

**PROBLEMS FACED BY THE STUDENTS
IN LEARNING LISTENING COMPREHENSION**

A Paper

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By

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DECLARATION

I hereby declare that the paper entitled, **“PROBLEMS FACED BY THE STUDENTS IN LEARNING LISTENING COMPREHENSION”** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, Mei 2021

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PREFACE

Bismillahirrahmannirrahim

Alhamdulillahirabbil'alamin, in the name of Allah SWT, the beneficent and the merciful. Thanks to Allah the Almighty, Lord of the world who has given the writer mercy, blessing and health until nowadays. Peace and salutation be upon to our prophet Muhammad SAW, his family, companions and followers who are loyal and committed to Islam. With His blessing and guidance, finally the writer is able to accomplish this paper entitled "Problems Faced By The Students in Learning Listening Comprehension".

The aim of this paper is to fulfill and complete one of the final requirements of the Sarjana Degree at English Education Program of University Pakuan Bogor.

The writer realizes that this paper is still far from being perfect and would like to welcome any kind of contribution, suggestion and critics as these will be very valuable for the improvement of this simple paper.

Finally, the writer hopes that this paper will be useful for the readers and especially for the writer.

Wassalamualaikum wr.wb.

Bogor, Mei 2021

The Writer

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ABSTRACT

Listening is one of the most important skill in English. When the students listen to recordings, they face difficulties in comprehending the information. Based on the writer's experience in the intermediate listening class, many students still face some difficulties with listening comprehension. The aim of this research is to find out kinds of listening comprehension problems that are mostly faced by the third semester students of English Education Study Program in Pakuan University. The result from the research; There are some factors that affect student's difficulties in listening comprehension from three indicators (material, listener, and physical setting) for the factor from the material, there are; lack of vocabulary, poor of grammar knowledge, length of spoken text, unfamiliar topic, failure to concentrate, anxiety, variety accents, pronunciation, poor audio quality, inability to apply listening strategy, and inability to concentrate.

Keywords: Problem, Learning, Listening Comprehension

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English there are four language skills; one of the language skills is listening. Listening is one of the most important skills in English. When the students listen to recordings, they face difficulties in comprehending the information. Based on the writer's experience in the intermediate listening class, many students still face some difficulties with listening comprehension.

There are some difficulties encountered by the students in listening comprehension, such as the speed of the speech, and the accent of the speaker. The lack of a student's vocabulary mastery also becomes a challenge that has a great deal of influence on their understanding.

The condition of the class sometimes can affect the students while listening to audio. Indeed, the difficulties of listening comprehension is not only related to the speaker's elements, but it also involves the ability of the students to process the information by using their basic knowledge in order to understand the information.

The problem also comes from the students themselves (internal), such as the lack of attention, and encouragement in learning listening comprehension. Because of that phenomenon, the writer assumed that it is important to investigate listening comprehension problems that are faced by the students.

B. Reason for Choosing the Topic

Through the research background above, there are some factors that affect students' difficulties in listening comprehension, such as the speed of the speech, and the accent of the speaker, the lack of students' vocabulary mastery, and the condition of the class. The problem also comes from the students themselves, such as the lack of attention, and encouragement in learning listening comprehension. In this research, the writer is curious about what are the listening comprehension difficulties encountered by the third semester students of English Education Study Program in Pakuan University.

Lastly, the writer assumed that listening comprehension is important because listening is an early stage in the process of receiving information, listeners are expected to have a good listening skill in order to get comprehensive and clear information.

C. The Aim of The Study

The aim of this research is to find out the kinds of listening comprehension problems that are mostly faced by the third semester students of English Education Study Program in Pakuan University.

D. Research Question

To investigate the students' difficulties, the writer intends to find out listening comprehension problems that are mostly faced by the students of English Education Study Program in Pakuan University based on the following question; "What problems are encountered by the students in

learning listening comprehension?”

E. Research Focus

In this research, the writer focused on listening comprehension problems encountered by the students of English Education Study Program in Pakuan University.

F. Operational Definition

To avoid misunderstanding about this research, writer takes the definition of several terms, The definition of terms are presented as follows.:

1. Problems: Based on Cambridge Dictionary (2003), problems means ; situation, person, or thing that needs attention and needs to be dealt with or solved.
2. Listening comprehension: From some theories, the writer concludes listening comprehension as diverse methods of know-how and understanding the spoken language. These involve understanding speech sounds, comprehending the means of character words, and expertise in the syntax of sentences.

G. Research Significant

These significance are addressed to the lecturers, students and other researchers. For the lectures, the writer hopes this research will help them in applying the appropriate application of learning models to overcome several problems which are faced in teaching listening skills.

In addition, for students and other researchers, the writer hopes the student can notice their weakness in listening skill, and they start to handle it by increasing and improving their ability through practicing,

and the result of the research can be comparative material for another researcher to conduct further research about listening comprehension.

CHAPTER II

THEORETICAL FOUNDATION

A. Listening

1. The Nature of Listening

The nature of listening consists of the basic theories of listening. The theories are the definition of listening and listening process as follows:

According to Cambridge dictionary (2003) listening is giving attention to someone or something that can be heard.

According to Buck G (2010), “Listening is a complex process in which the listener takes the income data, an acoustic signal, and interprets it based on a variety of linguistic and non-linguistic knowledge.”

According to Pourhose in Gilakjani and Seyedeh Masoumeh Ahmadi (2011), out of the four main areas of communication skills called listening, speaking, reading, and writing, listening is the most important of all.

Nation and Newton (2009) also state that listening can determine the early stages of language development in a person’s first language (p.37). Then, this complexity can trigger problems in listening comprehension. Howat and Dakin in Hien (2015) defined listening as the ability to identify and to understand what others are saying.

Listening is a skill which is different from other skills, and listening is more than hearing. Listening tends to be centered on the meaning of what the listeners hear.

According to Morley cited as cited in Gilakjani and Sabouri(2016) listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. This also involves the understanding of the speaker's accent or pronunciation, grammar, vocabulary, and grasping the meaning. Hamouda (2013) defined listening as a very important skill to acquiring understandable information in communication. In conclusion, listening has a complex process which involves many elements in understanding the meaning.

2. Listening Stages

Stages of listening activities are usually sub categorized as pre-listening, while-listening, and post-listening activities (Wilson, 2009). Pre-listening activities, which precede the listening passage, should prepare the students for the comprehension task by activating students' vocabulary and background knowledge or by providing the students with the information needed to understand the content of the listening text (Thanajaro, 2000).

In this step, the students are helped to prepare what they are going to hear by activating their schemata (Wilson, 2009). The activities involve brainstorming, asking or reminding students vocabulary knowledge, reviewing areas of grammar, or discussing the topic of the listening text. Two simple aims for the pre-listening period are to provide sufficient context to match what would be available in real life and to create motivation of the learners to what they will hear (Field quoted in Richard and Renandya, 2002).

While-listening should help the students develop the skill of extracting meaning from the speech stream. Students interpret the speakers' message, verify and revise their predictions. Teachers may ask students to note down key words to work out the main idea of the text (Karakas, as cited in Gilakjani, 2011).

Students may listen for the second time, either to check or to answer more detailed questions. In this case, for teaching purposes, multiple opportunities to hear the input may reduce students' anxiety. It means that they can listen to passages considered difficult.

Post-listening activities, following the listening passage, consist of extensions and developments of the listening task. It may highlight cultural themes and other aspects related to the materials. In addition, Wilson (2009) mentions that in this stage, discussion on difficulties such as unknown vocabulary, and responses to the content of the passage, are performed, usually orally.

In conclusion, there are 3 stages in listening activity; Pre-listening activities, while-listening, and post-listening activities. Pre-listening activities lead up to the listening passage; the students should prepare for the comprehension task by using their vocabulary and prior knowledge or by providing them information needed to understand the content.

The activities in this stage are; brainstorming vocabulary, reviewing areas of grammar, or discussing the topic of the listening text. In the while-listening stage students should develop the skill of obtaining meaning from the speech. In this stage, students should find the meaning of the speaker's message, verify and revise their predictions. Students may

note down the key words to work out the main idea. Students also may listen twice to check or to answer more detailed questions.

In this case, for teaching purposes, multiple opportunities to hear the input may reduce students' anxiety. There are 3 stages in listening activity; Pre-listening activities, while-listening, and post-listening activities. Those stages may highlight cultural themes and other aspects related to the materials.

3. Listening Strategies

Appropriate strategies are needed to reach the expected goal, especially in listening comprehension. In this case, strategies can be perceived as conscious, action which is conducted on purpose to improve learning and allow the learners to use information more effectively (Oxford, Chamot, and O'Malley, as cited in Wilson, 2009), are categorized into three groups: cognitive strategies, metacognitive strategies and socio-affective strategies. Cognitive strategies are those that we use in order to complete an immediate task. For example, students may find out the topic before listening to predict contents.

Metacognitive strategies are related to learning in general and often have long-term benefits. For example, students might choose to listen to BBC recordings once a week as a strategy to improve their listening.

Socio-affective strategies are concerned with the learners' interaction with other speakers and their attitude towards learning. For example, students may choose to practice a telephone conversation in L2 with another student in order to develop confidence. In short, good listeners may use many strategies at the same time and in accordance with

the task at hand. They may listen regularly to a radio broadcast (metacognitive), take notes on the key points (cognitive) and then meet fellow students in the café and tell them all about what they just listened to (socio-affective).

In conclusion, Appropriate strategies are needed to reach the expected goal in listening comprehension. Metacognitive and socio-affective strategies are two strategies that can be used to improve a student's listening skill. In metacognitive the students can practice their listening skill with just listening to the audio and in socio-affective the students can practice their listening skill with doing conversation on telephone with their friends.

4. Listening Process

Listening process is important because it will determine what the listeners understand from the speaker. In the listening process, the listeners are required to be able to use their ability and knowledge to process the information. The listeners do not only hear the speakers, but they also have to keep and develop it by using their knowledge. Walker (2014) says that the listening process is a heavy cognitive load on the listeners because they have to listen, retain information in memory, integrate it, and adjust their understanding with what information and knowledge is heard.

According to Anderson and Lynch (as cited in Cahyono and Widiati, 2012), the listening process involves two views of listening: bottom-up and top-down, the bottom-up view observes "listener as tape recorders", whereas top-down view analyzes "listeners as model builders". Bottom-up view suggests that listeners take in and store oral messages in much the

same way as a tape-recorder, whereas top-down view recognizes the more active role. In this case, the listeners construct an interpretation of oral messages.

Moreover, Nunan (as cited in Cahyono and Widiati, 2012) explained that the bottom-up refers to the idea that listeners part “the stream of speech into its constituent sounds, link this together to form words, chain the words together to form clauses and sentences, and so on. This process assumes that listening is a process of decoding the sounds in a linear fashion, from the smallest meaningful units to complex texts.

Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures, and other components of spoken language (Brown, 2007). Bottom-up techniques refer to the use of linguistic knowledge to understand the meaning of the message.

Learners build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. In contrast, the top-down view allows listeners to bring prior knowledge from outside the text to the task of interpreting and comprehending the text itself. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata—typical sequences or common situations around which world knowledge is organized (Vandergrift, 2007).

This analysis involves an important point that “meaning does not reside exclusively within the words” on the oral messages. In this case, Brown (2007) proposed the importance of students’ prior knowledge to

facilitate their listening comprehension.

The best way in listening works is not purely bottom-up, or top-down. Successful listeners seem to be those who can utilize both bottom-up and top-down knowledge, combining the knowledge “outside the head” and “inside the head”. It means that other factors such as students’ prior knowledge, vocabulary and grammar competency may contribute to students’ listening proficiency.

The idea that both processes should be applied in listening is supported by Wilson (2009) and Vandergrift (2011) who mention that it is known as the interactive model. Listeners use both prior knowledge and linguistic knowledge to comprehend the message.

From the explanation above, the listening process involves two methods of listening: bottom-up and top-down, the bottom-up remark “Listener as tape recorders”, and top down method analyzes “Listeners as model builders”. Bottom-up method indicates listeners to understand and keep oral messages as a tape-recorder, while top-down method recognizes the more active role. In this case, the listeners construct an interpretation of oral messages. Student’s prior knowledge to facilitate their listening comprehension is also important. The best way in listening works is not purely bottom-up, or top-down, the best way is that the listeners can utilize both bottom-up and top-down knowledge, combining the knowledge “outside the head” and “inside the head” to comprehend the message.

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B. Listening Comprehension

1. Definition of Listening Comprehension

Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning.

Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. Howat and Dakin in Hien (2015) defined listening comprehension as the ability to identify and to understand what others are saying.

In short, listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. According to Nadig (2013), listening comprehension is some process of understanding and making sense of spoken language. These involve knowing speech sounds,

comprehending the meaning of individual words, and understanding the syntax of sentences.

To conclude, listening comprehension is the diverse methods of know-how and understanding the spoken language. These involve understanding speech sounds, comprehending the means of character words, and expertise in the syntax of sentences.

2. Listening Comprehension Difficulties

In the listening process, many listeners are influenced by the difficulties they have. In fact, the listeners have to combine what they hear with their knowledge and ideas at the same time. It is regarded as an important issue, especially for the listeners who have low listening ability. In order to have successful listening, the difficulties about listening in English should be identified firstly. During the listening process, the listeners have many factors that can determine their comprehension in listening.

The factors come from the internal and external. It means that the listeners itself and the learning environment can give the effects in comprehension. Yagang (as cited in Hien, 2015) mentions that the problem in listening was accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Moreover, a number of studies have been conducted to pick out the problem with listening. There are a number of other factors concerning the passage that come into play: difficulty, length, the pedagogical focus and the potential for boredom. If the focus is on close language analysis, it might be repeated several times, whereas if the focus is on listening for gist, it won't

be (Wilson, 2009).

The problems were believed to be caused by the speech rate, vocabulary and pronunciation (Higgins, 1995; as quoted in Idrissova, Smagulova, and Tussupbekov, 2015).

Related to the difficulties of listening performances, the following eight characteristics need to be (Flowerdew & Miller, 2005, as cited in Brown, 2007):

1. Clustering: attending to appropriate “chunks” of sentences, clauses, constituents.
2. Redundancy: recognizing the kinds of repetitions rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition.
3. Reduced forms: understanding the reduced forms that may not have been a part of an English learner’s past learning experiences in classes where only formal “textbook” language has been presented.
4. Performance variables: being able to “weed out” hesitations, false starts, pauses, and corrections in natural speech.
5. Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge.
6. Rate of delivery: keeping up with the speed of delivery, processing automatically as the speaker continues.
7. Stress, rhythm, and intonation: correctly understanding prosodic elements of spoken language, which is almost much more difficult than understanding the smaller phonological bits and pieces.
8. Interaction: managing the interactive flow of language from listening

to speaking to listening.

To conclude, there are some factors that affect students' difficulties in listening comprehension, such as the speed of the speech, the accent of the speaker, the lack of students' vocabulary mastery, the condition of the class, and the lack of the student's attention, and encouragement in learning listening comprehension. Flowerdew & Miller distinguish the difficulties into 8 characteristics; Clustering, Redundancy, Reduced forms, Performance variables, Colloquial language, Rate of delivery, Stress, rhythm, and intonation, and the last is Interaction.

3. Teaching Listening Comprehension

Teaching Listening Comprehension For language teachers the main problem is either not to knowing what to do with the listening skills or absolute obedience to the course book they have selected. If they cannot adopt, edit or change listening activities for their learner, the listening skill becomes the main anxiety source for them and instead of supporting the learners with a kind of comprehensible input it may become the reason for learners' discouragement.

Underwood (1989), divides the listening comprehension exercises into different purposes based on activities in listening comprehension, these are:

- 1) Listening and making no response

These exercises may also be called no-response exercises and they are used to enrich the learners' listening comprehension skills as much as possible.

2) Listening and making short responses

These exercises are applied using the short responses of learners whose levels are elementary or not enough for full communication. The exercises which can be performed during the listening course may be true/false exercises. These exercises help the learners to make the connection between speaking and listening and link the two skills by both listening and responding.

3) Listening --and making long responses

In these types of exercises, learners are expected to relate to the general sense of a whole sequence of utterances. Predictions; students are asked to guess the meaning or to guess what is going to happen next, filling gaps; this exercise may be done by filling the gaps in a dialogue or text during the listening activity, summarizing; learners are asked to summarize what they have understood from the listening.

4) Listening as a basis for study and discussion

The exercise type in this activity is problem-solving, where the students discuss the listening activity individually or in groups. The text is short and students are given the chance to listen two or more times to be able to discuss the problem mentioned in the listening text.

From the explanation above, listening comprehension provided three factors which learners faced when they listen to a spoken text: listening material, listener factors, speaker factors and physical setting. All of the problems for each factor need to be identified in order to find students' difficulties. The more students listen, the more language

they acquire, and the better they get at listening activities in general. Whether they chose passages from textbooks, recording of a simplified reader, listening material designed for their level, or recordings of radio programs which they were capable of following, the effect would be the same. So, the students have problems doing it. Harmer (2006) mentioned that provided the input is comprehensible they will gradually acquire more words or greater knowledge which will, in turn, resolve many of the language difficulties they started out with.

C. Related Research

To support her research, the writer takes some related previous studies. There is some research about listening comprehension difficulties. In previous research, listening is a complex and active mental process that involves perception, attention, cognition, and memory. During the process of listening, various factors might affect learners.

Thus, some findings of related research are presented in section as follows: Hamouda (2013) found in his research entitled An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom.

The research uses qualitative methods of data collection. This study was carried out with the participation of 60 first-year students majoring in English language and translation at Qassim University. Their ages range from 20 to 22 years old. Listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems. Data was gathered by means of questionnaires and interviews. The research found that accent, pronunciation, speech of speech,

insufficient vocabulary, different accent of speaker, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

Abidin (2013) in his research entitled English Listening Comprehension Problems of Students from China Learning English in Malaysia. The research used a qualitative method to collect data from three Chinese students taking English Listening Comprehension (ELC) in University Science Malaysian (USM). This study is a research report related to the problems encountered by China's students in ELC learning. The interview was conducted to investigate students' perspective through the main question concerning the problems of the Chinese students in their ELC self-learning process, in three steps, which include the pre-listening, while listening and post-listening. Findings from this study indicate that the main problem faced by the Chinese students is the lack of prior knowledge in English vocabulary, and this inhibits their understanding in the listening process.

Moreover, the differences in the accent of the native speakers affect the proper understanding of the listening content, the short span of concentration, and the learning habits of Chinese students were discussed as the problems of the ELC learning.

Ana dapong (2011) mentioned in his research entitled A Study of English Listening Problems and Listening Proficiency of Business At Bangkok University. This study was conducted with thirty of Business students at Bangkok University with the aim of investigating their English listening problem and listening proficiency. Questionnaire, IELTS test, and

Interview were used in this study using tools to collect data.

As a result, the data was analyzed by using SPS. The result of the study revealed that students' main reason causing listening problems for the students is the listening text. However, the factors that mostly caused listening problems were lack of practicing listening skill and lack of exposure to different kinds of listening materials.

To conclude, listening comprehension difficulties might arise from many elements. The elements can come from the linguistic aspect in English ability of listeners to comprehend the meaning and manage their motivation, and also the lack of concentration might be a major factor in the student's difficulties with listening.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In this research the writer conducted descriptive research to know the phenomenon and fact of the students' difficulties in listening comprehension with collecting and accumulating the basic data in a description way. It means to make a description about the students' difficulties in learning listening at English Education Study Program in Pakuan University. So, this research is emphasized on trying to find out the students' difficulties in learning listening.

Sugiyono (2013) mentioned descriptive research is a research that describes about what and why things happen to an object or region under study. Descriptive methods were chosen, which involve collecting data in order to answer the research questions formulation. As a descriptive study, this research is to find out the information about listening comprehension problems faced by the students. To clarify the process of the research, the writer draws the research design as follows:

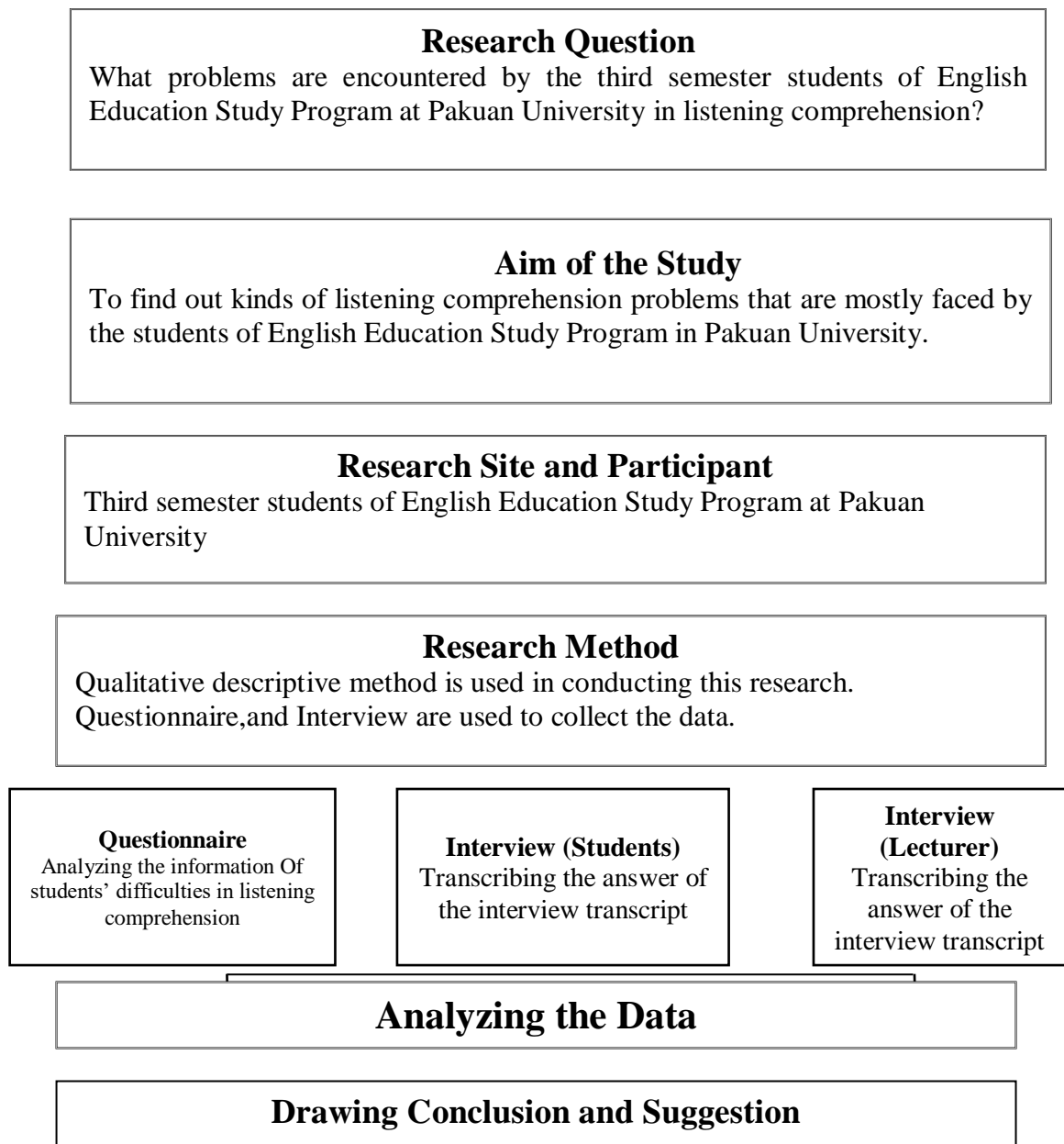


Figure 3.1 The Research Design

B. Research Site and Participants

This research was conducted at English Education Study Program at Pakuan University. The participants of this study are the students who have been studying listening subjects in the third semester. They face some problems in doing listening comprehension tasks. The sample was chosen because some students are still confused in doing listening comprehension tasks and got the lowest score in the class. The writer chose the third-semester students because they are more experienced than semester 1 who are both undergoing listening classes in odd semesters, and the listening material is definitely more difficult, so they will experience various difficulties in semester 3.

C. Research Procedure

In conducting this research, the writer collects the data through questionnaires and interviews. The writer collects students' work. The students work, will be the documentation of this research, then she analyzes the document. The documentation is the student's score that determines the sample of this study, she chooses the students with the lowest score as the sample. She considers that the students with the lowest score are still facing difficulties, and she needs the information about the difficulties faced by the students.

1. Questionnaire Distribution

The questionnaire was distributed to the students in order to know more about the students' difficulties in doing listening comprehension tasks. The questionnaire is used to find out the reason why the students still face difficulties in listening comprehension. The indicators of the questionnaire are; the listening materials, listener factors, and the problems related to the

listeners physical setting. It consists of three sections.

First section is about listening material consisting of 10 questions, the second section is about the listener factor consisting of 15 questions, and the third section is about problems related to physical settings consisting of 10 questions. She uses google form to distribute the questionnaire.

2. Interview

The next step is the writer is interviewing some students and the lecturer to get additional information about the difficulties faced by the students in listening comprehension. It consists of 5 questions for the students and 4 questions to the lecturer about three factors that influence students' difficulties. There were some stages that were held in the interview process; First stage, the writer chose the students and the lecturer to be the interviewee. Second step is she asked some questions to the interviewees one by one and recorded their answer and all the results from the questionnaire and interview were analyzed.

D. Data Analysis

1. Data from questionnaire distribution

In analyzing the data from the questionnaire, the reliability of the questionnaire is counted as follows:

- a. Counting every answer of the questionnaire to determine the frequency.
- b. Counting the percentile by using $P\% (= f/x) \cdot 100\%$

Note: P = Percentage

f = Frequency of students difficulties

x = Sum of the students' difficulties

c. Describing the data of the result from the questionnaire.

2. Data from the interview

The result of the interview is transcribed and summarized to analyze the students' difficulties in listening comprehension. The last step is for the writer to summarize the result from the interview. The writer uses a recorder device to analyze the data.

E. Validity Checking

There are 3 indicators in listening comprehension difficulties from the experts; listener factors, speaker factors, and physical setting. The writer uses those indicators to create the instruments. To validate the data, she compares the data from the questionnaire and from the interview transcription.

After the data collected from the documentation, questionnaire and interview, she started to analyze the data by reading, taking note, and reviewing the entire data. Then, the second step was coding and reducing. She will do the data selection. The unnecessary data were set aside, and the important data were gathered and classified into more specific, then she interpreted and compared the findings.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

In this chapter, the writer will describe and analyze the data from the instruments during the research; documentation, questionnaire and interview. This research was conducted to answer the research question, what problems encountered by the students of English Education Study Program at Pakuan University in listening comprehension?

1. Data from Questionnaire

The questionnaire was distributed on January 30th, 2021. The respondents are the students of class C from the third semester students of English Education study program in Pakuan University. The writer gives 35 questions with 3 sections to 17 students. She adapted the questionnaire from Hamouda(2013). The questionnaires are multiple choice forms. Here are the results of the questionnaire:

a) Listening Problems Related to the Content of The Listening Text

There are some factors that affect student's difficulties related to the listening content or material; the lack of grammatical structure mastery, the lack of vocabulary mastery and long spoken text. To know the students' difficulties related to the listening content or material, the writer shows the result in the table as follows:

Table 4.1

No	Questions	Answer	Answer
		(Yes)	(No)
1.	Do you understand listening text in which there are too many unfamiliar words including jargons and idioms?	54%	45%
2.	Does listening comprehension have complex grammatical structures?	70%	29%
3.	Do you find it difficult to understand every single word of incoming speech?	68%	31%
4.	When spoken text is too long, does it interfere with your listening comprehension?	81%	18%
5.	Do you find it difficult to interpret the meaning of a long spoken text?	68%	31%
6.	Do you feel tired and distracted when you listen to a long spoken text?	45%	54%
7.	Do you find it difficult to understand listening text when the topic is unfamiliar?	85%	14%
8.	Do you find it difficult to understand reduced form?	62%	37%
9.	Do you find it difficult to	54%	45%

	understand long conversations?		
10.	Do you use your own personal experience and background knowledge of the topic to understand the spoken text?	93%	6%

b) Listening Problems Related to the Listener

When the students are nervous or anxious they cannot concentrate. The problems from the listener factor were; fear before listening, feeling worried, their attention, difficult to recognize signals, loss of focus, encountering unknown words, loss of concentration, and listening without transcript.

To make it clear, the writer shows in the table as follows:

Table 4.2

No	Questions	Answer	Answer
		(Yes)	(No)
1.	Before doing listening comprehension, Do you fear you cannot understand what you will hear?	53%	41%
2.	Do you feel worried if you don't understand spoken text?	77%	22%
3.	Do you find the pronunciation familiar but you cannot recognize the word?	70%	29%
4.	Do you pay attention to the intonation of the speakers?	81%	18%
5.	Do you find it difficult to recognize the signals which indicate that the speaker is moving from one point to another?	70%	29%

6.	Do you lose focus when get an expected answer in your mind?	75%	25%
7.	When encountering an unknown word, I stop listening and think about the meaning of the word?	64%	35%
8.	Is it difficult to infer the meaning of an unknown word while listening?	81%	18%
9.	When you search for answers and listen to dialogue at the same time, are you unable to concentrate?	64%	35%
10.	Do you lose concentration when you think about the meaning of new words?	64%	35%
11.	Do you find it difficult to recognize the word that you know because of the way the speaker pronounced it?	68%	31%
12.	Do you find it difficult to predict what will come next?	64%	35%
13.	Is it difficult to quickly remember words or phrases you have just heard?	79%	20%
14.	Do you find it difficult to answer questions which require other than a short answer?	64%	35%
15.	Do you find it difficult when listening without a transcript?	70%	29%

c) Listening Problem Related to Physical Setting.

The difficulties toward listening comprehension also come from the environment or physical setting. The result of the problems related to the physical setting can be seen in the table below:

Table 4.3

No	Questions	Answer	Answer
		(Yes)	(No)
1.	Do you lose concentration if the recording is poor quality?	86%	10%
2.	Do you find it difficult to understand natural speech which is full of hesitation and pauses?	64%	35%
3.	Do you find it difficult to understand the meaning of the spoken word without seeing the speaker's body language?	27%	72%
4.	Do you find it difficult to understand well when the speaker has a variety accents?	64%	35%
5.	Do you find it difficult to understand when the speaker speaks too fast?	87%	12%
6.	Do you find it difficult to understand when the speaker does not pause long enough?	77%	22%
7.	Do you find it difficult if unable to get repeated?	81%	18%
8.	Do you find it difficult to concentrate if there are noises around?	91%	8%
9.	When unclear resulting from a poor quality CD player. Does it interfere with your listening?	89%	10%
10.	If unclear sounds resulting from poor equipment, does it interfere with your listening comprehension?	89%	10%

2. Data from Interview (Students)

The interview was carried out with 4 interviewees. These interviews intend to know deeply about students' difficulties in listening comprehension. The questions for the interview generally

were taken from questionnaires. There are five questions related to the students difficulties, the questions are: “What problems that affect your listening comprehension as the listener?”, “What are the difficulties in listening material?”, “What are the difficulties in listening material?”, “What make you lose concentration during listening comprehension test?”, the last question is “Have you ever used own personal experience or background knowledge to answer the question in listening? Why?” The interviewees felt shy. So, they were allowed to use Bahasa Indonesia.

a) Problems Affect Listening Comprehension

First question is about the problems that affect students’ listening comprehension as the listeners. The results are:

Excerpt #1

“ Kesulitan yang saya rasakan selain penguasaan vocabullary saya yang masih rendah adalah si pembicaranya ngomongnya terlalu cepat kak ”
 [The problems affect my listening comprehension are beside my lack of vobabullary mastery is the speakers somtimes speak too fast]

Excerpt #2

“Ini kak kadang tuh pronounciation si speakernya kurang jelas terus saya kan grammarnya kurang kak jadi suka bingung kadang sama kalimatnya atau sama apa yang di omongin”
 [Sometimes I got confused with the speaker’s pronounciation and my grammar skill is poor so sometimes I got confused with the sentences or what the topic is]

Excerpt #3

Kadang ini teh saya tuh bingung kalau si pembicaranya kecepatan ngomongnya”
 [Sometimes I got confused when the speaker speaks too fast]

The comments above show that almost all students find it difficult in listening comprehension because of their poor knowledge of grammar and lack of vocabulary.

b) Problems Toward Listening Material.

The second question is about difficulties in content material of listening comprehension.

The students' answer about the difficulties of the listening process are:

Excerpt #4

"Itu kak vocab saya masih kurang jadi saya kadang ga ngerti apa yang di omonginya"

[My vocabulary mastery is still poor so sometimes I got confused what is the speaker talking about]

Excerpt #5

"Ini kak kadang yang di omonginya panjang terus aksen yang ngomongnya bikin bingung terus gajelas juga"

[Sometimes the talk is too long and the speaker's accent make me confused and I can't hear it clearly]

The result shows that all of the participants find it difficult to deal with unfamiliar words, topics, and the accent of the speaker.

c) Problems to Answer Listening Task

The third question is about the problems encountered by students to answer the question during listening activity. There were some comments given by the students:

Excerpt #6

"Grammar aku masih kurang sih terus vocab aku juga masih sedikit jadi pas ngerjain tugasnya atau jawab soalnya suka bingung"

[My grammar skill and my lack of vocabulary mastery make me difficult when I'am doing the task or answering the question]

Excerpt #7

"Kadang suka lupa arti kata-katana apa terus ga konsen deh jadi udah ketinggalan udah langsung ke pertanyaan selanjutnya aja jadi kadang ga ke jawab"
[Sometimes I forget what is the meaning of the words so I lost my concentration and I left the question behind then sometimes I cannot answer the question]

The results above, indicate that they still find it difficult to answer the question in listening because of their lack of vocabulary mastery and poor grammar knowledge, they also lose their concentration because they just focus on finding the meaning of the unknown words. Consequently, they missed what the speaker said in the next question and so on, so they panicked and made it difficult to answer the questions.

d) Problems to Lose Concentration during Listening

The fourth question is about problems that make the students concentrate during listening comprehension. The students have various answers as following:

Excerpt #8

"Kalau saya ga ngerti sama topiknya atau yang ngomongnya kecepetan jadi panik terus ga konsen deh"
[When I did not get the topic or the speaker just speaks too fast I got panic and lose my concentration]

Excerpt #9

"Kadang ya lagi capek aja kak jadi ga konsen"
[Sometimes I just tired so I lost my concentration]

The students' answer shows that the problem that makes them lose concentration is the students cannot understand what the speaker said, or sometimes the students are tired. This interrupts them and makes them miss the information given by the speaker.

e) Problems Used Personal Experience

The fifth question is about students' own personal experience to answer the question from the speaker. The writer asks this question to know if the students used their own personal experience to answer the question in the listening exam. The comments of the interviewed students are:

Excerpt #9

<p><i>"Iya kak, pernah...Kalau ga ngerti apa yang di omongin"</i> [Yes, I did...When I did not get the meaning]</p>

The students' responses show that all of the students have used their personal understanding to complete the meaning of what the speaker said and to answer the question.

3. Data From Interview (Lecturer)

The interview was held on July 9th, 2021. The interviewee is Mr. Gusnadi S.Pd, MM. These interviews intend to know deeply about students' difficulties in learning listening comprehension. There are 4 questions for the interview related to the students' difficulties, the questions are: "In your opinion, what are the most influential difficulties for students in learning listening?", "In your opinion, what is the main reason that makes listening difficult?", "Is student participation low or uneven in learning? What is the cause?", and the last question, "Is there any solution to the problems that students face when learning Listening?" Here are the results from the interview:

The first question was asked to know the most influential problems that often occur in learning listening comprehension. The lecturer answers that the most influential problems come from the student's themselves. The lack of concentration and vocabulary make them hard to learn.

Excerpt #1

“Menurut saya masalah yang paling berpengaruh itu datang dari diri siswa sendiri. Mereka sering sulit konsentrasi dan penguasaan kosa kata bahasa Inggrisnya kurang”
[I think the most influential problem comes from the students themselves.]

Then, the second question was asked to know the main reason that listening is hard. The result is:

Excerpt #2

“Selain penguasaan kosa kata yang rendah, tidak biasa mendengar aksen yang bervariasi itu membuat listening sulit di pelajari”
[the lack of vocabulary mastery and not being able to hear varied accents makes listening difficult to learn]

The third question was asked about participation in class.

Excerpt #3

“Untuk partisipas mereka cukup banyak yang aktif untuk bertanya di kelas”
[Most of them are active in class]

The last question, the writer asks for a solution from the lecturer to overcome problems in learning listening.

Excerpt #4

“Untuk solusinya, mereka harus banyak tau kosa kata bahasa inggris dan terbiasa dengan aksen yang bervariasi”
[The students should improve their vocabullary mastery and familiar with]

The answers show that the most influential problems in learning listening often comes from the students themselves, and the solution to overcome the problems in learning listening are; the students should

improve their vocabulary mastery and be familiar with various accents.

B. Data Analysis

This research was aimed at knowing what problems encountered by the third semester students of English Education Study Program at Pakuan University in listening comprehension. The documentation, questionnaire and interview were used as the instrument in this research, while the documentation was used to determine the sample for this research. Based on the findings, students' listening difficulties came from internal and external factors. The external factors included the class condition and the linguistic language problems.

As Yagang (cited in Hien, 2015) mentions that the problem with listening was accompanied with the following factors: the message, the speaker, the listener and the physical setting. Moreover, a number of studies have been conducted to pick out the problem with listening. The data analysis was divided into 3 indicators; Content, Listeners, and Physical Setting. Here is the analysis:

1. Difficulties Related to the Content of The Listening Text.

There are some factors that make it difficult for students to understand the content of the listening text. First factor is that the lack of vocabulary mastery is still a big problem for the students in listening comprehension. The student's answer also shows that some students face difficulties in grammatical structure, their ability to understand complex sentences is low and takes a lot of time.

Some students also cannot answer the question from the speaker because they try to understand every single word, and they are trying hard

to get every individual word and it can waste their time to answer and make them lose their focus.

The length of the spoken text can be a factor that interferes with the learners' listening comprehension because it distracts their concentration. The students also find it difficult to interpret the meaning of spoken text because of the lack of English vocabulary mastery and unfamiliar topics. Many students find it difficult to doing comprehend listening tasks when the topic is unfamiliar.

2. Listening Problems Related to the Listener

There are some factors related to the difficulties in listening comprehension that comes from the listeners. The first one is the lack of confidence before doing a listening comprehension activity or task. They feel shy when they don't understand something. The students also panic when they fail to understand the spoken text because they fear to getting a lower score in listening.

When they do not understand what the speaker says, they try to look for the meaning. They spend too much time to choosing the correct answer, so they lose their concentration. The lack of knowledge about listening strategies and the lack of English vocabulary mastery make them feel listening is hard for them. It indicates that the students need a good strategy to be able to keep concentrating. They also felt panic when they failed to recognize a word or a structure.

3. Listening Problem Related to Physical Setting.

There are some factors related to the problem in listening comprehension to physical settings. Many students have answered that

poor quality of recording and the noise around them interfere with their listening comprehension because they cannot get what the speaker said clearly. They also find it difficult to understand the listening text which consist of a lot of hesitation and pauses, because hesitation and pause will make it difficult to interpret the meaning of what the speaker said, some students also find it difficult to understand spoken text because of the variety of accents of the speaker. When the speaker speaks too fast, it is difficult for them to understand what the speaker is saying, even if the words are familiar to them. If the speaker speaks too fast it makes the students unable to hear what they said clearly.

To conclude, from the student's answer in the questionnaire, interview and the result from their final exam score there are some problems from the three indicators; material, listener, and physical setting encountering student's listening comprehension; lack of vocabulary, poor of grammar knowledge, length of spoken text, unfamiliar topic, failure to concentrate, anxiety, variety accents, pronunciation, poor audio quality, inability to apply listening strategy, and inability to concentrate.

The lack of vocabulary and English grammar mastery become a main source of the problems, the students should practice more to improve their grammar and vocabulary. The students also need to increase their background knowledge. Background knowledge is an important thing that can influence students' listening comprehension skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are some factors that affect student's difficulties in listening comprehension from three indicators (material, listener, and physical setting). Factors related to the listening content or material are; long spoken text and the unfamiliar topic because it distracts their concentration. The students also find it difficult to interpret the meaning of spoken text because of the lack of English vocabulary mastery. Then, the difficulties in listening comprehension that comes from the listeners are; the lack of confidence before doing a listening comprehension activity or task. They feel shy when they don't understand something. The students also panic when they fail to understand the spoken text because they fear to getting a lower score in listening. Problems related to listening comprehension in a physical setting are; poor quality of recording and the noise around them interfere with their listening comprehension because they cannot get what the speaker said clearly.

B. Suggestion

Based on the result, listening is one of the most difficult skills for students as foreign language learners even though they are students in English Language Education Study Program. Therefore, the students encounter various kinds of problems in listening comprehension, they need to study to improve their listening skill to overcome their difficulties. Because listening is one of the important skills not only in

learning, but also in daily communication. Here, the writer offers some suggestions:

First, the students need to train their listening skills intensively in order to overcome their problems in listening. They need to know various accents by watching movies in English. It will help them to improve their vocabulary automatically. Furthermore they need to apply listening strategies which become the main point if they want to be successful in listening comprehension.

The lecturers also need to be aware about students' psychological condition. Both anxieties and boredom will interrupt their learning and it indicates a barrier in their listening comprehension activity. The lecturer also should become more aware of the problems encountered by their students to find a good strategy to teach the students.

For the other researcher, the writer hopes this research can be an additional reference and guideline in conducting other studies related to difficulties in listening comprehension. Hopefully, the other researcher can develop the further research so that the solution for the difficulties of listening comprehension can be found more clearly in order to help the students to improve their listening comprehension.

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[03AV4.html](http://lhu.edu.vn/139/662/DIFFICULTIES-AND-STRATEGIES-IN-LISTENING-COMPREHENSION-TRINH-VINH-HIEN-03AV4.html). (Retrieved on May 20th, 2020).

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APPENDICES

RESEARCH INSTRUMENT

QUESTIONNAIRE FORM

QUESTIONNAIRE

Name :

Date :

(Adapted from Hamouda, 2013)

I. Section I Listening Material

Instruction: 1. Choose the answer below by encircling “Yes” or “No”! 2. Choose just one answer according to your idea, you cannot choose more than one answer! 3. You are free to have a notion, do not worry. Because your score will not be determined by your answer!		
1	Do you understand listening text in which there are too many unfamiliar words including jargons and idioms?	Yes / No
2	Do listening comprehension have complex grammatical structures?	Yes / No
3	Do you find difficult to understand every single word of incoming speech?	Yes / No
4	When spoken text too long, does interfere your listening comprehension?	Yes / No
5	Do you find difficult to interpret the meaning of a long spoken text?	Yes / No
6	Do you feel fatigue and distracted when you listen a long spoken text?	Yes / No
7	Do you find difficult to understand listening text	Yes / No

	when the topic is unfamiliar?	
8	Do you find difficult to understand reduced form?	Yes / No
9	Do you find difficult to understand long conversation?	Yes / No
10	Do you use your own personal experience and background knowledge of the topic to understand the spoken text?	Yes / No

II. Section 2 Listeners' Factor

1	Before doing listening comprehension, Do you fear you cannot understand what you will hear?	Yes / No
2	Do you feel worried if you don't understand spoken text?	Yes / No
3	Do you find the pronunciation familiar but you cannot recognize the word?	Yes / No
4	Do you pay attention with intonation of the speakers?	Yes / No
5	Do you find difficult to recognize the signals which indicate that the speaker is moving from one point to another?	Yes / No
6	Do you lose focus when got an expected answer in your mind?	Yes / No
7	When encountering an unknown word, I stop listening and think about the meaning of the word?	Yes / No
8	Is difficult to infer the meaning unknown word while listening?	Yes / No
9	When you search answer and listen dialogue at the same time, do you unable to concentrate?	Yes / No

10	Do you lose concentration when you think the meaning of new words?	Yes / No
11	Do you find difficult to recognize the word that you know because the way speaker pronounced?	Yes / No
12	Do you difficult to predict what would come next?	Yes / No
13	Do you difficult to quickly remember word or phrase you have just heard?	Yes / No
14	Do you difficult to answer question which require other than short answer?	Yes / No
15	Do you find difficult when listening without transcript?	Yes / No

III. Section 3 Problem related to the physical setting

1	Do you lose concentration if the recording a poor quality?	Yes / No
2	Do you find difficult to understand the natural speech which is full of hesitation and pauses?	Yes / No
3	Do you find difficult to understand the meaning of the spoken without seeing the speaker's body language	Yes / No
4	Do you find difficult to understand well when the speaker in a variety accents?	Yes / No
5	Do you find difficult to understand when the speaker speak too fast?	Yes / No
6	Do you find difficult to understand when the speaker does not pause long enough?	Yes / No
7	Do you find difficult if unable to get repeated?	Yes / No
8	Do you find difficult to concentrate if noises around?	Yes / No

9	When unclear resulting from a poor quality CD player. Does interfere your listening?	Yes / No
10	If unclear sounds resulting from poor equipment. Does interfere your listening comprehension?	Yes / No

RESEARCH INSTRUMENT

INTERVIEW FORM

(Students)

Pertanyaan:

1. Apa saja kesulitan yang anda rasakan dalam mendengarkan materi di kelas listening?
2. Kesulitan apa yang anda rasa sangat berpengaruh pada pemahaman Anda ketika mendengarkan materi di kelas listening?
3. Apa yang membuat anda sulit menjawab pertanyaan dari informasi yang sudah anda dengar?
4. Apakah anda pernah kehilangan konsentrasi selama mendengarkan materi?
5. Pernahkah anda menggunakan pengalaman pribadi atau latar belakang pengetahuan untuk menjawab pertanyaan di kelas listening?

RESEARCH INSTRUMENT

INTERVIEW FORM

(Lecturer)

Pertanyaan:

1. Menurut anda apakah kesulitan yang paling berpengaruh untuk mahasiswa dalam mempelajari listening?
2. Menurut Anda, apa alasan utama yang membuat listening itu sulit?
3. Apakah partisipasi mahasiswa rendah atau tidak merata dalam pembelajaran? Apakah penyebabnya?
4. Adakah solusi untuk kendala yang mahasiswa hadapi saat belajar Listening?

DOCUMENTATION



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Tahun Ajaran/Semester : 2020/2021 Ganjil

DAFTAR PESERTA NILAI AKHIR (DPNA)

Fakultas : KIP
Program Studi / Jenjang : PENDIDIKAN BAHASA INGGRIS (S1)
Mata Kuliah/ Kelas : LISTENING FOR BUSINESS SETTING / 3A
Hari, Ruangan :
Dosen : 1. GUSNADI, M.M / NIDN. 0407087609

No.	NPM	NAMA MAHASISWA	NILAI				JUMLAH	HURUF	TTD
			HARIAN	TUGAS	UTS	UAS			
1.	031118099	SAHAL ROMMEL ARIEF	79	80	80	80		A	√
2.	031119002	ZAENUL FAHRI	79	79	78	79		B	√
3.	031119003	RISNA CAHYANI	80	80	80	80		A	√
4.	031119004	NAJMA HUSNANNIDA FATHNA	80	80	80	80		A	√
5.	031119005	DEFI RACHMA DIANI	80	80	80	80		A	√
6.	031119007	NOVITA CAHYA WULANDARI	80	80	80	80		A	√
7.	031119008	MOH SEPTI DIANA	80	80	80	80		A	√
8.	031119010	MARITSA BATSA	80	80	80	80		A	√
9.	031119011	KAREN KHAIRUNNISA	79	78	79	78		B	√
10.	031119012	ERSAFANY CHOIRUNISSA	80	80	80	80		A	√
11.	031119013	WINA NURSAPITRI	79	78	79	79		B	√
12.	031119014	ROSA SAPAAT SINGA DIPRAJA	80	80	80	80		A	√
13.	031119021	MUHAMAD RAIHAN ARIFIAN	80	80	80	80		A	√

BOGOR, 15 JANUARI 2021

Rentang Nilai	Huruf	Angka
80.00-100.00	A	4.00
70.00-79.00	B	3.00
60.00-69.00	C	2.00
50.00-59.00	D	1.00
0.00-49.00	E	0.00

DOSEN...Gusnadi.....



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Mata Kuliah/ Kelas : LISTENING FOR BUSINESS SETTING / 3B
Hari, Ruangan :
Dosen : 1. GUSNADI, M.M / NIDN. 0407087609

No.	NPM	NAMA MAHASISWA	NILAI				JUMLAH	HURUF	TTD
			HARIAN	TUGAS	UTS	UAS			
1.	031116092	BAYU TIRTA JULIYANTO	78	79	78	78		B	√
2.	031119001	TATA REGITA SHERFATY IRAWAN	80	80	80	80		A	√
3.	031119015	SITI NURHASANAH POHAN	79	80	80	80		A	√
4.	031119018	RISYA DWI ASHILAH	78	78	79	78		B	√
5.	031119020	BALQIS SHAVINDRI HUSIN	79	78	79	79		B	√
6.	031119023	LUWIS MARTA DELLA	80	79	80	80		A	√
7.	031119024	NABILA ARMAITA							√
8.	031119025	MUHAMAD FADLI PRATAMA	80	80	80	80		A	√
9.	031119026	SITI MERI ANDANI	80	80	80	80		A	√
10.	031119027	YOSEF ARYO KUSUMOJATI	78	78	78	79		A	√
11.	031119028	ANISA DESINTA HARYANTO	79	78	79	79		B	√
12.	031119029	ANTING KINANTI ZAHRA	80	79	80	80		A	√
13.	031119030	DONA AYU NURMUTIA	80	79	79	79		B	√
14.	031119031	NADA AWALIA INSIYAH	80	80	80	80		A	√
15.	031119032	AISHA FEBRIANTI	80	80	80	80		A	√
16.	031119033	RAHMAWATI FUJAMANDA	79	78	79	79		B	√
17.	031119034	NADA MARETHA SEKARTAMI	80	80	80	80		A	√
18.	031119035	NOVI YULIANTI	79	78	79	79		B	√
19.	031119036	RAESYA ATHAYA MUTIARA	80	80	80	80		A	√
20.	031119037	RADEN SALSABILA NURUL AMIN	80	80	80	80		A	√
21.	031119039	SITI NASROH	79	78	79	79		B	√

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Website : http://www.unpak.ac.id

Tahun Ajaran/Semester : 2020/2021 Ganjil

DAFTAR PESERTA NILAI AKHIR (DPNA)

Fakultas : KIP
Program Studi / Jenjang : PENDIDIKAN BAHASA INGGRIS (S1)
Mata Kuliah/ Kelas : LISTENING FOR BUSINESS SETTING / 3C
Hari, Ruangan :
Dosen : 1. GUSNADI, M.M / NIDN. 0407087609

No.	NPM	NAMA MAHASISWA	NILAI				JUMLAH	HURUF	TTD
			HARIAN	TUGAS	UTS	UAS			
1.	031118091	MUHAMMAD NAWWAF RIDHWAN	79	78	79	79		B	√
2.	031119045	MUHAMAD HAFIDH WALIYUDIN DZAKI	80	80	80	80		A	√
3.	031119046	HALIMATU FATIAH RAMADANTI	78	79	78	78		B	√
4.	031119047	ANA KUSUMA WARDANI	80	80	80	80		A	√
5.	031119048	SHOFA NAJLA ADZKIA	80	80	80	80		A	√
6.	031119049	SALSABILA FAUZIAH S	80	80	80	80		A	√
7.	031119050	MERI OKTAVIANI	80	80	80	80		A	√
8.	031119051	MUHAMMAD ADITYA PANGESTU	79	78	78	79		B	√
9.	031119052	RAYI RESTU IMANI	80	80	80	80		A	√
10.	031119053	GIFANY NUR AZIZANTI	80	80	80	80		A	√
11.	031119054	FIKA AGDAN FADILAH	80	80	80	80		A	√
12.	031119055	ZIDNY SOLIHAN NAFISA	80	80	80	80		A	√
13.	031119056	GUNTUR PAMUNGKAS	79	78	78	79		B	√
14.	031119057	IMAM FAHRI MUZAKI						B	√
15.	031119058	FIKRIA TRI OKTAVIYANI	80	80	80	80		B	√
16.	031119060	INDAH RIZKY PURNAMA	78	78	78	79		B	√
17.	031119061	HILDA FEBRIANI	79	78	78	79		B	√
18.	031119062	NIDA HANIYATUL A'LYA	79	78	78	78		B	√

No.	NPM	NAMA MAHASISWA	NILAI				JUMLAH	HURUF	TTD
			HARIAN	TUGAS	UTS	UAS			
22.	031119040	RIFIQI NAUFAL HERMANA	80	80	80	80		A	√
23.	031119041	RESTU AULIA RANIA PRAMANA	80	80	80	80		A	√
24.	031119042	AGNES ADELA IRAWAN	80	79	80	80		A	√
25.	031119043	FIQRI MUHAMMAD ILHAM	80	80	80	80		A	√
26.	031119044	LULU APRILIYANI PUTRI	79	80	80	79		A	√

Rentang Nilai	Huruf	Angka
80.00–100.00	A	4.00
70.00–79.00	B	3.00
60.00–69.00	C	2.00
50.00–59.00	D	1.00
0.00–49.00	E	0.00

BOGOR, 15 JANUARI 2021

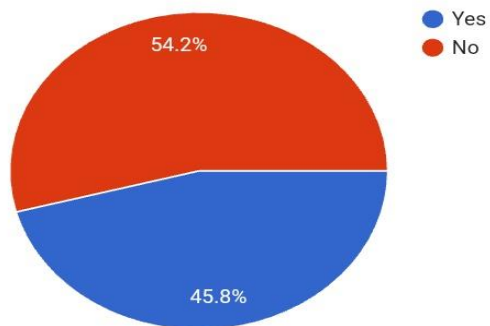
DOSEN.....

.....

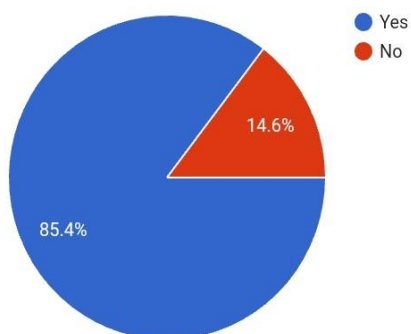
RESULT OF QUESTIONNAIRE

Section I (Listening Material)

Do you understand listening text in which there are too many unfamiliar words including jargons and idioms?

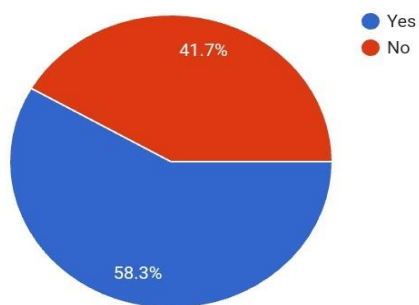


Do you find difficult to understand listening text when the topic is unfamiliar?

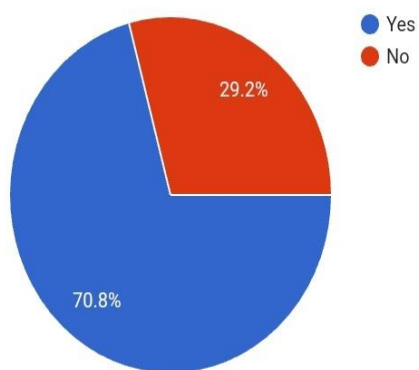


Section 2 (Listeners' Factor)

Before doing listening comprehension, Do you fear you cannot understand what you will

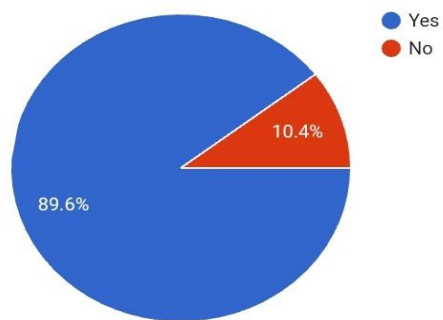


Do you find the pronunciation familiar but you cannot recognize the word?

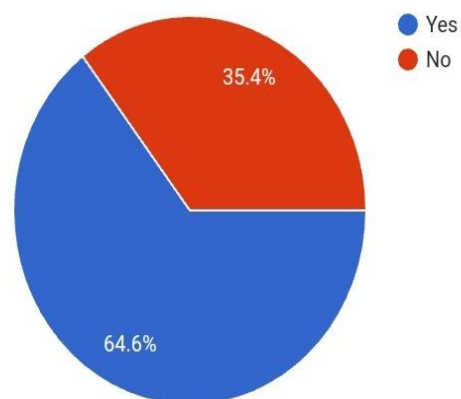


Section 3 (Problem related to the physical setting)

Do you lose concentration if the recording poor quality?



Do you find difficult to understand well when the speaker has a variety accents?



Interview Data Transcription

Name: Halimatu Fatiah R

Date: Feb 4th 2021

I = Interviewer R = Respondent

I : Hallo, Assalamualaikum. Sebelumnya perkenalkan saya Ulfa Awalia mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.

R : Waalaikumsalam, iya gapapa kak.

I : Sebelumnya boleh disebutkan nama dan kelasnya?

R : Nama saya Halimah dari kelas C.

I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya, menurut kamu apasih yang sulit di kelas listening

R : Kesulitan yang saya rasakan selain penguasaan vocabullary saya yang masih rendah adalah si pembicaranya ngomongnya terlalu cepat kak

I : Ok, lanjut ya, menurut kamu yang paling berpengaruh itu yang mana?

R : Itu kak vocab saya masih kurang jadi saya kadang ga ngerti apa yang di omonginya

I : Em, ok, kalau waktu ngisi soal gimana?

R : Grammar aku masih kurang sih terus vocab aku juga masih sedikit jadi pas ngerjain tugasnya atau jawab soalnya suka bingung

I : Hmmm ok ok, Terus kamu pernah ga konsen gitu gak waktu di kelas listening?

R : Emm Kadang ya lagi capek aja kak jadi ga konsen.

I : Oh gitu...terus kalau kamu ga ngerti nih sama soal yang harus kamu isi kamu pernah pakai yang kamu pernah tau aja ga?

R : Iya kak, kalau udah gak ngerti harus isi apa

I : Ok, segitu saja pertanyaannya. Sekali lagi termakasih atas jawabannya. Maaf mengganggu. Wassalamualaikum.

R : Iya ka, sama-sama, tidak apa-apa kak. Waalaikumsalam.

Interview Data Transcription

Name: Imam F.M

Date: Feb 6th 2021

I = Interviewer R = Respondent

I : Hallo, Assalamualaikum. Sebelumnya perkenalkan saya Ulfa Awalia mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.

R : Waalaikumsalam, iya gapapa kak.

I : Sebelumnya boleh disebutkan nama dan kelasnya?

R : Nama saya Imam dari kelas C.

I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya, menurut kamu apasih yang sulit di kelas listening

R : Kadang ini ka, ada kata-kata yang saya jarang denger terus audionya juga suka ga jelas

I : Hmmm ok, lanjut ya, menurut kamu yang paling berpengaruh itu yang mana?

R : Ini juga sih ka cara ngomong si bulenya kadang saya ga ngerti

I : Em, ok, kalau waktu ngisi soal gimana?

R : Ini sih grammar aku masih kurang ka terus vocab aku juga masih sedikit jadi pas ngerjain tugasnya atau jawab soalnya suka bingung

I : Hmmm ok ok, Terus kamu pernah ga konsen gitu gak waktu di kelas listening?

R : Kalau saya ga ngerti sama topicnya atau yang ngomongnya kecepetan jadi panik terus ga konsen deh.

I ; Oh gitu...terus kalau kamu ga ngerti nih sama soal yang harus kamu isi kamu pernah pakai yang kamu pernah tau aja ga?

R : Iya kak, pernah kalau udah gak ngerti si speakrnya
ngomong apa

I : Ok, segitu saja pertanyaannya. Sekali lagi termakasih atas jawabannya.
Maaf mengganggu. Wassalamualaikum.

R : Iya ka, sama-sama. Waalaikumsalam.

Interview Data Transcription

Name: Hilda Febriani

Date: Feb 4th 2021

I = Interviewer R = Respondent

I : Hallo, Assalamualaikum. Sebelumnya perkenalkan saya Ulfa Awalia mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.

R : Waalaikumsalam, iya gapapa kak.

I : Sebelumnya boleh disebutkan nama dan kelasnya?

R : Saya Halimah dari kelas C kak.

I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya, menurut kamu apasih yang sulit di kelas listening

R : Kesulitan si pembicaranya ngomongnya terlalu cepat kak

I : Ok, lanjut ya, menurut kamu yang paling bikin susah apa?

R : Ini kak kadang yang di omonginya panjang terus aksen yang ngomongnya bikin bingung terus gajelas juga

I : Em, ok, kalau waktu ngisi soal gimana?

R : Kadang saya suka hilang konsen gitu kak jadi ga nangkap apa yang omongin, karena yang ngomongnya suka kecepitan juga jadi suka bingung

I : Hmmm ok ok, Terus kamu pernah ga konsen gitu gak waktu di kelas listening?

R : Emm Kadang ya lagi capek aja kak jadi ga konsen.

I : Oh gitu...terus kalau kamu ga ngerti nih sama soal yang harus kamu isi kamu pernah pakai yang kamu pernah tau aja ga?

R : Iya kak, kalau itu kak kalau si speakernya kecepitan ngomongnya

- I : Ok, segitu saja pertanyaannya. Sekali lagi termakasih atas jawabannya. Maaf mengganggu. Wassalamualaikum.
- R : Iya ka, sama-sama kak. Waalaikumsalam.

Interview Data Transcription

Name: Nida H. A

Date: Feb 4th 2021

I = Interviewer R = Respondent

- I : Hallo, Assalamualaikum. Sebelumnya perkenalkan saya Ulfa Awalia mahasiswi yang sedang melakukan penelitian. Sebelumnya maaf mengganggu ya.
- R : Waalaikumsalam, iya gapapa kak.
- I : Sebelumnya boleh disebutkan nama dan kelasnya?
- R : Nama saya Nida dari kelas C.
- I : Ok, langsung saja kita ke pertanyaannya ya. Sebelumnya saya mau bertanya, apakah kamu sebelumnya, menurut kamu apasih yang sulit di kelas listening
- R : Ini kak kadang tuh pronounciation si speakernya kurang jelas terus saya kan grammarnya kurang kak jadi suka bingung kadang sama kalimatnya atau sama apa yang di omongin
- I : Ok, lanjut ya, menurut kamu yang paling berpengaruh itu yang mana?
- R : Kadang kak kata-katanya banyak yang saya ga ngerti, jadi bingung topiknya apa
- I : Em, ok, kalau waktu ngisi soal gimana?
- R : Yang ngomongnya suka kecepatan kak jadi udah ga konsen dengerinya
- I : Hmmm ok ok, Terus kamu pernah ga konsen gitu gak waktu di kelas listening?
- R : Emm Iya kak. Kadang suka lupa arti kata-katana apa terus ga konsen deh jadi udah ketinggalan udah langsung ke pertanyaan selanjutnya aja jadi kadang ga ke jawab
- I : Terus kalau kamu ga ngerti nih sama soal yang harus kamu isi kamu pernah pakai yang kamu pernah tau aja ga?
- R : Iya kak, pernah kadangk kan speakernya ngomongnya kecepatan jadi ga ngerti semua kalimatnya yang di omongin
- I : Ok, segitu saja pertanyaannya. Sekali lagi termakasih atas jawabannya. Maaf mengganggu. Wassalamualaikum.

R : Iya ka, sama-sama, tidak apa-apa kak. Waalaikumsalam.

Interview Data Transcription (Lecturer)

Name: Gusnadi S.Pd,MM

Date: Jul 9th 2021

I = Interviewer R = Respondent

I : Assalamualaikum bapak, sebelumnya terimakasih sudah menyempatkan waktunya.

R : Waalaikumsalam, iya.

I : Langsung saja ya bapak, untuk pertanyaan pertama, Menurut bapak apakah kesulitan yang paling berpengaruh untuk mahasiswa dalam mempelajari listening khususnya dari 3 faktor yang sudah di tuliskan?

R : Menurut saya masalah yang sangat berpengaruh itu datang dari diri mahasiswanya itu sendiri ya, mereka harus bisa menguasai vocab dengan baik, kuncinya vocab listening itu.

I : Baik, lalu untuk pertanyaan kedua, menurut bapak apakah alasan utama yang membuat listening itu sulit?

R : Ini selain penguasaan vocab, banyak yang kurang terbiasa dengan aksen yang beragam.

I : Untuk partisipasi di kelas bagaimana bapak? Apakah lebih banyak yang aktif atau tidak?

R : Dikelas lebih banyak yang aktif ya, mereka aktif bertanya dan menjawab.

I : Em, Baik bapak, lalu untuk pertanyaan terakhir adakah solusi untuk mengatasi masalah dalam belajar listening pak?

R : Ya itu tadi, mereka harus menguasai vocab dan terbiasa dengan aksen yang beragam.

I : Baik bapak, terimakasih banyak atas jawaban dan waktunya, wassalamualaikum

R : Waalaikumsalam.



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 Jalan Pakuan Kota No. 452, Email: fkip@unpak.ac.id, Telepon (0251) 8375688 Bogor

SURAT KEPUTUSAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 Nomor : 1400/SK-DIKIP/PAU/2021

TENTANG
 PENGANGKATAN PEMBIMBING SKRIPS
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
 DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Meliningang	1. Bahwa demi kepentingan peningkatan akademik, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku. 2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan. 3. Sarjana merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana. 4. Ujian Sarjana harus terselenggara dengan baik.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional. 2. Peraturan Pemerintah Nomor 32 Tahun 2013 merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan. 3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan. 4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi. 5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/PAU/2020, tentang Pemberhentian Dekan Masa Bakti 2014-2019 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.
Memperhatikan	Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris akan need staf propin Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
MEMUTUSKAN	
Menetapkan Pertama	Mengangkat Saudara 1. Dr. Erko Sutono M.Pd 2. Guznad S.Pd, M.M Sebagai pembimbing dari: Nama : ULFA ANALIA NPM : 031116008 Program Studi : PENDIDIKAN BAHASA INGGRES Judul Skripsi : PROBLEMS FACED BY THE STUDENTS IN LEARNING LISTENING COMPREHENSION
Ketua	Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
Ketiga	Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kesalahan dalam keputusan ini akan diadakan perbaikan sebagaimana.

Dibacakan di Bogor
 Tanggal 20 Juli 2021

 Dr. Erko Sutono M.Pd
 1. 11019033 404

Tembusan :
 1. Rektor Universitas Pakuan
 2. Wakil Rektor I, II, dan III Universitas Pakuan

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Jalan Pakuan Kota No 493, Bekasi: 081800000000, Telp: (021) 8370895 Bogor

Nomor : 25/UMWADEK/MPKIP/2021
Perihal : Izin Penelitian

18 Januari 2021

Yth. Dekan FK P Universitas Pakuan
Universitas Pakuan
Tempat:

Sehubungan dengan penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : LILFA AWALIA
NPM : 031116008
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 20 Januari - 20 Februari 2021 mengenai "DIFFICULTIES TOWARD LISTENING COMPREHENSION FACED BY THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM IN PAKUAN UNIVERSITY"

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Santi Rudiana, M.Pd.
NIK : 11005325466