RESULT REPORT

STUDENTS' LISTENING COMPREHENSION DIFFICULTIES IN ONLINE CLASS AT UNIVERSITY OF PAHLAWAN TUANKU TAMBUSAI

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
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2. Research object of creation (type of material to be studied and in terms of the research) Students' Listening Comprehension Difficulties in online class.

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menyimak pemahaman yang dihadapi oleh mahasiswa semester satu Program Studi Pendidikan Bahasa Inggris tahun ajaran 2021/2022. Penelitian ini adalah penelitian kualitatif dengan subyek penelitian adalah mahasiswa semester satu Program studi Pendidikan Bahasa Inggris Universitas Pahlawan Tuanku Tambusai. Instrumen penelitian ini adalah kuesioner dengan teknik kualitatif analisis. Berdasarkan analisis data, hasil analisis kesulitan mahasiswa dalam menyimak pemahaman disebabkan oleh durasi rekaman yang panjang, kecepatan pembicara dalam rekaman, kosa kata yang masih rendah, kualitas rekaman, pengucapan, aksen pembicara, kecemasan dan konsentrasi mahasiswa dalam menyimak pemahaman. Hal inilah yang menyebabkan mahasiswa kesulitan dalam memperoleh informasi dari teks lisan yang didengar.

Kata kunci : Kesulitan Siswa, Pemahaman Mendengarkan

ABSTRAK

The purpose of this study is to find out the difficulties of students in listening comprehension faced by first semester students of the English Language and Education Study Program for the 2021/2022 academic year. This research is a qualitative research with the research subjects are first semester students of the English Language and Education Study Program at University of Pahlawan Tuanku Tambusai. The research instrument is a questionnaire with qualitative analysis techniques. Based on the data analysis, the results of the analysis of students' difficulties in listening comprehension were the long duration of the recording, the speed of the speaker in the recording, low vocabulary, recording quality, pronunciation, speaker accent, anxiety and concentration of students in listening comprehension. This is what causes students to have difficulty in obtaining information from the spoken text that is heard.

Key words : Students Difficulties, Listening Comprehension

CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is an important part of the English language. It seems like other skills such as writing, reading, and speaking. Listening is the language modality that is used most frequently (Asilestari, 2018).Listening is very important because it is the most commonly skill in everyday life. (Gilakjani and Ahmadi , 2011) listening is an important role in the lives of people in society. It means that learning to listen will help improve speaking skills, because everyone who hears various types of English can have a good communication.

(Rost in Hien, 2015) listening is a skill because it presents language as an input skill, listening as an important role in students' language development. It has the potential to develop pronunciation, vocabulary and language proficiency. It means that listening is an important foreign language learning because it provides input skills, which becomes an important role in students' language development.

Listening comprehension is an understanding that is still considered difficult by students, because students must have a focus on understanding the intended context. (Walker, 2014) listening process is a part of cognitive that is tough for students, because students must have the ability to listen, store good information and a deep memory. Listening Comprehension is very different from the activities of ordinary listeners.

There are sounds that are very difficult to understand because the use of speaker accents is very foreign to students which makes them fail to understand. Therefore, it is very important to see difficulties in

listening comprehension for students success in listening comprehension.

Teaching listening wishes larges interest in order to enhance students' language. In some instances of the language classroom, listening is one of difficult language abilities for students because it wishes extra interest and focus to apprehend the material that covered perception speak and monologue text. It can also desire to be noted that listening is a complicated process in which many things happen simultaneously inner the mind. (Hamouda, 2013), (Abidin, 2013), (Anadapong , 2011) to help students improve their listening skills, lecturers must understand students' difficulties in listening and comprehend text, instruct effective listening strategies to help students solve their difficulties.

In teaching listening various materials can attract attention and increase their motivation in listening comprehension. Having English that is in accordance with a certain field of study is one of the requirements to make the teaching and learning process effective. According to Hutchinson & Waters (19:87:107), the material is used as a means of stimulating learning. It means that, it is very important to develop material to be more interesting, creative and innovative.

(Ayu, 2016) learning is complex process that happens to everyone throught his life. The learning conditions at University of Pahlawan Tuanku Tambusai during this time of pandemic COVID-19 also changed. Especially in covid time the students join online learning used Whatsapp and the lecturer gives assignments to students via Whatsapp. She also changed media in teaching class by using Youtube, Google Classroom, videos. The materials are related to comprehending the spoken text which are short and by dialogues, short and long monologues as teaching material. The lecturer gives assignments via

Whatsapp and only learn one hour for two course credits. The students join listening class in blended learning system, it means they have meeting 60% for face to face and 40% for online. Then, the students learn through a Youtube link that send by lecturer via Whatsapp group.Online learning carried out during the pandemic period allows students to understand listening through learning media in the form of Whatsapp, Google Classroom, Youtube. The use of the media is used as an alternative way as the learning flatform. (Masrul, 2017) English learning activity improvement would be easy to be done to achieve the goals.Learning is evaluated through students answers to related questions so that the results of student understanding can be obtained.

Based on the interview with the students in the first year of English Language Education University of Pahlawan Tuanku Tambusai, covid pandemic changed the system of teaching and learning.The learning process changed from offline become online. The students learning used media Whatsapp, Google Classroom, Youtube and videos. The students join blended learning system with 60% for face to face and 40% for online.Some students only study in class, they do not learn independently outside the classroom.

Based on the explanation above, it is important to conduct a research entitled "Students Listening Comprehension Difficulties in Online Class". This research will be taken at the second semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai in academic year 2020/2021.

B. Focus of the Research

Based on identification above, this research will focus on analyzing the students difficulties in listening comprehension in covid

time. To formulate the research, a question is formulate as follow " what are the students difficulties in listening comprehension of first-year students in the English Language Education Study Program at University of Pahlawan Tuanku Tambusai?" .

C. Purpose of the Research

Based on the research questions above, the purpose of the research is to determine the students difficulties in listening comprehension of first-year in the English Language Education Study Program at University of Pahlawan Tuanku Tambusai.

D. Significance of the Research

The research is expected to give significances theoretically and practically. Theoretically, hopefully students are active in learning to improve their listening skills and practice listening more to achieve more efficient learning in the listening learning process. For the lecturers. This research is expected to be used as teaching material for lecturers to guide students in understanding listening because lecturers know the difficulties faced by their students. The lecturer can handle students easily and achieve learning goals effectively. For the researchers. Researchers gain valuable experience that can be used to conduct better research in the future.

Practically, so the students can collaborate with lecturers using techniques that have been applied by the lecturer to achieve maximum learning in learning comprehension of listening and can be used as a reference. For the lecture, the lecturer can improve their teaching to students by looking at the current situation to choose more effective teaching system to make it easier for students in the listening comprehension process.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. *The Nature of Listening*

a. Definition Listening

Listening is very important in the learning process, it can help students to develop language skills in daily life. Learning to listen really helps us to improve our speaking skills. People need to hear different types of English over and over again if they are to communicate well, meaningfully and naturally. It means that without hearing people cannot acquire language because listening provides language input. (Rost In Hien, 2015) listening is a skill because it presents language as an input skill, listening as an important role in students' language development.

(Howatt & Dankin in Assaf, 2015) listening is the foundation of language skills, the ability to identify and understand what a native speakers say. Listening process to understand what is means by the speaker with an accent, vocabulary, grammar, and as a medium for gathering important information in everyday life (Sari et al., 2013). People spend most of their time communicating because listening plays an important role in communication, being the most important language skill used, and as the main medium of learning in all education.

Listening is very important skill in second and foreign language study because it is a skill that looks like passive activity but it is not. It is not only listening to what the speaker says but the listener also processes what he/she has listened to the speaker (Adawiyah, 2017). By listening, listeners can process the information they have heard before speaking and writing. There are five elements in the process of listening, understanding, attending, responding, and remembering to process information (Stewart in Adawiyah, 2017).

(Rost in Permatasari, 2013) listening is a process of accepting what the speaker actually says to construct a meaning, negotiating meaning with the speaker and responding, creating meaning through involvement, imagination, and empathy. So it can be told that listening is an active mental ability because it helps the listener to understand the meaning of the speaker and can obtain information easily that informed by the speaker.

Based on the definitions above, it can be concluded that listening is a basic skill that has a directional process in accepting what the speaker says by understanding the speaker's meaning through accents, pronunciation, and vocabulary.

b. **Definition Listening Comprehension**

Listening comprehension is a construction process that is achieved to find out the meaning which is done by applying knowledge to the incoming sound. In other words, an active process in which students just what they hear and what they already know. (Hamouda, 2013) listening comprehension as an interactive process where the listener is involved in constructing a meaning listeners understand spoken input through voice as well as grammatical structures, stress and intonation.

(Marleni, 2016) listening comprehension is the ability to grasp the meaning of spoken text is referred to as extensive listening or meaning oriented listening, and it is concerned with the understanding of meaning. (Nadig, 2013) listening comprehension is the process of understanding spoken language that involves recognizing speech, understanding the meaning of individual words and understanding the syntax of sentences. (Azizah, 2014) students need to understand the meaning of what is said in order to hear well. Someone needs a complete understanding to be able to understand the meaning. Therefore, it can be concluded that listening comprehension is to know the meaning of something that is said by someone, understand the meaning, and requires the ability to achieve a complete understanding of what the speaker says.

Based on the explanation of the experts above, listening comprehension is a construction process that is achieved to find meaning and understand the grammar structure and speech that has been heard.

c. **Listening Process**

The listening process is very important because it determines what the listener understands from the speaker. In the listening process, listeners are required to be able to use their skills and knowledge to process information. The listener does not only listen to the speaker, but also must develop and utilize the knowledge they have. (Walker, 2014), the listening process is a heavy cognitive burden on the listener because they have to listen, store information in memory, integrate it, and adapt their understanding to the information and knowledge of what is heard.

(Brown, 2006) supports that students' listening comprehension, it can be improved with the students' background knowledge. It is reasonable because the prior knowledge of students topics and situations related to certain information heard by listeners and provides understanding of the spoken text. It is useful in listening through two processes; top-down and bottom-up processes.

The bottom-up process is the process of decoding the message heard by the listener through the analysis of sounds, grammar and words that create meaning. The bottom-up process includes listening in detail and specifically, a related word and being in a word order pattern. Listening comprehension tends to be an interpretive and interactive process in which in understanding messages, listeners use their prior knowledge and linguistic knowledge.

Meanwhile, top-down processing is the process of decoding messages using background knowledge from the listener regarding the topic, context or situation, type of text and language. Knowledge from this background can help listeners interpret spoken language and anticipate what happens next. The top-down process includes: listening to the main idea, predicting, drawing conclusions, and summarizing.

d. Identification the Students Difficulties in Listening Comprehension

In the process of listening, many listeners are affected by the difficulties they are experiencing. This is considered a very important problem, especially for those who have low listening comprehension. To be successful in listening, hearing difficulties must be identified first. Difficulties in listening are caused by several internal and external factors.

(Hermawan, 2012) there are two factors that influence the listening process, namely; internal factors and external factors. Internal factors that can affect the listening process are; hearing problems and physical conditions. When a person has hearing loss or hearing aid damage can inhibit the entry of waves in a certain volume, then the listening process can be disturbed. Likewise, if the physical condition is not healthy, then you cannot concentrate on listening to other people's conversations properly. External factors include environmental factors, speakers, styles, and speaking techniques. Subject matter can also influence the listening process. The speaker factor can also distract the listener. Besides that the style, appearance, and presentation techniques of the material can also be one of the factors that influence the listening process such as visualization and the technology used.

In addition, (Gilakjani, 2016) the difficulty in understanding listening comes from the length and speed of listening, foreign vocabulary and the quality of the recorded material. Long conversations can affect students' concentration because they tend to think longer and get distraction from their surroundings. Conversely, knowing the meaning of a word the listener can generate interest and motivation and have a positive effect in listening comprehension. While the quality of the recorded material relates to the clarity of students in capturing the meaning of what the speakers say.

(Hamouda, 2013) some difficulties in learning this skill. There are some of the main listening comprehension problems faced by students such as pronunciation, lack vocabulary, native speaker's speed, speaker's accent, anxiety, lack of concentration, and poor recording quality.

The students difficulties consist of :

1. Listening are length.
2. Speed of listening.
3. Vocabulary.
4. The quality of the recording.
5. Pronunciation.
6. Speakers accent.
7. Anxiety.
8. Concentration.

Meanwhile, some external aspects such as speed in speaking, pronunciation, accent, and poor recording quality can also make it difficult for students to understand spoken text. As we know that English has many different pronunciation accents such as American and British. It is one of the challenges for EFL students to know what the speakers mean. In addition, poor recording quality will also affect students' understanding. Bad recordings will result in unclear sound and the listener cannot get a clear meaning. Regarding all these difficulties, there must be strategies and methods to guide students in overcoming any problems in mastering listening comprehension.

e. **Assessing Listening Comprehension**

From assessing listening comprehension, the researcher several indicators of listening comprehension. The indicators of listening comprehension are :

1) Identifying the general information. The students find the general information that is in the conversation.
2) Identifying the specific information. The students find the specific information that is in the conversation.
3) Making inferences. The students collect the information from the conversation and then summarize the contents of the conversation.

Based on the explanation above, it can be concluded that after the students identify general information and specific information in a conversation, the students can deduce information from the content of the

conversation.

B. Relevant Research

The writer gets a relevant research from (Ikramah, 2017), the alumnus of State University Darussalam Banda Aceh. The title of her research is "The Effects of Video on Students' Listening comprehension Ability". It was quasi experimental research. Her research found of using video gave the positive effects towards students listening comprehension ability.

"The result of the data revealed after implementing video, the students' listening comprehension scores were significantly better and well improved (the mean of pre-test = 72,34 and post-test = 144,52). The effect of video on students' listening comprehension ability showed in the *t-score*. The results of the *t-score* showed that the value of the *t score* is higher than *table*. It means that the *t score* is in the starting area of acceptance Ha at the significant level α= 0,05, so it can be concluded that there is significant difference between students' listening comprehension ability after implementing video.

The others research was conducted by (Rahayu, 2016), the alumnus of Syarif Hidayatullah State Islamic University. The research entitled "The Effectiveness of Using Video recorded Listening comprehension Task on Students' Listening comprehension". It was quasi experimental research. She is found that the using of video recorded listening comprehension task has significant effect in improving students listening comprehension. After six weeks treatments, the post test and the gained score of experimental significance level 0.000. The t observes was significantly higher than the t table at 3.897.

Based on the explanation above, it showed that the differences between the research. Both of the research used video in their research to improve the students listening comprehension by using quasi experimental research.

Furthermore, in this research, the researcher aimed to know the effect of using video as media towards students' listening comprehension in online class to improve the student listening comprehension. Based on the research findings of both previous researches, it indicates that use video was successful and could be applied to increase students listening comprehension.

CHAPTER III
RESEARCH METHODOLOGY

A.   Research Design

This research is qualitative using descriptive methods to analyzes students' difficulties in listening comprehension.Descriptive method is research model used to know an object in deeply. Things that are intended to investigate conditions, circumstances, or other things that have been mentioned, and the results can be presented in the research.

(Sugiyono, 2013) descriptive research is research that describes a phenomenon, symptoms, and conditions, both qualitative or quantitative. Descriptive research is included in simple research, than other studies, because in this study the researcher did not do anything to the object or field under study.The term in the research, the researcher did not change, add, or manipulation the object or area of research.(Arikunto, 2013) researchers only take pictures of what happens to an object or area under study, then describe what happened.

(Sugiyono, 2014) qualitative research is a means of exploring and understanding the meaning of individuals or groups that are considered human problems. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Creswell, 2007).

Based on the above statement, the research is described using a qualitative approach. By choosing the descriptive method, namely data collection to answer research questions. This study was to explore the listening problems faced by students in analyzing students' difficulties in listening comprehension.

B. Location and Time of TheResearch

The research was conducted at first semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai. It is located on Jl. Tuanku Tambusai No.23 Bangkinang-Kampar.This research was conducted from September – January 2022.

C. Data, Data Sources, and Subject of the Research

The purpose of this research is to obtain data. Data is an important tool in a research in the form of phenomena that occur in the field. The research will know the results of these studies. The data should be relevant to the research problem. The data in this study will be formed like qualitative descriptive data using qualitative data procedures to analyze the data. The data in this study were obtained from conducting questionnaires with students about students' difficulties in listening comprehension. In retrieving data, researchers need sources to obtain available data.

Data Resources are important in conducting research. So, the source of data is the substance from which the researcher will get the information needed. The data are taking the questionnaire conducted by researchers. The data from the questionnaire, there are several questionnaires that will be asked to students. The questionnaire is a data collection technique which is done by giving written questions to respondents to be answered. The questionnaire used by the researcher as a research instrument.

In qualitative research, sources are very important for researchers in providing information. Subject of the in this research consisted of 24 people students in the second semester of English Language Education University of Pahlawan Tuanku Tambusai, consisted 20 female and 4 male.

D. Technique of Collecting Data

Collecting data is the process of getting data in a study, gathering data is very important for research. Because without data, research will not occur. In this research, researchers used the questionnaire to collect data. Questionnaires are used to identify difficulties faced by students while listening. This questionnaire consists of 20 statements. Which in making questionnaires is based on theory.

E. The Technique of Analyzing Data

This research procedure in which researchers systematically search for and organize statistics to amplify understanding of data and make it viable to present the outcomes to others. Nevertheless, Ary (2010: 283) states that records analysis in this learn about can be broken down into four stages; they coding, data reduction, data display, and drawing conclusions. That can be explained as follows:

1. Coding

The first stage in examining qualitative data here includes coding. The first step in coding is referred to as an open code, a begin code, or a transient code. And the most common the approach is to read and sort them by finding units of meaning, words, phrases and sentences so that they are convenient to learn. And at this stage, after getting the data, the researcher gathered the data. After all records has been collected with the aid of the researcher then places all devices that have the same code. That will be less difficult study the data.

2. Data Reduction

Display of data is a description of the data as the second component in analyzing the data this technique was used in arranging information, description or narration in order to draw conclusion. It is done because of the data during the qualitative research process are usually narrative-shaped, so that requires simplification without compromising its contents. The display data is done to be able to see the overall picture or section of the whole picture. The researcher sorted and organized the data from questionnaire by classifying the student's listening difficulties based on question and student's answer.

3. Data Display

After data reduction, and the next step in analyzing data is Data Display. Display are used at all of phase. Data will be organized and summarized to help draw conclusions. Then show what stage the analysis has reached.

4. Drawing &Conclusion

The data would be drawn from the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting

regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over.

F. The Technique of Validity Data

According to Creswell (2012: 159) the validity of the data is the extent to which all evidence points to the intended interpretation of a notch grading for the proposed determination. In this research, the researcher collected data byquestionnaire for the students. Although the validation of the findings occurred in all steps in the research process of this discussion is focused on this to make it easier for a researcher write a section into the proposal on a procedure for validating the findings that will be carried out in a study. The proposal developer needs to submit the steps they would take in their studies to check for accuracy and credibility their findings (Creswell, 2014: 251).

a. Triangulation

Triangulation (Moleong, 2014) is an examination technique the validity of the data by checking or comparison of the data obtained with the source or other criteria outside of that data, to improve data validity. In this study, the triangulation done is:

1) Triangulation of sources, namely by means of compare what is said by the subject said the informant with the intention is that the data obtained can be trusted because it is not only obtained from one source namely the research subjects, but the data were also obtained from some other source such as neighbors or friend of the subject.

2) Triangulation technique, namely by taking data using questionnaires results and obtain relevant data.

CHAPTER IV
RESEARCH RESOURCES AND TIME ALLOCATION

A. ResearchResources

Item	Satuan	Volume	Biaya Satuan	Biaya Total
PenggandaanLiteratur	Buah	2	50.000	100.000
TintaPrinter	Paket	1	270.000	270.000
FlashdsikBliptest	Buah	3	100.000	300.000
Spanduk	Buah	2	150.000	350.000
Total				**1.020.000**
Honor	OR	1	50.000	150.000
Honor	OJ	2	30.000	60.000
Honor	OR	2	200.000	400.000
MakanSiang	OH	3	150.000	150.000
Snack	OH	2x30	10.000	600.000
Transportasi				300.000
Biaya publikasi				500.000
Total				**1.980.000**
TOTAL KESELURUHAN				**2960.000**

B. TimeAllocation

No iatan	Keg						Bulan						
		1	2	3	4	5	6	7	8	9	10	11	12
1	Survey												
2	Literature Review												
3	School Coordination												
4	Research												
5	DataAnalysis												
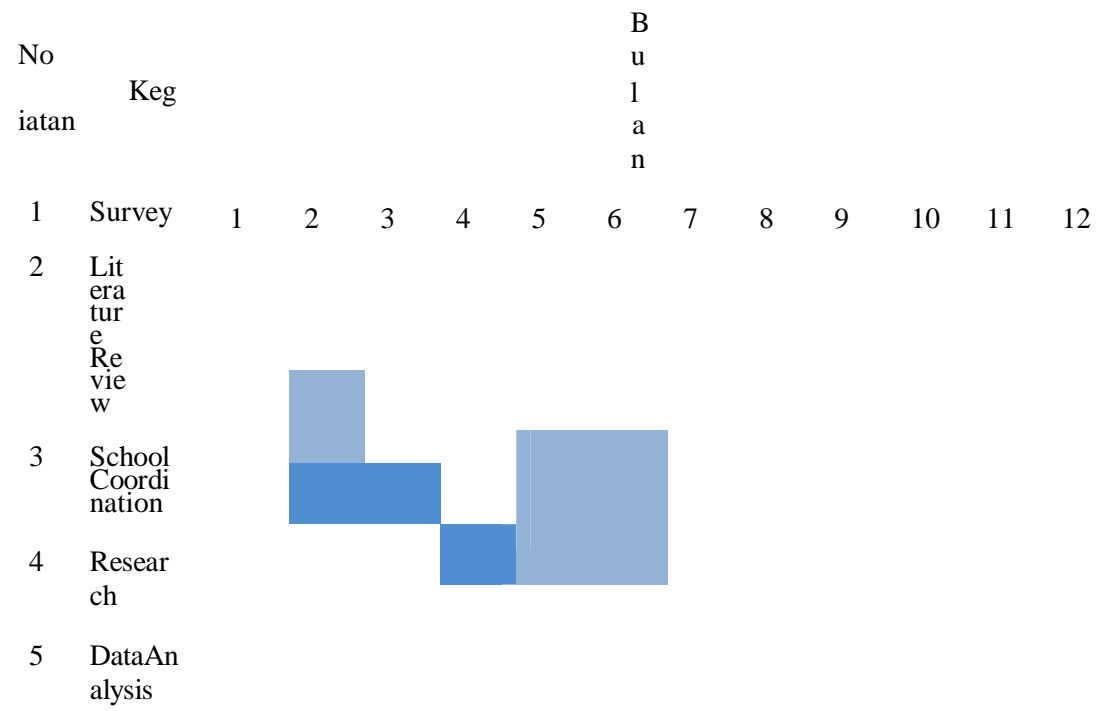
6   Research Report

CHAPTER V

RESEARCH FINDING

A. The Description of Data

This research was conducted from August 5, 2021 to August 7, 2021. To get more information about an analysis on students difficulties in listening comprehension in covid time, the researcher presented the findings of instrument questionnaire that have been used by the researcher. The researcher used a questionnaire that had been distributed to 24 students from 24 students who were the subject. The purpose of the research is to determine the students difficulties in listening comprehension, especially students of the English Language Education Study Program at second semester.

The questionnaire was distributed to the second semester students of English Language Study Program. Researchers used google forms or online questionnaires in distributing the questionnaires through the WhatsApp group. There were 24 students who filled out the questionnaire and the questionnaire was analyzed by the researcher. This is given to get accurate data about students difficulties in listening comprehension. To analyze students difficulties in listening comprehension of first year English Language Study Program, the researcher asked them to place their answers on a scale of likert (strongly agree, agree, Less agree, disagree,and very strongly disagree). The questionnaire consists of 20 statements items.

Table 4.1Questionnaire 1

Statement	Options	Frequency	Percentage
It is difficult to understand a long monolog/dialogue. (*Saya sulit memahami monolog atau dialog yang panjang*).	strongly agree	4	16,7%

		15	62,5%
	ree	15	62,5%
	ss agree	3	12,5%
	sagree	2	8,3%
	tally disagree	0	0%
Total		24	100%

This table shows four students choose to strongly agree that it was difficult for them to understand long monologues/dialogues. Many students who choose agree that is fourteen students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree that they have difficulty in understanding long monologues/dialogues on listening comprehension. Long monologues/dialogues is one of students' difficulties to get meaning in listening comprehension. Even if it hard to understand it, also have difficult grammatical. It can be concluded that long conversation is the students' difficulties in listening comprehension.

Table 4.2 Questionnaire 2

Statement	Options	Frequency	Percentage
I hard to find the meaning when the monolog is too long. *(Saya sangat sulit menemukan makna ketika monolognya terlalu panjang.*	ongly agree	5	20,8%
	ree	16	66,7%
	ss agree	2	8,3%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows five students choose to strongly agree that it was hard for them to find the meaning long monologues. Many students who choose agree that is sixteen students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means they find it difficult to find meaning the monologue is too long on listening comprehension. Long monologues is one of students' difficulties

to get meaning in listening comprehension the monologue is too fast especially because the students limited vocabulary so they difficult to understand the meaning. It can be concluded that many students still have difficulty in finding the meaning of a monologues that is too long.

Table 4.3 Questionnaire 3

Statement	Options	Frequency	Percentage
Before doing listening comprehension, I am worry that I cannot understand what I will listen to. (*Sebelum melakukan kegiatan mendengarkan memahami, saya khawatir tidak dapat memahami apa yang akan saya dengar*).	rongly agree	7	29,2%
	ree	15	62,5%
	ss agree	1	4,2%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows seven students choose to strongly agree that they were worried because they did not understand what they were about to hear. Many students who choose agree is fifteen students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means they were worried that they would not understand what they heard. The difficulty in listening is not only from the material but also the lack of English skills of the listener. Understanding listening also requires concentration, when students feel nervous or anxious they cannot concentrate. The problems included in listener factor were fear before doing listening, feel worried, their attention, lose focus, lose concentration and encountering unknown word. It can be concluded that many students are anxious and do not understand what will be heard during listening comprehension.

Table 4.4Questionnaire 4

Statement	Options	Frequency	Percentage
I find the pronunciation is familiar, but I cannot recognize the word. (*Kata yang diperdengarkan familiar, tetapi saya tidak mampu mengenali kata itu).*	ongly agree	1	4,2%
	ree	12	50%
	ss agree	10	41,7%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows twelve students choose agree that they were unable to recognize words in a conversation while the words were familiar. Many students who choose less agree that is ten students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means they are not able to recognize familiar words. They unable to recognize the word because the way speaker pronounce especially the word is pronounced differently from what already learned. It can be concluded that many students the may not recognize it as the same words or may even lose its existence the existence of the word in recording.

Table 4.5Questionnaire 5

Statement	Options	Frequency	Percentage
It is difficult to understand when the speaker has variety accents. *(Saya sulit untuk memahami ketika pembicara yang diperdengarkan memiliki aksen yang beragam).*	ongly agree	6	25%
	ree	14	58,3%
	ss agree	3	12,5%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows six students choose to strongly agree that they had difficulty understanding when the speakers they heard had various accents. Many students who choose agree that is fourteen students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means it is difficult for them to understand speakers who have diverse accents. The students felt confused with British English and American English because the pronunciation and intonation are quite different. It can be conclude that the students had to learn not only English language but also variations of it.

Table 4.6 Questionnaire 6

Statement	Options	Frequency	Percentage
It is difficult to understand when the speaker speaks too fast. *(Saya Sulit memahami apa yang disampaikan oleh pembicara ketika pembicara berbicara terlalu cepat).*	rongly agree	6	25%
	;ree	14	58,3%
	ss agree	3	12,5%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows six students choose to strongly agree that they had difficulty understanding what the speaker was saying when speaking too fast. Many students who choose agree that is fourteen students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means it is difficult for them to understand what the speaker is saying when the speaker speaks too fast. It is difficult for them to understand what is being said, when the speaker speak too fast, even if the words are familiar for them. The speaker speak too fast make the students sometimes hear all the words as a single unit. The difficulty with speaker too fast delivery because unfamiliarity with listening to native speaker. The students need to practice their listening by listen native speaker.

Table 4.7Questionnaire 7

Statement	Options	Frequency	Percentage
It is hard for me to understand every single word of incoming speech. (*Sulit bagi saya untuk memahami setiap kata dari ucapan yang diperdengarkan*).	ongly agree	1	4,2%
	ree	9	37.5%
	ss agree	13	54.2%
	sagree	0	0%
	tally disagree	1	4,2%
Total		24	100%

This table shows nine students choose agree that they have hard in understanding every word of the speech that is heard. Many students who choose less agree that is thirteen students. Meanwhile, there were no students who choose to disagree with this statements. The students who choose agree with they means it was difficult for them to understand every word of the speech that was heard. The students cannot understand   the speaker because they try to understand every single word. Actually, it is unnecessary and impossible because when they are trying hard to get every individual word can waste their time to answer and make them loss focus. It can be concluded that many students do not find it difficult to understand every word of the speech that is heard in listening comprehension.

Table 4.8 Questionnaire 8

Statement	Options	Frequency	Percentage
It is difficult if i listening recording speed english too fast. *(Sulit jika saya mendengarkan kecepatan bahasa inggris terlalu cepat).*	ongly agree	12	50%
	ree	9	37,5%
	ss agree	2	8,3%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows twelve students choose strongly agree that they are difficult if they listen to the speed of English too fast. The students who choose agree that is nine students. Meanwhile, there were no students who choose to totally disagree. The students who choose strongly agree means they are difficult if they listen to the speed of English too fast. It is difficult for them to understand what is being said, when the speaker speed too fast, even if the words are familiar for them. The difficulty with speaker too fast delivery make they unfamiliarity with listening to native speaker. It can be concluded that many students find it difficult to listen to the speed of English too fast so therefore the students need to more practice their listening by listen native speaker.

Table 4.9 Questionnaire 9

Statement	Options	Frequency	Percentage
I find difficult to concentrate if any noises around me. *(Saya sulit berkonsentrasi jika ada suara di sekitar saya).*	ongly agree	8	33,3%
	ree	10	41,7%
	ss agree	5	20,8%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows eight students choose to strongly agree that they found it difficult to concentrate when there was noise around them. Many students who choose agree that is ten students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means they find it difficult to concentrate if there are other sounds during the listening process like the sound of vehicles, screams, or other noises so that the focus becomes divided. It can be concluded that many students find it difficult to concentrate if there is sound around them because it greatly affects their concentration during listening comprehension.

Table 4.10Questionnaire 10

Statement	Options	Frequency	Percentage
I am losing concentration when I think the meaning of new words. *(Saya kehilangan konsentrasi ketika saya memikirkan arti dari kata – kata baru).*	rongly agree	2	8,3%
	ree	16	66,7%
	ss agree	6	25%
	sagree	0	0%
	tally disagree	0	0%
Total		24	100%

This table shows sixteen students choose agree that they lost concentration when they thought about the meaning of new words. The students who choose less agree that is six students. Meanwhile, there were no students who choose to disagree and totally disagree. The students who choose agree means they lose concentration when they think about the meaning of new words. Their concentration is lose when they think too much to find a better answer and have to think about the meaning of the new words. It shows that the students need good strategy so that they will be able keep they concentration. They often tried to catch everything they heard and they felt panic when they failed to recognize of the words.

Table 4.11Questionnaire 11

Statement	Options	Frequency	Percentage
I am losing concentration if the recording has a poor quality. *(Saya kehilangan konsentrasi jika rekaman berkualitas buruk).*	ongly agree	10	41,7%
	ree	12	50%
	ss agree	1	4,2%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows ten students choose strongly agree that they lost concentration if the recording was of poor quality. Many students who choose agree that is twelve students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means poor quality of recording interfere their listening comprehension because they lose concentration. That is when there is interference with the recording, such as a voice that is not clearly audible or the sound is interrupted. They cannot focus what the speaker said. It can be concluded that many students lose concentration because recordings are of poor quality during listening comprehension.

Table 4.12Questionnaire 12

Statement	Options	Frequency	Percentage
When I do two activities in one time, identify the answer and listen to the audio, I am not able to concentrate. (*Ketika saya mencari jawaban dan mendengarkan pada saat yang sama, saya tidak dapat berkonsentrasi*).	ongly agree	4	16,7%
	ree	14	58,3%
	ss agree	6	25%
	sagree	0	0%
	tally disagree	0	0%
Total		24	100%

This table shows fourteen students choose agree that they difficult to identify answers and listen to the audio at the same time. The students who choose less agree that is six students. Meanwhile, there were no students who choose to disagree and totally disagree. The students who choose agree means when they identify the answer and listen to the audio simultaneously they cannot concentrate. That can cause an imbalance between the two in the form of losing focus on listening to the next recording while they also have to look for answers. It can be concluded that many students are able to identify answers and listen at the same time they cannot concentrate.

Table 4.13Questionnaire 13

Statement	Options	Frequency	Percentage
The word I know because the speaker pronounced it is difficult to recognize. *(Kata yang sudah saya tahu karena pembicara mengucapkannya sulit untuk dikenali).*	ongly agree	3	12,5%
	ree	13	54,2%
	ss agree	7	29,2%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows thirteen students choose agree that they found it difficult to recognize the words they knew because spoken by the speaker was difficult to recognize. The students who choose less agree that is seven students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means they have difficulty recognizing words they know because spoken by the speaker is difficult to recognize. For example, the word is pronounced with a different accent from when it was first learned. It can be concluded that many students already know the word but because it is repeated by the speaker it is difficult to recognize it.

Table 4.14Questionnaire 14

Statement	Options	Frequency	Percentage
I hard to understand the meaning of the speakers' accents. *(Saya sulit memahami arti aksen pembicara).*	ongly agree	1	4,2%
	ree	14	58,3%
	ss agree	6	25%
	sagree	2	8,3%
	tally disagree	1	4,2%
Total		24	100%

This table shows fourteen students choose agree that they had hard understanding the meaning of the speaker's accent. Meanwhile the students who choose less agree that is six students. And then two students who choose to disagree and one student who choose strongly agree. The students who choose agree means they have difficulty understanding the meaning of the speaker's accent. That is, the words spoken by the speaker are different in pronunciation from what they have often heard before. So they hesitate to interpret the word because they hear it with a different accent. It can be concluded that many students have difficulty understanding the accent of the speaker during listening comprehension.

Table 4.15Questionnaire 15

Statement	Options	Frequency	Percentage
If my mind is less focus while listening, I am worry that I will miss the important ideas. (*Jika pikiran saya kurang fokus saatmendengarkan, saya khawatir akankehilangan ide-idepenting).*	ongly agree	7	29,2%
	ree	15	62,5%
	ss agree	2	8,3%
	sagree	0	0%
	tally disagree	0	0%
Total		24	100%

This table shows seven students choose strongly agree that when their minds were less focused while listening they were worried that they would miss important ideas. Many students who choose agree that is fifteen students. Meanwhile, there were no students who choose to disagree and totally disagree. The students who choose agree means when their minds are less focused while listening they are worried that they will lose important ideas. Such as not being able to hear well or due to noise when listening. It can be concluded that many students feel that if their minds are less focused when listening, they will worry about losing important ideas in the recordings that are played.

Table 4.16Questionnaire 16

Statement	Options	Frequency	Percentage
I get nervous and confuse during listening when I do not understand every single words.*(Saya merasa gugup dan bingung selama kegiatan mendengarkan, ketika saya tidak mengerti setiap kata)*.	ongly agree	7	29,2%
	ree	13	54,2%
	ss agree	4	16,7%
	sagree	0	0%
	tally disagree	0	0%
Total		24	100%

This table shows seven students choose strongly agree that when they were nervous and confused during listening, they did not understand every word. Many students who choose agree that is thirteen students. Meanwhile, there were no students who choose to disagree and totally disagree. The students who choose agree means when they are nervous and confused during listening they do not understand every word. That is because of the lack of preparation before learning such as mentally preparing and focusing on learning. It can be concluded that many students feel if they are nervous and confused while listening they do not understand every word.

Table 4.17Questionnaire 17

Statement	Options	Frequency	Percentage
I get nervous if a listening passage is played once during listening test. (*Saya merasa gugup jika bagian mendengarkan dimainkan sekali selama tes mendengarkan*).	ongly agree	9	37,5%
	ree	12	50%
	ss agree	2	8,3%
	sagree	0	0%
	tally disagree	1	4,2%
Total		24	100%

This table shows nine students choose strongly agree that they nervous if a listening passage is played once during listening test. Many students who choose agree that is twelve students. Meanwhile, there were no students who choose to disagree. The students who choose agree means they nervous if a listening played once during listening. They will be difficult to understand the listening text which is full with hesitation if they listening only played once during listening test. So it should be heard more than once so that students can be sure of their with answers. It can be concluded that many students are nervous if a listening passage is played once during listening test.

Table 4.18Questionnaire 18

Statement	Options	Frequency	Percentage
I keep thinking that everyone else, except me could understand well what the speaker is saying. *(saya berpikir bahwa semua orang, kecuali saya, dapat memahami dengan baik apa yang dikatakan pembicara).*	ongly agree	6	25%
	ree	14	58,3%
	ss agree	4	16,7%
	sagree	0	0%
	tally disagree	0	0%
Total		24	100%

This table shows six students choose strongly agree that they think everyone else except self could understand well what the speaker is saying. Many students who choose agree that is fourteen students. Meanwhile, there were no students who choose to disagree and totally disagree. The students who choose agree means they feel at least understand in listening comprehension. Such as lack of self preparation, focus on studying, so can not concentrate while listening. It can be concluded that many students are think everyone else except self could understand well what the speaker is saying.

Table 4.19Questionnaire 19

Statement	Options	Frequency	Percentage
It is hard to infer the meaning of the unknown word while listening. *(Sulit untuk menyimpulkan arti kata yang tidak diketahui saat mendengarkan).*	ongly agree	5	20,8%
	ree	17	70,8%
	ss agree	1	4,2%
	sagree	1	4,2%
	tally disagree	0	0%
Total		24	100%

This table shows five students choose strongly agree that they hard to infer the meaning of the unknown word while listening. Many students who choose agree that is seventeen students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means they hard to infer the meaning of the unknown word while listening. It can be concluded The students did not know how to infer meaning because they have no much knowledge about listening and they limited English vocabulary. The students have to know how to infer meaning because understanding spoken language is essentially an inferential process based on perception.

Table 4.20Questionnaire 20

Statement	Options	Frequency	Percentage
When I identify the answer and listen to at the same time, I am not able to concentrate. *(Ketika saya mengidentifikasi jawaban dan mendengarkan pada saat yang sama, saya tidak dapat berkonsentrasi)*	ongly agree	5	20,8%
	ree	13	54,2%
	ss agree	4	16,7%
	sagree	2	8,3%
	tally disagree	0	0%
Total		24	100%

This table shows five students choose strongly agree that when they identify the answer and listen to at the same time they not able to concentrate. Many students who choose agree that is thirteen students. Meanwhile, there were no students who choose to totally disagree. The students who choose agree means when they identify the answer and listen to at the same time they not able to concentrate. It was because limited time of English Listening comprehension test. They did not have time to think what the correct answer. It can be concluded that the students were not able to concentrate because they search the answer, at the same time, listen to the dialogue.

Based on the explanation above it is clear that the students get the problems from in students understanding.The problems students understanding of listening comprehension are :

1. The students difficult to understanding long monologues/dialogues.
2. The students hard to find the meaning long monologues.
3. The studentsworried because they did not understand what they were about to hear.
4. The students were unable to recognize the words in a conversation while the words were familiar.
5. The students difficult to understanding when the speakers they heard had various accents.

6. The students had difficulty understanding what the speaker was saying when speaking too fast.
7. The students hard in understanding every word of the speech that is heard.
8. The students difficult listen to the speed of English too fast.
9. The students difficult to concentrate when there was noise around.
10. The students lost concentration when they thought about meaning of new words.
11. The students lost concentration if the recording was a poor quality.
12. The students difficult to identify answers and listen to audio at the some time.
13. The students difficult to recognize the words they knew because spoken by the speaker was difficult to recognize.
14. The students hard understanding the meaning of the speakers accents.
15. When the students minds were lost focused while listening they were worried that they would miss important ideas.
16. The students nervous and confused during listening they did not understanding every word.
17. The students nervous if a listening passage is played once during listening test.
18. The students assume that everyone except themselves can understand well what the speaker is saying.
19. The students hard to infer the meaning of the unknown word while listening.
20. The students not able concentrate when identify the answer and listen to at the same time.

B. Discussion

This study aims to find out the problems faced by the second semester students of the English Language Study Program at University of Pahlawan Tuanku Tambusai for the 2020/2021 academic year in listening comprehension learning. From the questionnaire data that has been obtained, most of the students chose "Agree" with the statement that they had difficulties in listening learning based on appropriate criteria according to existing theory, including difficulties in listening are length, speed of listening, vocabulary, the quality of the recording, pronunciation, speakers accent, anxiety and concentration.

The result of research through questionnaires. The first result, the students have difficulty understanding a long monologues/dialogues, because they have difficult grammatical. This is the theory from of Gilakjani (2016) and Hamouda (2013) the students difficulties are length.The second result, the students have difficulty finding the meaning of long monologues, because the students have limited vocabulary so they are difficult to understand the meaning. This is the theory from of Gilakjani (2016) and Hamouda (2013) the students difficulties are

length.The third result, the students worried because they did not understand what they were about to hear. This is the theory from of Gilakjani (2016) and Hamouda (2013)about anxiety.Fourth result, the students were unable to recognize the words in a conversation while the words were familiar, because the word the way speaker pronounce especially the word is pronounced differently from what already learned. This is the theory from of Gilakjani (2016) and Hamouda (2013) about pronunciation.

The fifth result, the students difficult to understand when the speakers they heard had various accents. The students felt confused with British English and American English because the pronunciation and intonation are quite different. This is the theory from of Gilakjani (2016) and Hamouda (2013) about pronunciation. The sixth result, The students difficulty understanding what the speaker was saying when speaking too fast, because unfamiliarity with listening to native speakers. This is the theory from of Gilakjani (2016) and Hamouda (2013) about the speed of listening. The seventh result, the students hard in understanding every word of the speech that is heard, because they try to understand every single word. This is the theory from of Gilakjani (2016) and Hamouda (2013) about vocabulary.The eighth result, the students have difficulty listening to the speed of English too fast, because the speed of speaking is very fast and the words are familiar to them. This is the theory from of Gilakjani (2016) and Hamouda (2013) about the speed of listening.

The ninth result, the students difficult to concentrate when there was noise around, because it greatly affects their concentration during listening comprehension.This is the theory from of Gilakjani (2016) and Hamouda (2013) about concentration. The tenth result, the students lost concentration when they thought about the meaning of new words, because when they think too much to find a better answer and have to think about the meaning of the new words. This is the theory from Gilakjani (2016) and Hamouda (2013) about vocabulary.The eleventh result, the students lost concentration if the recording was a poor quality, because they lost concentration. That is when there is interference with the recording, such as a voice that is not clearly audible or the sound is interrupted. This is the theory from Gilakjani (2016) and Hamouda (2013) about poor recording.

The twelfth result, the students difficult to identify answers and listen to audio at the some time, because listen to the audio simultaneously they cannot concentrate. That can cause an imbalance between the two in the form of losing focus on listening to the next recording while they also have to look for answers. This is the theory from Gilakjani (2016) and Hamouda (2013) about

concentration.The thirteenth result, the students difficult to recognize the words they knew because spoken by the speaker was difficult to recognize, because it is repeated by the speaker it is difficult to recognize it. This is the theory from Gilakjani (2016) and Hamouda (2013) about pronunciation.The fourteenth result, the students hard understanding the meaning of the speakers accents, because the words spoken by the speakers are different in pronunciation from what they have often heard before. So they hesitate to interpret the word because they hear it with a different accent. This is the theory from Gilakjani (2016) and Hamouda (2013) about speaker accents.The fifteenth result, when the students minds were lost focused while listening they were worried that they would miss important ideas, because when their minds were less focused while listening they were worried that they would lose important ideas. Such as not being able to hear well or due to noise when listening. This is the theory from Gilakjani (2016) and Hamouda (2013) about anxiety.

The sixteenth result, the students were nervous and confused during listening they did not understand every word, because of the lack of preparation before learning such as mentally preparing and focusing on learning. This is the theory from Gilakjani (2016) and Hamouda (2013) about anxiety.The seventeenth result, the students were nervous if a listening passage was played once during listening test, because they were nervous if a listening passage was played once during listening. They will be difficult to understand the listening text which is full with hesitation if they listening only played once during listening test. This is the theory from Gilakjani (2016) and Hamouda (2013) about anxiety.The eighteenth result, The students assume that everyone except themselves can understand well what the speaker is saying, because they feel at least understand in listening comprehension. Such as lack of self preparation, focus on studying, so can not concentrate while listening. This is the theory from Gilakjani (2016) and Hamouda (2013) about anxiety.

The nineteenth result, the students hard to infer the meaning of the unknown word while listening, because they have no much knowledge about listening and they limited English vocabulary. This is the theory from Gilakjani (2016) and Hamouda (2013) about vocabulary.And the last, the students not able concentrate when identify the answer and listen to at the same time, It was because limited time of English listening comprehension test. They did not have time to think what the correct answer. So they are not able to concentrate because they search the answer, at the same time, listen to the dialogue. This is the theory from of Gilakjani (2016) and Hamouda (2013) about concentration.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The data analysis show a conclusion that: Many students have difficulty in listening comprehension. The students problem are the length of the recording, listening speed, vocabulary, quality of recording, pronunciation, speaker accent, anxiety and concentration. It is true that the problems in listening comprehension that students face are not only from the listeners themselves but also from the content material and the listening comprehension environment. Therefore, the students should study hard and practice more to improve their listening comprehension.

A. Suggestion

Based on the results of the research above, listening is one of the difficulties for foreign language learners even though they are students in English Language Education. Although students face various kinds of problems in listening comprehension, they need to study harder to become better listeners. Because listening is one of the important skills that provide inputfor learners not only in language learning but also in daily communication.

Therefore, the researcher gives advice to students as listeners, namely The students need to practice their listening at home intensively to help them overcome their problems about the topic in listening. They also have to listen to various accents by listening to English songs or watching English films. This will help them to increase their vocabulary automatically. During the learning process, ask the lecturer about clarifying the answers to questions and let the lecturer know if there is something that is not

understood. Next don't forget to apply listening strategies which are the main points if you want to be successful in the listening comprehension test. Stay positive about your listening comprehension test.

Then the suggestion for English lecturers is to prepare their students to know the importance of communication skills and put good strategies to teach them such as role playing, it will train them to ask and answer. Lecturers must also be more aware of the problems faced by their students in the academic field to find good teaching strategies so that students become better listeners.

The last suggestion for readers is that it is recommended to do research again with a wider population and pay more attention to the use of instruments used for students at the University to gain more insight and knowledge. It is also recommended that analyzing the results of the data should be completed after knowing the data you took so that you immediately remember what you have done during the research. Don't forget to document the research.

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Lampiran 1

    A. IdentitasDiri

    1. Ketua TimPengusul

1	Nama Lengkap (dengan gelar)	Lusi Marleni, M.Pd.
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4	NIP/ NIK/ Identitas lainnya	096542115
5	NIDN	1008038501
6	Tempat dan Tanggal Lahir	Teluk Pinang, 08 Maret 1985
7	E-mail	lusimarlenihz@gmail.com
8	Nomor Telepon/ HP	0852 7867 0082
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - oran
12	Mata Kuliah yang Diampu	2. Bahasa Inggris AUD
		3. Listening 2
		4. Speaking 2
		5.

    B. RiwayatPendidikan

	S-1	**S-2**	**S-3**
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Gradeof SMAN 2Bangkinang	
Nama Pembimbing/Promotor	1. Drs. Fakhri Ras, Ph.D,M.A.Ed 2. Dra. SyofiaDelfi, M.A	1. Prof.DR. Anas Yasin.M,Pd. 2.Dr. Desmawti Radjab,M.Pd	

    C. Pengalaman Penelitian Dalam 5 TahunTerakhir
      (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	42Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Improving Students' Listening Comprehension of Narrative by	INSTITUSI	5.000.000

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No	Tahun	Judul Penelitian	Sumber*	Jml (Juta Rp)
		Using Movies at XI Grade of SMAN 2 Bangkinang		
2	2016	A study on the ability of the fourth semester students of	INSTITUSI	5.000.000
		English study program FKIP UNRI in providing words to complete The summary of a text.		
3	2016	**USING MOVIES TO IMPROVE THE STUDENTS' LISTENING COMPREHENSION AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU**	DRPM RISTEKDIKTI	11.250.000
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	INSTITUSI	5.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 TahunTerakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and Get the World	Perguruan Tinggi	1500.000
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an Article	Perguruan Tinggi	1500.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 TahunTerakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomo/Tahun
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	Jurnal PGPAUD	Volume.2, Nomor.1, Januari 2015
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Jurnal of English Language and Education STKIP Pahlawan Tuanku tambusai	Volume.1, Nomor 1, Februari
3	2016	**USING MOVIES TO IMPROVE THE STUDENTS' LISTENING COMPREHENSION AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU**	PROSIDING SEMINAR NASIONAL UPP	1 AGUSTUS 2016 2016
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	Jurnal PGPAUD	Volume. 3, Nomor. 1, Jun 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Develophment for Foreign Language Teaching	Improving the students' accent at Early Childhood Education of STKIP Pahlawan Tuanku Tambusai	12 Oktober 2016, UIN SUSQA Pekanbaru

G. Karya Buku dalam 5 TahunTerakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

. Anggota Tim 1

A. IdentitasDiri

1	Nama Lengkap (dengan gelar)	Vitri Angraini Hardi,M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	-
4	NIP/ NIK/ Identitas lainnya	096542172
5	NIDN	1024129002
6	Tempat dan Tanggal Lahir	Tarusan, 24 Desember 1990
7	E-mail	vitrihardi@gmail.com
8	Nomor Telepon/ HP	0852 7100 4598
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - oran
12	Mata Kuliah yang Diampu	2. Reading III
		3. Semantics and Pragmatics
		4. Bahasa Inggris untuk PAUD
		5. Bahasa Inggris untuk Keperawatan
		6. Bahasa Inggris untuk Hukum

B. RiwayatPendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Judul Skripsi/Tesis/Disertasi	An Analysis of Students' Speaking Activities of the Second Year Students atSMA N 2Bangkinang.	An Analysis on Students' Oral Communication Apprehension of English Department Students in Presentation Class at Riau Islamic University inAcademic Year 2015/2016	-
Nama Pembimbing/Promotor	1. Dra. Betty Syailun,M.Ed 2. Diyah Ayu,S.S.,M.Hum	1. Prof.Jufrizal,M.Hum 2. Prof.Yenny Rozimela,M.Ed.,Ph.D	-

C. Pengalaman Penelitian Dalam 5 TahunTerakhir (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1				
2				
3				

H. Pengalaman Pengabdian Kepada Masyarakat dalam 5 TahunTerakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and Get the World	Perguruan Tinggi	1500.000
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an Article	Perguruan Tinggi	1500.000

I. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 TahunTerakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomo /Tahun
1				
2				
3				

J. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat

K. Karya Buku dalam 5 TahunTerakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

1. **Anggota Tim2**

   A. **IdentitasDiri**

1	Nama Lengkap (dengan gelar)	Nurhidayah Sari, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542153
5	NIDN	1027108801
6	Tempat dan Tanggal Lahir	Bangkinang, 27 Oktober 1988
7	E-mail	aie_nurhidayah@yahoo.com
8	Nomor Telepon/ HP	085280642242
9	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S1 = - orang, S2 = - orang
12	Mata Kuliah yang Diampu	1. BahasaInggris 2. Listening comprehension1 3. Listening comprehension2

   B. **RiwayatPendidikan**

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Pakuan	UNP	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Tahun Masuk-Lulus	2006- 2010	2010-2015	
Judul Skripsi / Tesis / Disertasi	Improving students" listening komprehensions by using spick figure	The effect of pair check technique and prior knowledge on students" writing skill at SMA Negeri 1 Bangkinang	
Nama Pembimbing	1. Dr. Entis Sutisna, M.Pd 2. Mursidah Rahma, S.pd	1. Dra. Yenni Rozimela, M.Ed., Ph.D 2. Dr. Zul Amri, M.Ed	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, danDisertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	Pengembangan lembar kerja siswa (lks) pada mata pelajaran matematika siswa kelas x sma	DRPMDIKTI	24.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 TahunTerakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2017	Publish your idea in an article	Perguruan Tinggi	1500.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 TahunTerakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2016	The effect of pair check technique and prior knowledge on students" writing skill at SMA Negeri 1 Bangkinang	Journal of English Language and Education	Volume.1, Nomor.1, Januari 2016

F.   Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5Tahun

No	Nama TemuIlmia Seminar	Judul Artikel	Waktu dan Tempat