

A Survey Study of EFL Senior High School Students' Beliefs on English Listening Comprehension Problem

A Thesis

**Submitted to Department of English Language Education as Partial fulfillment
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Listening Comprehension Problem**

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RATIFICATION SHEET
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BELIEFS ON ENGLISH LISTENING COMPREHENSION PROBLEM

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STATEMENT OF WORK'S ORIGINALITY

I truly declare that the thesis I have written does not contain part of the work of other people. Except those cited in quotations and bibliography as it should be scientific papers.

Yogyakarta, 4 April 2023

The researcher,



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MOTTO

“Allahumma yassir wala tu assir robbi tammim bil khair”

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My extraordinary mother: Misam, my beloved father: Entyas Dwi Martono.
Thank you so much for always supporting me anytime and anywhere. When I almost gave up and cried, you gave me a concern that made me excited again. I cannot say any more about all the things you did for me, you always make me calm about the confusion I feel. I promise to make you always proud of me.
2. My beloved brother: Agung Cahyo Suryo P S.Kom and my beloved sisters: Maharani Rona Makom S.E, M.Sc and Nattahyyat Novitriana S.E. Thank you so much you are always supporting me, you always teach me how to write a thesis to correct.
3. My beloved support system Heru Sunardi, thank you very much for supporting me and being by my side from the beginning of college until I finished this thesis. Thank you for accompanying me and helping me get rid of stress, for always being patient when my mood is not good, and thank you all this time for not giving up in dealing with me and understanding the conditions I am facing right now.
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Finally, the researcher realized that this thesis is far from perfect. Therefore, suggestions and input are needed for improvement in the future. I hope this thesis can be useful for the reader.

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ABSTRACT

For students learning English as a foreign language (EFL), listening comprehension is important. It is uncommon that many students struggle with listening comprehension during class listening activities. This study aims to investigate the beliefs of senior high school EFL students towards English listening comprehension problems. The respondents of this study were 11th and 12th grade senior high school students in one of the public senior high schools in Turi, Sleman. This study used a questionnaire as a data collection instrument adopted from Lotfi (2012). Based on this type of research, namely quantitative research, the questionnaire was adopted from the Belief Questionnaire on English Language Listening Problems (Q-BELLP). This questionnaire contains six factors, namely process, input, listener, task, affect, and context. The questionnaire consisted of 40 items and used Likert scale points from 1-6 as the main instrument in data retrieval. The results show that the context factor ($M = 4.49$; $SD = 1.393$), which is followed by the input factor ($M = 4.03$; $SD = 1.386$), is the main factor, which suggests that senior high school EFL students experience difficulties with listening comprehension when performing listening activities in class.

Keywords: EFL students, L2 listening comprehension, L2 listening comprehension problem, students' belief.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

For students learning English as a foreign language (EFL), listening comprehension is crucial, especially in a classroom setting. Listening ability is considered as one of the abilities that have many challenges in the process of mastering listening comprehension. When students do the act of listening at school, students can do it well but they tend to have problems in understanding the meaning of what they are listening to. According to Namaziandost, Ahmadi, and Keshmirshekan (2019), when learners do listening activities then their concentration will be lost if they feel less familiar with the word, they stop the listening activity, and they will lose their interest in the listening activity. Therefore, listening ability is an active skill that students must master. This ability deals with problems that will later become obstacles in listening comprehension, and obstruct students' learning process. The problems can make students lose interest and students feel anxious while listening. This opinion is supported by Namaziandost, et al., (2019), who stated that listening comprehension is a complex ongoing process involving the interaction of various factors, in which many learners have difficulty in understanding speech input in L2 and have little awareness of why this difficulty occurs. Teachers should have a learning strategy that helps students understand listening comprehension. Listening strategies help the learners

develop the listening skills they need to learn and retain information (Namaziandost, et al., 2019).

Previous studies have revealed several results that discuss the English listening comprehension problem for EFL students. Foreign language students experience mixed problems with English listening comprehension. These problems make it difficult for them to understand the content in the context of English listening. Namaziandost, Ahmadi, and Keshmirshekan (2019) explained that the learners in their study find it difficult to understand speakers who speak with new accents, they face the confusion of understanding speaker accents. Therefore, accents play an active role in carrying out English listening comprehension. One of the main factors that students think is the cause of problems in the listening comprehension process is the speaking speed of foreign speakers (Namaziandost, Ahmadi, & Keshmirshekan, 2019). This problem makes students need a long process to understand what is being discussed. This speech speed problem is also supported by Namaziandost Ahmadi, and Keshmirshekan (2019), who found that learners find it problematic to understand auditory content if they speak quickly without hesitation enough time to process and understand what the speaker is listening to. According to respondents that near long content, this issue leads to misunderstanding of the content. Furthermore, Lotfi (2012) has developed an instrument to assess students' listening comprehension problems. There are six factors that are analyzed in listening comprehension problems, these factors consist of: process, input, listener, task, affect and context. The factors, then, become a

differentiator in understanding the characteristics of students that make students experience listening comprehension problems.

A numerous studies have been conducted under the topic of listening performance/ability (e.g. Kalantarian, 2016; Rahimirad, 2014), and listening strategies (e.g. Rakhman, Tarjana, Marmanto, 2019). Furthermore, there are also several studies investigating listening problems among Iranian university students (e.g. Namaziandost, Ahmadi, & Keshmirshekan, 2019; Namaziandost, et al., 2019; Lotfi, 2012). However, to the best of author knowledge, there has been a limited study focusing on beliefs about listening comprehension problems in the Indonesian context especially among senior high school students.

As a result, the purpose of this study aims to investigate EFL students' beliefs on English listening comprehension problems in order to find out what factors causing EFL students to have difficulty doing listening activities. Not only in the university, but these listening comprehension problems can also occur in senior high school. EFL students who are at the senior high school level are very range in listening comprehension problems that occur in schools, these problems arise from various internal and external aspects.

1.2 Identification of the Problems

Problems related to listening comprehension identified by students included speed of conveyance, new prescriptions and ideas, poor concentration, and issues identified by physical condition (Namaziandost, Ahmadi, & Keshmirshekan, 2019).

There are also main factors that influence the occurrence of problems in the listening comprehension process such as the speaker's accent which makes students confused. Namaziandost, Ahmadi, and Keshmirshekan (2019) also explained that the main input issues they experience are identified with the speaker's accent, the way in which words are articulated, unfamiliar words content, and length and the speaker's discourse speed. Basically, students have different problems in understanding listening comprehension. The problems that occur are usually related to the habits of students in class. Habits such as talking with other friends, cheating, and not paying attention when the teacher is giving an explanation also cause problems in listening comprehension. Based on observations from Sari and Fithriyana (2019) which stated that some students were still busy with activities that were not related to listening activities, such as students busy talking with other friends, cheating and they were carrying out discussion activities even though the teacher had asked students to do individual assignments. Thus, the problems of listening comprehension that occur by students have different factors.

1.3 Formulation of the Problems

The present study attempts to answer the following question: What are the factors influencing beliefs of students' English listening comprehension problems?

1.4 Objective of the Study

This research is conducted to identify the factors perceived by EFL Senior High School to a questionnaire's beliefs on English listening comprehension problems.

1.5 Significances of the Study

This research is intended to provide a concept or abstract idea for the field of English education. This research may be used to support known caused listening comprehension problems by EFL students. This research is also shown for English teachers and pre-service teachers who are teaching at the senior high school level in learning related to listening activities, in order to find out what problems make students less understanding of these listening activities. This research is also useful for researchers who are researching the topic of listening comprehension problems that occur in EFL students.

CHAPTER II

LITERATURE REVIEW

2.1 Listening Comprehension

There have been many studies that define listening comprehension, such as Richards (2015) who explains that listening comprehension is the basis of using language and a form of interaction that is used to establish the relationship between humans. In the next study, Kim and Pilcher (2016) explained that one of the important abilities before reading and writing development is the capacity to listen and comprehend spoken language of numerous utterances (i.e., listening comprehension). Likewise, Namaziandost, Sabzevari and Hashemifardnia (2019) believed that listening comprehension is one of the most important abilities in the process of learning a foreign language since it requires one to fully comprehend what he hears and then respond appropriately. The recent research from Namaziandost et al., (2020) argue that students at senior high school that due to the fact that colleges place greater emphasis on English language structure, reading, and jargon, EFL students have considerable difficulties with listening comprehension in English. Based on the literature above, it can be concluded that listening comprehension is an important component in the process of learning a foreign language in understanding language from speech which can then be responded to properly and appropriately by students at college or senior high school.

In terms of types of listening, Richards (2015) explained that several types of listening are divided based on purposes, such as: (1) casual conversations, such as to exchange social media or personal information; (2) telephone conversations, such as to take messages or to obtain goods and services; (3) lectures, such as to expand knowledge and to learn about various topic; (4) class lessons, such as interact with other friends; (5) movies, drama, songs, such as to entertain and to gain pleasure; (6) announcements, such as to gain information and to act on information; (7) instructions, such as to carry out a task. On the other hand, in terms of listening sub skills, Namaziandost, Sabzevari and Hashemifardnia (2019) argue that there are three aspects that are applied in listening language classes, including: (1) listening for gist, (2) listening for specific information, and (3) listening in detail. Listening for gist explains about the core of the topic they are listening to without having to pay attention to every word spoken by the speaker. Listening for specific information aimed at finding the information they need is prioritized so that students tend to only listen to the part they want to hear. Listening in detail requires students to focus more on listening to each word spoken by the speaker and understanding every piece of information that has been conveyed properly.

2.2 Listening Comprehension Problems

In learning English as a second or foreign language, there are several listening problems that might be faced in the learning process. According to Richards (2015), the difficulties include: 1) speed, complex vocabulary and native speakers' speaking

pace are some factors that cause students to have difficulty understanding what they are hearing; 2) the unplanned nature of spoken discourse, students feel confused when the teacher does not provide teaching materials that were not planned in advance such as the teacher suddenly giving a different speech from the one given normally; 3) accents, when students listen to English with a different accent than native speakers, students will have difficulty understanding what they hear like a teacher speaking English but using a French accent; and 4) blend and reductions, students will have difficulty when educators reduce or accommodate the rhythm of spoken English to students and sometimes educators are mixed together, for example like Dictation: The teacher reads brief phrases with appropriate reductions and blends.

In addition, Namaziandost, Ahmadi, and Keshmirshekan (2019) argue that listening comprehension problems might include input, context, listener, process, affect, and task problems. The listening problem in terms of the input process carried out by the teacher is bottom-up and top-down. While top-down processing moves meaning from language to language, bottom-up processing moves meaning from language to meaning (Richards, 2015). Then, context problems occur when students not being able to hear voices clearly is one of the causes of students experiencing listening comprehension problems. Next, processing problems include difficulties identifying words they are familiar with, and chunking speech flows. Then, factors that affect the process of students' listening comprehension problems also lie in the level of anxiety that exists in students, many students feel anxious when students cannot understand the total meaning of the text they are listening to. Last but not least, task

problems are the last listening comprehension problem, students often find it difficult when doing the assignments that have been given, even students find it difficult when they have to do assignments in the form of filling in the grid and answering WH questions.

Regarding the problems in listening, Rakhman, Tarjana and Marmanto (2019) have different opinions. They said that listening comprehension problems that occur in students are divided into two factors such as external and internal factors. External factors contain environmental influences, speakers' characteristics, media used in listening class. Environmental influences which are considered as opportunities for learning English in this research. Internal factors usually come from learners themselves, for example students' understanding of vocabulary, motivation or anxiety that occurs by students when learning a foreign language

2.3 Students Beliefs on Listening comprehension

In the next research, Ariogul, Unal and Onursal (2009) explained that students' prejudices, known as student beliefs, can either positively or negatively affect how they perceive the listening comprehension process. Similar to the definition made by Wesely (2012) that students' beliefs now include what students believe about the target community, the learning environment, and themselves. In this research, students' beliefs in learning a foreign language lies in themselves, where only students know their own abilities and their prejudices can produce something positive or negative.

Basically, students' belief in listening comprehension is related to what problems will be faced by students when doing activities that require listening comprehension. Lotfi (2012) also explained that students need several factors needed to be able to easily understand listening activities. The first factor is process. Students' perceptions of listening issues are related to various aspects of the listening comprehension process. Second is input, as well as conversation in the target language. Third is the listener, listener behaviours have a significant influence on L2 learners' listening comprehension have been documented in the literature. The fourth is a task. This factor is related to students' ability to do assignments but must be combined when listening to texts. Next is the effect which reflects students' beliefs of their degree of anxiousness. The last one is context in which the negative impact of distractions on listeners' understanding that are present in a learning environment (Lotfi, 2012).

2.4 Review of Relevant Studies

Lotfi (2012) investigated the development and validation of a questionnaire intended to measure EFL students' perceptions of potential listening comprehension issues in unidirectional listening, such as while listening to a recorded text. This research takes a sample from Iranian EFL learners. The EFL learners are undergraduate university students majoring in English as a translation, English literature and Teaching English as a Foreign Language (TEFL). The respondents involved 650 EFL learners, four expert judges and a professional translator. In this study, there were 6 factors that were examined, such as: process; input; listener; task; affect; and context. The result of

this research is that from a diagnostic point of view, this instrument can be used to assess a student's knowledge and beliefs about what a language teacher learns to hear at the beginning of a language program. The teacher can adjust the instruction to remove the obstacle by identifying which aspect of the listening student feels more problematic.

Another study is from Namaziandost, Ahmadi, and Keshmirshakan (2019) researching the relationship between the respondents' listening problems and strategy use. There were 60 intermediate students from a private language institute in Ahvaz, Iran. The background respondents were all native speakers of Persian. The same as the previous research which discussed 6 factors that were studied included input, context, listener, process, affect, and task problem. However, this research added strategy use such as cognitive, meta-cognitive, and socio-affective strategies. The result this research are the outcomes of the study demonstrate that there are various issues which listeners confront that meddle with listening comprehension, problem experienced by students of a novel language is identified with input problem. The respondents of this investigation uncovered that the main input issues they experience include identifying the speakers' accent, the way in which words are articulated, unfamiliar words content, and length and the speakers' discourse speed.

In the same year Namaziandost, et al., (2019) researched the relationship between the respondents' listening problems and strategy usage. They were collecting data from 60 students randomly from Iranian advanced EFL learners in a private language institute in Ahzan, Iran. This research is the same from previous study by

Namaziandost, Ahmadi, and Keshmirshekan (2019), the research which is listening problems including input, context, listener, process, affect, and task problems. Likewise, this study discusses that it is important for second language teachers to be aware of the different listening comprehension problems so as to enable listeners to use the appropriate strategies.

2.4.1 Measuring Beliefs on Listening comprehension problems

In his research, Lotfi (2012) developed a questionnaire for students in one of Islamic Universities in Iran. There are 40 items and six factors developing a valid and reliable questionnaire. The items using a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). Based on the students' replies, Cronbach's alpha was calculated. The reliability coefficient for the entire scale (which included 40 items) was extremely high at 0.95.

A study from Namaziandost, Ahmadi, and Keshmirshekan (2019) which adopted the existing instruments in Lotfi's (2012) research, has the same items and factors, only using different measuring tools. In this study, the method of calculating data is using descriptive statistics. There are 40 items and six factors, this study also researched listening strategies. They are chosen students from Iranian intermediate EFL learners in the private language institute of Hamedan. The instrument's internal reliability was measured using Cronbach's alpha value of 0.864, which is acceptable.

2.5 Theoretical Framework

The purpose of this study is to investigate the beliefs of senior high school students in the problems they face when doing English listening comprehension. This research draws the definition of listening comprehension from Wesely (2012) that students' beliefs now include what students believe about the target community, the learning environment, and themselves. Richards (2015) argues that there are problems faced by students when doing listening activities, the problems included: speed; the unplanned nature of spoken discourse; accents; blend and reductions. This study adopted an instrument from Lotfi (2012) who uses the Questionnaire Belief on English Language Listening Problems (Q-BELLP) consisting of six factors: 1) process; 2) input; 3) listener; 4) task; 5) affect; and 6) context. Then, this research using survey study for investigating EFL beliefs students on English listening comprehension problems.

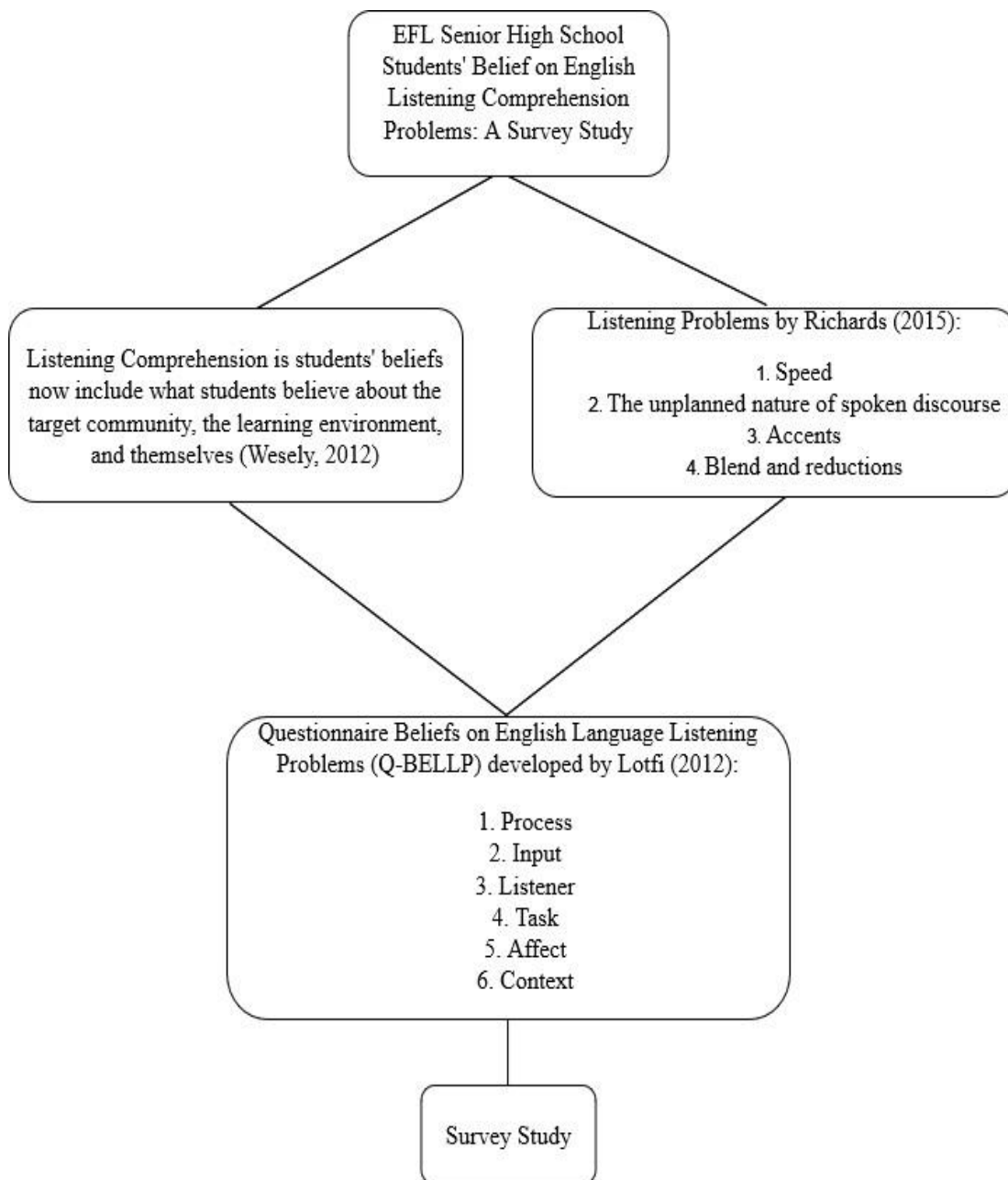


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

This section explains the research methodology used to conduct the research. Firstly, the researcher discusses the research design and then followed by the research setting. Then, the research respondents were presented. After that, the researcher describes the data gathering or collection technique. Finally, the process of data collecting and data analysis were covered in detail in this chapter.

3.1 Research Design

This research used survey which were quantitative in nature as the method. According to Creswell (2014) that the quantitative method analyses a concept by formulating specific hypotheses and using data collection to either confirm or refute the hypotheses. The data came from a large number of populations that needed to be quantified, therefore that is the reason why this research implements quantitative methods. Quantitative method in the form of a survey to get the data from respondents. In a survey, a sample or population is requested to describe the attitudes, opinions, behaviours, or characteristics of the sample or population (Creswell, 2015). Survey study was considered to tend to have simple and complete information to become statistical analysis tools (descriptive statistics). According to Cohen et al. (2011), a questionnaire is an instrument for collecting survey data in an organized form or

structure. The form of a questionnaire was usually in numerical data, it is flexible in the presence of the researcher, and it can usually be to the point of data analysis.

The data was gathered by using a questionnaire made by Lotfi (2012). The questionnaire revealed how EFL senior high school students believe in English listening comprehension problems. Survey questionnaires were deployed to the students through an online platform (Google Form).

3.2 Population and Sample

Senior high school students were focused on the research. Students who became respondents are those in grade 11 and 12, and with all majors (Science/Social), because the respondents have already done listening activities at school before. The researcher estimates that the 11th and 12th graders already have confidence in the causes of the problems they experience during listening activities. The total respondents of this research were two hundred and thirty (N=230) students from senior high school in Yogyakarta. In determining the sample numbers, the researcher used a non-probability sampling technique. To help researcher determine the minimum number of sample results that is obtained from respondents (N) students from senior high school and above in Yogyakarta, the researcher uses a sample size calculator.

Sample Size Calculator

If you are conducting a **non-conjoint** quantitative survey where your objective is to gather data to make generalized statements about a larger population, then it is critical that you use the proper sample size from the target population. This sample-size (survey-size) calculator will point you in the right direction. Please see the *Definitions* section if you do not understand any of the terms in the calculator.

If you are conducting a **conjoint** or **discrete-choice** survey, this tool may not be relevant. Please see the following article for other things you need to consider when determining sample size: [Sample Size Issues for Conjoint Analysis Studies \(2009\)](#).

What margin of error can you accept?	<input type="text" value="5"/>	%
What confidence level do you need?	<input type="text" value="95"/>	%
What is the population size?	<input type="text" value="230"/>	
What is the response distribution?	<input type="text" value="50"/>	%
Your recommended sample size is:	145	

Figure 3.1 Calculation of Sample

<https://sawtoothsoftware.com/resources/sample-size-calculator>

3.3 Data Collection Technique

The instrument used in this research is a questionnaire developed by Lotfi (2012). The instrument is Questionnaire Belief on English Language Listening Problems (Q-BELLP). There were six factors, which are Process, Input, Listener, Task, Affect, and Context. The items of factors were translated into Bahasa Indonesia. The 40 items Q-BELLP were distributed to senior high school students at Yogyakarta, and checked the items one by one to make sure that it would be easy to understand the meaning. From the factors, there were the number of statements that are different in

the questionnaire which reveal class activities that students believed in while listening. Each statement uses six-points Likert's scale which are ranging from 1 (strongly disagree) to 6 (strongly agree). The technique for scoring uses the Likert Scale as follows:

Table 1

The Score for Likert Scale

Likert Scale	Score
Strongly disagree	1
Disagree	2
Slightly Disagree	3
Slightly Agree	4
Agree	5
Strongly Agree	6

Table 2

The Blueprint of Q-BELLP adopted from Lotfi (2012)

No	Factor	Number of item(s)	Item(s) number
1	Process	12	7; 14; 10; 32; 17; 31; 3; 11; 13; 21; 6; 23;
2	Input	9	5; 18; 8; 22; 2; 25; 34; 12; 1;
3	Listener	10	44; 43; 46; 50; 49; 48; 41; 51; 53; 40;
4	Task	3	58; 57; 56;
5	Affect	4	54; 55; 33; 24;
6	Context	2	35; 39;

The validity test of this questionnaire came from the answers given by EFL Senior High School students in grades 11 and 12 of all majors (Science/Social). In the previous study by Lotfi (2012) Cronbach Alpha was 0.95, there was an increase of 0.01 in this study which was caused by differences in respondents from previous studies both in character and number of respondents, and each respondent who had a different level of understanding of each item. However, this study was still reliable because the value of Cronbach alpha falls into the very highly reliable category. Cohen, Manion, and Marrison (2011) confirmed that there are several criteria in the Cronbach alpha value: <0.60 has criteria unacceptably reliable; 0.60-0.69 Low reliable; 0.70-0.79 Reliable; 0.80-0.90 Highly reliable; >0.90 very highly reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.964	40

Figure 3.2 Cronbach Alpha All Items

Estimated internal reliability of each subfactor, which ranges from 0.92 for the first component (which includes 12 items) to 0.79 for the fifth factor, and there were two factors that have the same Cronbach alpha, namely the second and third factors 0.91 satisfactory (with two items).

Table 3

Results Cronbach's Alpha of Factors

No	Factor	Cronbach's alpha	Number of item(s)
1	Process	0.92	12
2	Input	0.91	9
3	Listener	0.91	10
4	Task	0.83	3
5	Affect	0.79	4
6	Context	0.84	2

3.4 Data Analysis Technique

This study used a questionnaire from Lotfi (2012) which consists of 40 items from 6 factors. Microsoft Excel and SPSS 25 (Statistical Package for Social Sciences) was used to check the data that has been collected. This researcher used descriptive statistics to analyse the data. Measurements included analysis of the mean, minimum, maximum, and standard deviation scores. Then the results were presented in graphical form. The researcher took the same method according to this study: Reliability Statistics Cronbach's Alpha N of items 0.96.

- A. Calculating each data based on factors.
- B. Calculating data from the questionnaire results was used Microsoft Excel 2013 and SPSS 25 to find the Mean and Standard Deviation.
- C. Design several tables to show statistical information. While, the discussion part was to clarify the data's detailed explanation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter contains the findings obtained from the results of distributing questionnaires to examine the dominant factors. The factors that led to the beliefs of senior high school EFL students regarding the problem of listening comprehension in one of the senior high school in Yogyakarta for grades 11 and 12.

4.1 Research Findings

The total number of respondents who completed the Q-BELLP was 150 senior high school students. The research results from this survey were dominated by female students. Out of a total of 150 respondents, 60.9% were female with a total of 92 female students. While for male students as much as 39.1% with a total of 59 male students.

This study attempts to answer a research question to investigate the beliefs of senior high school EFL students about English listening comprehension problems. Therefore, the Questionnaire Belief on English Language Listening Problems (Q-BELLP) adopted by Lotfi (2012) was distributed to respondents through an online survey using Google Form. The researcher analysed the results of the questionnaire using descriptive statistics to answer the questions above. This analysis aims to measure the average score of the entire strategy to find the most used items and the least used items by respondents.

4.1.1 The Ratio of Overall Factors

In analysing the data as a whole from respondents in grades 11 and 12 all majors (Science/Social) divided into six factors Belief on English Language Listening Problems (BELLP). It aims to obtain what factors determine the level of English listening comprehension problems among senior high school EFL students. The analysis on this data focuses on the mean (average) of the answers of EFL students in grades 11 and 12 for each factor.

Table 4

Ranking of the six factor Q-BELLP

Rank	Factor of Q-BELLP	Mean	Std. Deviation
1	Context	4.49	1.393
2	Input	4.03	1.386
3	Affect	3.68	1.415
4	Listener	3.64	1.332
5	Process	3.56	1.388
6	Task	3.41	1.384

The results of the mean ranking (average) on the six factors: 1) Context; 2) Inputs; 3) Affect; 4) Listeners; 5) Process; and 6) Tasks. Items from these factors are combined in a questionnaire form with a total of 40 items. Based on the data above which shows the order of factors from the highest mean to the lowest. The highest mean

score is showed by the context factor with a mean score of 4.49 and a standard deviation of 1.393, while the lowest mean score is owned by the task with a score of 3.41 and a standard deviation of 1.384.

4.1.2 Result investigate per factor by grade 11 and 12 all major (Science/Social)

In this section there are the results of the investigation of EFL Senior High School student respondents for grades 11 and 12 all majors (Science/Social), with a total of 150 students. There are six factors investigated by the researcher, these factors represent EFL students' beliefs about English listening comprehension problems.

4.1.2.1 Context Factor

Based on the ranking results, this context factor is ranked first which has the highest average mean. the questionnaire item context factor can be shown in the table below:

Table 5

Q-BELLP Item of Context Factor

No	Items	Mean	Std. Deviation
1	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.	4.46	1.436
2	Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension.	4.52	1.350

Based on the table 2 above, it can be seen that this factor only has two items to represent this context factor. The item that has a high mean is the item "Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension" with mean (M = 4. 52) and standard deviation (SD = 1.350). The item that has the lowest mean in this factor is the item "Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension" this item has a mean (M = 4.46) and standard deviation (SD = 1.436).

4.1.2.2 Input Factor

Based on the result from the questionnaire, the mean of the second part of the questionnaire item input factor can be shown in the table below.

Table 6

Q-BELLP Items of Input Factor

No	Items	Mean	Std. Deviation
1	I find it difficult to understand listening texts in which there are too many unfamiliar words.	4.01	1.397
2	I find it difficult to understand the meaning of word which are not pronounced clearly.	4.22	1.390
3	I find it difficult to understand listening texts which have difficult grammatical structures.	4.07	1.332
4	I find it difficult to understand well when speakers speak too fast.	4.16	1.376
5	Unfamiliar stress and intonation patterns of English interfere with my listening comprehension.	3.92	1.354

6	I find it difficult to understand the listening text when speakers speak with varied accents.	3.86	1.395
7	I find it difficult to understand the listening text when the speaker does not pause long enough.	4.07	1.452
8	I find it difficult to interpret the meaning of a long listening text.	3.97	1.387
9	I have difficulty understanding speakers with unfamiliar accents.	4.05	1.338

Based on table 3, this table shows the highest item "I find it difficult to understand the meaning of words that are not pronounced clearly " with a mean (M = 4.22) and standard deviation (SD = 1.390). However, the lowest item "I find it difficult to understand the text listened to when the speaker speaks with varied accents" has a mean (M = 3.86) and standard deviation (SD = 1.395).

4.1.2.3 Affect Factor

Based on the result from the questionnaire, the mean of the third factor of the questionnaire item affect factor can be shown in the table below.

Table 7

Q-BELLP Items of Affect Factor

No	Items	Mean	Std. Deviation
1	I stop listening when I have problems in understanding a listening text.	3.35	1.424

2	If I don't arrive at a total comprehension of an oral text, I feel disappointed.	3.86	1.488
3	I find it difficult to reduce my anxiety before doing the listening task.	3.70	1.399
4	Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.	3.81	1.350

Based on table 4, the item that has the highest mean score on the item "If I don't arrive at a total comprehension of an oral text, I feel disappointed" has (M = 3.86) and standard deviation (SD = 1.488). then for items that have a low mean on the item "I stop listening when I have problems in understanding a listening text" this item has (M = 3.35) and standard deviation (SD = 1.424).

4.1.2.4 Listener Factor

Based on the result from the questionnaire, the mean of the fourth factor of the questionnaire item listener factor can be shown in the table below.

Table 8

Q-BELLP Items of Listener Factor

No	Items	Mean	Std. Deviation
1	When thinking about meaning of unfamiliar words, I neglect the next part of the listening text.	3.55	1.304
2	I am slow to recall the meaning of words that sound familiar.	3.51	1.427
3	I find it difficult to quickly remember words or phrases I have just heard.	3.77	1.337

4	During listening, although some words sound familiar, it is difficult for me to recall their meaning immediately.	3.47	1.344
5	When I hear the new words, I forget the content which was mentioned before.	3.61	1.335
6	I lose the flow of speech because I concentrate very hard on understanding every word or phrase I hear.	3.73	1.273
7	I find it difficult to remember the meaning of a long listening text.	3.98	1.240
8	I find it difficult to really concentrate on listening.	3.62	1.344
9	I have difficulty comprehending the listening text because I don't know which strategy to use while listening.	3.63	1.354
10	I have difficulty understanding a listening text because I cannot understand every single word I hear.	3.53	1.369

Based on the table 5 above, the item that has the highest mean score is in the item "I find it difficult to remember the meaning of a long listening text" with a mean score ($M = 3.98$) and standard deviation ($SD = 1.240$). While the item that has the lowest mean score is the item " During listening, although some words sound familiar, it is difficult for me to recall their meaning immediately." with a mean score ($M = 3.47$) and standard deviation ($SD = 1.344$).

4.1.2.5 Process Factor

Based on the result from the questionnaire, the mean of the fifth factor of the questionnaire item process factor can be shown in the table below.

Table 9

Q-BELLP Items of Process Factor

No	Items	Mean	Std. Deviation
1	Before listening, it is difficult for me to predict from the visual what I will hear.	3.59	1.391
2	It is difficult for me to relate what I hear with something from an earlier part of the listening text.	3.36	1.367
3	While listening, I have problems making meaningful personal associations with the new information.	3.51	1.422
4	During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text.	3.59	1.438
5	I have difficulty with finding out what the main purpose of the listening task I am going to do is.	3.23	1.421
6	When I listen to text in English, I experience difficulty with listening for the main idea of the text.	3.74	1.378
7	I find it challenging to focus on the text when I have trouble understanding.	3.83	1.413
8	While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.	3.77	1.387
9	I find it difficult to make a mental summary of information gained through listening.	3.55	1.393

10	While listening, I have difficulty to check my understanding of the text based on what I already know about the topic.	3.44	1.324
11	I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly.	3.67	1.403
12	After listening, I find it difficult to evaluate the overall accuracy of my comprehension.	3.48	1.330

Based on the table 6 above, the item that has the highest score is on the item "I find it challenging to focus on the text when I have trouble understanding" with mean (M = 3.83) and standard deviation (SD = 1.413). While the item with the lowest score is found in the item "I have difficulty with finding out what the main purpose of the listening task I am going to do is" with mean (M = 3.23) and standard deviation (SD = 1.421).

4.1.2.6 Task Factor

Based on the result from the questionnaire, the mean of the sixth factor of the questionnaire item task factor can be shown in the table below.

Table 10

Q-BELLP Items of Task Factor

No	Items	Mean	Std. Deviation
1	I find it difficult to do listening tasks, such as filling a grid, for which I need to draw on specific information from the text.	3.49	1.345

2	I find it difficult to do listening tasks for which I need to combine information to make generalization while listening to the text.	3.61	1.340
3	I find it difficult to answer Wh-questions in a listening task.	3.15	1.469

Based on the table 7 above, the item that has the highest mean on this factor is the item "I find it difficult to do listening tasks for which I need to combine information to make generalizations while listening to the text" with a mean score ($M = 3.61$) and standard deviation ($SD = 1.340$). For items that have a low mean on the item "I find it difficult to answer Wh-questions in a listening task" with mean ($M = 3.15$) and standard deviation ($SD = 1.469$).

4.2 Discussion

According to this study, there are six factors: process, input, listener, task, affect, and context that cause problems with English listening comprehension in EFL senior high school students. The context factor category was the top-ranked factor when the researchers completed the ranking. The mean ($M = 4.49$) and standard deviation ($SD = 1.393$) of this component are both given. The input factor, which had a mean ($M = 4.03$) and standard deviation ($SD = 1.386$), was the next factor. EFL students in senior high school strongly agreed with the assertions made about these two factors.

The context factor can also make EFL students feel difficult in listening because of contextual features such as sub-standard machines for playing recordings and rooms that are acoustically unsuitable for the use of recorded materials (Lotfi, 2012). Highlighted in previous research by Hasan (2000) type of recording is the most popular method used to teach listening comprehension, it has drawbacks such as the tape is not clear or the sound quality of the recorder produced is not very clear, Students are more familiar to listening to non-native accents than recorded spoken text. However, next research suggests that using audio or video in addition to text might improve EFL students' comprehension of English listening materials (Cahyono & Widiati, 2009). The fact that students have trouble when finishing listening activities using a type of recording that produces unclear sounds, the findings from this factor study demonstrate that many students agreed with the statement that unclear sounds from poor quality cause listening comprehension problems.

The second most important factor in listening comprehension problems is input. Lotfi (2012) stated that learners' perceptions of problems with input quality, such as vocabulary, voice clarity, text grammar, speech tempo, prosodic elements, accent, pauses, and text length, are included in this factor. The next study by Namaziandost, Ahmadi, and Keshmirshekan (2019) found that the problem with text length was the input problem that was identified in the study. The problem that students encounter in this research is their inability to comprehend the meaning of words that are linked to their comprehension of listening but are not pronounced properly. The results of earlier research are reflected in problems with unclear pronunciation. Hasan (2000) explained

that when speakers talk too quickly, with a variety of languages, or create words that are not easily understood, learners have trouble following along. Fast speech is differentiated by the absence of clausal pausing, whereas slow speech is defined by pause. The respondents agreed that it was challenging to comprehend lengthy texts when learning a new language, particularly when the lengthy content contained a lot of new words. That researcher explained Speech speed, text length, odd accents, and poor word pronunciation tend to be main input difficulties faced by students.

Lotfi (2012) argues that this affect factor is one that reflects learners' ideas about the issue in relation to their emotional responses to instances of comprehension failure. In the findings of this study related to the affect factor, many respondents agreed on items related to their full understanding when listening to spoken text activities, students felt disappointment when they were in that situation. The results of this finding are related to previous findings which say the emotional responses that occur to students when they experience failure. In the research findings of Namaziandost et al. (2019) revealed that the affect of giving assignments gives students feelings of anxiety, these feelings will disappear if they take part in the task, but this research mentions the consequences that will occur that students can hardly understand spoken text as a whole due to uncertain perspectives on students' perceptions of the content being listened to. Due to the impacts that result from listening activities, they have difficulty completing listening comprehension.

The listener factor, with mean and SD ($M = 3.64$ and $SD = 1.332$), is the fourth-ranked factor. The findings produced by this factor are that students experience

problems in remembering the meaning of texts they have listened to for a long time while doing listening activities. Supported by research from Lotfi (2012), this element of the listener factor also considers how students perceive issues with traits like attention, attitude, and memory. There are special things that make students experience problems in remembering the meaning of texts they have listened to for a long time such as foreign language, rapid speech rate, and putting sounds together were the three main differences in how seriously the students took their reported listening problems (Chen, 2013). The results of previous research also support listening comprehension problems that occur by students including their memory related to remembering texts that have been listened to for a long time, according to Hasan (2000) supported that the amount of time students listen for could result in problems with memory or even fatigue, which could distract listeners' focus from comprehending the text. When there is a loss in concentration, students may disregard the remaining text.

The fifth ranking factor is the process factor. The findings in this study are that students experience many challenges to focus on listening to texts when students experience comprehension problems. According to result research Namaziandost et al. (2020) supported that maintaining one's focus on a text when there are problems understanding the given text is the biggest challenge experienced when learning a new language. The previous study explained that focusing on the text while unable to comprehend it is the biggest obstacle for senior high school EFL students while learning a new language (Namaziandost et al., 2019). According to Lotfi's (2012) analysis, the term "process" refers to how students comprehend what they hear by

making use of a variety of signals. The focus challenge becomes an obstacle for students in understanding the contents of the text so that students are also constrained in the process of listening comprehension.

According to the findings of this factor research, the Task factor is ranked last and has a low mean and standard deviation ($M = 3.41$ and 1.384). Lotfi (2012) illustrates how students' beliefs about problems with listening task features are connected to their beliefs about problems with those problems. The findings found in this factor study were that students find difficulties when given tasks that required students to combine previously obtained information and information they had just received. In the previous study, it was explained that the high and low levels of tasks given required students cognitively, if this continued to occur to students, it could mean that the method or material used was not suitable with students' comprehension both in combining information and analyzing (Goh, 2000).

CHAPTER V

CONCLUSION AND RECOMMENDATION

Conclusion and suggestions comprise the final chapter's two sections. In the conclusion section, the researcher gives a succinct overview of the results. In the section recommendations, the researcher also explains any recommendations or ideas that came from this study.

5.1 Conclusion

The purpose of this research is to find out the factors that are felt by EFL senior high school students related to their belief in English listening comprehension problems. The results of the data analysis showed that various factors contributed to high belief of the English listening difficulties experienced by EFL senior high school students, such as 1) context factors, students had problems when they had to listen to recordings that had poor quality and unclear sound; 2) input factor. students experience problems with the inability to understand the meaning of words; 3) the influence factor, students will feel disappointed when they do not fully understand what is conveyed; 4) listener factor, students experience problems related to long-term recall; 5) process factors, students get challenges related to focusing on listening to texts; 6) task factors, get into trouble when they are required to combine information. Context factors are the highest factors that get agreed by EFL students, then are proposed by input factors. This can happen because the students do not do much listening activities.

5.2 Recommendation

According to the influencing factors, this study focuses on EFL senior high school students' beliefs of their English listening problems. This study does not describe beliefs related to the overall problem of English listening comprehension among students in Indonesia. Further and deeper study related to the field of listening comprehension in English is highly recommended, especially for students in Indonesia. educators to ensure that students fully understand what is conveyed during listening activities, so that students can arrive at an understanding of listening to English, educators in checking or reviewing things that have been conveyed during listening activities so that later students do not experience problems that make them lose interest in learning English.

Appendix 1

No	Factors	Items	1	2	3	4	5	6
1	Process	Sebelum mendengarkan, sulit bagi saya untuk memprediksi dari visual apa yang akan saya dengar.						
		Sulit bagi saya untuk menghubungkan yang saya dengar dengan bagian yang ada di teks mendengarkan.						
		Saat mendengarkan, saya memiliki masalah dalam membuat asosiasi pribadi yang bermakna dengan informasi baru.						
		Selama mendengarkan, saya mengalami kesulitan untuk memeriksa apakah saya memahami dengan benar arti dari seluruh potongan teks yang mendengarkan.						
		Saya mengalami kesulitan dalam mencari tahu apa tujuan utama dari tugas mendengarkan yang akan saya lakukan.						
		Ketika saya mendengarkan teks dalam bahasa Inggris, saya mengalami kesulitan dalam mendengarkan gagasan utama teks tersebut.						
		Saya merasa sulit untuk fokus pada teks ketika saya mengalami kesulitan memahami.						
		Saat mendengarkan, saya merasa sulit untuk menebak arti kata-kata yang tidak dikenal dengan menghubungkannya dengan kata-kata yang dikenal.						
		Saya merasa sulit untuk membuat ringkasan mental dari informasi yang diperoleh melalui mendengarkan.						

		Saat mendengarkan, saya mengalami kesulitan untuk memeriksa pemahaman saya tentang teks berdasarkan apa yang sudah saya ketahui tentang topik tersebut.						
		Saya merasa sulit untuk menggunakan konteks untuk menebak bagian-bagian dari teks mendengarkan yang saya tidak dapat mendengar dengan jelas.						
		Setelah mendengarkan, saya merasa sulit untuk mengevaluasi keakuratan pemahaman saya secara keseluruhan.						
2	Input	Saya merasa sulit untuk memahami teks-teks mendengarkan di mana ada terlalu banyak kata-kata asing.						
		Saya merasa sulit untuk memahami arti kata yang tidak diucapkan dengan jelas.						
		Saya merasa itu untuk memahami teks-teks mendengarkan yang memiliki struktur tata bahasa yang sulit.						
		Saya merasa sulit untuk memahami dengan baik ketika pembicara berbicara terlalu cepat.						
		Tekanan yang tidak biasa dan pola intonasi bahasa Inggris mengganggu pemahaman mendengarkan saya.						
		Saya merasa sulit untuk memahami teks yang didengarkan ketika pembicara berbicara dengan aksen yang bervariasi.						
		Saya merasa sulit untuk memahami teks yang						

		didengarkan ketika pembicara tidak berhenti cukup lama.						
		Saya merasa sulit untuk menafsirkan arti dari teks yang mendengarkan panjang.						
		Saya mengalami kesulitan memahami pembicara dengan aksen asing.						
3	Listener	Ketika memikirkan arti kata-kata asing, saya mengabaikan bagian selanjutnya dari teks yang didengarkan.						
		Saya lambat mengingat arti kata-kata yang terdengar familier.						
		Saya merasa sulit untuk dengan cepat mengingat kata atau frasa yang baru saja saya dengar.						
		Selama mendengarkan, meskipun beberapa kata terdengar familier, sulit bagi saya untuk segera mengingat artinya.						
		Ketika saya mendengar kata-kata baru, saya lupa konten yang disebutkan sebelumnya.						
		Saya kehilangan aliran bicara karena saya berkonsentrasi sangat keras untuk memahami setiap kata atau frasa yang saya dengar.						
		Saya merasa sulit untuk mengingat arti dari teks mendengarkan yang panjang.						
		Saya merasa sulit untuk benar-benar berkonsentrasi mendengarkan.						
		Saya mengalami kesulitan memahami teks mendengarkan karena saya tidak tahu strategi mana yang harus digunakan saat mendengarkan.						
		Saya mengalami kesulitan memahami teks mendengarkan						

		karena saya tidak dapat memahami setiap kata yang saya dengar.						
4	Task	Saya merasa sulit untuk melakukan tugas mendengarkan, seperti mengisi kotak, yang untuk itu saya perlu menarik informasi spesifik dari teks.						
		Saya merasa sulit untuk melakukan tugas mendengarkan yang mana saya perlu menggabungkan informasi untuk membuat generalisasi saat mendengarkan teks.						
		Saya merasa sulit untuk menjawab pertanyaan-Wh dalam tugas mendengarkan.						
5	Affect	Saya berhenti mendengarkan ketika saya memiliki masalah dalam memahami teks mendengarkan.						
		Jika saya tidak sampai pada pemahaman total dari teks lisan, saya merasa kecewa.						
		Saya merasa sulit untuk mengurangi kecemasan saya sebelum melakukan tugas mendengarkan.						
		Sebelum melakukan tugas pemahaman mendengarkan, saya khawatir saya tidak dapat memahami apa yang akan saya dengar.						
6	Context	Suara tidak jelas yang dihasilkan dari pemutar CD berkualitas buruk mengganggu pemahaman pendengaran saya.						
		Suara tidak jelas yang dihasilkan dari kondisi akustik kelas yang buruk mengganggu pemahaman mendengarkan saya.						

Catatan:

1 = Sangat tidak setuju

2 = Tidak setuju

3 = Agak Tidak Setuju

4 = Agak setuju

5 = Setuju

6 = Sangat setuju

Appendix 2***The Validity Result of Score EFL Senior High School Students Beliefs on English Listening Comprehension Problems***

Items	Person Correlation R=hitung	r-table N = 150	Criteria
Q-BELLP1_1	0.483	0.159	Valid
Q-BELLP1_2	0.668	0.159	Valid
Q-BELLP1_3	0.688	0.159	Valid
Q-BELLP1_4	0.707	0.159	Valid
Q-BELLP1_5	0.643	0.159	Valid
Q-BELLP1_6	0.628	0.159	Valid
Q-BELLP1_7	0.631	0.159	Valid
Q-BELLP1_8	0.746	0.159	Valid
Q-BELLP1_9	0.685	0.159	Valid
Q-BELLP1_10	0.735	0.159	Valid
Q-BELLP1_11	0.627	0.159	Valid
Q-BELLP1_12	0.721	0.159	Valid
Q-BELLP2_1	0.678	0.159	Valid
Q-BELLP2_2	0.635	0.159	Valid
Q-BELLP2_3	0.672	0.159	Valid
Q-BELLP2_4	0.654	0.159	Valid
Q-BELLP2_5	0.585	0.159	Valid
Q-BELLP2_6	0.693	0.159	Valid
Q-BELLP2_7	0.695	0.159	Valid
Q-BELLP2_8	0.685	0.159	Valid

Q-BELLP2_9	0.591	0.159	Valid
Q-BELLP3_1	0.658	0.159	Valid
Q-BELLP3_2	0.593	0.159	Valid
Q-BELLP3_3	0.687	0.159	Valid
Q-BELLP3_4	0.644	0.159	Valid
Q-BELLP3_5	0.669	0.159	Valid
Q-BELLP3_6	0.657	0.159	Valid
Q-BELLP3_7	0.675	0.159	Valid
Q-BELLP3_8	0.649	0.159	Valid
Q-BELLP3_9	0.729	0.159	Valid
Q-BELLP3_10	0.699	0.159	Valid
Q-BELLP4_1	0.738	0.159	Valid
Q-BELLP4_2	0.762	0.159	Valid
Q-BELLP4_3	0.751	0.159	Valid
Q-BELLP5_1	0.595	0.159	Valid
Q-BELLP5_2	0.555	0.159	Valid
Q-BELLP5_3	0.544	0.159	Valid
Q-BELLP5_4	0.609	0.159	Valid
Q-BELLP6_1	0.465	0.159	Valid
Q-BELLP6_2	0.460	0.159	Valid

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