

THE LISTENING COMPREHENSION PROBLEM OF STUDENTS AT SDN 03 BILAH BARAT LABUHAN BATU

Indra Wijaya¹, Purnawansyah Putra², Toni Megris³, Deni Hardiansyah Harahap⁴,
Ahmad Sarif Rambe⁵, M.Ali Hanafiah⁶, Nora Mutiara Nazara⁷, Slamet Triadi⁸,
Novy Suryanti⁹ Indrayani Musliadi Sitompul¹⁰, Sari Nasution¹¹

^{1,2,3,4,5,6,7,8,9,10,11} Universitas Muslim Al Washliyah, Medan, Indonesia

E-mail: indrawijaya@umaw.ac.id¹, purnawansyahputra@umnaw.ac.id², tonimegris@umnaw.ac.id³,
denihardiansyahharahap@umnaw.ac.id⁴, ahmadsariframbe@umnaw.ac.id⁵, muhammadali@umaw.ac.id⁶,
noramutiara@umnaw.ac.id⁷, slametriadi@umnaw.ac.id⁸,
novysuryantiindrayani@umnaw.ac.id⁹, musliadisitompul@umnaw.ac.id¹⁰, sarinasution@umnaw.ac.id¹¹

Correspondence Authors: indrawijaya@umaw.ac.id

Article history: Received August 29, 2025; revised September 12, 2025; accepted September 30, 2025

This article is licensed under a Creative Commons Attribution 4.0 International License



ABSTRACT

Studying listening at SD 03 Bilah Barat Labuhan Batu has certain characteristics related to novices' majors. Indonesian plays an essential role to be mastered by students. The orientation of students after graduating from school commonly gets a job related to their competency. Listening to a conversation, communicating, or tale in is an interest that desires to recognize the content material. Consequently, several aspects should be considered. This study investigated the main problems of listening comprehension in Indonesia faced by vocational high school students. The findings show that the foremost troubles with information spoken text are unusual accents and subjects.

Keywords: Teaching Listening, Indonesia Language.

I. INTRODUCTION

Listening is an essential function of social interaction between speaking and writing. Students encounter difficulties throughout the listening comprehension process. However, several professionals provided detailed explanations of listening comprehension issues. Listening to comprehension problems arises concurrently with the process of understanding spoken text. Quality of audio equipment

Ghoneim (2013) found that advanced and intermediate students have distinct ratios of listening comprehension issues. The lack of previous knowledge and inability to identify stress in word pronunciation are the main issues with listening comprehension. These include issues with listening content, language, inability to focus, psychological elements, listener, speaker, and the physical state. As previously discussed, researchers have added other types of listening that students can understand on listening comprehension among vocational students, producing a variety of results. Therefore, this study was conducted. Additionally, the expected outcome might assist educators in organizing and planning their methods.

II. LITERATURE REVIEW

The advantage of accurate listening ability is that it establishes stronger relationships between human beings and family participants (Iwankovitch, 2001). Individuals who listen nicely may additionally acquire both informational and relational benefits that make them more influential (Ames et al., 2012). This is a conscious method that requires students to be mentally attentive. Moreover, listening competencies need to be primarily based on understanding vocabulary if you want to apprehend students' capability to capture the factor of conversation and might reply to spoken messages acquired. Frommer (2006) said that teaching listening is aimed at having learners understand the sound properties of the language that they learn,

and it is frequently quite different from the sounds in their first language. Siegel

III. METHODOLOGY

This study implemented purposive sampling and involved 20 students as contributors, and semi-structured interviews and remarks were used as record-amassing techniques. The questionnaire was tailored based on previous research conducted by Hamouda (2013). It consists of 15 questions rated on a 3 Likert scale. The questionnaire was divided into four categories: trouble related to the listening materials, problems related to linguistic features, issues resulting from failure to concentrate, troubles related to mental characteristics, troubles related to the listener, troubles related to the speaker, problems pertaining to physical settings, and the type of indoneaia listening that students can understand. To ensure that the questionnaire was understood by members and to avoid false impressions, it was translated into Bahasa Indonesia.

The collected records were divided into three categories: statistics from remarks, interviews and questionnaires. The qualitative facts from the interviews and remarks were analyzed through thematic evaluation inside the meantime, and quantitative statistics from the questionnaire were analyzed using descriptive evaluation. The final result presents the frequencies.

IV. FINDINGS AND DISCUSSION

The consequences of the information accumulated from the students' responses and the interview results, primarily based on the 8 (eight) classes of listening comprehension problems, are supplied in the form of probabilities. Numbers in parentheses within the charts show the number of students who responded to each announcement in the questionnaires. The findings and discussion are as follows: FINDINGS

The main reason why vocational school students have difficulty understanding Indonesian listening is that the students themselves do not have the motivation to learn English. They think that Indonesian is not a mother tongue that must be mastered, so their tendency is to be lazy and reluctant to learn Indonesians. Therefore, even the smallest thing related to considered difficult, for most students think that studying Indonesian is a burden, only a small portion is motivated to learn Indonesian.

V. CONCLUSION

Based on the information exploring listening comprehension, all students experienced a few issues in understanding the spoken text. It can be concluded that listening comprehension is affected by inner and external elements. In this case, problems related to the physical circumstances, listening material, the speaker, and the listener itself could be the most important factor that could inflict students facing a few problems in comprehending listening. Students want to improve their listening comprehension by using strategies based on their issues to prevent misunderstandings in listening comprehension.

REFERENCES

- Anyiendah, M. S. (2017). Challenges Faced by Teachers When Teaching English in Public Primary Schools in Kenya. <https://doi.org/10.3389/feduc.2017.00013>
- Ozben, S., (2010). Teachers' strategies to cope with student misbehavior. Elsevier:Procedia Social and Behavioral Sciences 2 (2010) 587-594.
- Macdonald (2002) researched the views and practices of reluctant teachers regarding teaching pronunciation in Australia.
- Fraser, B. (1999). What Are Discourse Markers? Journal of Pragmatics, 31, 931-952. [http://dx.doi.org/10.1016/S0378-2166\(98\)00101-5](http://dx.doi.org/10.1016/S0378-2166(98)00101-5)
- Azizinia, H., Sadeghoghli, H., & Mohebkah, V. (2017). A Study of English Listening Comprehension Improvement via Product- vs Process-Oriented Tactics: The Case Study of Shiraz EFL Learners. (2013), 22–31.
- Bell, J. (2010). Doing Your Research Project. In Social Science. Retrieved from <http://www.myilibrary.com?ID=94698>

- Bingol, M. A., Mart, C. T., Celik, B., & Yildiz, N. (2014). Listening comprehension difficulties encountered by students in second language learning class. *Journal of Educational and Instructional Studies in the World*, 4(4), 25–30.
- Bloomfield, A., Wayland, S. C., Rhoades, E., Blodgett, A., Linck, J., & Ross, S. (2010). “What makes listening difficult.” In *Factors affecting second language comprehension* (pp. 1–119).
- Cubalit, A. N. (2016). Listening comprehension problems of Thailand English learners. *Proceedings of the Third International Conference on Language, Literature & Society*, 207–214.