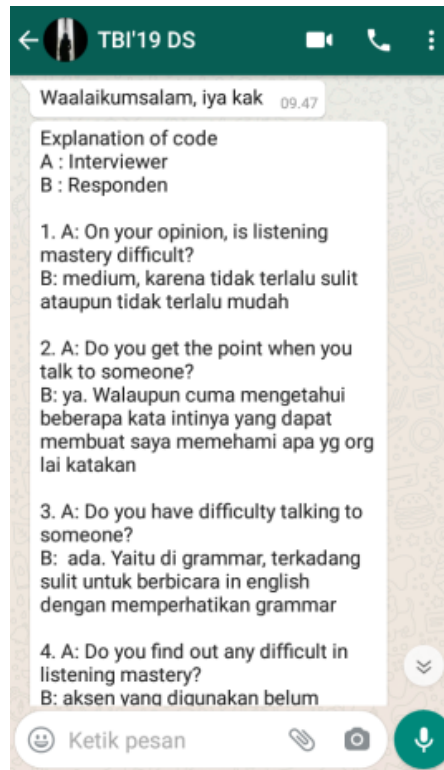
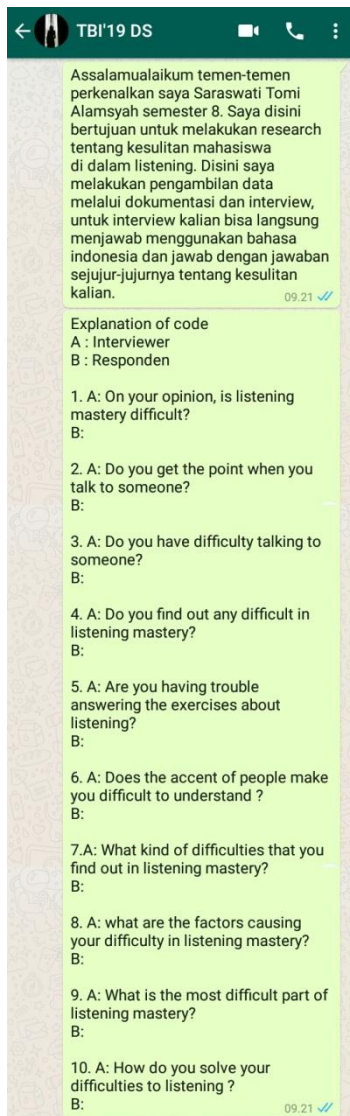
21.29 ✓

Your welcome sist and good luck 😊

21.30

Ketik pesan

## Interview with DS



## Interview with EN

Assalamualaikum temen-temen perkenalkan saya Saraswati Tomi Alamsyah semester 8. Saya disini bertujuan untuk melakukan research tentang kesulitan mahasiswa di dalam listening. Disini saya melakukan pengambilan data melalui dokumentasi dan interview, untuk interview kalian bisa langsung menjawab menggunakan bahasa indonesia dan jawab dengan jawaban sejujur-jujurnya tentang kesulitan kalian.

21.15 ✓

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B:

2. A: Do you get the point when you talk to someone?  
B:

3. A: Do you have difficulty talking to someone?  
B:

4. A: Do you find out any difficult in listening mastery?  
B:

5. A: Are you having trouble answering the exercises about listening?  
B:

6. A: Does the accent of people make you difficult to understand ?  
B:

7.A: What kind of difficulties that you find out in listening mastery?  
B:

8. A: what are the factors causing your difficulty in listening mastery?  
B:

9. A: What is the most difficult part of listening mastery?  
B:

10. A: How do you solve your difficulties to listening ?  
B:

21.15 ✓

Waalaikumsalam, Baik Kak 04.11

1. On your opinion, is listening mastery difficult?  
yes, it's very difficult, especially of english language, why?  
because the sound and speaking of people is very different, so we must become accustomed to the speaking, but if we are listening about song I think that it's not very difficult, so song is very good to understand about listening subject.

2. Do you get the point when you talk to someone?  
it is so depend on the people that talk with me, I think that if I nervous I can't get the point, but if I talk with my best friend or someone that not make me nervous I can get the point of the conversation.

3. Do you have difficulty talking to someone?  
yes, of course, that it's nervous, because if I nervous I can't think about the word about the subject, to nervous is the big enemy for me to talking with someone.

4. Do you find out any difficult in listening mastery?  
yes, it is about version of english language, if the people make a british language it's so hard for me to understand about they say.

5. Are you having trouble answering the exercises about listening?  
I think that it about to answering the question it's not very hard.

04.11

1. Does the accent of people make you difficult to understand?  
yes, especially of british accent, because british accent it's very different for me especially for me to understand about it. But if we want to study more I think that can to understand it.

2. What kind of difficulties that you find out in listening mastery?  
I think the other difficulties of listening subject beside accent is the people say it's very fast, so I can't understand about they say.

3. What are the factors causing your difficulty in listening mastery?  
- facility about the audio  
- accent, especially of british accent.  
- it's so fast about they say.

4. What is the most difficult part of listening mastery?  
about the accent and so fast.

5. How do you solve your difficulties to listening?  
I think to solve it is concentration about the audio and focus about they say.

Ketik pesan

## Interview with IF

← TBI'19 IF

Assalamualaikum temen-temen perkenalkan saya Saraswati Tomi Alamsyah semester 8. Saya disini bertujuan untuk melakukan research tentang kesulitan mahasiswa di dalam listening. Disini saya melakukan pengambilan data melalui dokumentasi dan interview, untuk interview kalian bisa langsung menjawab menggunakan bahasa indonesia dan jawab dengan jawaban sejujur-jujurnya tentang kesulitan kalian. 09.20 ✓

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B:

2. A: Do you get the point when you talk to someone?  
B:

3. A: Do you have difficulty talking to someone?  
B:

4. A: Do you find out any difficult in listening mastery?  
B:

5. A: Are you having trouble answering the exercises about listening?  
B:

6. A: Does the accent of people make you difficult to understand ?  
B:

7.A: What kind of difficulties that you find out in listening mastery?  
B:

8. A: what are the factors causing your difficulty in listening mastery?  
B:

9. A: What is the most difficult part of listening mastery?  
B:

10. A: How do you solve your difficulties to listening ?  
B: 09.20 ✓

← TBI'19 IF

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B: Iya. Menurutnya saya ini subject yang subject yang susah dikuasai.

2. A: Do you get the point when you talk to someone?  
B: Mungkin dari lima kata yang diucapkan hanya dua yang saya ngerti.

3. A: Do you have difficulty talking to someone?  
B: Kesusahannya adalah dari fluency dan vocabulary.

4. A: Do you find out any difficult in listening mastery?  
B: Ya. Kalo tahap belajar menurut saya yang susah itu accent.

5. A: Are you having trouble answering the exercises about

Ketik pesan

← TBI'19 IF

listening?  
B: Iya. Yang berat disini adalah accent kemudian disusul tempo. Ya dua hal itu si.

6. A: Does the accent of people make you difficult to understand ?  
B: Ya, saya berpikir accent yang membuat listening susah. Em, lebih tepatnya salah satu faktornya.

7.A: What kind of difficulties that you find out in listening mastery?  
B: Susah untuk menebak kata apa yang diucapkan oleh lawan bicara karena dalam bahasa Inggris tulisan dengan yang diucapkan itu berbeda.

8. A: what are the factors causing your difficulty in listening mastery?  
B: Accent dan vocabulary.

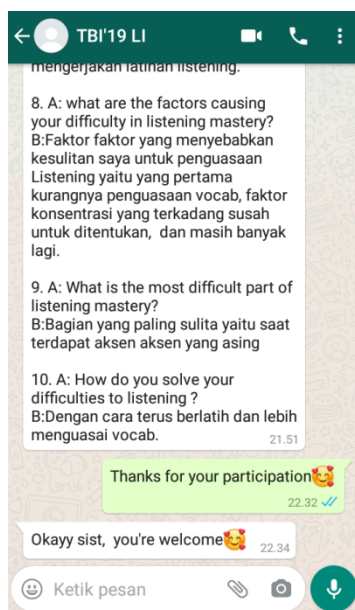
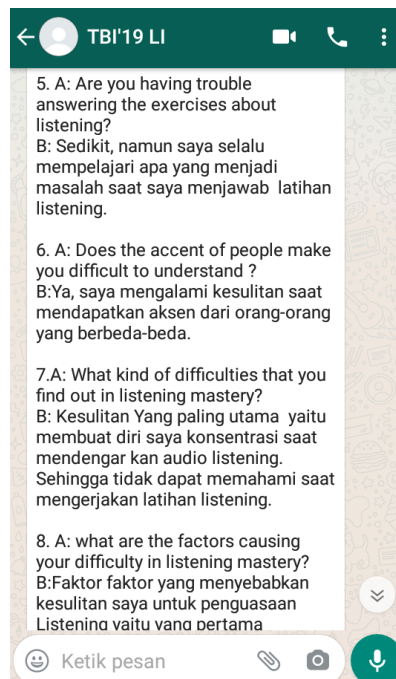
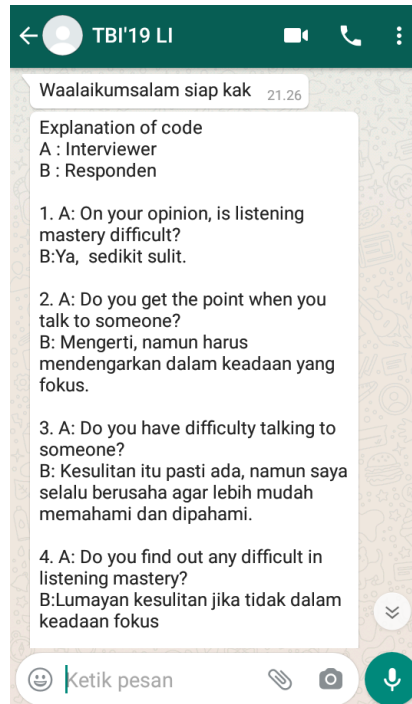
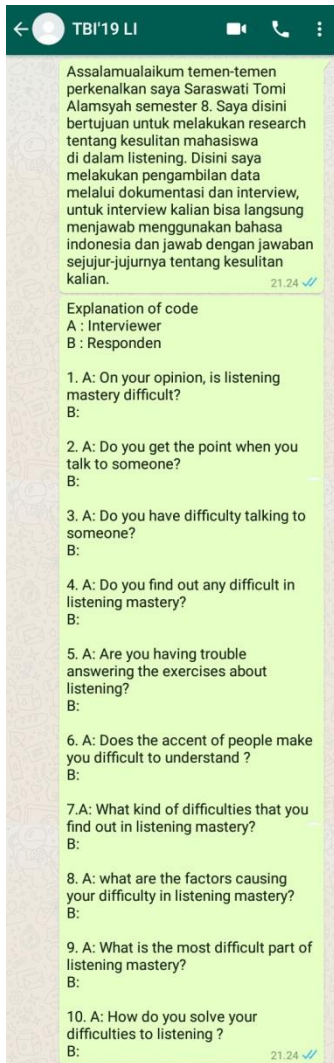
9. A: What is the most difficult part of listening mastery?  
B: Accent.

10. A: How do you solve your difficulties to listening ?  
B: Nanya ke temen kira-kira apa yang tadi dia dengar dan kemudian dicari kosa kata tersebut benar atau engga. Atau mungkin bisa bertanya ke dosen tentang cara lebih mudah buat mengetahui apa yang diucapkan oleh lawan bicara itu bagaimana. 11.15

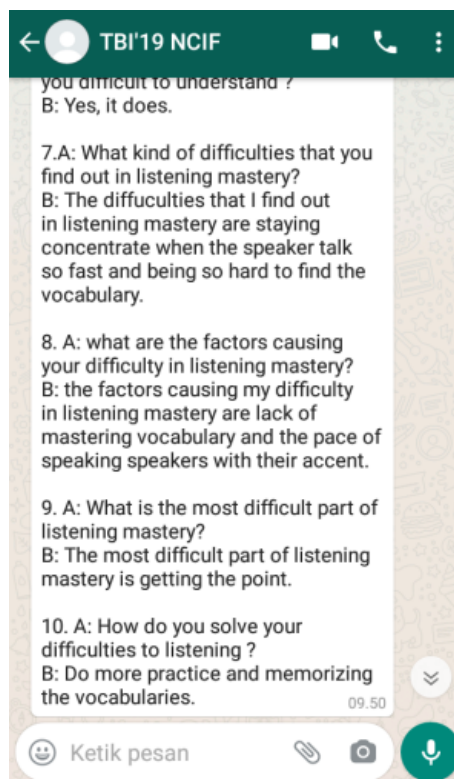
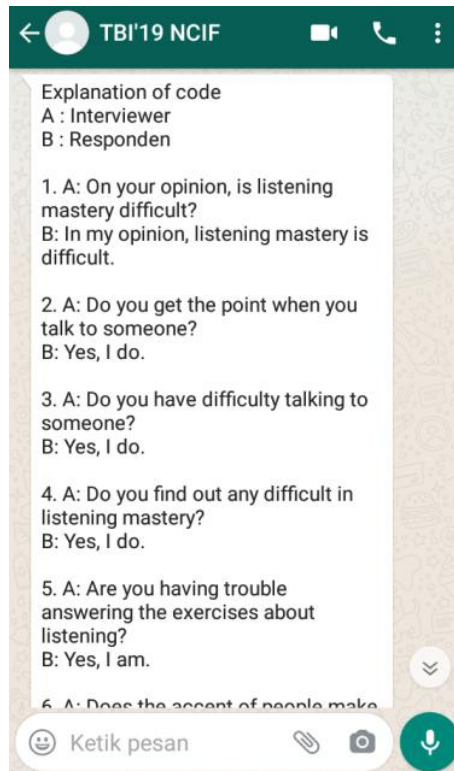
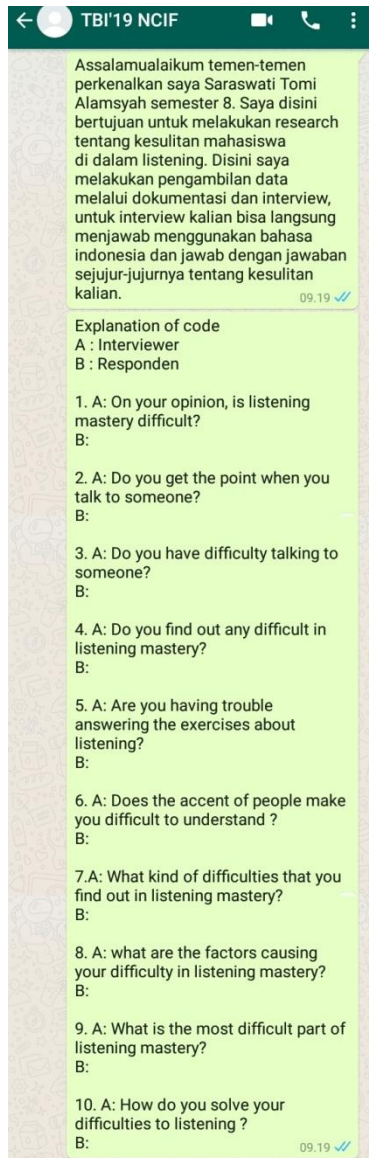
Maaf baru respon Kak, soalnya tadi ada kerjaan kecil. 11.15

iya gpp, thank you 11.16 ✓

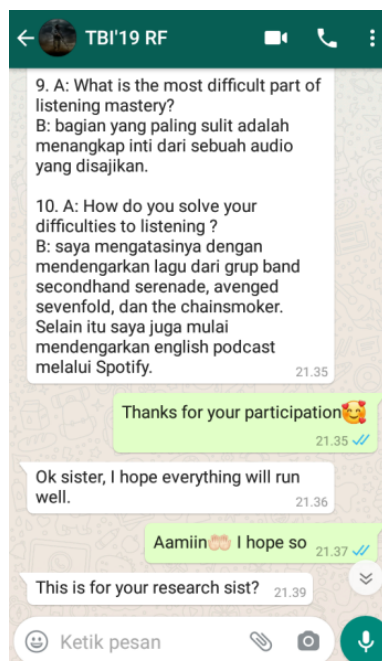
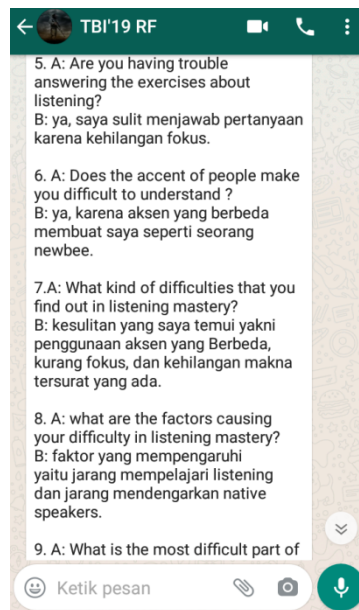
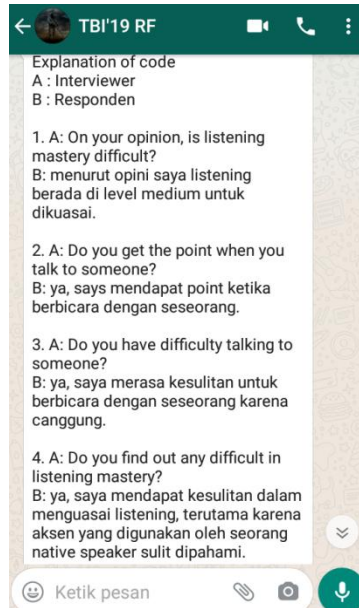
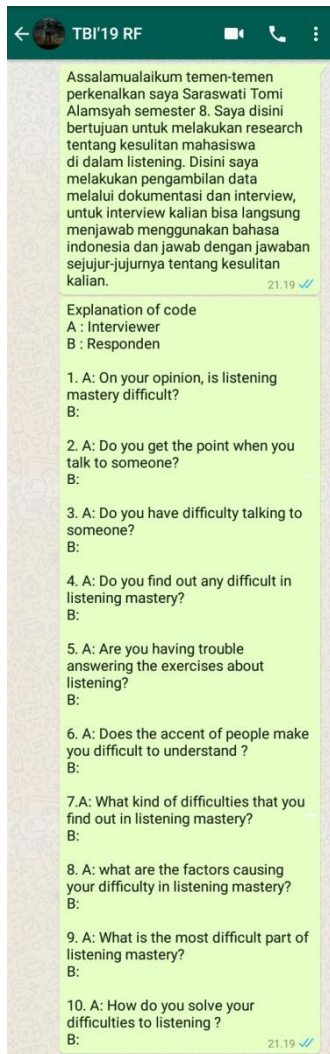
## Interview with LI



## Interview with NCIF



## Interview with RF





## Interview with RO

Assalamualaikum temen-temen perkenalkan saya Saraswati Tomi Alamsyah semester 8. Saya disini bertujuan untuk melakukan research tentang kesulitan mahasiswa di dalam listening. Disini saya melakukan pengambilan data melalui dokumentasi dan interview, untuk interview kalian bisa langsung menjawab menggunakan bahasa indonesia dan jawab dengan jawaban sejujur-jujurnya tentang kesulitan kalian. 21.16 ✓✓

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B:

2. A: Do you get the point when you talk to someone?  
B:

3. A: Do you have difficulty talking to someone?  
B:

4. A: Do you find out any difficult in listening mastery?  
B:

5. A: Are you having trouble answering the exercises about listening?  
B:

6. A: Does the accent of people make you difficult to understand ?  
B:

7.A: What kind of difficulties that you find out in listening mastery?  
B:

8. A: what are the factors causing your difficulty in listening mastery?  
B:

9. A: What is the most difficult part of listening mastery?  
B:

10. A: How do you solve your difficulties to listening ?  
B: 21.16 ✓✓

1. I think Pretty tough

2. I'm more talking about people who are already proficient at talking than are still standard

3. yes, I have

4. Yes, I find

5. Yes, sometimes it is

6. Yes, and I need time to understand

7. I found it difficult to know which word was spoken quickly

8. Maybe I don't know what that means either

9. To write what was said

10. I always listen to the conversation to get used to it and understand the topic. 21.20

Thanks for your participation 🙏🙏

Ketik pesan

## Interview with RS

TBI'19 RS  
online

Assalamualaikum temen-temen perkenalkan saya Saraswati Tomi Alamsyah semester 8. Saya disini bertujuan untuk melakukan research tentang kesulitan mahasiswa di dalam listening. Disini saya melakukan pengambilan data melalui dokumentasi dan interview, untuk interview kalian bisa langsung menjawab menggunakan bahasa indonesia dan jawab dengan jawaban sejujur-jujurnya tentang kesulitan kalian. 21.35 ✓

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B:

2. A: Do you get the point when you talk to someone?  
B:

3. A: Do you have difficulty talking to someone?  
B:

4. A: Do you find out any difficult in listening mastery?  
B:

5. A: Are you having trouble answering the exercises about listening?  
B:

6. A: Does the accent of people make you difficult to understand ?  
B:

7.A: What kind of difficulties that you find out in listening mastery?  
B:

8. A: what are the factors causing your difficulty in listening mastery?  
B:

9. A: What is the most difficult part of listening mastery?  
B:

10. A: How do you solve your difficulties to listening ?  
B: 21.35 ✓

TBI'19 RS

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B: Yes

2. A: Do you get the point when you talk to someone?  
B: few understand

3. A: Do you have difficulty talking to someone?  
B: Yes

4. A: Do you find out any difficult in listening mastery?  
B: yes, I find a difficult

5. A: Are you having trouble answering the exercises about listening?  
B: yes have

6. A: Does the accent of people make you difficult to understand ?

Ketik pesan

TBI'19 RS

6. A: Does the accent of people make you difficult to understand ?  
B: That's right

7.A: What kind of difficulties that you find out in listening mastery?  
B: vocabulary that is not familiar and sometimes different British and American languages make like me who is a beginner has difficulty in listening to what said.

8. A: what are the factors causing your difficulty in listening mastery?  
B: Lack of mastery of vocabulary

9. A: What is the most difficult part of listening mastery?  
B: Mastery of vocabulary

10. A: How do you solve your difficulties to listening ?  
B: Seeing hear the songs west. 09.44

Thank you dek 09.45 ✓

Ketik pesan

## Interview with SF

TBI'19 SF  
online

Assalamualaikum temen-temen perkenalkan saya Saraswati Tomi Alamsyah semester 8. Saya disini bertujuan untuk melakukan research tentang kesulitan mahasiswa di dalam listening. Disini saya melakukan pengambilan data melalui dokumentasi dan interview, untuk interview kalian bisa langsung menjawab menggunakan bahasa indonesia dan jawab dengan jawaban sejujur-jujurnya tentang kesulitan kalian. 21.34 ✓

Explanation of code  
A : Interviewer  
B : Responden

1. A: On your opinion, is listening mastery difficult?  
B:

2. A: Do you get the point when you talk to someone?  
B:

3. A: Do you have difficulty talking to someone?  
B:

4. A: Do you find out any difficult in listening mastery?  
B:

5. A: Are you having trouble answering the exercises about listening?  
B:

6. A: Does the accent of people make you difficult to understand ?  
B:

7.A: What kind of difficulties that you find out in listening mastery?  
B:

8. A: what are the factors causing your difficulty in listening mastery?  
B:

9. A: What is the most difficult part of listening mastery?  
B:

10. A: How do you solve your difficulties to listening ?  
B: 21.34 ✓

TBI'19 SF  
online

Walaikumussalam baiklah sist 😊 05.35

A: On your opinion, is listening mastery difficult?  
B: in my opinion is not difficult, if we try to always practice listening to English podcasts.

A: Do you get the point when you talk to someone?  
B: Yes, I understand

A: Do you have difficulty talking to someone?  
B: Sometimes it's hard, because it's not used to it and lack of vocabulary

A: Do you find out any difficult in listening mastery?  
B: Yes, I experienced it

A: Are you having trouble answering the exercises about listening?  
B: yes, sometimes i having trouble

A: Does the accent of people make

Ketik pesan

TBI'19 SF  
online

you difficult to understand ?  
B: Yes, Sometimes someone's speech is different, there is a soft tone and pronunciation is unclear or precise

A: What kind of difficulties that you find out in listening mastery?  
B: sometimes the sound from the speaker is not clear

A: what are the factors causing your difficulty in listening mastery?  
B: Lack of practice listening to English podcasts

A: What is the most difficult part of listening mastery?  
B: Unclear speaker sound

A: How do you solve your difficulties to listening ?  
B: Be diligent in listening to English podcasts, then practice answering practice questions, and give conclusions from the heard podcasts. Listen to English songs 10.10

Ketik pesan



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-0891/In.28/D.1/TL.00/05/2020  
Lampiran :-  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KETUA JURUSAN IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0890/In.28/D.1/TL.01/05/2020, tanggal 12 Mei 2020 atas nama saudara:

Nama : **SARASWATI TOMI ALAMSYAH**  
NPM : 1601070049  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFICULTIES ON LISTENING MASTERY AMONG THE SECOND SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 12 Mei 2020  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-0890/In.28/D.1/TL.01/05/2020

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **SARASWATI TOMI ALAMSYAH**  
NPM : 1601070049  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS DIFFICULTIES ON LISTENING MASTERY AMONG THE SECOND SEMESTER STUDENTS AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,  
Pejabat Setempat

Dikeluarkan di : Metro  
Pada Tanggal : 12 Mei 2020

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
JURUSAN TADRIS BAHASA INGGRIS (TBI)**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

**SURAT KETERANGAN**

Nomor : B-2471/In.28.1/J/PP.00.9/09/2020

*Assalamualaikum Wr. Wb*

Yang bertanda tangan dibawah ini:

Nama : Ahmad Subhan Roza, M.Pd.  
NIP : 19750610200801 1 014  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)


Menerangkan bahwa:

Nama : Saraswati Tomi Alamsyah  
NPM : 1601070049  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Instansi : Institut Agama Islam Negeri (IAIN) Metro

Mahasiswa diatas telah melaksanakan *research* dengan judul **“An Analysis Of The Students Difficulties On Listening Mastery Of The Second Students At State Institute For Islamic Studies Of Metro”** yang bertempat di Jurusan Tadris Bahasa Inggris (TBI) FTIK IAIN Metro dari tanggal 25 s.d 31 Agustus 2020

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 03 September 2020  
Ketua Jurusan TBI  
  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610200801 1 014

**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Saraswati Tomi Alamsyah

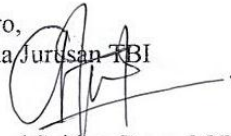
NPM : 1601070049

Fakultas : Tarbiyah

Angkatan : 2016

Telah menyerahkan buku berjudul : *Academic Writing : A Handbook for International students, Third edition*

Metro,  
Ketua Jurusan TBI

  
Ahmad Subhan Roza, M.Pd.  
NIP.197506102008011014

**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Saraswati Tomi Alamsyah

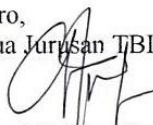
NPM : 1601070049

Fakultas : Tarbiyah

Angkatan : 2016

Telah menyerahkan buku berjudul : *Academic Writing : A Handbook for International students, Third edition*

Metro,  
Ketua Jurusan TBI

  
Ahmad Subhan Roza, M.Pd.  
NIP.197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

---

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-272/ln.28/S/U.1/OT.01/04/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Saraswati Tomi Alamsyah  
NPM : 1601070049  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/PBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070049.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 April 2020  
Kepala Perpustakaan

Drs. Mokhammad Sudin, M.Pd  
NIP.1958083119810301001

---





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

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-0791/In.28.1/J/TL.00/4/2020  
Lampiran : -  
Perihal : **BIMBINGAN SKRIPSI**

Metro, 17 April 2020

Kepada Yth.,

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
2. A. Subhan Roza, M.Pd (Pembimbing II)

Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Saraswati Tomi Alamsyah  
NPM : 1601070049  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : An Analysis Of The Students Difficulties On Listening Mastery Among The Second Semester Students At State Institute For Islamic Studies Of Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP.197506102008011014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : SARASWATI TOMI ALAMSYAH

Fakultas/Jurusan : TBI

NPM : 1601070049

Semester/TA : VII / 2019-2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	27 / 20 / 4		✓	Revise Chapter 3	
2	4 / 20 / 5		✓	Revise Chapter 5	
3	13 / 20 / 5		✓	All my own see I don't	

Mengetahui :

Ketua Jurusan TBI

**AHMAD SUBHAN ROZA, M.Pd**  
NIP. 197506102008011004

Dosen Pembimbing II

**AHMAD SUBHAN ROZA, M.Pd**  
NIP. 197506102008011004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)


FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : SARASWATI TOMI ALAMSYAH

Fakultas/Jurusan : TBI

NPM : 1601070049

Semester/TA : VII / 2019-2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	30/20 /6			Revise Chapter 4 & 5	
2	July 3, 2020	✓		Revise what I've corrected.	
3	July 10, 2020	✓		- revision is ok - ACC for munagoryas	

Mengetahui :

Ketua Jurusan TBI



**AHMAD SUBHAN ROZA, M.Pd**  
NIP. 197506102008011004

Dosen Pembimbing I



**Dr. UMI YAWISAH, M.Hum**  
NIP.196204241999032001

## **CURRICULUM VITAE**



The nama of writer is Saraswati Tomi Alamsyah she was born in Ciamis, on August 14, 1998. She is the second child of Mr. Wastomo and Mrs. Sri Astuti. She lives in Purbolinggo, East Lampung.

In 2007, she graduated from SDN 02 Taman Bogo. In 2010 she graduated from SMPN 2 Purbolinggo. Then she continue her study to SMKN 1 Sukadana, East Lampung and graduated in 2016. In 2016, She joined S1 English Education Program of States Institute for Islamic Studies of Metro.