AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING SKILL

AT THE EIGHT GRADES OF MTS AL MUHTAROM MA'ARIF 08 BUMI

NABUNG CENTRAL LAMPUNG

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION STUDY PROGRAM

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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RATIFICATION PAGE

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An undergraduate thesis entitled: AN ANALYSIS OF STUDENTS DIFFICULTIES IN LISTENING SKILL AT THE EIGHT GRADES OF MTS AL MUHTAROM MAARIF 08 BUMI NABUNG CENTRAL LAMPUNG. Written by Putri Nur Anisa Mei, student number: 2001050022, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, April 23th, 2025 at 08.00 - 10.00 a.m.

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        Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

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ABSTRACT

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING SKILL AT THE EIGHT GRADES OF MTS AL MUHTAROM MA'ARIF 08 BUMI NABUNG CENTRAL LAMPUNG

BY:
PUTRI NUR ANISA MEI

The purpose of this study is to find out the difficulties of students in English listening skill, to find out the causes of students' difficulties in listening skill, and to find out the problem solving of students' difficulties in English listening skill. The phenomena found were analyzed based on the consideration of students' listening problems that had been investigated in the pre-survey process.

This research method is descriptive qualitative research in the form of a case study case study conducted at MTs Al Muhtarom Ma'arif 08 Bumi Nabung Central Lampung. The main sources of this research are 10 students of class VIII A and B Mts Al Muhtarom Ma'arif 08 Bumi Nabung Lampung Tengah. This study used observation, interviews and field notes in collecting data. Observations were made to find out students' difficulties in understanding listening activities. Interviews were conducted to find out students' difficulties in listening activities.

The results concluded that there are three components that cause students' difficulties in listening, namely: motivation, comprehension and listening (speech is considered too fast, speech is considered too complicated, unfamiliar vocabulary, unclear word boundaries). Low student motivation makes it difficult for them to listen, which also has an impact on their low comprehension. In addition, the results of this study also provide possible solutions to overcome students' difficulties in listening activities.

Keyword: Listening difficulties, Listening, Listening skill

ABSTRAK

ANALISIS KESULITAN SISWA DALAM KETERAMPILAN MENDENGARKAN PADA KELAS VIII DI MTS AL MUHTAROM MA'ARIF 08 BUMI NABUNG LAMPUNG TENGAH

Oleh:
PUTRI NUR ANISA MEI

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam keterampilan mendengarkan bahasa Inggris, untuk mengetahui penyebab kesulitan siswa dalam keterampilan mendengarkan, dan untuk mengetahui pemecahan masalah kesulitan siswa dalam keterampilan mendengarkan bahasa Inggris. Fenomena yang ditemukan dianalisis berdasarkan pertimbangan masalah-masalah mendengarkan siswa yang telah diselidiki dalam proses pra-survei.

Metode penelitian ini adalah penelitian kualitatif deskriptif dalam bentuk studi kasus yang dilakukan di MTs Al Muhtarom Ma'arif 08 Bumi Nabung Lampung Tengah. Sumber utama penelitian ini adalah 10 orang siswa kelas VIII A dan B MTs Al Muhtarom Ma'arif 08 Bumi Nabung Lampung Tengah. Penelitian ini menggunakan observasi, wawancara dan catatan lapangan dalam mengumpulkan data. Observasi dilakukan untuk mengetahui kesulitan siswa dalam memahami kegiatan mendengarkan. Wawancara dilakukan untuk mengetahui kesulitan siswa dalam kegiatan mendengarkan.

Hasil penelitian menyimpulkan bahwa ada tiga komponen yang menyebabkan kesulitan siswa dalam mendengarkan, yaitu: motivasi, pemahaman, dan mendengarkan (ucapan dianggap terlalu cepat, ucapan dianggap terlalu rumit, kosakata yang tidak dikenal, batasan kata yang tidak jelas). Motivasi siswa yang rendah membuat mereka sulit untuk mendengarkan, yang juga berdampak pada rendahnya pemahaman mereka. Selain itu, hasil penelitian ini juga memberikan solusi yang memungkinkan untuk mengatasi kesulitan siswa dalam kegiatan mendengarkan.

Kata Kunci: Kesulitan Mendengarkan, Mendengarkan, Kemampuan Mendengarkan

STATEMENT OF RESEARCH ORIGINALITY

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kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam

daftar pustaka.

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MOTTO

"If you are not listening, you are not learning."

~Lyndon B. Johnson~

"O you who believe, make patience and prayer your helpers."

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوا اسْتَعِيْنُوْا بِالصَّبْرِ وَالصَّلٰوةِ ۗ اِنَّ اللهَ مَعَ الصّٰبِرِيْنَ ۝

~ QS Al Baqarah 153~

"Improve your prayer and Allah Swt will improve your life"

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. Allah who always give His full Rohmah and blessing.

2. I dedicate this thesis entirely to the two great people in my life, Mr. Tugio and Mrs. Mursiyam. Both of them are the ones who make everything possible so that I can get to the stage where this thesis is finally finished. Thank you for all the sacrifices, good advice and prayers that you never stop giving me. I am forever grateful to have you as my parents.

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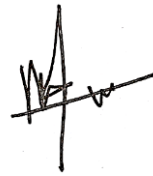
This thesis is being pursued by a study titled "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING SKILL AT THE EIGHT GRADES OF MTS AL MUHTAROM MA'ARIF 08 BUMI NABUNG CENTRAL LAMPUNG". During the writing of the research thesis, the researcher received a lot of help from a number of people, valuable recommendations, corrections, suggestions, tips, and gold support. Without them, the writing of this research thesis would never have been possible.

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Metro, 17 March 2025
Researcher,

<u>Putri Nur Anisa Mei</u>
NPM. 2001050022

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CHAPTER I
INTRODUCTION

A. Background of Study

Language is a social communication tool in the form of a system of sound symbols produced from human speech. English is an international language which is very important to learn. In Indonesia, English is a tough as a foreign language (EFL), which is included in the school curriculum in Indonesia.[1] EFL describes a situation where students learn English to use it with other English speakers in the world.[2] English is often used in writing science books, journals, or articles about science and technology, so English is very important for students learning. Indonesia from junior high school to university to develop science and technology and to make it easier for us to have conversation with people in other countries.

According to Rahmah, Indonesian students focus of the mastery of fours skills namely listening, speaking, reading, and writing.[3] Listening is one of skill in English language which includes four activities which include listening skill, speaking skill, writing skill and reading skill. Listening skill can also be interpreted as a person's process of thoroughly understanding information from the person they are talking to.

According to experts, listening is a process of listening to verbal symbols

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[1] Tien Rafida. *The Influence Of Using Vaklearning Model On The Students' Achievment In Writing Short Story Text.* (VVISION: Journal of Language , Literature & Education ISSN: 2086-4213, ol. 13, No. 13 Januari-Juni 2018). P.2

[2] Jeremy Harmer. *The Practice Of English Language Teaching.* (Essex: Pearson Education Limitied. 2007), 19

[3] Rahmah, Fithriani. Cultural influence on students perception of written feedback in L2 writing. *Journal of Foreign Languange Teaching and Learning,* Vol.3,No 1, January

with full attention, understanding, appreciation and interpretation to obtain information or capture information that has been conveyed by the speaker.

The researcher has conducted a pre-survey on January 29 2024 at MTs Al Muhtarom Ma'arif 08 Bumi Nabung Central Lampung by visiting the school directly. In the pre-survey process, the researcher conducted an interview with one of the English teachers. Based on the results of the interview, the researcher received information that the problem of the students first was related to lack vocabularies, so the students did not understand what words they had heard from the speakers. The second problem was related to low motivation and not enjoying the learning process. The third that students have difficulty understanding the meaning of the material offered.

When researcher came to the school, the researcher were welcomed well by the teachers and students at school, after that we talk a lot about the situation at school, especially in learning English and especially in learning listening skill. Delivered by an English teacher, Mrs. M, listening learning at this school is still ineffective because of limited facilities and infrastructure such as projectors, sound system and others, besides that the interest of the students is also less because the techniques used by the teacher are less effective and according to students it may be boring, in addition to the two problems above there is also a problem about the lack of learning motivation given by the teacher to practice his listening skill at home and often Practice it in order to accelerate students' listening skill. Researcher made observations about students difficulties in listening skill at MTs Al Muhtarom Ma'arif 08

Bumi Nabung Central Lampung which according to researcher the techniques used by teachers in schools have not been very effective so as to make students less active in class when responding to listening skill material delivered by teachers. In addition, the existing facilities and infrastructure in schools are also inadequate to support learning to be more effective in the classroom.

The teacher at school also explained the learning conditions in the classroom were less effective due to the lack of student interest in learning English because according to them English was difficult to understand and the lack of facilities at school also made learning ineffective, the teacher at school also explained the techniques used to teach might be inappropriate and considered boring by students so that classroom learning was ineffective. Teachers can use active listening exercises, visual aids, not- taking, active listening techniques, and feedback to help students improve their listening skill. By incorporating these techniques into their teaching, teachers can help students to become more engaged, attentive and successful listeners.

One of the techniques often used by teachers to teach listening skill is the visual aids techniques, which is by showing a visual video and asking students to pay close attention to the video and understand what conversations are in the video and then the teacher asks students to write what they have heard and read the results in front of the class. In addition to the previously mentioned techniques, teachers can also try using the listening for specific information technique by giving students the task of listening to audio recordings with a focus on specific information, such as names, dates, places, or other important

details.

The technique that is often used by teachers to teach in schools is the audio or video listening technique by paying full attention to the speaker, and pay attention to the message conveyed by students. This technique can help improve students' listening and because they learn to listen and convey information what they have listened to.

The teacher's assessment of students is taken from several aspects such as students' ability to understand the content of the conversation and the ability of students to capture the main idea of the material conveyed by the teacher in class. the average student score has reached the minimum completeness criteria or has met the aspects set at school, but there are still some students who have not met the average score and have not met the aspects set at school and when the semester exam students who do not meet the score will be remedial or given other assignments so that their scores can meet the assessment criteria, the average value of the minimum completeness criteria at school Mts Al Muhtarom Ma'arif 08 Bumi Nabung Central Lampung is 75.

In this research, researcher wants to know students difficulties in English listening skill and reasons why they are having difficulties in English listening skill at MTs Al Muhtarom Ma'arif 08 Bumi Nabung Lampung Tengah. The finding of this research will be beneficial for the teacher since it will provide solution by knowing students difficulties and in this research, researcher want to know what types of difficulties students face when learning listening at school. In addition, this research was conducted to find out what factors were

difficult for students when learning listening skill.

B. **Problem Indentification**

The researcher has identified four problems in this study, including:

1. Students' lack of understanding of the material conveyed by the teacher in the classroom.

2. Students' limited understanding makes it difficult for teachers to carry out effective learning in the classroom.

3. Students' lack of communication with the teacher makes classroom learning ineffective.

4. Students' lack of knowledge on how to evaluate their progress in listening skill.

C. **Problem Limitation**

Researcher discuss the problems mentioned above by emphasizing what difficulties students face when learning listening skills. To get information about what difficulties students face at school, the researcher conducted interviews with teachers who teach at the school. Therefore, the researcher compiled a research proposal entitled "An Analysis of Students' Difficulties In Listening Skill At The Eight Grades Of MTs Al Muhtarom Ma'arif 08 Bumi Nabung Central Lampung"

D. **Problem Formulation**

In this research, below are some formulations of research problems**:**

1. What are the students difficulties in their learning listening subject At The Eight Grades of MTs Al Muhtarom Ma'arif 08 Bumi Nabung Central

Lampung?

2. How to solve the students difficulties in learning listening subject At The Eight Grades of MTs Al Muhtarom Ma'arif 08 Bumi Nabung Central Lampung?

E. The Objective Study

1. For The Students

Better teaching methods by analyzing teachers' techniques, students can identify effective teaching techniques to improve listening skill among students. This can lead to the development of more efficient and engaging teaching methods in the classroom.

2. For The Teachers

Improving professional competence an in-depth study of techniques for teaching listening skill will improve teachers' understanding of the various methods and approaches that are effective in teaching these skill. This helps teachers become more competent in managing the learning process in the classroom.

3. For The Other Researches

By evaluating various teaching techniques, this study can provide insight into the most effective teaching methods in the context of listening skill. This can help in refining existing teaching methods and developing new, more effective approaches and better and more engaging learning systems in the classroom.

F. Prior Research

The first relevant research was done by Santi Prastiyowati with the title of research Extensive Listening for EFL Students' listening Comprehension.[4] The second relevant research was conducted by Indra Cipta Putra Mandiri, Muhammad Handi Gunawan and Suharno with the title EFL Student's Difficulties In Extensive Listening Activities: A Thematic Content analysis.[5] The research took place in UPI University in 2022 with using quantitative research methods. The data that serves as the main focus of the analysis is sourced from a reflection questionnaire in regards to their experience throughout the course. This paper aims to conduct a thematic analysis of EFL students' difficulties in extensive listening activities in order to unveil difficulties that may arise in extensive listening activities, under the demography of Indonesian EFL students. The result showed that the difficulties encountered by the participants in their extensive listening activities can be devided into three major categories, namely comprehension difficulties, technical difficulties, and motivational difficulties.

The similarity of the above research with the research that the writer are doing is the same as examining listening skills in schools with various strategies and techniques used to teach in schools and the difference is in the research method, previous research used quantitative methods and used

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[4] Santi Prastiyowati. *Extensive Listening For EFL Students' Listening Comprehension,* Journal Of Issues In Applied Linguistics and Language Teaching, Vol 1 No, 2, June 2018

[5] Indra Cipta Putra Mandiri et al. EFL Student's Difficulties In Extensive Listening Activities: A Thematic Content Analysis, ENGLISH REVIEW: Journal of English Education, Vol. 10, Issue 2, June 2022.

questionnaires while the current research used qualitative methods and used observation and interviews as data collection tools.

The third, the previous research finding that can be a consideration theory is taken from journal written by Argisila, entitled "Teacher's techniques in Teaching Listening". Argisila analyzed the data using descriptive qualitative research method. The research focused on observed the teachers who teaching English in grade 9th SMP Nurcahaya Medan to analyze the strategies in teaching listening comprehension. The result of the study; there are several strategies which used by the English teachers in teaching listening, his strategies are taking note, summarizing and paying attention. The teachers using these three strategies because students feel difficult to do the listening comprehension without the helping tools like the taking note and the summarizing, and students also feel that listening is uninteresting so the teachers using the paying attention strategies. The teachers do the strategies step by step from the simplest ways.[6]

The similarity of this previous research and this research is about the analysis about teachers techniques in teaching listening. The differences between the previous research and this research are the participants. In previous research analyzed the teachers strategies at the ninth grade, while this research will analyze the teachers techniques in teaching listening at eighth grade.The next research priority that slows down the development of students' skill is the lack of motivation from teachers to improve their listening skill,

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[6] Sherly Argisila Br Ginting, et al. "Teacher"s Techniques in Teaching Listening".English Journal for Teaching and Learning. 02(December, 2019), p.153-161

one of the causes can also be due to limited teacher resources that have not mastered the material that will be delivered to their students.

The similarity of this previous research and this research is about the analysis teacher techniques in teaching listening. Whereas, the differences between the previous research and this research are that the previous research just focused in describe the teacher strategies in teaching listening, while this research observes the teachers techniques in teaching listening.The next research, this research was aimed to find out the difficulties that mostly faced by students in listening comprehension and the factors which cause the difficulties at English language and literature department FBS UNP. This study employed descriptive qualitative research method.

The subjects of this research were K-2 Class which consists of 32 students selected by using cluster sampling technique. The data was collected from questionnaire and interview. The researcher distributed the questionnaire to all members of the class. After that, the researcher chose six students to be interviewed. The results of this study showed that the difficulties that the students faced in listening comprehension were related into three categories, they were the listening material, the listener, and the physical setting. Besides, the factors which cause students' difficulties in listening comprehension were depend on others, shame to ask the lecturer about the material, having emotional disturbances, the lecturer explains the material too quickly, lack of reward and reinforcement, and unfocused. The similarity between this research and previous research is the same research on listening skill, the

difference is the object being studied. if the previous research examined in K-2 class with 32 students and this research was conducted in eighth grade.

Based on previous research on the teaching techniques of listening skill by teachers, possible conclusions can be drawn the first is diverse teaching techniques show that teachers use a variety of techniques in teaching listening skill This includes methods such as the use of audiovisuals, role plays, paired exercises, and group-based activities. The second is the importance of student involvement in the listening learning process is a key factor for improving listening comprehension and skill, techniques that allow active interaction between students and listening materials can increase the effectiveness of learning.

In my research, it should be noted that listening skill is one of the important basic skills in education, and teachers should use effective techniques to develop students' in listening skills. Listening skills techniques should be adapted to the students' skill level and pay attention to the students' individual needs. Listening skills should use a variety of activities that are interesting and relevant to students' conditions, such as reading, videos, and practical exercises. Listening skill should use effective media, such as television and VCD/DVD. Listening skill should be done regularly and repeatedly to improve students' listening skill.

In this study there is actually not much difference with the research that has been done before, what distinguishes the research that the authors will do from previous research is that in this study the authors will provide several

recommendations for techniques that can be used by teachers in learning listening skill and several ways to overcome students' difficulties in learning listening skill.

CHAPTER II

THEORITICAL REVIEW

A. Listening Skill

1. Definition of Listening Skill

Listening is the first and the most fundamental skill novices must master when learning a new language. According to Pollard, listening is one of the receptive skill, and such as, it includes students in collecting and processing English input.[1] Listening skill can be defined as a person's ability to effectively understand and interpret verbal messages conveyed by others. It involves the ability to focus on what the speaker is saying, process information carefully, recognize intonation, tone of voice, and facial expressions, and respond appropriately according to the context of communication.[2]

Listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message of understanding the meaning of communication that has been conveyed by the speaker through speech or spoken language. According to Anderson listening as a major process to hear, recognize, and interpret oral symbols.

While according to one other expert listening is listening with full understanding, attention and appreciation. Listening is one of the skill in

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[1] Lucy Pollard, Lucy Pollard's Guide To Teaching English: A book to help you through your first two years in teaching, (London: Lucy Pollard, 2008) p.39

[2] Vandergrift, L. (2007). *Recent Developments in Second and Foreign Language Listening Comprehension Research.* Language Teaching, 40(3), 191-210.

English lessons, listening is a listening process or language skill that includes listening skill, writing skill, reading skill, and speaking skill. Listening is a process of listening or paying attention to what someone says and understanding the meaning contained in it.

Meanwhile Gilakjani and Ahmadi state that listening has an important role in developing a foreign language.[3] It means that listening is a basic skill for learners, in learning foreign language. In addition, according Anderson and lynch listening skill is as important as a speaking skill, many people cannot communicate face to face unless the two types of skills are developed in tandem.[4] It means that without good listening usually people can't speak fluently with others, they need listening skill to help their idea in understanding what someone says.

According to Gavin in Underwood. There are five main reasons for listening, and the reasons students will have for listening will generally fall under one other of these categories.[5]

a. To engage in social rituals

b. To exchange information

c. To exert control

d. T share feelings

e. To enjoy yourself

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[3] Alya Sekar Anindya, Students-Teachers' Ideas for Research in ELT, (Malang: Media Nusa Creative, 2022) p.2.

[4] Thao Quoc Tran, Than Tham My Duong, *Insights Into Listening Comprehension Problems: A Case Study in Vietnam*, PASAA, vol.59 2020. P,78

[5] Siti Mukminatun, Mmpowering the Students Through Listening Diaries to Motivate Them to Improve Their Listening Ability, 2019. P.10.

From the definition above, it can be concluded that listening is a complex and active process of interpretation of which listeners match what they have heard with what they have already known. It is an important skill such speaking skill. We must pay attention first with the listening then we can easily study the other skill.

2. **Definition Listening Difficulties**

Listening difficulties, refers to the challenges a person experiences in understanding or processing information conveyed orally. This can include difficulty understanding speech, following instructions, or capturing messages conveyed in conversation.[6]Students' difficulties in learning listening skill can be caused by several factors. First, lack of appropriate learning resources can be a barrier. Students need proper access to relevant learning materials to improve their listening skill. The way to overcome this problem is to communicate difficulties to teachers or ask for help from parents. The use of technology can also be done by adjusting the learning style between teachers and students. Secondly, the distraction of external influences such as the role of social media, television, friends and games can reduce students'. focus on learning. To overcome this, students can create the right environment for studying and limit socialization in cyberspace. They can also temporarily distance themselves from phone and internet distractions. Third, difficulty concentrating can be a common problem faced by students.

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[6] The Handbook OF Communication Disorders" by Jack S. Damico and Martin J. Ball

One way to overcome concentration difficulties is to clear the mind. Students can do this by reducing their habit of putting things off and trying to focus on the task at hand. Fourth, the role of teachers in overcoming student learning difficulties is very important. Teachers can help students in an effective way, such as by using teaching strategies that are suitable for students' learning styles and providing the right motivation. Fifth, learning difficulties can be caused by internal factors such as low student motivation, lack of special talents, ego, and intelligence. Teachers can help students by understanding their difficulties and providing appropriate assistance. They can also help students increase their motivation to learn in effective ways.

3. **The differences between hearing and listening**

Listening is a process that begins with hearing. Hearing is referred to as a physiological process, while listening is a mental process.[7] This means that listening is passive and listening is active. Similarly, Rost states the difference as follows:[17]

   a. Hearing is a form of perception.

   b. Listening is an active and intentional process**.**

From the above differences, it can be concluded that listening and hearing are different processes. While hearing is considered a physical, passive and natural process, listening is a physical and mental, active and learned process and is defined as a skill. Although hearing and listening

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[7] Sharma, Sangeeta, Mishra, Binod, Communication Skills fo Engineers and Scientists 2nd Edition, (PHI Learning Pvt. Ltd: 2023) p.33.

both involve the perception of sound, the difference in the terms reflects the level of intention.

4. **Stages of Listening**

According to Tyagi there are five stages of listening process: hearing, understanding, remembering, evaluating and responding.[8]

a. **Hearing**

Physical response is the term used to describe hearing. Sound waves stimulate sensory receptors in the ear, which are referred to as reactions. Hearing is defined as the perception of sound waves. This suggests that you have to tune in to listen, and you have to hear to tune in, but you don't have to tune in to hear (the perception required to hear depends on attention).

b. **Understanding**

This stage will help us comprehend the image from what we have seen and heard. We must examine the significance of the stimuli that have been perceived. Symbolic stimuli include not only words but also sound, such as applause, and sight. The listener must comprehend the desired meaning and set expected by the speakers in order for interpersonal communication to be successful.

c. **Remembering**

Because someone has not only received and comprehended a message, but also conveyed and saved it in their mind-brain store,

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[8] Novika. H, Arbain, M, Aprizani. Y, Three Hidden Problems Faced by Second Year University Students on Listening Skill, Intensive Journal, vol.3, no.1, 2020.p.3.

remembering is an important stage in the listening cycle. Our thoughts and memories are made plain as we listen. It's not uncommon for what we remember to be substantially different from what we first saw or heard.

d. **Evaluating**

Because of the substantially varying sets of life experience, examination of similar messages can broadly begin with one audience and then go on to the next.

e. **Responding**

It is the fifth and last step in the listening process, and it's also known as feedback. This stage speaker has no other way of knowing if a 12 massage has been received or for the sender to determine the level of success in communicating the massage.

5. **Listening Process**

There are two processes in listening:[9]

a. Bottom-up processes

These are the processes that the listener uses to assemble the message pieceby-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditoryphonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

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[9] Nation, and Jonathan Newton. Teaching ESLIEFL Listening and Speaking. (New York: 2009).

b. **Top-down processes**

The top-down to involves listeners moving from the whole -their prior knowledge and the content and rhetoric- to its parts. In other words, listeners use what they know about the context of the communication to predict the content of the message, and use the parts of the message to confirm, correct or add to it. The key process here is inferencing.

B. The kinds of media for listening skill

In this modern era, the word media is already familiar to us in relation to the teaching and learning process. The word media, plural of medium, comes from Latin which means middle and describes being between the receiver and the source of the message. This word generally used to describe ways to deliver information and entertainment. The term multimedia often describes highly sophisticated technologies, such as CD ROMs and Internet websites, that combine text, sound, images and animation. In general, we understand technology to include things like radio, television, video, telephones, fax machines, and computers.

According to Miarso, In teaching, media is everything that is used to direct messages and can stimulate the learner's thoughts, feelings, attention, and willingness to encourage the learning process.[10]

There are many listening media that learners can use to improve their listening skill, especially in this day and age. All of them are easy to

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[10] Kiki Andriani, Ardiana, Firman, Teaching Media in EFL Classrooms: What are They and Why Select Them?, Journal of Language Testing and Assessment, Vol. 2. No. 1, 2022.p.88.

accessible. Things called the internet and social media can be the best best options for learners to access aural texts in multimedia formats.

a. **Movie**

Movie is one of the media for learning listening extensive. It form of popular literary work on presented visually that contains of narrative or story. There are many genres have found in movie such as action, adventure, animation, comedy, drama, crime/gangster, epic, horror, musical, science-fiction, war and western and the sub genres (fantasy, romance, biography and thriller). Students can easily choose a genre that suits their interests which will motivate them to listen to the film story until the end. According to Arono English movies is one of the media that can be used as a tool to develop students' listening skill.[11] It means that movies can be good authentic learning materials for extensive listening because they contain dialog from highly proficient English speakers, which can contribute to an easier understanding of their pronunciation. Movies also combine entertainment with education, which can make the learning process more enjoyable.

b. **Podcast**

One of the popular trends among generation Z is listening to podcasts. Learners can access podcasts easily from their phones by using many kinds of applications. Podcasts are often audio files but can include video and other media. They are made available for users to easily

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[11] Siti Munawaroh, Nurul Hasanah Fajaria, Motivating Student Learning Listening through English Movies, ICON 2nd International Conference on Education Faculty of Education and Teacher Training UIN Sulthan Thaha Saifuddin Jambi, vol.2, 2023.p.98.

download to their computers and mobile devices.

According to Robinson, the term podcast is a combination of two words: Pod means iPod- the name of a popular MP3 player and Broadcasting. As he defines, podcasts are audio or video files on the web which can be freely downloaded to a computer and listened to on a computer or any portable playback device that supports MP3 files.[12] It means that Podcasts are a rich source for authentic materials that could be utilized in teaching and as well as learning foreign languages. Listening to podcasts can be very fun for learners because they can choose the topic they want to listen to. Also, they can listen while doing another activity. The benefit of as often as needed if they miss something from the conversation.

c. **Vlogs**

Vlogs have also become a notable trend nowadays. The word "vlog" is a combination of two words; video and blog. A vlog can be called a blog delivered in video format, where a vlogger (A person who creates vlogs) can take the camera along with them as they go about their day or talk in front of a static camera. Vlogs are easily found on online platforms, such as Youtube.

According to Kumar & Tammelin YouTube videos and other authentic resources on the Internet help motivate pupils to learn the

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[12] Mutia Salma Rosa, Hilma Fitriana, Rifda Zulfiana, Teaching and Developing Pronunciation Using Podcast Media in High School. Lingua Journal of Language Education, vol.16, no. 1, 2020. p 24.

language.[13] Vloggers have the freedom to make their own content about whatever they want, regardless of its controversial topic. The benefit of watching vlogs is almost the same as watching movies because learners will have the chance to listen to native speakers of the target language with different accents.

d. **English song**

Sahin claims that songs are an effective way to help students to expand confidence for language.[14] Songs are also motivating the students as they provide a good atmosphere. The students are encouraged to actively involved in the learning process by making use of their musical knowledge. Learning listening to songs can also help learners improve their listening skill. When listening to music, language learners do not only express their feelings; they also have the chance to listen to words and expressions repeatedly. This activity can build language learners' vocabulary.

e. **Lecture videos**

Lecture videos can also be used as resources for improving listening skill, especially for academic purposes, because they contain academic and formal language. One widely used website that presents lecture videos is TED Talks. According to Takaesu, TED lectures are used

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[13] Hanna Theresia Rehulina Sembiring,Caroline Victorine Katemba, The Use of Youtube English Educational Videos in Improving Listening Comprehension, Journal of English Language and Pedagogy, 2023. P.163.

[14] Ni Luh Gede Windy Lestary, Si Luh Nyoman Seriadi, The Use of Songs To Improve Students` Listening Comprehension Ability, Yavana Bhāshā: Journal of English Language Education, Vol.2, 2019. P.39.

as resources in academic speaking and listening courses.[15] TED Talks allows the audience to choose from many kinds of topics, such as social issues, sex education, psychology, and many more. Therefore, learners can choose a topic based on their interests to widen their knowledge and develop their listening skill.

f. **News**

News can also be beneficial for foreign language learners. However, listening to the news is not an easy task. Budyana, Basuki, Nurlaela, and Nagari explain that learners must know the main points to capture news content. This is why listening to the news requires a variety of abilities. There are three abilities required to listen to news content,concentration, understanding content, and precipitator information. The ability to concentrate is used to prevent someone from easily missing the news that followed. The ability to understand the content is needed to capture and digest the content in the news. The ability to precipitate information must be possessed by someone to understand the meaning of the news.

g. Audio book

Nowadays, audio books are available in bookstore with many kinds of collection. Fajry et al., define audio book as sound recording of a book

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[15] Dimas Setyawan, Francisca Maria Ivone, Nunung Suryati, Learners' Preferences of Multimedia Resources in An Extensive Listening Program, LLT Journal: A Journal on Language and Language Learning, Vol.25, No.1, 2022. P.25.

that is performed by a professional narrator or the author.[16] Most of novel researcher uses audio book for presenting their novel in audio version. In brief, recorded book or audio book can be defined as a book or story which is read by professional narrators, using the highest quality of recording technology. Audio books help students as assistance in reading books even in learning. Alcantud and Gregori claimed that audio books expose varieties of speech that it is increasing students' fluency.[17] While fluency is the key of literacy, audio books represent how a fluent speakers' sound. Audio books give benefits about the pacing of oral language, pronunciation, and even idiomatic expression.

Besides all the resources mentioned previously, students can explore many other resources, knowing they have easy access to all platforms on the internet. They only need to choose resources that will make them enjoy doing the extensive listening activities.

C. The Types of Listening Skill

1. Types of listening skill

Rost distinguished six types of listening practice in terms of ways of interacting with input, and how those ways allow learners to understand and to glean more from the input, those are: intensive listening, selective listening, interactive listening, extensive listening, responsive listening,

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[16] Erkan Aydin, Muhammed Tunagur, Effect of Audiobook Applications on Listening Skills and Attitudes of 6th Grade Students: A Mixed-Method Study, Bulletin of Education and Research, vol. 43, no. 3, 2021.p.3.

[17] Daviq Rizal et al., Audiobooks As Media to Increase Listening and Speaking Skill: A Qualitative Systematic Review, ETERNAL,Vol. 8, no.1, 2022. p. 205.

and autonomous listening.[18]

a. **Intensive Listening**

Intensive listening means that learners listen to a text closely. The intonation of the speaker is to decode input analysis. The ability to listen intensively is listening for specific details or to spot a particular word is an essential part of listening proficiency. This type does not seem like in a daily situation, it needs a higher level of listening comprehension. The value of intensive listening is increasing listening proficiency including language- focused learning.

b. **Selective Listening**

Selective listening refers to listening with planned purpose in mind. It is closely related to pre-set tasks before students do listening activities. Learners use this type when they gather specific information to perform a task. By using carefully planned and graded listening lessons, students will be easier in learning to listen and get facts so they become ready to listen and get ideas.

c. **Interactive Listening**

Interactive listening means that learners are involved in a collaborative conversation. This type enables learners to have interaction through providing feedback, asking questions, and supporting the speaker. The conversation can be between a native speaker, teachers, or other students. By doing this stage, learners can

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[18] Michael Rost, Teaching and Researching Listening 2nd edition, (Routledge: 2013) p.182- 200

acquire new linguistic forms such as syntactic structures, words, and lexical phrases. Teachers can set the class with pair group in which every student should make a conversation. This type will be more effective when the native speaker acts as a source because the native speaker will pronounce accurately. It will minimize mistakes that will be made by students.

d. **Extensive Listening**

Extensive listening focuses on listening continuously. This type focuses on meaning that known as listening for academic purposes and sheltered language instruction. Extensive performance ranges from listening to a conversation and deriving comprehensive messages or purposes.

e. **Responsive Listening**

Responsive listening refers to allow students respond the goal of the activity. The methodology that will be used in this type is a paused task. Teachers pause every one minute to ask students' 15 response. A paused task requires the teachers to specify points during the input phase of the activity. The design of this task is short inputs. This step requires a short-term memory.

f. **Autonomous Listening**

Autonomous listening refers to independent listening without guidelines of the teacher. It means that learners as controlled for themselves. This type may include all types of listening such as

intensive, selective, interactive, extensive, and responsive. This kind is also known as natural language acquisition.

2. **Indicator in Listening Skill**

Indicators of listening skill can include various aspects, which reflect a person's ability to understand, process and respond to information conveyed orally. Here are some common indicators for listening skill:

a. Understanding Context: Students can recognize the context of a conversation or audio material, including the purpose of the conversation, the background, and the situation being described.

b. Identifying Key Information: Students can identify important or core information from a conversation or presentation, and distinguish it from additional details.

c. Recognizing Important Details: The ability to capture important details conveyed in a conversation or audio material, including statistical data, dates, names, and places.

d. Recognizing Language Structures: Students can recognize language structures used in conversation, such as grammar, idioms, common phrases, and appropriate vocabulary.

e. Formulating Questions: Students can formulate relevant questions based on the information they hear, demonstrating a deep understanding of the topic.

f. Following Instructions: The ability to follow oral instructions, both

simple and complex, and respond appropriately.

g. Responding and Interacting: Students can respond effectively to what they hear, be it by asking questions, giving responses, or participating in discussions.

D. Challenge in Listening Skill

1. Challenge in listening

Here are some of the challenges in learning listening skill:

a. Lack of student interest in learning listening because they find it difficult.

b. Large classes can be an obstacle as it is difficult for teachers to give individual attention to individual attention to each student, especially in the development of skills that require individualized feedback and guidance.

c. Lack of time allocated for teaching listening skill can be an obstacle. Teachers may feel limited in time to thoroughly introduce, teach and practice listening skill.

d. Difficulty in developing relevant materials or finding materials that match students' interests and level of understanding.

e. Lack of training and support teachers may not receive adequate training in teaching listening skill or may lack support from their school or colleagues in developing these skill.

f. The difficulty in accurately evaluating student progress in listening skill is often difficult. The lack of appropriate evaluation tools and

clear standards for assessing listening skills can be an obstacle.

2. **Difficulties faced by students when learning second language**

Students' difficulties when learning a second language, especially in English, is that understanding and remembering a lot of new vocabulary in a second language can be a challenge. Sometimes, students have to overcome the differences between words in the first language and the second language that may not have direct equivalents. In addition, the grammar of the second language may be very different from the student's first language. Sentence structure, verb conjugation, and other grammar rules can be complicated.

In addition to what has been explained earlier, Pronouncing and Delivering words correctly and fluently in a second language often requires intense practice, Students may face difficulties in imitating the right intonation and accent. In addition, Difficulty Hearing and understanding what is being said by native speakers or in everyday communication situations can be a challenge. The speed of speech, accent, and variety of language used can make comprehension difficult.

3. **Difficulties faced by students when learning listening skill**

Students' difficulties in learning listening skill vary greatly depending on many factors such as language level, teaching methods, and other individual factors. Here are some common difficulties that students often experience:

a. Speed of Speech or Native speakers usually speak quickly, which

makes it difficult for students to catch and understand every word spoken.

b. Accent and dialect variations can also confuse students. Students may be used to one type of accent, but struggle to understand another.

c. Vocabulary limitations make it difficult for students to understand new words or unfamiliar phrases.

d. Untrained student listening skill are also one of the difficulties in learning listening skill, therefore listening is a skill that needs to be practiced. Without sufficient practice, students will have difficulty capturing information properly.

e. Noise disturbances from the surrounding environment can also interfere with student concentration while listening and make students not focus on learning.

CHAPTER III

A RESEARCH METHODOLOGY

A. Research Design

The design of this study is descriptive qualitative method. Qualitative research methods which is a research approach used to understand phenomena in depth from a more subjective perspective. This approach focuses on understanding the meaning contained behind the phenomenon under study, as well as paying attention to the context, process, and subjective interpretation carried out by participants in the study. Judith Bell in her book "Doing Your Research Project: A Guide for First-time Researchers" describes qualitative research as "a research approach that aims to understand social phenomena in their natural context, with emphasis on the interpretation and meaning given by the participants or individuals involved."[1]

Qualitative method is a research approach used to understand complex phenomena in their natural context. In contrast to quantitative methods that emphasize measurement and analysis of numerical data, qualitative methods focus on an in-depth understanding of the meaning, perceptions, and subjective experiences of individuals or groups. In their book entitled "Qualitative Research for Education: An Introduction to Theory and Methods, Bogdan & Biklen define qualitative method as a research approach used to understand social phenomena through description, analysis,

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[1] Judith Bell. (2014). Doing Your Research Project: A Guide for First-time Researchers. Open University Press.

and interpretation of verbal (not numerical) data.[2]

Qualitative methods are often used in fields such as social sciences, education, anthropology, psychology, and other fields where a deep understanding of meaning and context is important. Data collection techniques in qualitative methods include interviews, participatory observation, document analysis, and other techniques that allow researchers to gain rich and detailed insights into the phenomenon under study.

Qualitative research has a variety of objectives that can vary depending on the context, discipline, and research questions being asked. one of the common objectives of qualitative research is to Understand Experiences and Perspectives what this means is that qualitative research often aims to understand the experiences, perceptions, and viewpoints of individuals or groups in a particular context. This can include understanding how people experience a phenomenon, how they overcome challenges, or how they give meaning to their experience.

B. **Source of Data**

In this study the researcher divided the sources into two items. They are primary and secondary:

1. Primary sources

The primary source is the original phenomenon on which the search is based. This is direct evidence related to the topic under consideration. This main source is the results of interviews with 10 students who were given

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[2] Bogdan & Biklen "Qualitative Research for Education: An Introduction to Theory and Methods" (2011),

the task of watching short English films related to listening skill extensive.

2. Secondary sources

Secondary sources are sources that analyze events. These secondary sources are form of documentation, books, journals, ebooks and articles related to research. This secondary source aims to support certain arguments.

C. Subject of the Research

There are three classes at MTs Al Muhtarom Ma'arif 08 Bumi Nabung in the 2023/2024 school year. Researchers chose VIII grade students to be the subjects in this study and each class had 10 students.

D. Procedure of the Research

The reason the researcher took this design is to find out the student difficulties in the classroom when learning listening skill and to find out how interested students are in English lessons, especially in listening skill material. According to Cohen, Manion and Morrison in the book "Research Methods in Education", classroom observation is a systematic and organized process of collecting data about teacher and student behavior in the classroom. Observations are made directly by trained researchers or observers, with the aim of understanding the interaction between teachers and students, teacher teaching styles, student responses to teaching, and overall classroom dynamics.[3] It can be concluded that action research useful method for examining your own practice to determine whether it is appropriate.

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[3] Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education (6th ed.). Routledge

The purpose of classroom observation may vary depending on the context and focus of the study. However, generally, the purpose of classroom observation is to understand the dynamics of learning that occurs in the classroom and to collect data about the interaction between teachers and students. According to Hopkins in his book "A Teacher's Guide to Classroom Research", the purpose of classroom observation is to gain a deep understanding of how learning actually takes place in the classroom. This includes an understanding of the teacher's teaching style, student response to teaching, effective use of instructional strategies, as well as the dynamics of interaction between teacher and student.[4]

Classroom observation deals with various aspects of learning and interaction that occur in the classroom. Classroom observation is related to various aspects of learning and interaction that occur in the classroom such as teaching strategies and teacher teaching styles to approach students, the use of learning materials and the way teachers interact with students. Class observations can also provide insight into how classroom time is used, including the allocation of time for various learning activities, such as material delivery, discussion, practice, and evaluation. Classroom observation objectives can also be related to evaluating overall learning effectiveness, including student understanding, mastery of the material, and achievement of learning objectives.

When at school, researcher make observations about the difficulties

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[4] Hopkins, D. (2008). A Teacher's Guide to Classroom Research. McGraw-Hill Education

students face when learning listening skill in class. According to them listening is difficult because of their limitations to understand the material conveyed by the teacher. Sometimes also the difficulties experienced by students are due to limited facilities at school that support effective learning activities.

E. Data Collection Method

The data is collected by using several techniques as follows:

1. Observation

Studies of observation, according to Gorman and Clayton, "include the methodical documentation of observable behaviours or happenings in a natural environment".[5] In this case, observation techniques in the classroom on the full process utilize audio to help children become more proficient in listening skill. In addition, researchers will use observation as a means of collection data to understand how to help students become more proficient in vocabulary in class, how students react to various teachings strategies or media, and how much audio or video can help English learners Increase the vocabulary they know.

2. Interview

The researcher conducted interviews to find out about the history of the school. To find out more about the state of the school and students, the researcher also talked to the officers and also talked to the teacher who taught in the class that was still being studied by the researcher.

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[5] G.E. Gorman and Peter Clayton, Qualitative Research for the Information Professional A Practical Handbook (London: Facet Publishing, 2005), p.40.

3**.** Field note

These are field notes – the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflection on the data in a qualitative study.[6] The researcher uses field notes to collect data more correctly; this will simplify data analysis. Making "field notes" while actually participating in professional activities is considered good practice in many areas.[7] As our definition suggests, field-notes consists of two kinds of material. The first is description the concern is to provide a word picture of the setting, people, actions, and conversations as observed. The other is reflective-the part that captures more of the observer's frame of mind, ideas, and concerns.[8]

E. Data Analysis Method

1. Observations

After collection of observational data researcher going to evaluate the data given the limitations of the problem and the purpose of the research to determine whether there has been an improvement in a teacher's teaching techniques at the school. In this observation, the researcher came to school and saw firsthand the learning process of the students in the classsroom and how to teacher taught listening skill,after which the researcher interviewed the selected students and also

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[6] Robert C. Bogdan and Sari Knopp Biklen, *Qualitative for Research Education an Introduction to Theory and Methods*, (Pearson Education, Inc, 2007), p.118-119.

[7] Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press, 1997), p.57.

[8] Robert C. Bogdan and Sari Knopp Biklen*, Qualitative for Research Education an Introduction to Theory and Methods*, (Pearson Education, Inc, 2007), p.120.

interviewed the teacher regarding what difficulties the students and the teacher experienced when learning listening skill.

2. Interview

After the researcher observed the teaching and learning activities that took place in the classroom, the researcher interviewed the teacher about what techniques the teacher had used to teach listening skill in class.

3. field note

Field notes were made by researcher based on two previous data studies and based on what was heard, seen, and experienced in school, making field notes is very important in the collection of qualitative data because it is considered a good record in many fields. As our definition suggests, field-notes consists of two kinds of material. The first is description-the concern is to provide a word-picture of the setting, people, actions, and conversations as observed. The other is reflective-the part that captures more of the observer's frame of mind, ideas, and concerns.[9] The result of observation and field noted that have been made by researchernamely finding several such as students have difficulties understanding oral instructions given by the teacher because the speaking speed is too fast, students often lose focus when listening to lesson material due to distractionsfrom the sorrounding environment,students have difficulty understandng unfamiliar

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[9] Robert C. Bogdan and Sari Knopp Biklen, Qualitative for Research Education an Introduction to Theory and Methods, (Pearson Education, Inc, 2007), p.120.

vocabulary in the target language, the last isstudents often do not understand the nuances of language, such as intonation and expression used by native speakers. The findings from observations and field note such as students difficulties in understanding oral instructions are caused by a lack of active listening skill, distractions from the sorrounding environment can effestudents ability to understand the subject matter.

G. Data Analysis Technique

Qualitative data analysis according to Mile and Huberman refers to a systematic process for exploring, understanding, and interpreting qualitative data in research. This approach aims to understand the context, meaning, and interpretation underlying the phenomenon under study.[10] In this research, the data has been analyzed by applying the Miles and Huberman model to analyze the data that has been collected. The data procedures are:

1. Data collection

At this step, data is collected using observation and interviews. Observations are made to get real information about what difficulties students face when learning listening skill and how to minimize these difficulties. Interviews were conducted to obtain information about what factors made students have difficulty learning listening skill and why they thought listening was difficult.

2. Data selection

The next step is data selection, at this stage there are two processes,

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[10] Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook. Sage.

namely the living in process and the living out process. This means that the data is put into the data that is needed and the data that is not needed. The required data will be stored in the living in data, and the unneeded data will be stored in the living out data. In this study, the data summarized is information about what difficulties students face when learning listening skill, the reasons why they find listening difficult and how to minimize difficulties in the classroom. Therefore, unimportant data will be reduced.

3. Data display

Data display is the process of displaying results in the form of words, sentences, narratives, tables, and graphs to display all observations. The results of observations in this study, the data displayed consist of information about what difficulties students experience when learning listening skill, how to minimize the difficulties of students.

4. Data conclusion

Drawing conclusions is the stage where discussion has been summarized to make conclusion of the research. After data display, there is a conclusion drawing stage. The result is summarized the research results to answer the research questions.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. Geographical Conditions

The location of MTs Al Muhtarom Ma'arif 08 is on the Sri Kencono highway No. 721 Sri Kencono village, Bumi Nabung sub- district, central Lampung district. This school is one of the schools under the auspices of the Ministry of Religion.

b. Sociological Conditions

MTs Al Muhtarom Ma'arif 08 has an accreditation status of B, which has a school vision and mission in the implementation of its operations. Has a School Vision and Mission in its operational implementation.

c. The Vision and Mission of the MTs Al Muhtarom Ma'arif 08 as follow:

1) Vision: "the realization of students who are religious, superior, skilled, and care for the environment"

2) Mission

   a) Familiarize Islamic values in daily life.

   b) Familiarize students with critical reasoning, independence, creativity, mutual cooperation and global diversity.

   c) Preparing students to excel in obtaining achievements and

obtaining further education.

    d) Creating a green and beautiful school environment.

d. **Research Location Data and Facts**

In the process of teaching and learning activities for the 2023/2024 school year. The number of students at MTs Al Muhtarom Ma'arif 08 is divided into five rombel, namely Class VII A, class VIII A and B, class IX A and B. The number of students at MTs Al Muhtarom Ma'arif 08 classified in the middle category, namely Class VII A 29 students, class VIII A 31 students, class VIII B 24 students, class students IX A 29 students, class IX B 29 students. Total number of students overall student MTs Al Muhtarom Ma'arif 08 there are 133 students.

B. Description of Research Data

This research was conducted in the form of qualitative research. Researchers conducted research at MTs Al Muhtarom Ma'arif 08, the findings of this study answered the formulation of the problems that had been formulated previously. This study involved 10 students as participants in this study. The name of the students have written by using initials ABA (Female), ALN (Female), BA (Female), CCA (Female), FS (Male), FGA (Female), J (Female), JAM (Female), LNK (Female), MJ (Female) the results of the interviews can be concluded as follows:

1. Students rarely do listening activities.

2. Although the students like the media provided they still had difficulty

answering correctly about the content of the media they use.

3. The difficulties that most students encounter in listening are: the speech is considered too fast, speech is considered too complicated, unfamiliar vocabulary and unclear word boundaries.

In addition to interviews, researchers also conducted tests to check student understanding. The test contained 6 questions related to vocabulary knowledge and their understanding of the given material. As a result, all participants failed to answer the first question, which was related to their vocabulary knowledge, and many students failed to answer the last question, which was related to the comprehension of the material.

Based on the description of these results, it can be presented in the picture above. It can be concluded that students' difficulties in listening activities are caused by low student motivation which causes them to experience difficulties in listening activities, namely speech is considered too fast, speech is considered too complex, a lot of unfamiliar and rarely heard vocabulary and unclear word boundaries. These factors contribute to their low understanding of the material provided.

C. **Discussion**

1. Students difficulties and how to solve problem

Based on the results of interviews with respondents, most students do listening activities once or twice a month conducted by English teachers at school. The impact of students' lack of motivation makes them difficult in listening activities. These difficulties are as follows:

a. The speech considered too fast.

While the speakers think that they speak in a normal or acceptable speed, it is inevitable to see that the students consider this type of speech to be spoken too fast. Underwood mentioned that speed can make listening passage difficult.[1] If the speakers speak too fast students may have serious problem.

First participant, Student ALN, stated that speaking fast was one of the challenges that prevented students from understanding the information in the movie.

Excerpt 1

"*In the movie, they talk so fast its confusing to listen to*". (Student ALN/F, June 5, 2024) Moreover, students who do not get many opportunities to listen to spoken language with different accents will use this as an excuse why they cannot understand the material. Also, they rarely listen to other accents which makes them think that normal speech results in fast speech. To minimize this difficulty, students should listen more to movies, audio, music and other media. Films, audios, music and other media with various accents to familiarize their sense of hearing with foreign languages so that they will get used to and easily recognize the accent of the speaker.

1) The utterances regarded as being too complex.

Students have some difficulties in understanding information from

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[1] Hariswan Putera Jaya, Ismail Petrus, and Dedi kurniawan, *Listening Comprehension Performance and Problems: A Survey on Undergraduate Students Majoring in English*, Indonesian Research Journal in Education, vol 5, no.2, 2021.p.382.

audio visuals because the speech is considered too complex. Spoken text utterances have varied speech such as the speaker using intonation to express emotions and there are added or subtracted sounds made by the speaker. In addition, the modified voice makes students have obstacles to recognize words because as the audio or movie plays, the natural speed of the speaker will result in unclear pronunciation. Moreover, if students are not aware of what a new word sounds like when pronounced quickly and mixed with other words, they may fail to recognize familiar words because they are pronounced differently. The way to overcome this is to slow down the pace of the movie story or use pauses and look at the subtitle text and repeat the movie scene. Student BA stated in listening activities that when the singer's pronunciation is not clear then he will play the song several times until he knows what the singer is saying.

Excerpt 2

"The pronunciation is less clear and also the words look different from the way they read so it is difficult to sing along unless you have listened to the same music many times and seen the lyrics." (Student BA/F, June 5, 2023).

From the statement, it can be concluded that listening to the reading of a particular passage repeatedly several times will make it easier for students to understand speech that is considered too difficult.

b. Unfamiliar vocabulary

This category seems to indicate that most of the internal factors come from the listeners. Unfamiliar words relate to the meaning of sentences that use English vocabulary. Therefore, most students think that the meaning resides in the unknown words, so they need to know a large amount of vocabulary. According to Bloomflied et al., there is no equal value of the required coverage of comprehension of the spoken, but if the listener knows more than 5000 vocabulary words maybe they have a good chance of understanding what is said by the speaker[41]. One SK student stated that she had difficulty processing the actors' speech, not only because they spoke too fast, but also because she found many words unfamiliar and foreign to them.

Excerpt 3

"Understanding the actors' speech in a movie is very difficult because they speak too fast and there is too much unfamiliar vocabulary." (SK/M student, November 7, 2023).

The problem of unfamiliar vocabulary is also caused by the lack of practice outside the classroom, so students lack vocabulary. Basically, knowing a lot really helps students in listening activities because they can easily understand more about what they are listening to. However, in this listening activity, students are not required to know every detail of the words of each conversation, because listening is not to find specific or detailed information in an information.

To solve this problem, teachers must first make students understand about listening. Teachers should also encourage and motivate students to improve their listening skills outside of class. By doing listening activities at home, students can make small notes on words they don't know and then look them up in the dictionary or Google. This can solve problem of unfamiliar vocabulary and doing more practice will also increase the amount of more practice will also increase the number of words that students have in their vocabulary.

c. Word boundaries are not clear

In the context of listening, words tend to blend in with other words. Listeners have to be careful with word boundaries, which also causes students to mishear phrases. This problem is often encountered in listening classes especially for students who are not unfocused on it. An LNK student stated that she found many words that sounded the same but were different words.

Excerpt 4

"There are many words that sound similar but often look different." (Student LNK/F, November 7, 2023)

To solve this problem, students should develop their phonological awareness. Phonological awareness is very important for students. Therefore, when students have good phonological awareness, then their comprehension will be better.

1) **Observation**

After making observations and other steps, the researcher found that the difficulty in listening to eighth grade students of MTs Ma'arif 08 Bumi Nabung Lampung Tengah was caused by various factors, namely the focus of attention that was lacking because students were often seen looking in other directions and not paying attention to the listening material being conveyed by the teacher. Besides the above problems there are other factors, namely the lack of student understanding and the lack of student skills to remember information that has been conveyed by the teacher. In addition to the above problems there are other factors, namely the lack of student understanding and the lack of student skills to remember the information that has been conveyed by the teacher making it difficult for students to develop their listening skills. In addition to the three factors above, another factor that affects students is the lack of student activeness in responding It is recommended to increase the variety of learning media and provide more frequent practice with various accents to overcome these difficulties.

In this research, the data has been analyzed by applying the Miles and Huberman model to analyze the data has been collected. The data procedures are:

a) **Data collection**

In this step the researcher conducts direct observation and makes direct observations of the problems that exist in schools, especially in listening difficulties. After making observations the researcher conducts direct interviews with several students and ask what difficulties are experienced when learning listening at school. After the two steps have been carried out, the next is documentation or collecting data from various relevant documents, such as reports, field notes and others.

b) Data selection

The next step is data selection, this step involves the process of selecting, centering, simplifying the "rough" data that emerges from field notes or other relevant data. The purpose of data selection is to reduce redundant data and focus on data that is relevant to the research objectives.

c) Data display

After the data is selected by the researcher, the next step taken by the researcher is to present the data in an organized form so that it is easier to understand. The form of data presentation can be in the form of diagrams, matrices, graphs, networks, or charts. Good data presentation will help researcher understand the data as a whole and identify patterns or themes.

d) Data conclusion

The final step taken by the researcher is to draw

conclusions from the data that has been selected and presented. These conclusions must be verified to ensure their validity and reliability. The verification process can be done by doing member checking, or other validation methods so that the data obtained is more valid.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis, the researcher can conclude the students of class VIII A have difficulty in listening skill that are displayed through movie media, they do not get the essence of the topic being listened to. Better teaching methods by analyzing teacher methods, students can identify effective teaching methods to improve their skills. This can lead to the development of more efficient and engaging teaching methods in classroom.Students' difficulties in listening are: speech that is considered too fast, unfamiliar vocabulary, unclear word boundaries, utterances are considered too complex.

Suggestion

Through this study, the researcher would like to provide the following suggestions:

1. For students

Students should be more motivated in learning to listen and students who do not understand the meaning of the speaker's speech and have a low vocabulary should practice listening in everyday life such as listening to English music, watching English movies or listening to English podcasts. Continuous listening activities can improve students' listening fluency and enrich students with new vocabulary.

2. **For teachers**

The findings of this study should inform teachers about student problems in listening skills. By knowing these problems, teachers are expected to apply solutions to overcome students' problems in listening.

B. **Recommendation**

The recommendations below can help students with listening difficulties understand the material more effectively, as well as help teachers better teach students with listening difficulties.

1. Development of Specific Teaching Materials for Students with Hearing Difficulties:

   a. There is a need to develop more specific and interactive teaching materials for students with hearing difficulties. These teaching materials can be in the form of videos, animations, or images that can help students understand the material more effectively.

   b. The teaching materials can be presented in a simpler and clearer form, and have a shorter duration to make it easier for students to understand the material.

2. Use of Technology to Support Learning:

   a. The use of technology such as apps, software or hardware can help students with hearing difficulties understand the material. For example, apps that can convert text into sound can help students understand the material.

   b. The use of technology can also assist teachers in teaching students

with hearing difficulties, such as by using hardware that can convert sound into text.

3. Development of Specific Learning Strategies:

   a. There is a need to develop specific learning strategies for students with hearing difficulties. These strategies can include the use of visuals, individual tasks, or group discussions that can help students understand the material.

   b. These learning strategies can be adapted to the needs and abilities of students, and can help teachers in teaching students with hearing difficulties.

4. Improving Teachers' Ability to Teach Students with Hearing Difficulties:

   a. There is a need to improve the ability of teachers in teaching students with hearing difficulties. Teachers can be given training on how to teach students with hearing difficulties, as well as how to use technology and learning strategies specific to these students.

   b. Teachers can also be provided with assistance from other parties, such as psychologists or education experts, to help students with hearing difficulties understand the material.

5. Development of Assistance Services for Students with Hearing Difficulties:

   a. There is a need to develop support services for students with hearing difficulties. These services can be in the form of individual assistance, group assistance, or online assistance that can help students understand

the material.

b. These assistance services can be tailored to the needs and abilities of students, and can help students understand the material more effectively.

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APPENDICES

APPENDICES

List students as participants

NO	NAME	CLASS
1	Amanda Bella Anisa	VIII A
2	Ani Levia Ningrum	VIII A
3	Bela astuti	VIII A
4	Citra cahya amelia	VIII A
5	Febri setiawan	VIII A
6	Fransiska grace audia	VIII B
7	Jahra	VIII B
8	Jihan erni meilani	VIII B
9	Lorena nofrisa klaudia	VIII B
10	Medina jenifa	VIII B

Interview sheet with students

Date   : 5 June 2024 Response: Students VIII

Institution   : MTs Al Muhtarom Ma'arif 08 Bumi Nabung

Lampung Tengah Form   : Interview

The purpose of this interview sheet is to collect the data about the students' difficulties in listening skill at MTs Al Muhtarom Ma'arif 08 Bumi Nabung Lampung Tengah.

No	Inquiry	
1	The interview question given to students: a. How often do you watch movies, listen to English songs, or listen/watch English videos?	
	b. Do you like the movie you have seen as listening learning media?	
	c. What is the movie you watched about?	
	d. Do you have problem in listening?	
	e. What difficulties did you face when you took Listening activity?	
2.	The interview question given to English Teacher: a. What media have been used to teach extensive listening skills?	
	b. How often are students taught extensive listening skills in school?	

LIST INTERVIEW FOR THE TEACHER

1. What media have been used to teach listening skill? Answer: Film.
2. How often are students taught listening skill in school? Answer: 1-2 times a
   month.

LIST INTERVIEW FOR THE STUDENTS

NSR: Nah adik-adik semua, sekarang Kakak boleh ya meminta waktu adik-adik

buat interview, untuk yang mau jadi partisipan boleh ya diangkat tangannya ke

atas, nanti satu-satu maju ya buat wawancara sama kakak.

NRS: Well, all of you, now you can ask for your time for an interview, for those

who want to be participants, please raise your hands up, then one by one come

forward for an interview with you.

Satu Kelas: Iya Kak!
One class: yes sist!

Pertanyaan 1

Question 1

NSR: Jadi kakak mau tanya nih, seberapa sering kamu menonton film, dengerin

music bahasa inggris atau dengerin atau nonton video bahasa inggris lainnya?

NSR: So I want to ask, how often do you watch movies, listen to English music

or listen to or watch other English videos?

ALN, FS, FGA, J, JAM, MJ, SK, TEP, VA, NA: Nonton film 1 sampai 2 kali

sebulan, di sekolah aja.

ALN, FS, FGA, J, JAM, MJ, SK, TEP, VA, NA: Watch movies once or twice a

month, at school.

ABA, ZPA: Seminggu sekali kalo nonton Film.

ABA, ZPA: watch a movie once a week

BA, CCA: Setiap hari dengerin musik sama kalo nonton film 1 atau 2 kali-an
dalam sebulan.

BA, CCA: I listen to music every day and watch movies once or twice a month.

LNK: Aku seminggu sekali nonton film terus dengerin musiknya kayak

seminggu itu 1 sampai 2 kali.

LNK: I watch a movie once a week and listen to the music like once or twice a

week.

Pertanyaan 2

Question 2

NSR: Kamu suka gak Dik, Film yang kamu lihat sebagai media pembelajaran di
listening?

NSR: Do you like the movies you see as learning media in listening?

ABA, ALN, BA, CCA, FGA, JAM, LNK, MJ, NA, VA, ZPA: Suka Kak!

ABA, ALN, BA, CCA, FGA, JAM, LNK, MJ, NA, VA, ZPA: I like sist!

FS, J, SK, TEP: Kurang suka kartun.

FS, J, TEP: dislike cartoons

Pertanyaan 3

Questions 3

NSR: Tentang apa sih Film yang tadi Adik lihat?

NSR: What was the movie you saw about?

ALN, FS, MJ, SK, VA: Tentang mainan.

ALN, FS, MJ, SK, VA : about toys.

LNK, CCA, BA: Tentang mainan yang diculik

LNK,CCA,BA: about the kidnapped toy.

J: Tentang hubungan persahabatan

J: about friendly relations

Pertanyaan 4

Questions 4,

NSR: Adek ada masalah gak di listening?

NSR: Do you have any problems listening?

ABA: Ada kak, pengucapanya gak jelas terus kadang aku suka salah denger frasa.
ABA: There is sist, the pronunciation is not clear and sometimes I like to hear the wrong phrases.

ALN: Ada kak, orang yang ngomong itu cepet dan kadang gak cukup waktunya buat mahami maksud pembicaraannya.

ALN: There are people who talk fast and sometimes there's not enough time to understand what they're saying.

BA: Ada kak, ucapan yang gak jelas susah buat dipahami dan waktunya yang sebentar susah buat fokus ke satu pertanyaan.

BA: There are people who talk fast and sometimes there's not enough time to understand what they're saying.

CCA: Ada kak, orang bule pengucapannya beda jadi aku coba pahami yang diomongin dan masalahnya mereka tu udah kalo ngomongnya lancar ditambah

kecepetan mana aku gak familiar sama aksen british jadi susah buat nyelesaiin masalahnya.

CCA: There is sis, Caucasians have different pronunciation so I try to understand what they are saying and the problem is that they already speak fluently plus I'm not familiar with the British accent so it's hard to solve the problem.

FS: Ada kak, yang ngomong itu sering berbicara gak jelas dan bicaranya terlalu cepat jadi sulit dimengerti.

FS: There is sis, who speaks often speaks unclearly and speaks too fast so it is difficult to understand.

FGA: Ada kak, kata-kata sering kali kedenger bercampur sama katakata lain sehingga sulit dipahami dan pengucapannya gak jelas.

FGA: There is sis, words are often heard mixed with other words so that it is difficult to understand and the pronunciation is not clear.

J: Ada kak, terkadang ada beberapa kata yang gak bisa saya pahami di beberapa bagian karena cepatnya pembicara ngomong dan ketidakjelasan ucapan mereka membuat saya sulit untuk memahaminya.

J: There are kak, sometimes there are some words that I can't understand in some parts because of the speed of the speaker and the vagueness of their speech makes it difficult for me to understand.

JAM: Ada kak, terlalu banyak kata yang tidak jelas dan banyak kata yang sering terdengar sama tapi punya arti yang berbeda.

JAM: There are kak, too many obscure words and many words that often sound

the same but have different meanings.

LNK: Ada kak, Seringkali saya kehilangan fokus karena kualitas rekaman yang buruk dan pembicara yang terlalu cepat berbicara gak jelas.

LNK: There is sis, I often lose focus due to poor recording quality and speakers who speak too quickly and incoherently.

MJ: Ada kak, pembicara ngomong terlalu cepat terus sama pengucapan yang tidak jelas dan saya pernah salah mendengar frasa yang sudah saya tau karena pembicara tidak mengucapkannya dengan jelas.

MJ: There is kak, the speaker talks too fast and then the pronunciation is not clear and I once misheard a phrase that I already knew because the speaker did not pronounce it clearly.

NA: Ada kak, sangat sulit buat saya untuk membuat catatan sambil dengerin rekaman audio, jadi membuat saya tidak bisa fokus karena saya harus nulis dan dengerin pada saat yang sama dan saya berharap saya bisa balik lagi ke bagian yang terlewatkan, tetapi saya tidak bisa.

NA: There's sis, it's very difficult for me to take notes while listening to the audio recording, so it makes me unable to focus because I have to write and listen at the same time and I wish I could go back to the part I missed, but I can't. I'm not able to.

SK: Ada kak, banyak kata-kata yang susah dipahami.

SK: There are many words that are hard to understand.

TEP: Ada kak, saat saya dengerin rekaman audio, omongannya terlalu cepat, dan

sulit menangkap makna dan memahami apa yang dibicarakan oleh pembicara.

TEP: When I listened to the audio recording, the speech was too fast, and it was difficult to grasp the meaning and understand what the speaker was talking about.

VA: Ada kak, Pembicara ngomongnya terlalu cepat dan gak jelas. Buk guru beberapa kali ngasih vidio aksen british dan saya gak terlalu akrab sama aksen british dan saya kesulitan memahami setiap percakapan karena kurangnya kosakata.

VA: Yes, the speaker speaks too fast and it's not clear. The teacher gave me videos of British accents several times and I'm not too familiar with British accents and I had difficulty understanding each conversation because of my lack of vocabulary.

ZPA: Ada kak, sangat sulit untuk mengenali kata-katanya, rasanya seperti saya menemukan kata baru tetapi sebenarnya, saya sudah akrab dengan kata itu sebelumnya. Saya rasa saya gagal mengenali kata-kata itu karena cara pengucapannya sangat berbeda.

ZPA: There's sis, it's really hard to recognize the words, it feels like I'm discovering a new word but actually, I'm already familiar with the word before. I think I failed to recognize the words because the pronunciation is very different.

Pertanyaan 5

Questions 5

NSR: Apa kesulitan-kesulitan yang kamu temui saat kamu melakukan kegiatan

listening?

NSR: What difficulties did you encounter when you did the listening activity?

ABA: Masalahku itu kecepatan aktor saat berbicara dan menemukan kata-kata asing yang jarang aku dengar atau lupa diingat.

ABA: My problem is the speed at which actors speak and finding unfamiliar words that I rarely hear or forget to remember.

ALN: Di film mereka berbicara begitu cepat sehingga membingungkan untuk didengerin.

ALN: In the movie they talk so fast that it's confusing to listen to.

BA: Pengucapannya gak jelas dan juga kata-katanya terlihat berbeda dari cara membacanya jadi sulit untuk ikut bernyanyi kecuali kita udah mendengarkan musik yang sama berkali-kali. Dalam film, masalahnya itu banyak aktor yang berbicara terlalu cepat.

BA: The pronunciation is unclear and also the words look different from how they are read so it's hard to sing along unless you've listened to the same music many times. In movies, the problem is that many actors speak too fast.

CCA: Dalam lagu terkadang beberapa kata yang dibaca digabungkan buat aku kesulitan untuk mengikutinya tapi aku bakalan mengulangi bagian yang sulit sampai berhasil menghafalnya. Kalau di film agak sulit buatku kalau ada perdebatan atau adegan yang membuat para aktornya bicara cepat jadi kadang kurang paham.

CCA: In songs sometimes some of the words that are read together make it

difficult for me to follow but I will repeat the difficult part until I manage to memorize it. In movies, it's a bit difficult for me if there are arguments or scenes that make the actors speak fast so sometimes I don't understand.FS: Terdapat perbedaan pengucapan dan subtitle jadi sulit fokus saat melihat subtitle atau melihat ekspresi actor.

FS: There are differences in pronunciation and subtitles so it's hard to focus when looking at subtitles or seeing the actor's expressions.

FGA: Beberapa penutur asli berbicara cepet banget dan beberapa kata terdengar seperti bergabung sehingga memerlukan beberapa waktu bagi saya untuk memproses makna percakapan.

FGA: Some of the native speakers spoke really fast and some words sounded like they were merged so it took some time for me to process the meaning of the conversation.

J: Omongan dalam film terlalu cepat dan pengucapannya kadang gak jelas.

J: The talking in the movie is too fast and the pronunciation is sometimes unclear.

JAM: Ada beberapa video yang guru pilih menggunakan aksen British karena saya belum familiar dengan aksen British sehingga membuat saya sulit memahaminya.

JAM: There are some videos that the teacher chooses to use British accents because I am not familiar with British accents so it makes it difficult for me to understand.

LNK: Ada banyak kata yang terdengar serupa tapi sering kali terlihat kalau itu

adalah kata yang berbeda.

LK: There are many words that sound similar but often appear to be different words.

NA: Di film mereka berbicara terlalu cepat dan saya sering mendengar kata-kata yang asing dan sulit bagi saya.

NA: In movies they speak too fast and I often hear words that are foreign and difficult for me.

SK: Pengolahan tuturan para aktor dalam film tersebut sangat sulit karena mereka berbicara terlalu cepat dan terlalu banyak katakata asing.

SK: Processing the speech of the actors in the movie was very difficult because they spoke too fast and there were too many foreign words.

TEP: Cara mereka berbicara cepat banget dan berkali-kali saya dengar pengucapan yang tidak jelas membuat saya bingung.

TEP: The way they spoke was very fast and many times I heard unclear pronunciations that confused me.

VA: Cara pengucapan mereka yang terlalu cepat terkadang menyulitkan saya.

VA: The way they pronounce things too quickly sometimes makes it difficult for me.

Students listening activities

Interview students

Interview English teacher

FIELD NOTE

Tanggal**:** 05 juni 2024

Lokasi**:** MTs Al Muhtarom Maarif 08 Bumi Nabung Lampung Tengah

Topik**:** Kesulitan Mendengar dalam Pembelajaran

Partisipan:

- Bu Guru M S.Pd guru kelas 8

- ABA, siswi kelas 8B

- FS, siswa kelas 8A

- J, siswa kelas 8A

Catatan:

Observasi:

- Saat pembelajaran berlangsung, Bu Guru M menjelaskan materi pelajaran di depan kelas dengan suara yang cukup keras.

- Beberapa siswa tampak fokus memperhatikan, namun ada beberapa siswa yang terlihat kesulitan mengikuti penjelasan Bu Guru M.

- ABA dan FS termasuk di antara siswa yang terlihat kesulitan mengikuti penjelasan.

  Mereka sering terlihat menoleh ke kanan dan ke kiri, dan tampak tidak fokus.

- Ketika Bu Guru M memberikan pertanyaan kepada siswa, ABA dan FS terlihat ragu-ragu untuk menjawab. Ketika mereka akhirnya menjawab, jawaban mereka tidak selalu tepat.

- Bu Guru M mengatakan bahwa ABA dan FS memang mengalami kesulitan mendengar.
- Mereka berdua telah menjalani tes pendengaran dan didiagnosis dengan gangguan pendengaran ringan.
- Bu Guru Ani telah mencoba beberapa strategi untuk membantu ABA dan FS, seperti memindahkan tempat duduk mereka ke depan kelas dan menggunakan alat bantu dengar.
- Namun, Bu Guru M mengatakan bahwa strategi tersebut tidak selalu efektif.

Wawancara dengan ABA:

- ABA mengatakan bahwa dia sering merasa kesulitan mendengar apa yang dikatakan Bu Guru M di kelas.
- Dia mengatakan bahwa dia sering meminta teman-temannya untuk mengulang apa yang dikatakan Bu Guru M.
- ABA mengatakan bahwa dia merasa malu karena kesulitan mendengar, dan dia merasa khawatir ketinggalan pelajaran.

Wawancara dengan FS:

- FS mengatakan bahwa dia tidak selalu bisa memahami apa yang dikatakan Bu Guru M di kelas.
- Dia mengatakan bahwa dia sering merasa frustrasi karena tidak bisa mengikuti pelajaran.
- FS mengatakan bahwa dia ingin mendapatkan bantuan untuk mengatasi kesulitan mendengarnya.
- J mengatakan dia tidak terlalu faham materi pembelajaran karna kesulitan memahami kosa kata asing.
- J mengatakan bahwa dia ingin mendapatkan bantuan untuk mengatasi kesulitan dengan diadakan nya jam tambahan di luar sekolah.

- J mengatakan jika dia akan terus belajar agar dapat memahami materi yang di sampaikan dengan mudah.

Analisis:

Berdasarkan observasi dan wawancara, dapat disimpulkan bahwa kedua siswa ini mengalami kesulitan belajar di sekolah karena kesulitan mendengar. Kesulitan mendengar ini dapat berdampak negatif pada prestasi belajar mereka dan pada kesehatan mental mereka.

Penting bagi guru dan orang tua untuk bekerja sama untuk membantu siswa dengan kesulitan mendengar. Ada beberapa strategi yang dapat digunakan untuk membantu siswa dengan kesulitan mendengar, seperti:

- Memindahkan tempat duduk siswa ke depan kelas

- Menggunakan alat bantu dengar

- Memberikan catatan materi pelajaran

- Memberikan waktu tambahan untuk menyelesaikan tugas

- Memberikan tes dan kuis secara lisan

Dengan strategi yang tepat, siswa dengan kesulitan mendengar dapat mencapai kesuksesan di sekolah.

LEMBAR OBSERVASI

NO	Tanggal observasi	Durasi observasi	Kategori kesulitan	Deskripsi Kesulitan	Cacatan Tambahan
1	5 juni 2024	30 menit	Fokus perhatian	Siswa sering terlihat tidak fokus saat mendengarkan penjelasan guru. Sering melihat ke arah lain dan Tidak mengarahkan perhatian kesumber suara.	Siswa tampak lebih fokus jika diberi Tugas Mendengarkan Secara individu.
2	5 juni 2024	30 menit	pemahaman	Siswa terlihat bingung dan Sering Bertanya Kembali Tentang Informasi yang sudah disampaikan.	Perlu Pengulangan Instruksi beberapa kali agar siswa Memahami dengan baik.
3	5 juni 2024	30 menit	Mengingat informasi	Siswa sulit mengingat informasi yang baru saja didengar.	Pengulangan informasi secara berkala diperlukan untuk membantu siswa mengingat.
4	5 juni 2024	30 menit	Keaktifan Siswa	Siswa kurang aktif ketika pembelajaran sedang berlangsung.	Penggunaan metode yang tepat dan menarik dapat membantu siswa untuk lebih aktif dalam pembelajaran.

Penjelasan Kategori Kesulitan:

1. Fokus Perhatian: Kesulitan dalam menjaga konsentrasi dan fokus pada sumber suara.

2. Pemahaman: Kesulitan dalam memahami isi dan makna dari informasi yang didengar.

3. Mengingat Informasi: Kesulitan dalam mengingat informasi yang baru saja didengar.

4. Keaktifan siswa: kurang aktif ketika pembelajaran berlangsung.

ATTACHMENTS

The condition of teachers and official employers at
mts al muhtarom maarif 08 bumi nabung lampung tengah

NO	NAME	ACADEMIC DEGREE	POSITION
1	A. Fauzi Ali	S.Pd	
2	Abd Haris	S.Pd.I	
3	Suhadi	S.Ag	
4	Pranuju Ahmadi	S.Pd	
5	Masidi	S.Pd	
6	M Slamet		
7	Edy Sutanto	S.Ag	
8	Sakimin	S.Pd	
9	Tawang S.R	S.Pd.I	
10	Sunarni	S.Pd	
11	Marlinawati	S.Pd	
12	Eka Kurniawati	S.Pd	
13	Isti Munzaiyanah	S.Pd.I	
14	Muslim	S.Pd.I	
15	Eni Maidah	S.E.I	
16	Siti Istikomah	S.Pd.I	
17	Bambang Kuswanto	S.Ak	
18	Desi Kumala Sari	S.Pd	
19	A. Syaifulloh	S.Pd	
20	Tri Yulianingrum	S.Pd	
21	Nirmala Ade Revitri	S.Pd	
22	M Bayu Winata	S.E	
23	M Ulin Nuha		
24	Anis Sa'adah	S.Pd.I	
25	Riana Desanti		
26	Desti Novia Ningrum		
27	Dino Lucky		

List of administrative staffs of mts al muhtarom maarif 08

No	Name	Position
1.	A. Fauzi Ali S.Pd	Head Of Administration
2.	ADB.Haris, S.Pd.I	Assisstant Principal Of Academic Affairs And Curriculum
3.	Suhadi, S.Ag	Assisstant Principal Of Student Affairs
4.	Pranuju Ahmadi, S.Pd	Assisstant Principal Of School Finance And Operation

CURRICULUM VITAE

Putri Nur Anisa Mei was born in West Lampung on August 27, 2002. She is the youngest daughter of Mr. Tugio and Mrs. Mursiyam. She graduated from MI miftahul huda in 2014, Three years later she graduated from MTs miftahul huda in 2017, Then she continued her studies at MA miftahul huda until she graduated 2020. In the same year, he decided to continue his studies in the S1 English Education Program at the State Islamic Institute (IAIN) Metro.