

**THE FACTORS AFFECTING LISTENING COMPREHENSION
ACHIEVEMENT OF STUDENTS**

(A Qualitative Study At The Seven Semester Students Of IAIN Curup)

THESIS

This thesis is submitted to fulfill the requirement for ‘Sarjana’ degree in
English Language Education

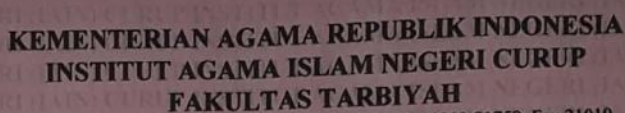


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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitle **“The Factors Affecting Listening Comprehension Achievement of Students (A qualitative Study at the Seven Semester Students of IAIN Curup)”**.

This thesis is submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English study program of IAIN Curup. The writer realize that this thesis is far from being perfect, therefor the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that thesis will be really useful to those who are interested in this field of study.

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ACKNOWLEDGEMENT



Assalamu'alaikum Wr. Wb.

Alhamdulillahirobil' alamin all of praises just Allah SWT the Almighty and merciful god who blessing and guidance have made me possible to finish this thesis completely. Praying and greeting to our Muhammad SAW and all of his family and followers who has brought us from the darkness to the lightness as we felt together.

The researcher finished this research entitled **“The Factors Affecting Listening Comprehension Achievement of Students (A Qualitative Study at the Seven Semester Students of IAIN Curup).”** This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadris Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the Rektor of IAIN CURUP
2. Dr. H. Ifnaldi M.Pd. Kons as the head of Tarbiyah Department of IAIN Curup
3. Mrs. Jumatul Hidayah, M.Pd as the Chief of English Tadris Program
4. Mrs. Desfitranita, M.Pd., as my Academic Advisor

5. Mr. Sakut Anshori, S.Pd.I, M.Hum as my Advisor who always give the time for guidance, support, advices and suggestion in the whole process of writing this thesis
6. Mr Sarwo Edy, M.Pd as my co-advisor for his support, advices, guidance and suggestion in process of writing this thesis
7. All of the lecture's in IAIN CURUP who have given their knowledge to us
8. My almamater IAIN Curup

Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'amin

Wassalamu'alaikum WR.WB

Curup, Februari 2019

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My Motto

*You are not a failure but you have not been lucky. So, you have to try again until
succeeded*

Dedication

This thesis is dedicated to :

- *Allah SWT, The owner of this universe who has given me powers, patience, and willingness so that I can finish my thesis.*
- *My beloved Parents (Mr. Sopyan and Mrs. Emi Suharti) thank you for affection, love and prayers. I can't show how much I love you and you're my everything*
- *My beloved brothers (Vicky Juaraidi, Nopy Piliansyah, and Burahmansyah), my beloved sister in law (Ike Ariska Anggreani), and my beloved nephew (M. Raffa Al Farizqi Pujangga) thanks for helping, support and prayers. I Love You All.*
- *My beloved family (my uncles, my aunts, my cousins).*
- *My Advisor and co- advisor(Mr. Sakut Anshori, M.Pd., M.Hum and Mr Sarwo Edy M.Pd) Thanks for your advice, valuable input and guidance until finish my thesis.*
- *My close friend (Rani Maryana, Ryan Irwin, Tri Rahayu).*
- *All my friends in English Department 2014, especially for BB Squad. It's nice to have you all as my classmates and thanks for all.*
- *My almamater IAIN Curup.*
- *Everyone who have motivated me that i cannot mention one by one.*

ABSTRACT

Wulandari Afriani, 2019 “The Factors Affecting Listening Comprehension Achievement of Students” (A Qualitative Study at the Seven Semester Students of IAIN Curup).

Advisor : Sakut Anshori, M.Pd., M.Hum

Co-Advisor : Sarwo Edy, M.Pd

In teaching listening comprehension the teacher should know the factors affecting listening comprehension achievement of students. The objective of the research is to find out the factors affecting listening comprehension. This research is a descriptive research which is presented in qualitative way. Subject of the research was students in seventh semester. The technique of collecting data was questionnaire. Analyzing the data there were some steps done. They are data managing, reading/ memorizing, description, classifying, and interpreting. The results showed that there were three common factors that affecting listening comprehension achievement of English Study Program students at IAIN Curup. There are speaker factor, listener factor, and the material and medium factor. In this research, the most influencing factor is understanding the speakers what say because 28 students say that speaker factor is very important when they want to listen English well and easy to understand the meaning what the speaker say. So, 28 students can lead the factors into positive way. It means that the students with higher score can lead with the factor meanwhile the lower students score cannot lead the factor into positive way because their listening score in certain listening class were C and E.

Key word : Listening Comprehension, Factors.

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BAB I

INTRODUCTION

In this chapter, the researcher explains about Background of Research, Problem of Research, Objective of Research, Definition of Key Term, Delimitation of Research, Significance of Research, and Thesis Organization.

A. Background of Research

Language plays an important role in human's life because it is the medium of communication, thought, and learning. According to Brown, language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of given community communicate intelligibly with one another.¹ By using language, human can communicate with other people to express the ideas, to facilitate the thinking process, and to recall the information. One of languages that has an important role in the world is English.

English is the most crucial language in this the era of globalization. English is an important language in the world and some countries use this language as mother tongue. In Indonesia English is taught from elementary school until university level, according to Fitri cited by Titin Anggraini, "English is an international

¹ Brown, H. Douglas, *Principle of Language Learning and Teaching, Fourth Edition*. Englewood Cliffs, (New Jersey: Prentice, Inc, 2000), P.5

language as it is used for international communication".² As international language, English is very important to be learnt, not only for adult but also for student. In English there are four language skills. They are Reading, Writing, Listening and Listening. Listening is an essential part of English as a foreign language. It seems like the other skills such as writing, reading, and Listening, must be taught maximally by the teacher to the students.

Listening is a skill that is quite influenced in the mastery of the English language, because listening is a perceptive language skill that makes users understand the language in depth, making it easy and precise in producing language. According to Rivers, listening is a creative skill, not a passive skill, neither a receptive skill as has been traditionally believed.³ When student hear sounds, student take raw material of words, arrangements of words, and the rise and fall of voice, and from this material we create significance. In other words, we create meaning from words produced, knowledge of syntax, and the intonation. There is a meaning in the linguistic arrangement, the speaker's meaning, but significance is in the listener's mind. Thus, listening is considered to be a skill that is a very essential to be learned and mastered.

Listening is very important skill because it is the most widely used in daily life. Learning listening will help us to improve listening skill considerably. People

² Anggraini Titin, *Teachers' Techniques in Teaching English for Children*. Thesis. (Prody Bahasa Inggris STAIN Curup, Curup, 2007), P.1

³ Rivers, W.M, *Teaching Foreign Language Skills*. (London: The University of Chicago Press. 1981)

need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing, people cannot acquire language because listening provides language input. The important of listening skills in foreign language is also inevitable because language input the key acquire language. Rost in Hamouda confirmed that listening is vital in language classroom because it provides input for learners.⁴ As an input skill, listening plays a crucial role for the learner. Krashen in Hamouda further argued that people acquire language by understanding the linguistic information they hear.⁵ So, from the statements above the researcher can conclude that in language development, in the case, foreign language development, listening activities influence the students' understanding linguistic aspect development. It can be stated that the more the students do listening, the better their linguistic skill they have.

Every day, people listen to a variety of different things. How they listen and what they do when they listen, depend on their purpose. As for that, language learners, especially those who learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skill. When people do not understand what others say, they do not respond it correctly even if by gesture. There are some kinds of listening that students need to be aware in listening. One of kinds of listening are listening and critical thinking. They can identify five terms

⁴ Hamouda Arafat, An Investigation Of Listening Comprehension Problems Encountered By Saudi Students In The El Listening Classroom, *International Journal of Academic Research in Progressive Education and Development*, 2.2, April 2013, P.113.

⁵ *ibid.*

namely critical thinking; discriminative listening (listening beyond the content and into emotion); critical (listening to comprehend and evaluate; empathic (trying to understand the others point of view); therapeutic (diagnostic listening by qualified medical personnel); and comprehensive (listening to understand, remember, and retain, especially during interruptions).⁶

Listening comprehension is one kind of critical thinking. Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Lynch defines listening comprehension as the ability to understand the native speakers' spoken language. He also points out that, in listening to spoken language, the ability to decode the speaker's intention is of required for a competent listener. Other abilities are processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres.⁷ Listening comprehension is a cognitive, or rather an interactive process of constructing meanings that the speaker intends, through the complete involvement of the hearer. The active contribution of the listener's comprehension process comes not only through using his linguistic knowledge but also his non

⁶ Margarete Imhof. "Listening Education". International Listening Association." Germany: Johannes Gutenberg University 2011. P.8.

⁷ Hamed azizinia,"A Study of English Listening Comprehension Improvement Via Product-Vs. Process-Oriented Tactics: The Case Study of Shiraz EFL Learners," *international journal of research in english education*,(20 september 2017), P. 23.

linguistic sources, and of course the communicative value of his involvement depends on the situation and the social relationship.

Many students in language learning have indicated that listening comprehension plays an important role in the learning process. The ability to understand the spoken language has an important role in foreign language learning and use. It is a necessary skill for classroom real communication activities. It is a skill for oral communication between native and nonnative speakers. Listening comprehension is the different process of understanding the spoken language. With guidance and practice, learners can improve their listening comprehension skills. Language teachers should respond to their learners' need to develop increased listening comprehension skills by making listening comprehension an integral component of their instructional sequence.

According to Morley and Lawrence in Anwar, there are general principles for teaching listening comprehension.⁸ They are as follows: Listening comprehension lessons should have definite goals and they should be clearly stated; Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and what are given directions as to "what to listen for, where to listen, when to listen, and how to listen"; Listening comprehension structure should demand active overt student participant. That is, the

⁸ Anwar. Improving Students' Listening Comprehension of SMA Negeri 2, *e-Jurnal Bahasantodea*, 1.1, Januari 2013, P.51

most overt student participant includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation; Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson. This is done by giving the learners the writing assignment before they listen to the material; Listening comprehension lessons should emphasize conscious memory work. One of the objective of listening is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering; Listening comprehension lessons should "teach" not "test." It means that the goal of checking the learners' responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing.

Based on the pre-observation from students statement in the interview process, many students could not understand, even the words or sentences spoken verbally by their interlocutors. In general, they are difficult to understand English phrases or sentences. This means that their English listening skills are still lacking. The same thing happened when they studied listening comprehension in this Seven Semester. Many efforts have been made by listening comprehension subject lecturers in the learning process so that students are easy to learn this course. But the results remained no significant changes in the listening comprehension learning process. From the reason above, the researcher interested to investigate what factor

that affecting listening comprehension achievement of students. Because from pre-observation many students found difficulties to express their skills in English listening while they have learned four listening classes. But there are still students whose English listening skills were very low and many students found difficulties in understanding meaning of message from what speaker said. Several students of english study program said that listening comprehension is a very difficult subject because native speaker delivery is too fast and the use of vocabulary is too difficult to understand by indonesian who consider english as a foreign language. According to Andi Junaidi, “learning to listen to understanding is very difficult because native speakers speak too fast and they are difficult to understand.”⁹ Maya Sari Setyowati says that “learning listening comprehension is difficult because don’t understanding the material, limited vocabulary, and native speaker speak too fast.”¹⁰

These problems make them difficult in learning listening comprehension. So when they took part in the listening comprehension course, it seem they haven’t motivation to learn the subject. Listening comprehension course is one part of the basic English skills every English majors especially must have in the TBI IAIN Curup students. From the fact, the researcher was interesting in to do research about **“The Factors Affecting Listening Comprehension Achievement of Students”**.

⁹ Andi Junaidi, Student of English Study Program, Interview, November 09th 2018

¹⁰ Maya Sari Setyowati, Student of English Study Program, Interview, November 10th 2018

B. Problem of Research

There was one problem to discuss in this thesis:

What were the factors affecting listening comprehension achievement of students?

C. Objective of Research

The objective of this study was to find out the factors affecting listening comprehension achievement of students.

D. Definition of Key Term

Before discussing the idea of this study further, in this chapter, the writer tried to define several key terms, which were used in the discussion. These definitions of the key terms were expected to be useful to help the understanding of the discussion with the title the Factors Affecting Listening comprehension Achievement Of Students.

Listening comprehension is a process of decoding colloquial language. Listening comprehension used for exercise and to knowing the listening.¹¹ Factors are one that actively contributes to an accomplishment, result or process.¹² Factor is the process to help students in developing their English listening skill. In addition; affecting factors are one that actively contributes to an accomplishment of learners' in listening skill.

¹¹ Brown and Yule., *Teaching English Language*, (Newyork: Longman,1999), P.243

¹² Farlex, *The Free Dictionar y* (2009)

E. Delimitation of the Research

The researcher limited this problem focused on factors affecting listening comprehension achievement of student. In this study, the researcher used listening comprehension class product by seven semester students of English Tadris Study Program In IAIN Curup.

F. Significances of Research

1. Students

The result of this research could expand the knowledge about the factors affecting listening comprehension achievement of students. Students will understand the factor which influence them in English listening skill so they would learn based the factors occurred in order to increase their desire to learn English listening skill.

2. Teachers

This research was expected to give contribution not only for English teacher but also another teacher. By knowing the factors in increasing students' English listening skill, the teachers could develop their students listening skill.

3. Researcher

The result of this research could give new knowledge for researcher as guidance in future because researcher would an English teacher.

G. Thesis Organization

The systematic discussion in this research has five chapters, they are:

1. Chapter I is Introduction. In this chapter the researcher, explain specifically about the background, problem of the research, objective of research, definition of key term, delimitation of the research, significance of the research, and thesis organization.
2. Chapter II, this chapter contains of review of related literature, the researcher include review of related theories and review of related findings.
3. Chapter III, included the kind of research which explain used about this research, kind of the research, subject of the research, technique of collecting data, research instrument, validity and reliability, research prosedure, and tehniqe of analysis data.
4. Chapter IV, finding and disscusion.
5. Chapter V, this chapter entitled the conclusion and suggestion. In this chapter, the researcher will conclude the result of the research and give suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents theoretical description about the problems in listening comprehension and factors affecting listening comprehension achievement of students.

A. Review of Related Theories

1. The Definition of Listening Comprehension

Listening has often called a passive skill. This is misleading, because listening demands active involvement from the listeners. As Rost states that listening is an active process requiring participation on the part of the listener.¹³ Therefore, listening does not mean just sitting quietly while another person does the speaking. It means that the listener must interact with the incoming information in order to obtain meaning. In other word, they don't only receive and record but also process and interpret what they hear. So listening is more than simply hearing or perceiving aural input. It is the interpretation of sounds into meaning.

The definition of listening according to Morrow and Johnson, listening refers to the ability to understand how particular sentence relates to what else

¹³Michael Rost, *Listening An Action: Activities For Developing Listening in Language Teaching*, (New York: Pentice Hall, 1991), P.21.

been said and its function in the communication.¹⁴ While Underwood states that listening is a activity of pying attention to and traying to get meaning from somthing for student hear.¹⁵

The definition above explains that listenig is an action which requires effort and attention to capture the meaning from what students hear. It is explained that listenng is a ability to understand the relationship between sentences being said and its role in the communication. To listen successfully to spoken English, student need to be able to work out what speakers mean when they use particular ways on particular occasions, and simply understand the words themselves. In other word, to listen effectively, student need understand the speakers' intention when they apply certain words in certain situasions. So, while listening, the listener are required to be able to listen to the information carefully to get the message being spoken by the spekers.

In listening comprehension activity , the listener often gets little information, or even does not understand what the speaker is saying. According to Krashen it happens because the litener is trying to understand all the word he hear.¹⁶ He says that most adults expect to understand a new.

Language by learning the meaning of every word they hear. Similiarly Rost states that ther are some reasons it heppens: poor understanding results

¹⁴ Keith Morrow and Keith Johnson, *Communication in the Classroom*, (London : Logman Group Ltd., 1998), P. 79.

¹⁵ Marry Underwood, *Teaching Listening*, (New York: Logman Inc., 1996), P.1.

¹⁶ Stephen D. Krashen, *The Natural Approach: Language Acquisition in the Classroom*, (London :Prentice Hall International Lt.d., 1998), P. 75.

when listeners do not pay attention, listener may experience a lapse of attention for variety of reasons; they may lose interest in the topic or the activity; they cannot keep up with what is going on; they have lost track of goals for listening; or they are thinking too much about their own response instead of concentrating on what is being said.¹⁷

Based on the the theories above it can be conclude that the listener's attention and concentration toward what is being heard are important things in listening process. Without full concentration it is impossible for the listeners to follow the listeners texts, understand the content, and give acceptable answers. Because of the listeners active participation, then some experts state that listening is an active receptive process.

According to Hamouda in Ahmadi, listening comprehension refers to the understanding of what the listener has heard and it is his/ her ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension.¹⁸ O'Malley, Chamot, and Kupper cited by Ahmadi said that listening comprehension is an active process in which the listener constructs meaning through using using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.¹⁹ Afshar and Hamzavi in Desma Yulisa state Listening

¹⁷Michael Rost, Op.,Cit. P.21.

¹⁸ Sayedeh Masoumeh Ahmadi, "the Importance of Listening Comprehension in Language Learning," *International Journal of Research In English Education*, 1.1, (15 Desember 2016), P.7.

¹⁹ Ibid.

comprehension is regarded as a multifaceted active process which is affected by a multitude of factors including differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to the given context.²⁰ Based on several definitions it can be concluded that listening comprehension is a process of one individual receiving another via sense, organs, assigning a meaning to the message and comprehending.

Rixon cited by Ahmadi, points out two the reasons why listening is important in comprehending a language; First, listening improves one's understanding of the spoken words. Understanding spoken words requires one skill in processing the importation received. The listener has to be able to select any information needed and the connect it with his prior knowledge for a depth understanding; Second, listening provides one with the model of the spoken language to imitate in oral production. One and half year's old baby need to listen for many times for words before to do the same thing as the baby does. He need tp listen for a native speaker or hus english teacher for three or foue times or maybe more before he can produce the words correctly.²¹

In this research, the researcher can conclude that listening comprehension is an important receive skill and also a useful preparation for listening in yhe real life. The importance of listening has changed over the past year.listening

²⁰ Desma Yulisa, "Learning to Listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students," *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5.1 (2 Mei 2018), P. 24.

²¹ Anwar, Op.Cit., P. 51.

used to be defined as the ignored skill. Listening skills were believed to be learnt automatically through the practice of grammar, pronunciation and vocabulary.

2. Components of Listening Comprehension

There are some components to be considered in Listening Comprehension. According to Chastain in Ahmadi, listening comprehension is divided into four components²² There are:

- a. the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language.
- b. the understanding of the whole message uttered by a speaker.

Rivers cited by Ahmadi said that the understanding of spoken messages depend on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable.

- c. the ability to hold that message in one's auditory memory until it can be processed.

To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of

²² Ahmadii, Op.Cit., P.8.

presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand. Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels.

d. Comprehension.

It involves different steps. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speaker's message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation.

The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations,

they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful.

3. Kinds of Listening and Critical Thinking

One of the types listening can help us is by enhancing our skill as a critical thinking. We can identify five kinds of critical thinking:²³

a. Critical Listening

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgement include assessing strengths and weakness, agreement and approval. This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker. The ability to listen critically is essential everywhere, we use in different contexts; family, community. Critical listening in classroom aims separate facts from opinions and help students to prevent opinions from influencing their understanding of the facts and test ideas for effectiveness and appropriateness and help students to test ideas they learn.

²³ Margarete Imhof, Op.Cit., P.8.

b. Empathic Listening

When we listen empathetically, we go beyond sympathy to seek a truer understanding of how others are feeling. This requires excellent discriminative and close attention to the nuances of emotional signals, when we are being truly empathetic, we actually feel what they are feeling. In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure. . It means that the listener is seeking to understand beliefs, emotions of other people in order to get them to expose these deep parts of themselves to us, so we need to demonstrate our empathy in our demeanor toward, by asking them sensitively to encourage self disclosure.

c. Therapeutic Listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

d. Discriminative Listening

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. If you cannot make sense of the meaning that is expressed by such differences. We learner to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice would less likely to be able to discern the emotions the another person is experiencing. Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movement that signify different meanings.

e. Comprehensive Listening.

The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying. The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand

what the other person is really meaning. In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel.

In short, there are several types of listening and critical thinking such as having comprehensive listening, including critical listening, empathetic listening, listening to therapy, discriminatory listening and the latest comprehensive listening. from the various definitions of listening and critical thinking, it has similarities but what distinguishes comprehensive listening is also known as listening content, informative listening and full listening. students are guided must understand the intent of the message conveyed by native speakers.

4. Potential Problem in Listening Comprehension

Underwood cited by Abbas states seven causes of obstacles to efficient listening comprehension:²⁴

- a. listeners cannot control the speed of delivery.

Futher states that the learner's problem in listening comprehension is that the learners cannot control the speed of delivery which is the contrast with reading as the input.

²⁴ Abbas Pourhossein Gilakjani, Op.Cit.,P. 981-982.

- b. listeners cannot always have word repeated.

This is a serious problem in learning situations. In the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Teachers decide what and when to repeat listening passages. However it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard.

- c. listeners have a limited vocabulary.

The speaker may choose words the listener does not know. Listeners sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech.

- d. listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating point.

Discourse markers used in formal situations or lectures such as “secondly” or “then” can be easy for the students to recognize the mark of the changing topic or moving points because they used traditional words. However, the informal situations or spontaneous conversations, signals are more vague as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners.

- e. listeners may lack contextual knowledge.

Sharing knowledge and common content makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context. Nonverbal clues example facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different cultures.

- f. listeners can be difficult for listeners to concentrate in a foreign language because it is difficult to get the point.

In listening comprehension, even the shortest break in attention can seriously impair comprehension. Compensation is easier when students find the topic of the listening passage interesting. However, students sometimes feel listening is quite difficult for them to concentrate on the language.

- g. students may have established certain learning habits such as a wish to understand every word.

The teacher wants students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by listening slowly and so on. As a result, they tend to become worried if they fail to understand a particular word or phrase and they would be discouraged by the failure.

From the explanation above, we can conclude that there are many difficulties or problems encountered in listening subjects. including: first,

listeners cannot control the speed of delivery; second, listeners cannot always have words repeated; third, listener has limited vocabulary; fourth, listener may fail to recognize the signal which indicates that the speaker is moving from one to another, giving example, or repeating a point; fifth, listeners may lack contextual knowledge; sixth, listening can be difficult for listener concentrate in a foreign language; seventh, listener may have certain learning habits such as a wish to understand every word. the problem will have an impact on the learning of student listening comprehension which results in students getting low listening scores.

5. Factors of EFL (English as Foreign Language) Listening Comprehension

Boyle in Naci Yildiz and Mustafa Albay identifies the factors that influence listening comprehension in three groups:. They are explained as follows:²⁵

a. Speaker Characteristic

Comprehending spoken language is a complex process in which the listener constructs the meaning of the information provided by the speaker. Constructing meaning of the speaker's message depends partly on speaker's factors which are external to the listener. Boyle pointed out the speaker's characteristic into 4 items, they are;

²⁵ Naci Yildiz & Mustafa Albay, "Factors Affecting Listening Comprehension and Strategies for Improvement: A Case Study," *International Journal of Social Sciences & Educational Studies*, 2.1 (September 2015), P.20-22.

1. Language ability of the speaker.

Language ability of the speakers whether they are a native speaker or non-native speaker also give impact to the learner's comprehension. The learners who learn English as a foreign language prefer to listen to the non-native speaker who is nearly the same with their tongue.

2. Speaker production.

pronunciation, accent, variation, voice, etc. As far as the spoken feature is concerned, a perception of sounds can be made difficult to various characteristics such in accent, pronunciation etc, of the spoken features of the language, particularly of the speech characteristics of the native speakers.

3. Speed of delivery

The other aspect which gives much impact to the listening comprehension is the speed of delivery. It is quite hard for the low level to get the point if the speaker speaks too fast.

4. Prestige and personality of the speaker.

If the speaker fails to address the above important points that are keys for comprehension of the listener, it can be difficult for the listeners to understand what the speaker is saying.

b. Listener Characteristic

Listener characteristic is considered as a crucial impact on an individual's listening comprehension. Some researchers have conducted the

study about this in order to identify the listener factors that influence the listening comprehension ability of the students. The listener ability in several cognitive aspects can help them in understanding the text. For example, the listener who has a greater working memory capacity can comprehend more about what they hear in the listening audio.

Boyle classified the listener factors into two, they are general and specific which are explained as follows:

1. General

These are the general factors regarding the listener's aspect;

a) Experience/ Practice in listening to the target language.

use of media (cinema, TV, radio, etc) The opportunity of the listener inexperience or practice the listening activity whether in cinema, TV, radio etc, give an influence in their listening comprehension achievement.

b) General intelligence.

The intelligence of the speakers is also affecting the comprehension of the listener especially in identifying the topic or the main point of the text.

c) General background knowledge of the world.

The general background knowledge is the knowledge that has been existed in the listener memory and it helps them to connect what they hear and what they have known.

2. Specific

a) Physical and educational

- 1) Age/ sex.
- 2) Home background, size of family.
- 3) Educational background and type of school.
- 4) Physical health and alertness.

b) Intellectual

- 1) Knowledge of the target language in its various aspects; phonology, lexis, syntax, and cohesion.
- 2) Power of analysis and selection; the ability to distinguishing between main and supporting points.
- 3) Knowledge of the specific topic or subject.
- 4) Memory short term and long term.

c. Factors in the Material and Medium

1. The choice of listening materials holds an important place because if message is not conveyed then the materials will not be useful. Vocabulary and grammar level of the material influences comprehension largely. Lecturers make sure that the level of the material is in compatible with the level of the learners. Phonological features of the listening material are even more important. The learners should easily master stress and intonation in the material.

2. The content of the material should draw attention of learners. Concepts in the material should be easily understood. Long listening activities might bore the learners and they might fail to understand. At the same time poorly organized material might not be useful for the learners to develop their listening comprehension. Listening materials that have many technical words will not give any benefits to learners' listening skills development.
3. The listening environment should be quiet. There should not be any interference in the classroom.
4. Lecturers should support the learning environment through gestures and visuals.

From the explanations above, researcher can conclude that the aspects of the factors which affect the listening comprehension might come from the speaker, listener, Material and Medium, and many other aspects that related to the listening activity. All those aspects give contribution for the learners' listening comprehension in English. The process of listening comprehension is highly complex. The knowledge and skills necessary for listening comprehension to be utilized simultaneously.

B. Review of Related Findings

Related on this research, especially about the factors influencing students' motivation in learning English. In the pre-research, also the researcher knew that there were 46 students failed in National Final Examination in year 2007/2008. Most of them have failed in English subject. As statement explained before, it is shown that teaching learning activity could not reach optimal result based on its goal. This failure might be caused by the lack ness of students motivation in learning English. It is one of reason why this research important to be done. With doing this research hoped will describe the factors influencing students motivation in learning English.

The researched by YesiYarti, in her entitled "The factor influencing the students motivation in learning English". Based on the result of this research that there are two factors influencing students motivation. They are intrinsic factor and extrinsic factor. The intrinsic factor influencing students motivation in learning English are interest, intention, experience and fear. And than, the extrinsic factor influencing students motivation in learning English are teacher, parents and friends.

In other research, there are a lot of fcatroos influencing English language learning that show by Adelia Wulan Meilinda on 2014. First factor is intelligence, the second is interest and the last one is attention. Based on the result of this study it can be concluded that the result of the study the researcher did the eight grade students at SMPN 01 Curup Utara. The researcher found that the intelegence of the students achieving average intelegence high average. With intelegence and

possessed great talent that affect students interest in the subject of English at the school, it is supported also by the attention of the form of remedial teachers and assignment to students who have not reached the value of its holding KKM and additional learning programs in the form of English club so that students are more interested in learning English, than the attention of parents are giving support to students in learning English more interest. And also in learning writing some students get problems to understand especially to write thesis.

As a statement from Retno Try Windiastuty in 2013 with her entitled “the factors influencing students in selecting research approach in writing thesis”. Her want to investigate what is the students approach in writing thesis and what factors influence the selecting research approach in writing thesis. The finding showed must of the eight semester students prefer using qualitative research approach compare quantitative research. Because of 68 students, 42 students of students using qualitative research approach and only 26 students using quantitative approach. Based on the result of naire scoring system, students factor influence in selecting research approachis first experience the research, to be indicator which have high score compare another indicator the data showed (39,5%), factor of thechnique in collecting the data to be first factor which high score that data showed (17,8%). Second comformity between the problem and the research approach (35,2%), in this indicator factor ability in application research approach to be high score the data showed (20,3%). And the last factor is audience. Audience here meant the support from friends, IAIN as your college, adviser, and object of the research. In using

research approaches the support of the advisor to use the research approach to be high score, with percentage (29,5%).

Based on the related above, it shows that this research is different. The first research focused on the factors influencing students motivation in learning English, the second research focused on the factor influencing students in learning English, and the third research focused on the factor influencing students in selecting research approach in writing thesis, this research focused on the influence factors affecting students English listening skill in generally, there have the important and the others factor to influence students English listening skill.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the method use to conduct the research. It consist of kind of the research, subject of the research, technique of data collecting, research instrument and technique of analysis data.

A. Kind of the Research

In order for this study to be carried out properly and systematically, the researcher explained this research method in terms of its method and type of research. The method in this study is a qualitative method. As for the type of research used in this research is descriptive. According to bogdan and taylor (cited Syamubi), quoted by moleong, the qualitative methodology is a research procedure that produces deskriptif data in the form of written or oral words from people and observed behavior.²⁶ qualitative research, namely research conducted aims to describe or describe a variable independently, either one or more variables, without making comparisons or connecting one variable to another variable.²⁷

Sugioyono states that, methods qualitative can be interpreted as methods are based on the philosophy positivism, used for investigated in population or sample particular technical sampling in general done purposively or snowball, data

²⁶ Sukarman Syarnubi, 2010, *Metedologi Penelitian Kuantitatif & Kualitatif*, (Curup: LP2 STAIN Curup), P.164.

²⁷ Sukarman Syarnubi, *Metode Penelitian Suatu Pendekatan Praktik*, (Curup: LP2 STAIN Curup, 2014), P. 63

collection using the instrument of research, data analysis non-inductive or qualitative and results of qualitative research more emphasizing meaning from generalization.²⁸

According to Lr Gay Descriptive research involves collecting data in order to answer questions about the opinions of people about issues. It means that descriptive research is one of way of research by describing and interpreting a subject with reality.²⁹ Sugiyono states that the descriptive is a method that works to discribe or give about the object that is invested through the data or sample that has been collected as is, without analysis and generally applicable conclusion.³⁰ descriptive research is a type of research that aims to describe a situation or phenomenon of what it is. That is, the researcher does not manipulate or provide certain treatments for the object of research, all activities or events run as they are.³¹

Based on several definitions above, the researchers can conclude that qualitative research is one of the research types that specifications are systemately, planned, and structured clearly from the beginning to making the research design. While descriptive research is research conducted to provide a more detailed picture of symptoms or symptoms. So the research would explained about the factors affecting achievement of student comprehension listening. This research used a

²⁸Sugioyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2012,P.15.

²⁹LR Gay and Peter Airasian, *Research Competencies for Analysis Application*, New Jersey : MERRILL an imprint of Prentice Hall , 2000. P.315.

³⁰Sugioyono, Op.Cit.,P. 29.

³¹Sudaryono, gaguk margono dan wardani rahayu. *Pengembangan instrument penelitian pendidikan*. 2013. Tangerang. Graha ilmu. P. 9.

descriptive method and was presented in a qualitative way. researchers want to describe the factor affecting listening comprehension achievement of students. Therefore, the use of a qualitative method in this study is to match the empirical reality with the prevailing theory by using descriptive methods.

B. Subject of Research

According Sugioyono meaning population as the generalization area established: objects or subjects that have quality and certain characteristics set forth by researchers for dipe; teachers and then are interested in conclusion.³² So population is not only people, but also objects and other natural objects. Population is also not just the number of objects or subjects studied, but covers all the characteristics or properties possessed by the subject or object.³³

This research population is the Seven Semester of English Student at IAIN Curup. This is demanded in english seventh semester students are listening 1 into listening 4, so they have known about situasion learning listening. Population on the research is number 40 people.

³²Sugioyono. Op.Cit.,P.389.

³³ Sugioyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, Bandung : Alfabeta, 2012, P.117

TABLE 1**Data Of Students Seventh Semester on English Education Departement**

Number	Class	College Student
1	VII A Class	14 Students
2	VII B Class	18 Students
3	NR Class	8 Students
TOTAL		40 Students

Source: Document of IAIN Curup in 2018

The Reasons of researchers choose students of seven semester other than because they have learned listening 1 to listening 4. based on the pre interview, many seven semester students say learning listening it should be done and interested in understanding because of native speakers too fast.³⁴

Arikunto states the sample is a part of representative of the population.³⁵ In the research, the researcher used total sampling, where he examined the entire population (i.e., the total sampling) that have a particular set of characteristics. In sampling unit are the things that make up the population. Units can be people, cases (e.g., organizations, institutions, countries, etc), piece of data, and so forth. Total sampling is a comprehensive data source sampling technique. When using total sampling, it is most likely that these units would people. According to Arikunto said that if the total number of subject less than 100 persons, it is better to take all of

³⁴ Rani, Student of English Study Program, Interview, November 10th 2018

³⁵ Suharsini, Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka cipta. 2003. P.108.

population.³⁶ So The researcher takes all the numbers of students as the sample or total sampling.

C. Tehnique of Collecting Data

To obtain data in this research, the writer apply:

Questionare

The first technique of collecting the data in this research was questionnaire. Questionnaire is a technique of collecting data by giving a set of questions or written statements to the respondent to answer. Similar to interview guidelines, the form of questions can vary, namely open questions, structured questions, and closed questions.³⁷ The Questionare is “open ended”. The open-ended questionnaire was used in this research, since the characteristics were 1) Respondent is free to express his views and the ideas, 2) Used in making intensive studies of the limited number of the cases, 3) Merely an issue is raised by such a questionnaire, 4) Do not provide any structure for the respondent’s reply, and 5) The questions and their orders are pre-determined in the nature.³⁸

Researchers using questionare open ended because of various advantages, including: respondents can fill in according to the wishes in accordance with the circumstances experienced; and for researchers to get varied data, not only what has

³⁶Ibid. P.112.

³⁷ Sugioyono, Op.Cit., P. 30-31.

³⁸KJ Singh, “*What are The Types of Questionnaire?*”, Access From www.mbaofficial.com/mba-courses/research-methodology/what-are-the-types-of-questionnaire/, accessed on december 10th, 2018

been presented because it has been assumed by researchers. The first question was answered by questionnaire. The aim of the researchers was to use a questionnaire to obtain information relevant to the purpose of the survey and obtain information with the highest possible reliability and validity.

D. Research Instrument

According Lincoln and Guba says that the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has produced.³⁹ Instrument is a tool to collect data that is needed. In this research, the researcher used questionnaire.

The researcher used questionnaire in collecting the data to complete information about the factors affecting learners' in mastering listening skills. The questionnaire was firstly validated by the expert before the researcher used them to collect the complete data. The researcher tried giving the questionnaire to some students to try the sample, the questionnaire is shown in the table below:

³⁹ Sugioyono, Op.Cit., P. 306.

Table 1.2

The Questionnaire Indicator of Factors Affecting Listening Comprehension

Variabels	Indicators	Sub Indicators	Questions
The Factors Affecting Listening Comprehension Achievement Of Students	Understanding the Speakers Characteristic	Understanding what the speaker say.	Do you find the difficulty in understanding what the speaker say? What is the difficulty ? why?
		Understanding the speaker production.	Do you find the difficulty in understanding speaker production? What is the difficulty? Why?
		Understanding the speaker speed of delivery.	Do you find the difficulty of speaker speed of delivery? What is the difficulty? Why?
		Understanding the purpose of the speaker.	Do you find the difficulty in understand the purpose of the speaker? What is the difficulty? Why?
	Understanding the Listener Ability	Practicing in listening to the target language.	Do you find the problem in practicing the listening? Why?

		Identifying the topic or the main idea of the text.	Do you find the problem in identifying the topic or the main idea of the text? Why?
		Having the background knowledge.	Do you find the difficulty in connecting what you say and what you have known? Why?
		Understanding the listener own physical and education.	Do you find the difficulty in understanding your own physical and education? What is difficulty? Why?
		Understanding the listener own intellectual.	Do you find the difficulty in understanding the listener own intellectual? What is difficulty? Why?
	Understanding The Material And Medium	Dealing with choice of listening material.	Do you find the difficulty of some listening material? What is the difficulty? Why?
		Understanding the concept of the material.	Do you find the difficulty in understanding the content of listening material? What is the

		Having comfortable environment.	difficulty? Why? Do you feel comfortable in a quite class? Why?
		Motivated by lecture.	Are you motived by your lecture in her teaching? Why?

E. Tehnique of Analysis Data

According Patton in Muntoha that analyzing data is the process to arrange the data, organozed into pattern category and basic parts.⁴⁰ To analyze the data, the researcher used some steps provided by Creswl, they were data managing, reading/memoring, description, classifying, and interpreting.⁴¹

1. Data Managing

There were two kinds of data provided in this research. The first was in form of questionnaire gotten from students of English Study Program of IAIN Curup to anwer in first questions. the next data was gotten from interview. The second data will determine the second questions. The first and the second data are connected. Meaning that the first data influenced the second data because

⁴⁰ Mudji Yusuf, *Analisis Data, Penelitian Kualitatif, Presented To Education And Training Research Metedology*, Departement Pendidikan Dan Kebudayaan. 1994. P.7.

⁴¹ John W. Creaswell, *Research Design*, (California: SAGE Publication, 2014), P. 247.

the first data from questionnaire used to determine how it affecting listening comprehension achievement of students.

2. Reading/ Memoring

After all the data were gotten and managed, the researcher read them many times to reach better understanding of those data given by students by answering the questionnaire consisted by several questions in different topics. there the students were explaining about language interference factors in their translation products. Meanwhile in second data the researcher read the result of the first data carefully to answer the second questions because the first data determine how the factors affecting listening comprehension achievement of students.

3. Description

In this phase, the researcher described all the data that would be classified in the next step. They were 33 answer to be described by the researcher to figure out the factors affecting listening comprehension achievement of students. the Besides that, the second data was described by the researcher by analyzing students Listening achievement scored by Listening lecturer during Listening I to IV to ensure how the factors affecting listening comprehension influence their listening skills.

4. Classifying

After a long describing processes finished, the researcher classified them based on the theory provided on the second chapter. For the kind of factor affecting listening comprehension achievement of students. About the document analysis the researcher was divided or categorized the data based on two classification; low achievers and high achiever to see how the factors influence both of classifications on their listening skills.

5. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all the data based on all theories related and the research questions emerged early.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explained about finding and discussing the result of questionnaire. It consisted of the answer of research question.

A. Finding

To get more information about the factors affecting listening comprehension of students at IAIN Curup, the researcher presented the finding the questionnaire by 33 students from 40 students who were being the subjects. Because only 33 students answered the questionnaire and submitted the questionnaire to the researcher. So the researcher analyzed only 33 questionnaires. This research had been done on Desember 2018 – Januari 2019. The objectives in this researcher were to investigate what are the factors affecting listening comprehension of English Study Program at seventh semester.

To find out the factors affecting listening comprehension. The researcher distributed the questionnaire to the students of English Study to gain the data. The researcher classified the data based on the factor that affecting listening comprehension achievement of students. From the result the researcher found some data which would explained below:

a. Speakers Factor

There are four part of understanding the speakers characteristic, the first is understanding what the speaker say, the second is understanding the

speaker production, the third is understanding the speaker speed of delivery, and the last is understanding the purpose of the speaker. Speaker factor is a factor that greatly influences students achievement in learning listening comprehension because this factor is related to the listening process. 19 of 33 students say it is difficult to understand the meaning conveyed by native speakers, because the native speakers say new vocabulary that is rarely heard by students. 28 students also say they have difficulty when native speakers talk too fast, because Indonesian people communicate with non speakers who speak a little late, if the native speaker speaks too fast so that a lot of sounds are melted.

b. Listeners Characteristic

The understanding the listeners characteristic also takes an important part of listening skills because students practicing listening to the target language, identifying the topic or main idea of the text, having the background knowledge, understanding the listener's own physical and education, and understanding the listener's own intellectual. Listener factor is a factor that sufficiently influences students' achievement in listening comprehension because this factor is also related to the listening process, 11 students say that listening skills they have are not in accordance with the level of difficulty, so listening lecturers must also pay attention to the students' listening difficulty and ability. 13 students said that the lack of concentration when they were listening was therefore students needed

motivation in increasing concentration in learning listening, for example providing the right strategy to be able concentrate between listening to native speakers and answering texts.

c. The Material and Medium Factor

The material and medium factor is the threeth factor that affecting students listening skill. There are four part of understanding the material and medium factors, the first is deadling choice of listening material, the second is understanding the concept of the material, the third is having comfortable environment, and the last is motivated by the lecture. 11 students said it was difficult when learning to listen because the discussion of the material used was too high not in accordance with the level of ability of the student. And 10 other students wanted a quiet class to be more focussed when the listening comprehension lesson took place

Table 1.3

The Factors Affecting Listening Comprehension Achievement of Students

No	Indicators Of Factors Affecting Listening Comprehension Achievement Of Students	Result of All Students
1	Speaker Factor	29 students say Speakers factor also affecting affecting listening comprehension. The most dominant students did not have understanding the meaning of speaker say feel difficult in

		understanding what the native speaker say, because native speakers talk too fast and the native speakers say new vocabulary that is rarely heard by students. Next,
2	Listener Factor	16 students from the seventh semester of English education said that they had several factors that influenced listening comprehension. The most dominant factor influencing listening comprehension is the listener factor. They feel that the listening skills they have are not in accordance with the level of difficulty, so the lecturers who listen also must pay attention to the difficulties and listening abilities of students. Then, they feel that lack of concentration when they listen is because students need motivation in increasing concentration in learning to listen, for example providing the right strategy to be able to concentrate between listening to native speakers and answering texts.
3	The Material and Medium Factor	Most of the factor affected 11 students are the material and medium factor. The material and medium factor that factor affecting listening comprehension, specially level the meterial of listening comprehension. students feel that the material of listening was difficult when learning to listen because the discussion of the material used was too high not in accordance with the level of ability of the student.

B. Discussion

In this part the researcher tried to analysis what are the influence factors students English listening skills and what are the influence factors affecting listening comprehension achievement of students. Started by analyzing the questionnaire, the analysis is to find what factors affecting listening comprehension achievement of students of English Departement Study Program and then continued by the use of document analysis in seeking how the factors affecting listening comprehension achievement of students.

From the field and the results of questionnaire analysis obtained from seven semester of English education study programs at IAIN Curup, there are several factors that influence students' achievement in learning comprehension listening. These factors are speaker factors, listener factors and the material and medium factors. Based on data from questionnaire, 29 students said Speaker factor was the most influential factor in increasing the achievement of students' listening comprehension. because Indonesians are accustomed to communicating with non native speakers who speak a little slow and have limited vocabulary, so many students find it difficult to delivery native speakers too quickly. When native speakers speak too fast it will make sounds blurred so students don't understand what native speakers say.

Furthermore, listening skills possessed by students are still lacking. The meaning of listening ability that is still lacking is the number of certain vocabulary words that might make students unfamiliar with the vocabulary so that it can disrupt

students' concentration on listening lessons while in progress. Next, lot of students that have poor grammar mastery when they to listen in listening class because they students seldom to listen in pronunciation class and they are lack of vocabulary. Other factors that influence student achievement in learning comprehension are the material and medium factors. 19 students said comfortable classrooms could increase students' listening performance. Then 13 students say bad quality of recoring makes the score listening bad too, because listening lessons would disrupted and lose concentration while listening.

a. Speaker Factor

The factors that influence students from speaker side such as delivery speed of the speaker, understanding what the speaker say, understanding the speaker production, and understanding the purpose of the speaker. Fast delivery of language might result in comprehension failure because learner might not receive all the message. Underwood in Naci Yildiz and Mustafa Albay stresses the negative role of fast delivery and concludes “ many english language lerners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speak.”⁴²

b. Listener Factor

The factor that influence students from listener side such as practicing in listening to the target language, identifying the topic oor the main idea of the

⁴² Naci. Y. And Mustafa.A., Faktor Affecting Listening Comprehension And Strategies For Improvement: A Case Study, *International Journal Of Social Science & Educational Studies*, 2.1, (1, September 2015), P.22

text, having the background knowledge, understanding the listener own physical and education, and understanding the listener own intellectual. Language knowledge is a key factor that helps students understand better. Vocabulary level of the students help students recognize the word easily which plays major role in comprehension. Grammar and pronunciation knowledge allow students to understand and decipher the main idea easily. Students due to not having a good mastery of the target language may fail to understand a listening material because they are not aware of the signals when the speaker moves from point to another. Speaker use such terms as “first of all”, “thirdly” when they talk about an issue to list down the points. If students are not aware of these signals, comprehension of the material might be difficult.

rost stated that there are several reasons why students have difficulty in learning listening which is the result of poor understanding when listeners do not pay attention, listeners may experience attention irregularities for various reasons; they may lose interest in the topic or activity; they cannot follow what is happening; they have lost track of the purpose of listening; or they think too much about their own responses instead of concentrating on what is being said.

c. The Material and Medium Factor

The knowledge of context gives students an advantage to understand the materials better. When students know about the context they would listen to it more attentively, and when he knows what the major idea is the learner would more motivated which can lead to better achievement. While having a

conversation, the students would be able to respond more appropriately when they know the context because the contextual knowledge would enable them to comprehend the issue better. Foreign language learning is not an easy process; it requires students to pay undivided attention. Enthusiasm is needed; if students are not interested in what they are doing they can accomplish language learning. Therefore, without attention and learning enthusiasm language learning cannot be carried out. While listening, if students fail to receive the messages which are not an easy task, students might be disappointed, and their motivation might be reduced. Students need to make ongoing effort particularly in listening skills development.

Students might expect whole-comprehension of a listening activity. Language students might not always understand the whole listening exercise. But this could be considered as unsuccessful by language students. Yet, mastery of pronunciation, grammar and vocabulary, which are major factors in listening comprehension, is a long process. They cannot be achieved in a short time. Students should be aware that listening comprehension development would enhance gradually. Therefore, when students cannot achieve whole-comprehension of a listening activity they should not let this demotivate them. Encouragement is important in listening comprehension development in that it allows students to succeed more. Though the above-mentioned obstacles could discourage them, students through making constant effort might develop their listening skills. Listening skills requires students to have a great amount of

knowledge such as language and content knowledge. It is true that receiving the messages without this knowledge is not an easy process yet students through using strategies could still promote their listening comprehension skills.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the results of this research by answering the research question and giving some points of suggestion for the parties involved.

A. Conclusion

Based on finding and discussion in chapter VI in can be concluded:

Several of students are unable to understanding listening subject. There are eight problems in students difficulties, they were : lack of vocabulary, poor grammar mastery, accent, pronunciation, lack of concentration, speed of speech, inability to apply listening strategy, bad quality of recording. It is correct that the problems in listening comprehension faced by students" not only from the listeners themselves but also from content material and speaker of listening comprehension. Honce, the students have to study hard and have more practice to improve their listening comprehension

B. Suggestion

Based on the result study formerly, listening is one of difficult skill for students as foreign language learners even though they are students in English Education Faculty. Although students encountered various kinds of problems in listening comprehension, they need to study hard to become better listeners. Because listening is one of the important skills that it provides input for the learners not only

in language learning but also in daily communication. Accordingly, the researcher offers the following suggestions:

1. The students as the listeners

The students need to train their listening at home intensively in order to help them overcome their problems about the topic in listening. They need to always listening also various accents by listening to the English songs or watching TV. It will help them to improve their vocabulary automatically. When the learning process, ask the lecturer about clarification the answer of the question and let the lecturer know if you don't understand something. Furthermore don't forget to apply listening strategies which become the main point if you want to success in listening comprehension test. Keep positive thinking of your listening comprehension test.

2. The lecturer of English

English lecturer should prepare their students to know the importance of communication skill and put a good strategy to teach them such as role play, it will train them to ask and answer. The lecturers also need to be aware about students' psychological. Both anxieties, boredom will interrupt in their learning and it indicates as a barrier in their listening comprehension test. The lecturer also should become more aware of the problems encountered by their students in academic to find a good strategy to teach in order to make the students become a better listener.

3. The reader

In order to get more a representative result, a replication study with a broader population is suggested and giving more attention in using instrument which are used for the students at institute. It is also suggested that analyzing the result of the data have to finish after just know you have taken in order to make you fresh remember what you have done while research. Don't forget to take note and photo during research.

4. Researcher

The result of this research can give new knowledge for researcher as guidance in future because researcher would an English teacher.

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Resuming Of Questionnaire To The Students

Participant	The Factors Affecting Listening Comprehension	Note
Student 1	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 1 feel difficult in understanding what the native speaker say, because native speakers talk too fast and the native speakers say new vocabulary that is rarely heard by students 1.
Studentr 2	a. Speaker Factor b. The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominants factor are that student 2 feel difficult in understanding what the native speaker say, because native speakers talk too fast and don't know the meaning what the speaker say; the second student 2 have promblem in identify the topic or main idea.
Student 3	The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 3 feel difficult in identify the topic in the material listening comrehension,
Student 4	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 4 feel difficult in understanding what the native speaker say, because native speakers talk too fast
Student 5	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 5 feel difficult in understanding what the native speaker say, because the meaning and pronunciation the native speker

		are different with indonesian pronunciation.
Student 6	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 6 feel difficult in understanding what the native speaker say, because native speakers talk too fast.
Student 7	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 7 feel difficult in understanding what the native speaker say, because native speakers talk too fast and the vocabulary is unfamiliar.
Student 8	The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 8 feel difficult in identify the topic in the material listening comprehension,
Student 9	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 9 feel difficult in understanding what the native speaker say, because native speakers talk too fast.
Student 10	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 10 feel difficult in understanding what the native speaker say, because native speakers talk too fast.
Student 11	Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 11 feel difficult in understanding when native speaker say the similiar pronunciation, example “sick and six” then “park and part.”
Student 12	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 12 feel difficult in understanding what the native speaker say, because native speakers talk too fast and the

		vocabulary is unfamiliar.
Student 13	a. Speaker Factor b. Listener Factor c. The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 13 feel difficult in understanding what the native speaker say, because native speakers talk too fast and the limited vocabulary. The the material listening used was too high not in accordance with the level of ability of the student.
Student 14	a. Speaker Factor b. Listener Factor c. The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 14 feel difficult in understanding what the native speaker say, because headset sometimes not functioning properly.
Student 15	a. Speaker Factor b. Listener Factor c. The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 15 feel difficult in understanding what the native speaker say, because native speakers talk too fast and use the new word that don't listen with indonesian people.
Student 16	The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 16 feel difficult in identify the topic because The the material listening used was too high not in accordance with the level of ability of the student.
Student 17	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 17 feel difficult in understanding what the native speaker say, because native speakers talk use new word.
Student 18	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 18 feel difficult in

		understanding what the native speaker say, because native speakers talk too fast and different pronunciation with indonesion.
Student 19	a. Speaker Factor b. Listener Factor c. The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 19 feel difficult in understanding what the native speaker say, because native speakers talk too fast and the lack of concentration when student 19 listening was therefore students needed motivation in increasing concentration in learning listening, for example providing the right strategy to be able concentrate between listening to native speakers and answering texts.
Student 20	Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 20 feel difficult in understanding what the native speaker say, because native speakers talk too fast and find new words.
Student 21	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 21 feel difficult in understanding what the native speaker say, because native speakers talk too fast and different pronunciation with indonesion.
Student 22	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 22 feel difficult in understanding what the native speaker say, because student 22 don't analysis the meaning of speaker say.
Student 23	a. Speaker Factor b. The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 23 feel difficult in understanding what the native speaker say,

		because native speakers talk too fast and student 23 feel difficult in identify main idea.
Student 24	a. Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 24 feel difficult in understanding what the native speaker say, because native speakers talk too fast.
Student 25	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 25 have problem in understanding meaning of word that the native speaker say, because the word was different meaning.
Student 26	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 26 feel difficult in understanding what the native speaker say, because student 26 have limited vocabulary.
Student 27	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 27 feel difficult in understanding what the native speaker say, because native speakers talk too fast and lack of concentration.
Student 28	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 28 feel difficult in understanding what the native speaker say, because native speakers talk too fast and don't understanding the meaning of the word or sentences the speaker say.
Student 29	a. Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 29 feel difficult in understanding what the native speaker say, because native speakers talk too fast. Then,

		students 29 feel difficult in identifying the main idea.
Student 30	a. Speaker Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 30 feel difficult in understanding what the native speaker say, because native speakers talk too fast.
Student 31	a. Speaker Factor b. Listener Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 31 feel difficult in understanding what the native speaker say, because native speakers talk too fast and student 31 haven't confident in practicing listening skill.
Student 32	a. Speaker Factor b. Listener Factor c. The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 32 feel difficult in understanding what the native speaker say, because native speakers talk too fast and using unfamiliar word. Then, students 32 have [problem in identify main idea because lack of concentration.
Student 33	a. Speaker Factor b. Listener Factor c. The Material and Medium Factor	From several factors that affecting listening comprehension. The more dominant factor is that student 33 feel difficult in understanding what the native speaker say, because native speakers talk too fast, don't understanding the meaning sentences, have problem in identify topic, and limited vocabulary.

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Tentang

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- a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
- b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahkan tugas sebagai pembimbing I dan II;
1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
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Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Wulandari Afriani**

N I M : **14552004**

JUDUL SKRIPSI : **The Factors Affecting Listening Comprehension Achievement Of Students.**

Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi;

Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan;

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19 Desember 2018

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Rektor IAIN Curup
Kab. Rejang Lebong

Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)
Curup:

Nama : Wulandari Afriani
NIM : 14552004
Fakultas/Prodi : Tarbiyah / Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : The Factors Affecting Listening Comprehension Achievement
Of Student.
Waktu Penelitian : 19 Desember 2018 s.d 19 Maret 2019
Tempat Penelitian : IAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

a.n Rektor



H. Muhammad Abdu, S.Pd.I., MM
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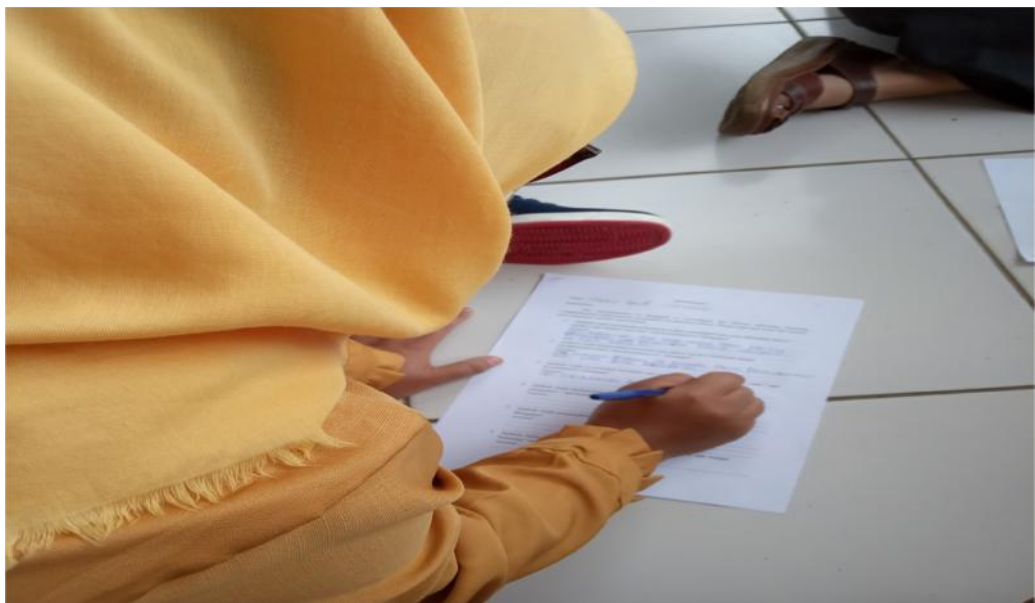
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Pembimbing II, [Signature]
Sekel Anwar M. Pd. M. Hum
NIP. 1981 060 2000 1000
Sekel Edy M. Pd
NIP. 20010907 02



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	06/2018	Bab 1, 2, 3	K	WJ
2	25/2018	Bab 3	K	WJ
3	27/2018	Instrument	K	WJ
4	09/2019	Acc Bab 1, 2, 3	K	WJ
5	08/2019	Bab 4	K	WJ
6	08/2019	Formal Finding	K	WJ
7	08/2019	Bab 4 & 5	K	WJ
8	12/2019	Acc uraian ujian	K	WJ



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	10/2018	Background	P	WJ
2	09/2018	Bab 2 & 3	P	WJ
3	25/2018	Revisi Bab 2 & 3	P	WJ
4	29/2018	Acc Bab 1, 2, 3	P	WJ
5	05/2018	Finding	P	WJ
6	20/2019	Bab 4 & 5	P	WJ
7	29/2019	Revisi Bab 4 & 5	P	WJ
8	12/2019	Acc uraian sidang	P	WJ









The reseacher's name is Wulandari Afriani. She was born in Pagaram on 24 April, 1996. She is a daughter from best couple Mr Sopyan & Mrs Emi Suharti, She has three brothers (Vicky Juara Idi, Nopy Piliansyah, and Burahmansyah). Her hobbies are listening music, travelling, and watching movie. She finished her Elementary School at SDN 39 Pagaram, countinued to Junior High School at SMPN 08 PAGARALAM,

then continued to Senior High School at MAN 01 Pagaram. Alhamdulillah all of her education wass passed very well.