

DIFFICULTIES IN LISTENING COMPREHENSION FACED BY THIRD SEMESTER IN THE EXTENSIVE LISTENING COURSE

Haidah Situmorang, Febrika Dwi Lestari, Christina Natalina Saragi
Universitas HKBP Nommensen Medan
haidah.situmorang@student.uhn.ac.id febrikadwilestari@uhn.ac.id
christina.saragi@uhn.ac.id

ABSTRAK

This study investigates the difficulties in listening comprehension faced by third-semester students in the Extensive Listening course at the English Department of HKBP Nommensen University Medan. The research employed a qualitative approach with a descriptive design to explore the types of listening difficulties experienced by students and the factors contributing to those difficulties. The participants consisted of third-semester students enrolled in the Extensive Listening course during the 2025/2026 academic year. Data were collected through classroom observation, questionnaires, and semi-structured interviews. The questionnaire involved 30 students, while in-depth interviews were conducted with 10 selected participants using purposive sampling. The findings reveal that students experience various listening difficulties, including limited vocabulary, unfamiliar grammatical structures, pronunciation differences, unfamiliar accents, fast speech rate, and reduced forms in connected speech. Among these factors, fast speech rate and unfamiliar vocabulary were identified as the most dominant difficulties affecting students' listening comprehension. Observation and interview results further indicate that long listening passages and technical issues related to audio quality also contribute to students' comprehension problems. Overall, the study concludes that students' listening difficulties are influenced by both linguistic and technical factors, with linguistic factors playing a more significant role. These findings suggest the need for improved listening materials, varied exposure to accents, and appropriate speech rates to enhance students' listening comprehension skills.

Keywords: listening comprehension, listening difficulties, extensive listening, vocabulary limitation, speech rate

ABSTRACT

Penelitian ini mengkaji kesulitan dalam pemahaman mendengarkan yang dihadapi oleh mahasiswa semester tiga pada mata kuliah Mendengarkan Ekstensif di Jurusan Bahasa Inggris Universitas HKBP Nommensen Medan. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif untuk mengeksplorasi jenis-jenis kesulitan mendengarkan yang dialami mahasiswa serta faktor-faktor yang berkontribusi terhadap kesulitan tersebut. Peserta penelitian terdiri dari mahasiswa semester tiga yang terdaftar pada mata kuliah Mendengarkan Ekstensif pada tahun akademik 2025/2026. Data dikumpulkan melalui observasi kelas, kuesioner, dan wawancara semi-terstruktur. Kuesioner melibatkan 30 mahasiswa, sedangkan wawancara mendalam dilakukan dengan 10 peserta terpilih menggunakan teknik sampling purposif. Temuan menunjukkan bahwa mahasiswa mengalami berbagai kesulitan mendengarkan, termasuk kosakata yang terbatas, struktur tata bahasa yang tidak familiar, perbedaan pelafalan, aksen yang tidak

Kata kunci: pemahaman lisan, kesulitan mendengarkan, mendengarkan secara ekstensif, keterbatasan kosakata, kecepatan bicara.

1. PENDAHULUAN

Background of the study

Listening plays an important role in the language learning process as it gives learners access to spoken input, which are fundamental to understanding messages and effectively participating in communication (S. Krashen, 2019). By listening, students learn to understand real-life language, including how people speak, their tone, and the speed of their speech. This is something that students cannot fully learn from reading or studying language rules. This input aids learners in comprehending information more intuitively and enhances their speaking abilities. In addition, various studies have shown that listening is the main source of comprehensible input that forms the basis of second-language acquisition. Therefore, listening skills are not just a process of receiving information, but a critical foundation for building effective communication skills.

Although listening is a crucial skill, many EFL students still face difficulties such as high speaking rate, unfamiliar vocabulary, accent variations, and the inability to process information simultaneously. These difficulties demonstrate that listening is a complex cognitive process, not simply hearing sounds. Lack of exposure to authentic input outside of the classroom contributes to students' poor ability to understand spoken English. At HKBP Nommensen University in Medan, listening is a core course in the first semester of the English Language Education program. However, many students still consider listening to be the most difficult skill. This lack of exposure to authentic English makes it difficult for students to adapt to the variations in accents and speaking rates that occur in real-life communication. These difficulties are even more apparent in Extensive Listening courses, which ideally should provide

an easy and enjoyable listening experience (Renandya & Farrell, 2011a). However, students still face challenges in keeping up with speaking rates, understanding vocabulary, and adapting to various accents.

Based on the researchers' initial observations during the Extensive Listening course, it was apparent that some students had difficulty keeping up with the speaking rate in the audio. Several students frequently requested audio repetition and expressed confusion when hearing different accents. This finding aligns with preliminary interviews, where students stated that accent and speech rate were major obstacles to understanding listening material. To obtain preliminary evidence regarding this phenomenon, researchers conducted preliminary research through brief interviews with three students from two Extensive Listening classes. The interviews revealed several key issues: (BS, 2025): "The audio is too fast, so I can't understand the words clearly." (WS, 2025): "The accent is difficult to understand and confuses me." (SS, 2025): "Sometimes I don't know the vocabulary, so even when I hear it, I don't understand the meaning."

These findings indicate that students' difficulties are primarily caused by speech rate, limited vocabulary, and accent variations. In addition to linguistic factors, emotional factors such as listening anxiety also play a role. Students often fear not being able to understand the audio, which can interfere with their focus and information processing. When they fail to understand the initial portion of the audio, they easily lose concentration for the subsequent sections. A learning environment with limited exposure to English also presents a barrier. The majority of students do not live in an English-speaking environment, so they are unfamiliar with the natural accents present in Extensive

Listening materials. This leaves them feeling overwhelmed and unprepared. Overall, this phenomenon suggests that students' listening difficulties are not solely related to linguistic abilities, but also to interconnected cognitive, psychological, and environmental factors. Therefore, this phenomenon is important to study in depth.

In learning English as a foreign language, students are not only expected to master basic listening skills but also to develop a deeper understanding through more advanced levels of listening practice. One of these levels is known as Extensive Listening, which plays an important role in helping learners become more familiar with authentic spoken English in various contexts. Mandiri et al., (2022), established that Extensive listening encompasses a range of listening practices that furnish learners with substantial quantities of comprehensible and pleasurable auditory material. Extensive listening also provides learners the opportunity to engage with conversations, interviews, stories, podcasts, and even everyday communication. This exposure enables students to become better acquainted with natural speech characteristics, including related speech, intonation patterns, and pronunciation differences. These features are crucial as they assist learners in cultivating a more authentic comprehension of English usage outside the classroom, which cannot be entirely acquired through structured or textbook-based listening resources.

2. KAJIAN TEORI

Theoretical Framework

The theoretical framework of this study is grounded upon significant concepts from applied linguistics and psycholinguistics, particularly concerning listening comprehension. This theoretical review chapter examines many theories pertinent to the investigation. Those are definitions, components, factors, difficulties, as well as how this theory relates to the analysis of the research

data. The selection of this theory is particularly relevant to the situation of third-semester university students, where extensive listening courses require the ability to process large amounts of spoken information, such as podcasts, lectures, or film documentaries. By understanding this theory, this research can provide a solid foundation for discovering and addressing the problems that students experience. This discussion draws on key literature in the field of language education, with an emphasis on analytical methods that combine cognitive, social and pedagogical elements.

2.2 Definition of Listening and Listening Comprehension

Listening is a crucial language skill that significantly contributes to the language learning process, particularly for foreign language learners. Listening in language acquisition is the process of receiving, interpreting, and comprehending messages communicated verbally by the speaker. According to *Newton (2009)*, Listening skills are the first step in developing speaking skills. These skills serve as the foundation that enables a person to acquire and understand language input before being able to produce that language independently.

In the realm of English language acquisition, listening encompasses not only the capacity to identify sounds or words but also the comprehension of meaning, structure, and context within the communication that transpires. The ability to comprehend through auditory processing is among the most intricate facets of acquiring a foreign language, as it encompasses the activities of listening, understanding material, and evaluating the significance of verbal expressions.

According to *Krashen, (1982)*, listening holds a crucial role in language

learning since it serves as the main source of input for learners. When students are unable to comprehend input that matches their level of understanding, the learning process cannot take place effectively. Therefore, listening becomes an essential foundation for developing speaking ability. While Listening comprehension is a fundamental and complex process that involves multiple stages of understanding spoken messages. It requires learners to actively engage in interpreting meaning from the sounds they hear by combining linguistic knowledge, contextual understanding, and cognitive strategies.

According to Anderson (1995), The process of hearing comprehension can be categorized into three stages: perceptual processing, parsing, and usage. During the perceptual stage, listeners recognize sounds, words, and expressions.. In the parsing stage, they organize these linguistic elements into meaningful units by recognizing grammatical structures and sentence patterns. Finally, in the utilization stage, listeners interpret and connect the information they hear to prior knowledge and the situational context to construct meaning.

H.Douglas Brown (2000), asserts that listening comprehension is not a passive endeavor but rather an active and dynamic process. The listener must discern sounds, comprehend vocabulary and grammar, interpret intonation and stress, remember information, and integrate all these factors within the social and cultural context of the utterance. Comprehending spoken language necessitates both bottom-up processing, which emphasizes the decoding of sounds and words, and top-down processing, which depends on past

knowledge, expectations, and context for meaning interpretation. Learners must coordinate these two processes to achieve effective comprehension.

In the context of language learning, especially in an *Extensive Listening* course, students are required to process large amounts of spoken input from various authentic materials such as podcasts, movies, and native speech recordings. This situation demands a high level of listening competence, as students must deal with different accents, speech speeds, and discourse patterns. Vandergrift (1999), explains that skilled listeners continuously integrate bottom-up and top-down processes to build a coherent understanding of what they hear. However, for students who still struggle with vocabulary or contextual inference, these processes may break down, leading to difficulties in comprehension.

Field (2008), also emphasizes that listening is not a linear process but a recursive one, where listeners constantly shift between decoding and predicting meaning. This means that when learners fail to recognize certain words, they often rely on context and prior knowledge to fill in the gaps. For third-semester students, this process can be particularly challenging because their linguistic knowledge and exposure to authentic materials are still developing. As a result, they may experience cognitive overload, especially when dealing with fast speech or unfamiliar topics.

Rost (2011), further highlights that the success of listening comprehension depends on the listener's cognitive and metacognitive abilities, such as attention control, working memory, and self-

monitoring. Students who can focus on key information, evaluate their understanding, and apply listening strategies (e.g., predicting, clarifying, summarizing) tend to achieve better comprehension outcomes. Therefore, understanding the process of listening comprehension helps both teachers and learners identify where communication breaks down and how to address it effectively.

In the case of third-semester students taking an Extensive Listening course, awareness of how listening comprehension works is crucial. It enables them to recognize their own weaknesses, such as insufficient vocabulary, difficulty catching key words, or lack of concentration, and develop strategies to overcome them. Teachers, on the other hand, can design appropriate listening activities that strengthen both bottom-up and top-down processing, ultimately improving students' ability to comprehend authentic spoken English.

2.3 The Importance of listening in Language Learning

Listening is regarded as one of the most essential abilities in acquiring a foreign or second language. It serves as a crucial basis for the development of other language skills, including speaking, reading, and writing. As H. Douglas Brown (2000), explains listening is the primary channel through which learners receive language input; without sufficient comprehension of what they hear, learners cannot produce language effectively. Listening, therefore, serves as the gateway to language acquisition, allowing students to internalize linguistic forms, vocabulary, and patterns of communication through exposure and understanding.

Furthermore, according to Rost (2011), emphasizes that listening is not a passive process but an active, interpretive act in which the listener constructs meaning by connecting new auditory information to prior knowledge. Through listening, learners acquire authentic language input that reflects real-life communication, which is essential for improving their overall communicative competence. Similarly, Vandergrift (1999), states that "listening provides the basis for the development of all other skills," highlighting that successful language learning largely depends on the learner's ability to process and comprehend spoken messages.

In the context of learning English as a Foreign Language (EFL) learning, listening becomes even more significant because learners are often exposed to limited opportunities to engage in real-time communication. According to Gilakjani & Sabouri (2016), listening skill helps students develop their pronunciation, intonation, and fluency, as it familiarizes them with the natural rhythm and patterns of spoken English. When students practice listening extensively, they gain more exposure to authentic speech and real communicative situations, which contributes to improving their confidence and comprehension in both academic and social settings.

In addition, Renandya & Farrell (2011), point out that listening contributes substantially to vocabulary growth and linguistic intuition. Through repeated exposure to meaningful input, learners subconsciously acquire new words, structures, and expressions. This process supports This approach aligns with Young, (1988) Input Hypothesis, which posits that

language learning happens when students encounter understandable input that's just a bit above their existing skill level ($i+1$). As a result, the greater the exposure learners have to listening and comprehending genuine resources, the more effortlessly they pick up the language.

3. METODOLOGI PENELITIAN

Research Design

This study used a qualitative approach with a descriptive design. This approach was chosen because the research aimed to describe in a clear, in-depth, and holistic way the linguistic difficulties that were experienced by third-semester students in understanding listening comprehension in the Extensive Listening course, as well as to identify the factors that caused these difficulties. According to (Bogdan & Biklen, n.d.), qualitative research aimed to understand phenomena from the participants' point of view by describing them in words rather than numbers. The qualitative approach allowed the researcher to explore students' experiences, perceptions, and challenges through direct interaction rather than numerical measurement. Therefore, this method was considered the most appropriate to answer the exploratory and descriptive research questions.

Data Source

The data sources were third-semester students of the English Department at HKBP Nommensen University Medan who were enrolled in the Extensive Listening course during the 2025/2026 academic year. Observation was conducted in one class, Group A, to directly observe students' listening

difficulties during learning activities. The selection of this class was based on considerations of accessibility, time, and focus, allowing the data to be more in-depth and concentrated. The observation aimed to record listening difficulties directly, including students' reactions, vocabulary limitations, pronunciation issues, and audio speed challenges.

For questionnaire data collection, 30 students were selected as respondents, drawn from both Extensive Listening classes, consisting of 15 students from Group A and 15 students from Group B. The respondents were selected using a purposive sampling technique, based on the criteria of being actively involved in the course and having relevant experience with listening comprehension difficulties. The questionnaire data served as supporting data for the qualitative findings from the observation and interviews.

From these 30 questionnaire respondents, 10 students were further selected as participants for semi-structured interviews. The participants were selected using purposive sampling with specific criteria (criterion sampling), namely students who were actively engaged in the course and considered able to provide the most in-depth information regarding listening comprehension difficulties. This technique was chosen to ensure that the researcher obtained rich, relevant, and in-depth qualitative data, allowing students' experiences to be explored comprehensively.

Observation

Before distributing the questionnaires and conducting the interviews, the researcher made observations in the Extensive

Listening class of third-semester students. Observation was used as an early instrument to re-confirm linguistic difficulties that had previously been identified through short interviews (preliminary research). In this observation, the researcher used observation sheets and field notes to take note of signs of linguistic difficulties that appeared during listening activities, such as students' lack of knowledge of certain vocabulary, unclear pronunciation, and excessively fast audio speed.

Observations were made of the overall classroom situation so that the researcher only noted general patterns of difficulty, not the behavior of each student individually. The researcher also noted students' reactions such as asking for repetition, looking confused, or being slow in giving answers. The results of these observations were used to reinforce the initial findings from the short interviews (preliminary research) and formed the basis for the questionnaires and follow-up interviews to explore in more detail the types of linguistic difficulties and the factors causing them. The observation sheets in this study were presented in Appendix 1.

Questionnaire

The questionnaire used to systematically gather students' perceptions of their listening comprehension difficulties. In this study, the questionnaire was applied a Likert-scale format, which is commonly used to measure attitudes and perceptions in educational research. The Likert scale, first introduced by Rensis Likert (1932), is widely recognized as a valid tool for capturing respondents' levels of agreement toward certain statements.

In developed the questionnaire, the indicators were based on expert sources. According to Underwood (1989), Assaf (2015), Goh (2000), and Gilakjani & Sabouri (2016), several major causes of listening comprehension difficulties were identified, such

This instrument helped the researcher to obtain structured data that supported the qualitative findings of the study. Before distribution, the questionnaire was validated by the lecturer of the listening course to ensure content appropriateness and clarity. Based on these six indicators, this research questionnaire consisted of 18 statements, with each indicator represented by three statements. This questionnaire helped the researcher obtain structured data that was served as supporting data for the qualitative findings of the study. The list of questionnaire statements used in this study was presented in Appendix 3.

Interview

The interview used to obtain deeper and more detailed information about the students' listening difficulties. It consisted of 10 open-ended questions adapted from Hamouda (2013), focusing on the three main factors influencing listening difficulties, namely the quality of recorded material, unfamiliar vocabulary, and length and speed of listening. The interview questions was used to confirm and enrich the data collected through questionnaire.

4. HASIL DAN PEMBAHASAN

Discussion

The findings of this study indicate that third-semester students still face significant challenges in understanding listening

material in the Extensive Listening course. The most dominant difficulties, namely speaking speed and limited vocabulary, indicate that students' spoken language processing skills are not yet fully developed to deal with authentic and natural language input. This result is consistent with the findings of Hardiyanto et al. (2021) and Hadist & Dewanti (2022), who reported that fast speech and unfamiliar vocabulary were the most dominant obstacles faced by EFL students in listening comprehension. The similarity of these findings suggests that speech rate and vocabulary mastery remain persistent problems across different educational contexts.

The high level of difficulty in the fast speech rate indicator indicates that students need longer processing time to understand spoken information. In the context of Extensive Listening, where audio repetition is often limited, speech rate becomes a major bottleneck as students do not have enough time to recognize words, process sentence structure, and understand meaning simultaneously. This finding supports Wahidah et al. (2023), who found that fast speech rate significantly reduced students' comprehension, even at the secondary school level. It also aligns with Hardiyanto et al. (2021), who emphasized that rapid delivery of spoken texts increases listening difficulty, particularly when students have limited vocabulary knowledge. This condition can be explained by the concept of cognitive load, in which excessive input speed may exceed learners' processing capacity.

Difficulties in understanding complex grammatical structures, pronunciation differences, and speakers' accents and dialects show that students still

have limitations in recognizing authentic spoken language variations. These findings are in line with the study conducted by Hardiyanto et al. (2021), which revealed that different accents and unclear pronunciation were major sources of misunderstanding. Similarly, Andika & Indah (2021) found that listening difficulties were influenced not only by the material itself but also by students' limited background knowledge and linguistic competence. In authentic listening contexts, language is often delivered naturally and influenced by the speaker's background, requiring learners to have strong bottom-up processing skills. However, most respondents in this study still struggled to decode spoken input accurately.

From the non-linguistic side, audio quality and length also contributed to students' listening difficulties. Unclear audio and a noisy classroom environment disrupted students' concentration, thereby reducing the effectiveness of the listening process. This finding is consistent with Hardiyanto et al. (2021), who reported that environmental factors and audio quality significantly affected listening comprehension. In addition, long-duration audio demands sustained concentration, which is difficult for students to maintain. This supports the findings of Hadist & Dewanti (2022), who highlighted that students often lose focus when listening to long spoken texts.

Student learning strategies also play an important role in dealing with listening difficulties. Students who use strategies such as focusing on keywords, guessing meaning from context, and recording important information tend to be better able to overcome difficulties than students who

do not have a clear strategy. This finding extends the study of Su et al. (2023), who emphasized that lack of teacher guidance and inappropriate material selection hindered the success of Extensive Listening implementation. While their study focused on general challenges in implementing Extensive Listening, the present study specifically identifies how strategic competence influences students' comprehension performance. Therefore, this research provides a more detailed analysis of listening comprehension problems within the Extensive Listening course context.

Thus, the results of this study confirm that listening difficulties in Extensive Listening courses are not caused by a single factor, but by the interaction between students' linguistic abilities, the characteristics of audio material, and the learning strategies used. In line with previous studies, vocabulary limitation and fast speech remain the dominant barriers. However, this study contributes to the existing literature by specifically examining third-semester students in the Extensive Listening course and combining questionnaire and interview data to provide a more comprehensive understanding. Understanding these findings can serve as a basis for lecturers to design more adaptive listening lessons, for example by adjusting audio speed, increasing vocabulary practice, improving audio quality, and providing systematic listening strategy training.

5. KESIMPULAN DAN SARAN

Conclusion

Based on the results of research conducted through classroom observations,

questionnaires, and semi-structured interviews, this study provides an overview of the difficulties experienced by students in understanding listening

material in the Extensive Listening course. The data obtained shows how students respond to audio material, the level of difficulty they experience, and their experiences in dealing with various obstacles during the listening process.

The results of the study emphasized that students' listening comprehension is affected by linguistic abilities, audio characteristics, the duration and speed of the material, and the learning strategies used. Observation shows students' responses when facing difficulties, while questionnaires and interviews express the types of difficulties and factors that influence the comprehension process.

In line with the research background that emphasized the importance of listening skills in the Extensive Listening course, these findings show that there is still a gap between the material demands and students' ability to process oral information. The difficulties that arise are diverse and are affected by more than one factor.

Therefore, the conclusion of this study is organized based on two main focuses in accordance with the formulation of the problem, namely:

1. Types of Linguistic Difficulties Faced by Third Semester Students in Listening Comprehension Throughout Extensive Listening Course

The first conclusion shows that third semester students experience various linguistic difficulties in comprehending listening material in the Extensive Listening course. These difficulties consist

of limited vocabulary, unfamiliar grammatical structures, differences in pronunciation, accent and dialect, high speaking speed, and the use of reduced forms and connected speech.

Based on the questionnaire data, all indicators of linguistic difficulties were in the high to very high category, with fast speech rate as the most dominant difficulty. This finding was strengthened by observation data which showed that students often lost focus, looked confused, and had difficulty following the audio flow when the material was played at a high speed. Interview data also showed that students felt they did not have enough time to process information when speakers spoke too fast.

In addition, limited vocabulary is also a key difficulty that affects students' listening comprehension. The large number of unfamiliar vocabulary makes students focus more on understanding word by word, so they lose the general picture or main idea of the material they listen to. Thus, it can be concluded that linguistic difficulties are the main problem faced by students in Extensiv activities.

2. Factors Influencing Listening Comprehension Difficulties in the Extensive Listening Course

The second conclusion indicates that students' listening comprehension difficulties are influenced by various internal and external factors. External factors include audio quality, audio speed and length, and classroom conditions, while internal factors are related to students' limited vocabulary and learning strategy. The less than optimal audio quality, such as low volume, noise, and limited audio devices in the classroom, proved to

interfere with student concentration during the listening process. In addition, audio with a lengthy duration and high speaking speed causes a decline in student focus, especially in the middle to the end of the audio, so that important information is often missed.

From the internal side, limited vocabulary is a factor that is very influential on listening comprehension. Students who often encounter foreign vocabulary tend to have difficulty in understanding the content of the audio as a whole. Another factor that also influences is student learning strategies. Students who have strategies such as focusing on keywords, guessing meaning from context, recording important information, and practicing independently show better ability to overcome listening difficulties than students who do not have a clear strategy.

5.2 Suggestions

Based on the conclusions of this study, the researcher proposes several suggestions addressed to lecturers, students, and future researchers so that the Extensive Listening learning process can run more effectively.

First, for lecturers, it is recommended to provide more structured assistance in dealing with student listening difficulties. Lecturers can adjust the audio speed level gradually, starting from audio with a slower speed until it approaches the speed of native speakers. In addition, pre-listening activities such as introducing important vocabulary, explaining the context of the topic, or brief discussions before listening to audio need to be applied consistently to help students prepare. Lecturers are also advised to introduce various accents and pronunciation

variations so that students get used to the use of authentic English.

Second, for students, it is recommended to be more active in improving listening skills independently. Students need to expand their vocabulary through reading and listening to various English-language sources, such as podcasts, movies, songs, or news. In addition, students are expected to practice listening strategies, such as focusing on the main idea, guessing the meaning of words from context, and not fixating on understanding every word in detail. With consistent practice, students can increase their confidence and ability to understand listening material.

Third, for further researchers, it is recommended to further examine listening difficulties in different contexts, such as at different levels of student ability or in other types of listening courses. Future research can also examine the effectiveness of certain learning strategies or methods in overcoming the problem of fast speech rate and vocabulary limitations. Thus, the results of future research are expected to make a wider contribution to the development of listening learning. Overall, this research is expected to be a reference material for lecturers and students in understanding and overcoming listening difficulties, especially in Extensive Listening courses, so that the learning process can run more optimally and effectively.

DAFTAR PUSTAKA

- Agustina, N. Iaras. (2019). *The Importance of Teaching Listening in the EFL Classroom*. 1–9.
- Andika, A., & Indah, A. (2021). *The Analysis of Learning Listening Difficulties Toward English Education Study Program Students at University of Ma'arif Nahdlatul Ulama Kebumen in the Academic Year 2019/2020*. 01(01), 9–15.
- Assaf, A. H. (2015). *The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin*. *assessing-listening-by-gary-buck.pdf*. (n.d.).
- Bang, S., & Hiver, P. (2016). Investigating the structural relationships of cognitive and affective domains for L2 listening. *Asian-Pacific Journal of Second and Foreign Language Education*, 1–19. <https://doi.org/10.1186/s40862-016-0013-8>
- Bogdan, R. C., & Biklen, S. K. (n.d.). *for Education An Introduction to Theory and Methods*.
- Dull, E., & Reinhardt, S. P. (2014). An analytic approach for discovery. In *CEUR Workshop Proceedings* (Vol. 1304, pp. 89–92).
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Goh, C. C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55–75. [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)
- H. Douglas Brown. (2000). [H. Douglas Brown] *Teaching by Principles, Second* (BookFi.org).pdf. In *Teaching by Principles An Interactive Approach to Language Pedagogy* (p. 491).
- Hadist, M. K., & Dewanti, L. (2022). *An Analysis of EFL Students' Difficulties*

- in Listening Comprehension at STKIP Muhammadiyah Bogor.* 8(1), 174–179.
<https://doi.org/10.31949/educatio.v8i1.1847>
- Hardiyanto, A., Kotabumi, U. M., Tanjung, M., Kotabumi, U. M., Suharjono, S., & Kotabumi, U. M. (n.d.). *Listening comprehension difficulties; a case study of efl students in listening class.* 2014.
- Jack, C, Richards & Willy, A, R. (2002). *Methodology in Language Teaching 2002 Scanned.Pdf* (p. 422).
- Krashen, S. (2019). *Principles and Practice in Second Language Acquisition Principles and Practice in Second Language Acquisition Stephen D Krashen University of Southern California* (Issue January 1982).
- Krashen, S. D. (n.d.). *Principles and Practice in Second Language Acquisition.*
- Macháčková, E. (2009). *Teaching Listening Bakalářská práce.*
- Mandiri, I. C. P., Gunawan, M. H., & Suharno, S. (2022). Efl Student’S Difficulties in Extensive Listening Activities: a Thematic Content Analysis. *English Review: Journal of English Education*, 10(2), 393–400.
<https://doi.org/10.25134/erjee.v10i2.6240>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications. *newton 2009 in MET 18-3.* (n.d.).