UNDERGRADUATE EFL LEARNERS' LISTENING COMPREHENSION PROBLEMS: A SURVEY STUDY

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

By

Citra Bayanty

20322024

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA

APPROVAL SHEET

Undergraduate EFL Learners' Listening Comprehension Problems: A Survey Study

By

Citra Bayanty

20322024

Approved on March 18, 2024
By
Supervisor:

Dr. Ista Maharsi, S.S., M.Hum
NIP. 056130501

RATIFICATION SHEET

Undergraduate EFL Learners' Listening Comprehension Problems: A Survey Study

By

Citra Bayanty

20322024

Defended before the Board of Examiners on March 26, 2024, and Declared Acceptable.

Broad of Examiners:

Chairperson : Dr. Ista Maharsi, S.S., M.Hum

1st Examiner : Puji Rahayu, S.Pd., M.LS.T., Ph.D.

2nd Examiner : Astri Hapsari S.S., M.TESOL

Yogyakarta, March 26, 2024

Department of English Language Education

Faculty of Psychology and Socio-cultural Sciences

Islamic University of Indonesia

Head of Department,

Puji Rahayu, S.Pd., M.LS.T., Ph.D.

STATEMENT OF WORK'S ORIGINALITY

I affirm that the content presented in this study is entirely my original work, except where properly cited within quotations and listed in the bibliography as per academic standards.

Yogyakarta, March 19, 2024

The researcher,

Citra Bayanty

20322024

MOTTO

“Done is better than perfect.”

DEDICATION

First and foremost, I dedicate this thesis to myself as a reminder of the countless hours of hard work, dedication, and passion poured into this scholarly pursuit. This accomplishment stands as a testament to my firm commitment to personal and academic growth.

Not forgetting also, to my people, who unwavering love, support, and encouragement have been the cornerstone of my journey. Your belief in me has fueled my determination to overcome challenges and strive for excellence.

With profound gratitude and love, I dedicate this work to us, as we continue to inspire each other to reach new heights.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful.

All praise and gratitude are due to Allah SWT, the Almighty, the Most Compassionate, for bestowing upon me the strength, guidance, and wisdom throughout the journey of completing this thesis. His blessings have been my source of perseverance, and I am profoundly grateful for His countless blessings.

Furthermore, the accomplishment of this thesis could not be separated from the support of many people, hereby I would like to extend my deepest gratitude to:

1) My dearest parents (Mr. Anas & Mrs. Fitria) and my beloved sisters (Melika Jihan & Shiren Sikara), for your unwavering love, encouragement, and sacrifices throughout my academic journey. Your endless support, guidance, and belief have brought me to where I am today. I am profoundly grateful for your sacrifices, which have allowed me to pursue my dreams and reach this milestone. Your unwavering faith in my abilities has been a constant source of motivation and inspiration, which I am eternally thankful for.
2) My supervisor (Dr. Ista Maharsi, S.S., M.Hum), for your guidance and insightful feedback throughout the completion of this thesis. Your expertise and encouragement have been essential in shaping my research and academic growth. I am sincerely thankful for your dedication and mentorship.
3) My significant other (Habib). All this time, you have always been my confidant and my greatest source of strength. Your presence by my side, through the ups and downs, has been invaluable. Together, we have grown, learned, and progressed—facing each obstacle with

resilience and determination. Thank you for being my rock, for believing in me, and for sharing in this academic journey of ours. I am forever grateful to have you.

4) All the participants. Your willingness to contribute your time and insights has been meaningful to the success of this research. I truly appreciate your valuable contribution.
5) All the good people out there, whom I could not mention individually. Your support and positive energy have been essential to me. Whether through a kind word, a helpful suggestion, or a moment of encouragement, your contributions have not gone unnoticed. Thank you for being a part of this journey and for being a source of inspiration along the way.

Lastly, I acknowledge that while this thesis represents a significant milestone, it is far from perfect. I recognize that there is always room for improvement and welcome any suggestions, feedback, or constructive criticism that may further enhance its quality. Besides, I am committed to continuously learning and growth. Once again, I extend my heartfelt gratitude to all those who have supported me throughout this journey.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

UNDERGRADUATE EFL LEARNERS' LISTENING COMPREHENSION PROBLEMS: A SURVEY STUDY

By

Citra Bayanty

20322024

ABSTRACT

Listening comprehension plays a pivotal role in English as a foreign language (EFL) learning, because it facilitates effective communication and serves as the foundation for other language skills' development. However, EFL learners encounter numerous challenges when it comes to listening comprehension. This survey study delves into the listening comprehension problems encountered by undergraduate EFL learners at a private university in Indonesia, focusing on their beliefs regarding various problems of the listening process. The study employed a quantitative approach, utilizing a Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP) developed by Lotfi (2012), which assess learners beliefs across six distinct factors: process, input, listener, affect, task, and context. The questionnaire, comprising 40 items rated on a Likert scale, ranging from 1 (never) to 5 (always), which unveiled context, input, listener, process, affect and task as the factors believed by participants to contribute to their listening problems. These findings offer valuable insights into the specific listening comprehension problems faced by Indonesian EFL learners; therefore, informing potential pedagogical interventions and curriculum enhancements. Accordingly, educators and instructional designers can tailor strategies to address these challenges effectively, such as incorporating varied listening materials and creating a supportive learning environment conducive to listening skill development.

Keywords: Listening comprehension, listening comprehension problem, EFL learners.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Over a decade, listening comprehension has been known as one of the most complicated aspects of second language learning and a prominent skill for language learners (Goh, 2000). Vandergrift & Goh (2012) have shown that listening comprehension is an intricate process that goes beyond sound recognition, but the ability to comprehend the meaning and context of spoken language. Due to various cognitive and linguistic elements, such as differences in phonology, syntax, and vocabulary, along with limited exposure to the language in natural settings, English as a foreign language (EFL) learners generally need help with listening comprehension. This issue consistently can lead to anxiety, frustration, and to some extent, a lack of confidence to communicate in English (Graham, 2006).

Accordingly, Namaziandost et al. (2019) conducted a study aimed at exploring the difficulties encountered in listening comprehension among advanced learners of English as a Foreign Language in Iran, as well as the strategies they employ to address these difficulties. In addition, the objective of this investigation was to discover the link between listening problems and strategy usage among learners. Sixty Iranian advanced EFL learners in a private language university in Iran were randomly drawn to be the samples. A Beliefs on English Language Listening Comprehension Problems (Q-BELLP) questionnaire was administered to distinguish participants' listening comprehension problems (Lotfi, 2012). The questionnaire comprised forty items, each categorized into six different factors: process, input, listener, task, affect, and context.

Results indicated that learners struggled with input as they found it arduous to pay attention to the text as they had issues comprehending it. Moreover, the Listening Strategies Use Questionnaire (LSUQ) by Chen (2010), which contained thirty-two items in separate parts, was employed to discover listening comprehension strategies. The findings revealed that Iranian EFL learners frequently used the metacognitive strategy. Furthermore, Namaziandost et al. (2019) found a notable statistical connection between the strategies employed by learners and the challenges they face in listening.

A previous study conducted by Rajab & Nimehchisalem (2016) similarly explored listening comprehension problems and the strategies in the context of Kurdish EFL learners. Furthermore, in contrast with Namaziandost et al. (2019), this study examined whether there is a notable correlation between learners' listening problems and strategy usage. The data of this study were collected from 165 Iraqi-Kurdistan university students who were native speakers of Kurdish. Despite the two studies having an identical context and using the same instrument (Q-BELLP, Lotfi, 2012), this study showed a distinct result regarding the listening comprehension problems. It discovered that learners suffered from both contexts in which they listened (unclear sounds or poor-quality CD player) and input. Additionally, it was found that the most commonly used strategy among participants is meta-cognitive strategies, for they claimed that listening to keywords and applying existing knowledge to understand listening text is crucial when learning a new language. Moreover, Rajab & Nimehchisalem (2016) showed that the link between listening problems and strategy use could not be negligible.

Earlier, Nowrouzi, Tam, Zareian & Nimehchisalem (2015) conducted a related study on listening comprehension problems in the setting of Iran. This study, however, attempted to investigate the listening problems in three listening phases: perception, parsing, and utilization—using similar theories (e.g., Vandergrift, 2003; Goh, 2000). A quantitative method by means of a questionnaire was administered to a hundred Iranian EFL learners in their first year. The participants were seventy percent female, majoring in English, and were randomly selected from three institutes in Mashhad, Iran. As a means to collect the data, a questionnaire called Listening Comprehension Problems Questionnaire (LCPQ) was employed. The LCPQ consisted of twenty-three items, divided into three sections, in which each section dealt with the three listening phases. Accordingly, the study concluded that the chief listening problems Iranian tertiary-level EFL learners faced were related to perception, encompassing distraction and misinterpreting sounds and words. Furthermore, issues covering parsing and utilization were mainly associated with sentence forgetting and confusion about the main idea.

In the Indonesian context, Rakhman, Tarjana & Marmato (2019) conducted a study examining listening to challenges and listening strategies used by first-year learners of English at one of Indonesia's universities. The study used a mixed method, combining quantitative and qualitative data collection methods; an observation, semi-structured interview, and questionnaire—from six selected EFL learners. Rakhman et al. (2019) revealed that internal and external variables, such as inadequate practices outside the classroom, posed difficulty for Indonesian EFL learners. Seeking training elsewhere than school is unconventional for Indonesians, as most rarely receive additional materials other than during the learning process. Besides, difficulties related to homophones, speech rate, and short-term memory are perceived by

EFL Indonesian learners. The findings showed that learners' ability to retain information for particular lengths during listening makes them easily forget what they previously listened to, and concentration is one of the causes. Furthermore, they found homophones tricky and unclear since English was not their everyday mode of communication. Consequently, they fail to define, interpret, and retain unfamiliar terms. In addition, the learners perceived that the words become unclear when somebody speaks so fast. Hence, they tend to focus on unclear words, lifting the meaning and getting nothing. Moreover, regarding strategy usage, the results indicated that Indonesian EFL learners commonly used both cognitive and metacognitive strategies, including skipping, imaginary, and note-taking.

From another viewpoint, Izzah & Keeya (2019) studied the typical listening issues EFL Indonesian learners face and their perception of such challenges. The study applied a descriptive quantitative research design, as the data was obtained using a questionnaire and interviews with 20 students from a university in Indonesia. The findings indicated that the most prevalent listening problems encountered by the students were associated with the use of unfamiliar words and phrases, the intrusion of background noise, along with speech speed. Moreover, the students noted challenges in understanding diverse accents and dialects, the context, and the speaker's intention. The research also discovered that numerous factors, including learners' English proficiency level, exposure to English, motivation, and learning strategies, affected their perceptions of these challenges. Consequently, the students proposed strategies to overcome them, such as expanding their vocabulary and listening frequently supported by English resources.

There remains a significant gap in the literature regarding the listening comprehension difficulties of learners taking a dedicated listening course: intensive and extensive listening. Studies such as Alshehri & Alhaisoni (2018) investigated the types of listening comprehension problems, and Vandergrift & Baker (2015) explored the metacognitive awareness in L2 listening comprehension have contributed valuable insights into the broader field of English language teaching. Nonetheless, they do not explicitly address the issue encountered by the learners in a dedicated listening course. Thus, there is a pressing need for further comprehensive research on the specific challenges of listening comprehension in this context, which also becomes the primary focus of this study. Accordingly, understanding this necessity will enrich the information for developing effective pedagogical strategies and improving the language learning experience.

1.2. Identification of the Problem

Regardless of the prominence of listening skills in language acquisition, EFL learners confront several difficulties in mastering listening comprehension skills. They are frequently unable to comprehend spoken English because of several factors, including insufficient exposure to the language, a lack of practice, and a limited vocabulary. In addition, EFL learners may find it difficult to fully understand diverse accents, dialects, and speech patterns employed by native English speakers. Besides, the pace and intonation of speech and the use of colloquial language, idioms, and cultural allusions that may be unfamiliar to them can be troublesome. Considering listening skills are necessary for effective communication, academic performance, and social engagement in an English-speaking setting, these difficulties can significantly influence EFL learners' overall language proficiency and academic success.

1.3. Formulation of the Problem

The study seeks to address the question posed as follows:

- What are listening comprehension problems encountered by Indonesian EFL learners at the tertiary level?

1.4. Objectives of the Study

This study aims to uncover the listening comprehension problems experienced by undergraduate EFL learners in Indonesia.

1.5. Significance of the Study

The findings of this study are expected to aid in filling the gap in the literature by explicitly investigating the listening comprehension problems of Indonesian EFL learners who are at the tertiary level and enrolled in a dedicated listening course. Furthermore, the study could inform the development of more effective instructional materials and pedagogical approaches to improve the listening comprehension skills of Indonesian EFL learners.

CHAPTER II

LITERATURE REVIEW

2.1. Listening Comprehension in Language Learning

According to Ur (1984), listening is one of the superior language skills that entails perceiving, interpreting, and comprehending spoken inputs. Through listening, we can share and communicate our thoughts with others. Listening also promotes effective dialogue and exchanging ideas, creating a space for meaningful conversation. Ur's study indicated that listening goes beyond simply hearing and encompassing active engagement but decoding sounds into meaningful information using a complex interaction of perception, cognition, and language processing. Accordingly, listening becomes essential for effective communication (Liubinienė, 2009). Hence, without developing listening skills, one would be frustrated, and the messages would be misunderstood.

Numerous researchers have offered insightful definitions of listening, such as Purdy (1997), which defined listening as receiving, generating form meaning, and responding to spoken inputs. Besides understanding audible symbols, listening is "a psychomotor process of receiving sound waves through the ear and passing nerve impulses to the brain" (Brown, 2000). Put it simply, when the speaker releases sound, it travels as waves that are captured by the listener's ear. Subsequently, the brain processes this auditory input, allowing the listener to derive meaning from it. Nunan (2001) stated that listening refers to thoroughly understanding the sounds heard from the phonemes in the text. On the other hand, Vandergrift (2002) and Yang (2009) defined listening as a dynamic and complex process whereby the listener has to pay attention to, retain, and perform

the linguistic differences and grammatical structures and recognize stress and intonation in a socio-cultural context.

While the definitions above offer fundamental insight into listening, delving into a more comprehensive idea of listening comprehension to appreciate its importance in everyday communication is crucial. Listening comprehension is an evolving process encompassing linguistic, cognitive, and socio-cultural factors. It comprises more than the ability to receive and interpret spoken language but also the ability to derive meaning, conclude, and respond appropriately to the message. Ur (1984) described listening comprehension as the ability of understanding spoken language, requiring individuals to perceive and interpret sounds, words, and phrases, along with grammar and meaning. In the line, Vandergrift & Goh (2012) explained that listening comprehension involves actively receiving and extracting meaning from spoken language. In addition, it entails the simultaneous processing of linguistic and non-linguistic information, relying on prior knowledge, and forming inferences to interpret the intended message. Accordingly, to construct a mental representation of the spoken input, the listener's attention, memory, and cognitive abilities are required (Buck, 2001).

Similarly, Anderson (2005) stated that listening comprehension refers to extracting meaning from spoken input by integrating bottom-up and top-down processing to create a mental representation of the message, understanding the speaker's intended meaning, and drawing inferences from implicit information. Subsequently, by exploring the complexities of listening comprehension, we can gain insights into how individuals generate meaning from auditory input, interpret nonverbal clues, and overcome the challenges caused by countless contextual factors.

Recognizing its complexities is crucial, for it supports us in developing strategies that improve our ability to comprehend, communicate, and respond effectively in various linguistic contexts.

Understanding broad ideas of listening comprehension is essential; nevertheless, exploring the practical frameworks that might assist learners in developing and enhancing their listening abilities is equally important. One of which is Nunan's (2001) six-stage listening process, which provides a structured framework, highlighting the essential of cognitive steps for achieving successful listening comprehension. *Hearing* is the first stage—concerned with the perception of auditory input and the capacity to identify and distinguish sounds. Simply hearing is insufficient for effective listening comprehension; thus, *attending*, which becomes the second stage of the listening process, is vital to aid this concern. This stage focuses on the individual's attention, necessitating concentration and active emphasis on mental energy toward listening tasks. Listeners may boost their ability to process incoming information by paying attention to the speaker and shutting out distractions. The third stage is *understanding*, encompassing the process of extracting meaning from spoken language; it becomes a central stage in the listening process. It entails decoding and interpreting words, phrases, and sentences using linguistic knowledge, grammar, vocabulary, and contextual cues to interpret the speaker's intended meaning.

Remembering is the next stage, which deals with retaining information acquired while listening. Moreover, it comprises the ability to recall and store messages. For more excellent recall, effective learners use memory strategies, for instance, summarizing, note-taking, and connecting new information with prior knowledge. Furthermore, *evaluating* is incorporated by closely reviewing the information acquired through listening. Listeners evaluate inputs from the speakers

and their overall credibility. Besides, in this stage, the content is examined for accuracy, relevancy, logical consistency, and coherency. Lastly, there is *responding*—where the speaker ensures accurate reception of the message, entailing active participation in offering verbal and nonverbal feedback The stage, in addition, exhibits comprehension, promotes interaction, as well as good communication. In responding to the speaker's message, the listener may ask questions, request clarification, or express agreement and disagreement.

Furthermore, we can gain significant insights regarding the cognitive and interactive aspects of effective listening by being familiarized with Nunan's six-stage process of listening. The insights will then act as a framework for exploring different types of listening, in which each type has its purposes, contexts, and skills that can be improved through an awareness of the stages. Richards (2015) demonstrated numerous types of listening, which are divided based on purposes, such as casual conversations, telephone conversations, lectures, class lessons, movies, drama, songs, announcements, and instructions. Conversely, in the matter of listening sub-skills, Namaziandost, Sabzevari & Hashemifardnia (2018) stated that three aspects are employed in listening classes. Firstly, *listening for gist*—reveals the critical points of what is listened to without paying attention to every word spoken by the speaker. Secondly, *listening for specific information*—emphasizes finding the needed information; thus, learners would intentionally listen to mere information they want to hear. Lastly, *listening in detail* entails focusing on each word spoken by the speaker and comprehending the entire information effectively conveyed.

2.2. Listening Comprehension Problem in the EFL Context

A typical hurdle language learners encounter in understanding and interpreting spoken language is a listening comprehension problem. This hurdle arises as a result of several factors and can have a substantial impact on language learning as well as effective communication. Accordingly, one of the crucial challenges learners face is the fast pace of speech (Vandergrift, 2004; Field, 2010). These studies demonstrated that native speakers often speak at their average speed, applying connected speech and a range of intonation patterns, which poses challenges for learners in processing and comprehending the spoken language. Besides, unfamiliar words and idiomatic expressions can exacerbate the issue, preventing accurate understanding (Goh, 2008). For that reason, learners may be unable to keep up with the conversation's speed and overlook vital details.

In addition, background knowledge and distractions have become a further concern that negatively affects listening comprehension, for it may interfere with learners' ability to focus and derive relevant auditory information (Jyoti, 2020). Accordingly, noise may blur attention and produce another cognitive load, thereby rendering the interpreting and processing of the target speech accurately. Internal factors also play a role in listening comprehension difficulties. Limited vocabulary knowledge is a significant factor that hampers comprehension. Learners who lack familiarity with words and phrases may struggle to grasp the meaning of unfamiliar terms, resulting in incomplete understanding. Research has highlighted the positive correlation between vocabulary size and listening comprehension performance, underscoring the importance of vocabulary development in enhancing listening skills (Nation, 2001).

Listening comprehension problems can also arise from ineffective listening strategies or metacognitive awareness. Learners who do not employ active listening strategies, such as predicting, summarizing, or self-monitoring, may struggle to extract meaning from the spoken input (Vandergrift & Goh, 2012). Metacognitive awareness, which involves understanding one's thinking processes and adapting strategies, accordingly, is crucial for successful listening comprehension (Graham, 2006). Without metacognitive awareness, learners may be unable to identify their weaknesses or adjust their listening approach to improve comprehension.

Given the variety of language learners' challenges regarding listening comprehension, resolving these problems calls for a focused and comprehensive approach. The identified challenges, which range from the fast pace of speech and unfamiliar vocabulary to external factors like background noise and distractions, highlight how complex language processing is. Accordingly, 'A Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP),' invented by Lotfi (2012), is one of the precise tools to delve into these challenges. Originally, the instrument had 58 items, and a pilot trial obtained a reliability of 82. However, after a second round of refining to eliminate any unsatisfactory items, 40 items were subsequently retained. These items were divided into six categories: process, input, listener, task, affect, and context. Significantly, the overall scale's reliability, measured by Cronbach’s alpha, reached an impressive .95.

Building on Lotfi's foundational work, Q-BELLP has been employed by researchers over the years, contributing to a growing body of knowledge on language learners' beliefs and challenges in listening comprehension. The questionnaire's flexibility has allowed it to be utilized

across diverse linguistic contexts, offering insightful information about the universality or context-specific nature of listening comprehension problems. For instance, Rajab and Nimehchisalem (2016) utilized Q-BELLP in the context of Iraqi-Kurdistan, adapting the questionnaire to assess 40 items with a reliability of .82. In a study conducted by Namaziandost, Ahmadi, and Keshmirshekan (2019) with Iranian intermediate EFL learners, the 40 items of Q-BELLP were employed, resulting in a questionnaire reliability of .895. Similarly, Namaziandost, Neisi, Mahdavirad, and Nasri (2019) and Namaziandost, Imani, Sharafi, and Banari (2020) employed the 40-item Q-BELLP questionnaire with advanced EFL learners in Iran, each reporting a commendable reliability coefficient of .895. Furthermore, Namaziandost, Ahmadi, and Keshmirshekan (2020) utilized Q-BELLP with Iranian intermediate EFL learners, demonstrating a consistent reliability value of .895. While these studies showcase the adaptability of Q-BELLP across various linguistic contexts, it's noteworthy that no significant adaptations were reported, with translations into learners' L1 being a common practice.

2.3. Learners Beliefs on Listening Comprehension

Listening comprehension plays a pivotal role in language acquisition and communication (Rubin, 1994), yet learners' beliefs about this skill vary significantly, which influence their approaches and outcomes. These beliefs, encompassing learners' prejudices and perceptions about themselves, the target community, and the learning environment, can either positively or negatively impact their engagement with listening activities (Ariogul et al., 2009). Soodmand & Khasemy (2019) further supported this notion, discovering that learners' positive beliefs towards language learning are closely correlated to their success in listening comprehension. Accordingly, self-efficacy, in this context, learners' beliefs about their own abilities in fostering listening skills

development, is crucial, as Graham (2011) emphasized. This finding resonates with the work of Goh & Vandergrift (2021), assert that learners who possess self-efficacy beliefs in listening tend to engage more actively in listening tasks and are more resilient in overcoming comprehension difficulties. Conversely, learners with low self-efficacy may exhibit avoidance behaviors or experience anxiety during listening activities, which hinder their progress (Passiatore et al., 2019). Moreover, in accordance with previous study, aspects such as the listening process itself, input quality, listener behaviors, task complexity, emotional factors (i.e., anxiety or fear), and contextual environment are more likely influence learners' perception of listening activities (Lotfi, 2012). These factors intricately shape learners' beliefs and attitudes towards listening comprehension tasks.

In addition, learners 'beliefs about their own abilities and the nature of language learning play a vital role in shaping their approach to listening comprehension tasks. Oxford (2017) argued that learners may believe in the effectiveness of bottom-up strategies such as decoding individual sounds and words, while others may prefer top-down strategies that utilize background knowledge and context. These beliefs, as proposed by Simasangyaporn (2016), are influenced by learners' prior language learning experiences and self-assessment of their listening skills. Furthermore, learners' beliefs of listening tasks affect their motivation and engagement. Research by Flowerdew & Miller (2005) underlined that learners may view listening activities as either authentic opportunities for language acquisition or as mere exercises for testing purposes. Field (2018) further supported this idea, asserting that learners who perceive listening tasks as meaningful and relevant to real-life communication are more likely to invest effort and adopt affective strategies.

In short, learners' beliefs about listening comprehension covers various dimensions, including their perceptions of the listening process, self-efficacy, strategies, task perceptions, and learning environment. By recognizing and addressing these beliefs, educators can create a supportive and conducive learning environment to developing learners' listening proficiency effectively.

2.4. Theoretical Framework

In shaping the foundation into listening comprehension problems, this study turns to the insights Goh (2000) provided and his comprehensive definition of these challenges. According to Goh, listening comprehension problems encompass both internal and external factors that can impede the understanding of spoken language. This definition, rooted in real-life processing issues, delves into cognitive procedures occurring at multiple levels of listening comprehension. Grounded in Anderson's (2000) model of language comprehension; characterized by three distinct phrases, Goh (2000) revealed that EFL learners often face perceptual processing challenges, so-called word recognition and attention failure, during real-time listening. Accordingly, it is worth mentioning that inefficient parsing and failure in utilization were identified as major factors contributing to difficulties in higher-level processing. As we align our theoretical framework with the conceptual framework guiding this study, Goh's insights offer a lens through which we understand the complexities of listening comprehension problems. This theoretical groundwork informs our exploration of language learners' challenges and serves as a crucial link to the development and application of 'A Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP)' by Lotfi (2012). By weaving together theoretical perspectives and practical instrumentation, we aim to gain a holistic understanding of the intricate factors influencing listening comprehension in the EFL context.

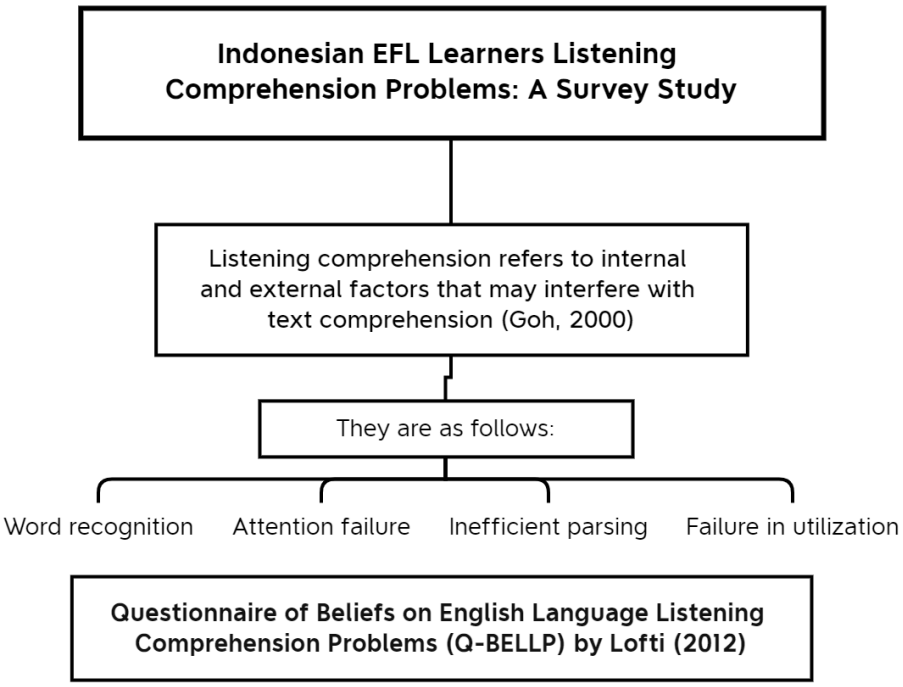

Figure 1. Theoretical framework

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

A quantitative method in the form of a survey study was used to identify students' listening comprehension problems. In this study, numerical data are gathered and analyzed using statistical methods to explain phenomena, as suggested by Cresswell (1994). Furthermore, as Creswell (2012) stated, a quantitative method has diverse research designs that can be utilized in multiple studies, such as surveys, correlational, and experimental designs. Accordingly, Creswell added that survey study refers to the process in which researchers administer a questionnaire to a sample or a total population to describe individuals; attitudes, behaviors, views, or characteristics.

3.2. Population and Sampling

In conducting this study, undergraduate learners, majoring in English, from a private university are involved. The participants taken were those who enrolled in dedicated listening courses—extensive and intensive listening. The total population in this study was one hundred and fifty (N = 150). Accordingly, the sample size was determined using a non-probability sampling method and a sample size calculator, resulting in a final sample of 109 participants. The chosen sample represents a diverse group of learners within the targeted area, ensuring a comprehensive exploration of listening comprehension problems in the given context.

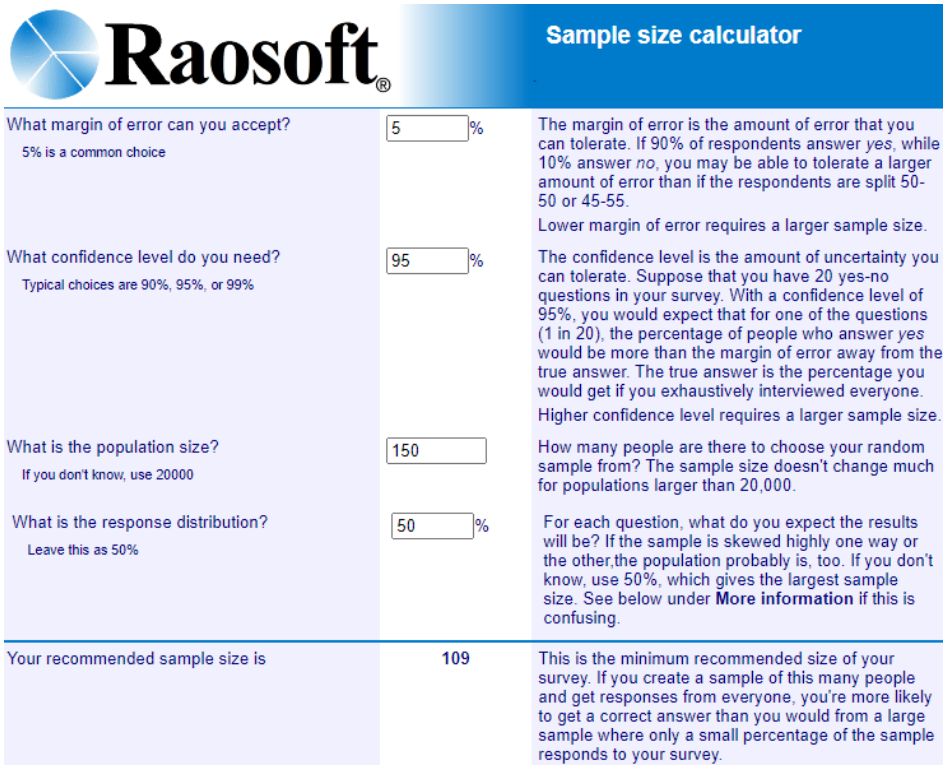

Figure 2. Calculation of sample

3.3. Data Collection Technique

A Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP) by Lotfi (2012) was used in this study. The survey consisted of forty items categorized under six factors, which are process, input, listener, task, affect, and context. The questionnaire was then translated into the learners' L1, Bahasa Indonesia to avoid a potential misunderstanding of the items. Afterward, the translated items were also reviewed by the researchers' supervisor and four friends to check if there was any confusion that may interfere with learners' understanding of the items. Following this, the questionnaire was administered to the students. Moreover, to accurately reflect the individual's views on each statement, a Likert-scale ranging from 1 (never) to 5 (always) was utilized to present the items. The scoring technique is described as follows:

Table 1

Likert scale's score

Likert scale	Score
Never	1
Seldom	2
Sometimes	3
Usually	4
Always	5

Table 2

Lotfi (2012) Inventory of Q-BELLP

No	factor	Total of items	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

3.4. Data Analysis Technique

The data were analyzed using SPSS version 27.0., with descriptive statistics as the primary test. The measurement included mean, minimum, maximum, and standard deviation analysis for relevant variables. The result is then presented in graphical form by following these procedures:

- Calculating each data based on variables.

- To calculate the mean and standard deviation scores based on the questionnaire results, Microsoft Excel and SPSS were utilized.
- Creating multiple tables to display the statistical data, whereas the discussion part was made to provide detailed information.

3.5. Validity and Reliability

The validity of the Q-BELLP was assessed through both expert evaluation and statistical analysis using SPSS. Expert evaluation involved four university instructors with extensive expertise in teaching listening courses and questionnaire design (Lotfi, 2012), selected based on Brown's (2001) assertion regarding the importance of domain-specific expertise. In addition, statistical analysis was conducted using SPSS to assess the construct validity of the instrument. These combinations provided a comprehensive assessment of the Q-BELLP's validity, confirming its relevance and comprehensiveness for use in this study.

Regarding reliability, Cronbach's alpha in Lotfi's previous study was .82, which is highly acceptable. This study, however, obtained a Cronbach's alpha value of .809, indicating a comparable level of reliability to Lotfi's study. To explain it further, Cronbach's alpha for six factors are as follow: context (.84), input (.87), listener (.76), process (.75), affect (.75), and task (.71). Therefore, it is reasonable for this study to use the questionnaire considering its high-reliability coefficient.

Reliability Statistics

Cronbach's Alpha	N of Items
.809	40

Figure 3. The Cronbach's alpha of all items

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Research Findings

In total, one hundred and nine students have completed the Q-BELLP survey. The results demonstrated a significant dominance of female participants, comprising 76 students (69.8%), compared to 33 male students (30.2%). The following explanation provides a comprehensive breakdown of the statistical data, offering a more detailed exploration of the survey results, including various factors influencing listening comprehension among the participants.

4.1.1. The Ratio of Overall Factors

To comprehensively investigate the problems associated with listening comprehension among EFL learners, this study specifically referenced Lotfi (2012) seminal work, which described six distinct factors contributing to listening comprehension problems. Lotfi's categorization served as a foundational framework, guiding the formulation of research questions and providing a structured approach for the analysis of data in the present study. Furthermore, as a vital aspect of the analytical approach, the focus is directed toward calculating the average mean of respondents' answers for each identified factor.

Table 3

Q-BELLP Overall Factors' Ranking

Rank	Q-BELLP Factors	Mean	SD
1	Context	4.36	.049
2	Input	4.09	.074

3	Listener	3.77	.089
4	Process	3.63	.073
5	Affect	3.55	.079
6	Task	3.19	.141

The results revealed variations in participants' perceptions of factors influencing their listening comprehension problems. Context emerged as the most influential factor, securing the top rank with an average of 4.36 (.049), signifying a high level of consensus among respondents. Conversely, Task was ranked the lowest, with an average of 3.19 (.141), indicating a greater diversity of opinions regarding the impact of task-related aspects on listening comprehension problems.

4.1.2. The Results of Each Factor

As mentioned above, the recent study drew upon Lotfi (2012) categorization of factors influencing listening comprehension problems, divided into six factors. The upcoming sections will delve into a detailed exploration of each identified factor. In addition, a thorough analysis of associated questionnaire items will be presented, giving insight into the nuanced aspects examined within each factor.

- **Context**

Following the ranking outcomes, this factor claims the top position, boasting the highest average. The table below provides a closer look at the items associated with the context factor:

Table 4

Q-BELLP Items of Context Factor

No	Items	N	Mean	SD
1	Unclear sound resulting from a poor-quality CD player interferes with my listening comprehension.	109	4.40	.610
2	Unclear sound resulting from poor acoustic conditions of the classroom interferes with my listening comprehension.	109	4.33	.734

Based on the table, the first item secured the highest mean average, attaining a substantial score of 4.40 (.610). However, the second item obtained a slightly lower mean average of 4.33 (.734), indicating a hardly reduced agreement among participants compared to the first item.

- **Input**

This factor holds a significant position, securing the second-highest average in the survey results. Delve into the table below for a closer examination of the associated items, which unveils the specific aspects contributing to its notable ranking:

Table 5

Q-BELLP Items of Input Factor

No	Items	N	Mean	SD
1	I find it difficult to understand the meaning of words that are not pronounced clearly.	109	4.17	.664
2	I find it difficult to understand listening texts which have difficult grammatical structures.	109	4.16	.748
3	I find it difficult to understand the listening text when the speaker does not pause long enough.	109	4.13	.708
4	I have difficulty understanding speakers with unfamiliar accents.	109	4.13	.668
5	I find it difficult to understand listening texts in which there are too many unfamiliar words.	109	4.12	.742

6	I find it difficult to understand well when speakers speak too fast.	109	4.12	.717
7	I find it difficult to understand the listening text when speakers speak with varied accents.	109	4.06	.736
8	Unfamiliar stress and intonation patterns of English interfere with my listening comprehension.	109	4.00	.745
9	I find it difficult to interpret the meaning of a long listening text.	109	3.95	.821

Among these items, the statement "I find it difficult to understand the meaning of words that are not pronounced clearly" received the highest mean, with a score of 4.17 (.664). This suggests that participants, on average, identified unclear pronunciations as a crucial obstacle to their understanding of spoken English. On the other hand, the statement "I find it difficult to interpret the meaning of a long listening text" gathered the lowest mean of 3.95 (.821), indicating a slightly diminished concern among participants regarding lengthy listening texts.

- **Listener**

Ranked third in terms of average mean, Listener occupies an essential position in the survey results. The upcoming table offers a comprehensive exploration of the items associated:

Table 6

Q-BELLP Items of Listener Factor

No	Items	N	Mean	SD
1	When thinking about the meaning of unfamiliar words, I neglect the next part of the listening text.	109	3.89	.854
2	During listening, although some words sound familiar, it is difficult for me to recall their meaning immediately.	109	3.86	.810

3	When I hear new words, I forget the content that was mentioned before.	109	3.81	.887
4	I find it difficult to concentrate on listening.	109	3.81	.844
5	I have difficulty comprehending the listening text because I do not know which strategy to use while listening.	109	3.81	.844
6	I find it difficult to remember the meaning of a long listening text.	109	3.80	.890
7	I have difficulty understanding a listening text because I cannot understand every single word I hear.	109	3.77	.889
8	I lose the flow of speech because I concentrate very hard on understanding every word or phrase I hear.	109	3.67	.882
9	I find it difficult to quickly remember words or phrases I have just heard.	109	3.65	.886
10	I am slow to recall the meaning of words that sound familiar.	109	3.63	.969

Based on the information above, the statement “When thinking about the meaning of unfamiliar words, I neglect the next part of the listening text” emerged with the highest mean at 3.89 (.854), indicating a tendency among participants to divert attention from subsequent parts of the listening text when grappling with unfamiliar words. In contrast, the statement “I am slow to recall the meaning of words that sound familiar” received the lowest mean of 3.63 (.969), suggesting a relatively lesser concern toward delayed recall of the meaning of familiar-sounding words.

- **Process**

Earning the fourth spot, this factor secures a solid rank. Explore the table provided below for an in-depth analysis of the items related to this factor:

Table 7

Q-BELLP Items of Process Factor

No	Items	N	Mean	SD
1	I find it challenging to focus on the text when I have trouble understanding.	109	3.75	.772
2	When I listen to texts in English, I experience difficulty with listening to the main idea of the text.	109	3.74	.775
3	I find it difficult to make a mental summary of information gained through listening.	109	3.70	.646
4	While listening, I have difficulty to check my understanding of the text based on what I already know about the topic.	109	3.68	.780
5	Before listening, it is difficult for me to predict from the visuals what I will hear.	109	3.65	.798
6	During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text.	109	3.65	.725
7	After listening, I find it difficult to evaluate the overall accuracy of my comprehension.	109	3.65	.725
8	It is difficult for me to relate what I hear with something from an earlier part of the listening text.	109	3.63	.930
9	I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly.	109	3.59	.760
10	While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.	109	3.56	.775
11	While listening, I have problems making meaningful personal associations with the new information.	109	3.55	.938
12	I have difficulty finding out what the main purpose of the listening task I am going to do is.	109	3.52	.823

Notably, the statement “I find it challenging to focus on the text when I have trouble understanding” received the highest mean, scoring 3.75 (.772), implying that participants experience difficulties maintaining focus on the text when confronted with comprehension challenges. Contrastingly, the statement “I have difficulty finding out what the main purpose of the listening task I am going to do is” gained the lowest mean average of 3.52 (.823), showing considerably fewer concerns of participants over the clarification of the forthcoming listening task’s goal.

- **Affect**

Claiming the fifth position based on the average mean, Affect stands prominently among the surveyed factors. For a detailed examination of the associated items, navigate through the table below:

Table 8

Q-BELLP Items of Affect Factor

No	Items	N	Mean	SD
1	If I do not arrive at a total comprehension of an oral text, I feel disappointed.	109	3.66	.830
2	Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.	109	3.57	.906
3	I stop listening when I have problems in understanding a listening text.	109	3.53	.856
4	I find it difficult to reduce my anxiety before doing the listening task.	109	3.47	.867

Referring to the items, the statement “If I do not arrive at a total comprehension of an oral text, I feel disappointed” gathered the highest mean, scoring at 3.66 (.830). The result indicates

that participants, typically, experience a notable sense of disappointment when facing challenges in fully comprehending oral texts. Conversely, the statement "I find it difficult to rescue my anxiety before doing the listening task" obtained the lowest mean average of 3.47 (.867), demonstrating participants had somewhat less trouble controlling their anxiousness before engaging in the listening task.

- **Task**

Securing the sixth position, Task occupies the lowest in terms of average mean. Take a closer look at the related items in the following table:

Table 9

Q-BELLP Items of Task Factor

No	Items	N	Mean	SD
1	I find it difficult to do listening tasks for which I need to combine information to make generalizations while listening to the text.	109	3.34	.874
2	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.	109	3.17	.826
3	I find it difficult to answer Wh-questions in a listening task.	109	3.06	.826

As demonstrated in the table, the statement "I find it difficult to do listening tasks for which I need to combine information to make generalizations while listening to the text" gained the highest mean at 3.34 (.874), highlighting that most of the participants encounter challenges to gather information in making generalizations during listening exercise. However, the statement "I find it difficult to answer Wh-questions in a listening task" scored the lowest with 3.06 (.826),

which signals that participants found answering Wh-questions in listening tasks to be comparatively easier.

4.2. Discussions

The findings indicate that Context emerged as the predominant influencer with the highest average (M = 4.36). As participants engaged with listening tasks, a heightened sensitivity to contextual aspects surfaced, particularly in response to challenges posed by unclear sound stemming from poor-quality audio materials and suboptimal acoustic conditions within the classroom. This finding resonates with previous research conducted by Garten et al. (2019), which emphasizes the vital role of context in shaping language comprehension. In listening comprehension, the Context factor signifies the importance of situational and environmental cues in interpreting spoken language. Building on this, Vandergrift & Goh (2009) argued that context serves as a supportive scaffold, assisting learners in the interpretation and assimilation of information during listening tasks. Basically, the significance of context uncovers the intricate relationship between environmental clues and the comprehension process, offering educators and instructional designers valuable insights on improving listening comprehension pedagogy in a tertiary EFL setting.

Moving on to the second factor: Input, which seeks to unravel the specific challenges and dynamics associated with the diverse linguistic elements affecting learners' listening comprehension. This factor emerged prominently with a high average (M = 4.09). A noteworthy outcome was the challenge posed by unclear pronunciation, as expressed by participants. This aligns with Derwing & Munro (2022) who underscored the importance of clear and intelligible

pronunciation for effective language learning. Accordingly, clear pronunciation facilitates accurate comprehension, enabling learners to interpret the intended meaning of words and phrases (Smakman, 2019). Thus, clarity in pronunciation acts as a fundamental pillar in language acquisition, influencing various facets of communicative competence. In addition, the recent study discovers that learners' ability to process input effectively was influenced by linguistics complexity, as also found in (Suzuki & Kormos, 2020). Linguistic complexity, in this context, encompasses the intricate structures, vocabulary richness, and grammatical constructions in spoken content. As linguistic intricacy escalates, learners are more likely to experience difficulties in navigating and comprehending the input. Furthermore, participants reported that the pace of the material appeared to be another critical factor shaping their effective input processing. Fast speech, characterized by a quick pace and limited pauses, caused challenges for them in attempting to keep pace with the auditory input. This finding is consistent with Namaziandost et al. (2019) & Tran and Duong (2020) who demonstrated that excessively fast speech negatively impacts learners' ability to process spoken language, which then leads to increased instances of misunderstanding and reduced comprehension. Ultimately, this factor emphasizes the pivotality of clear pronunciation, linguistic complexity, and appropriate pacing in facilitating effective processing of auditory input for language learners.

Another major factor that affects listening comprehension problems is Listener, which obtained a considerably high average of (M = 3.77). The listener's ability to process and retain information plays a vital role in overall comprehension. Participants in this study exhibited challenges related to concentration, memory, and the management of cognitive resources during listening tasks, which corresponds with Lotfi (2012) who highlights the significance of attentional

processes in understanding spoken language. This notion is further enriched by Ai-hua's (2103) exploration of factors such as foreign language, fast speech rate, and the integration of sounds that contribute to how learners perceive, and experience issues related to memory and comprehension. Accordingly, participants also expressed difficulty retaining the information conveyed in a lengthy listening text, and Ai-hua's work underlined the impact of duration of listening on memory. Adding to this perspective, Hasan (2000) supports the idea that the amount of time learners spend on listening can result in memory-related problems and fatigue, which ultimately diverts focus from comprehension. In short, the challenges regarding concentration, memory, and cognitive resource management during listening tasks underscore the prominent impact of this factor, indicating a necessity for strategies aimed at enhancing these cognitive processes to improve overall listening outcomes.

The fourth factor contributing to listening comprehension problems identified in this study is the cognitive process involved during listening, with an average of (M = 3.63). The participants revealed several challenges associated with processing, such as the difficulty in maintaining focus on the text when faced with comprehension problems. In accordance with Namaziandost et al. (2020), the difficulty in sustaining focus on a text during the comprehension process is a prominent challenge encountered in language learning. Namaziandost et al. (2019) further support this insight, explaining that focusing on the text while unable to comprehend it is identified as the most substantial obstacle for learners learning a new language. These observations align with the perspective of Vandergrift (1997) who assert that attentional resources are vital for successful comprehension. Moreover, participants also struggle to associate information heard with earlier parts of the listening text. This indicates challenges in integrating information over time—an

essential aspect of comprehension, as emphasized by Vandergrift (2004) & Walker (2014). The inability to establish meaningful connections between texts potentially hinders overall comprehension. Besides, participants mentioned having difficulty figuring out the meaning of unfamiliar words by associating them with known terms, signifying potential challenges in using effective word-guessing strategies. This finding aligns with Alahmadi & Foltz (2020) who emphasize the close connection between knowing many words and successfully guessing word meanings, indicating the significance of having a large vocabulary in understanding spoken input. In essence, the cognitive challenges identified during listening, such as maintaining focus, integrating information, and employing effective word-guessing strategies highlight the complex nature of comprehension process, calling for targeted actions to address these obstacles and enhance listening proficiency.

Furthermore, Affect emerged as the fifth factor, scoring at a great average of (M = 3.55), which involves emotional and attitudinal dimensions that impact individuals' ability to comprehend spoken language. This study found that this factor plays a crucial role in shaping learners' experience during the process of understanding oral texts. The emotional response to listening tasks, as reflected in feelings of disappointment or fear, can hinder the overall comprehension process. Anxiety, in particular, emerges as a major factor influencing listening comprehension. Learners who experience high levels of anxiety before engaging in listening tasks are more likely to find it challenging to concentrate and effectively process auditory input. This finding reflects upon Adnan, Marlina & Annisa (2020), suggesting high levels of anxiety have been linked to decreased comprehension and performance in listening tasks. Additionally, the fear of understanding the content of an oral text can cause a psychological barrier, which leads learners

to struggle to comprehend the input. This affective factor extends beyond the actual listening process, for learners might disengage or stop listening altogether when faced with comprehension difficulties, as highlighted in the work of Jyoti (2020). Specifically, Jyoti's findings indicate that learners tend to stop their listening efforts when confronted with unfamiliar words. This noteworthy insight emphasizes the pivotal role that vocabulary-related hurdles play in affecting learners' emotional states and subsequently influencing their overall engagement in the listening comprehension process. To sum up, emotional responses, such as anxiety and fear, significantly impacts learners' engagement and comprehension during listening tasks, emphasizing the importance of addressing these emotional barriers to improve overall comprehension outcomes.

The final factor under consideration is the impact of Task on listening comprehension, which obtained the lowest average score of (M = 3.55). The task-related challenge, as highlighted by participants in this study, comprises difficulty in synthesizing information to form generalizations during listening tasks, which reflects the intricate cognitive processes demanded during comprehension. This aligns with prior research emphasizing the cognitive load associated with integrating diverse pieces of information in real-time listening scenarios (Lynch & Mendelsohn, 2013). Furthermore, the participants reported difficulty in performing tasks that necessitate drawing on specific details from the text, which corresponds with the work of May, Kolej & Sembilan (2020). May et al. (2020) highlighted the significance of bottom-up processing for successful comprehension. Bottom-up processing allows learners to decode and analyze specific information, contributing to a more accurate interpretation of the overall message. Finally, this factor, despite obtaining the lowest mean, unveils nuanced layers of complexity within

listening comprehension—calling for tailored instructional strategies to address these challenges and foster a more comprehensive approach to language learning.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

In short, this study has comprehensively explored the listening comprehension problems faced by Indonesian EFL learners at the tertiary level. The findings revealed a complex interplay of factors influencing comprehension, with Context emerging as a crucial influencer, which underlines the importance of situational and environmental cues in interpreting spoken language. Besides, the prominence of Input emphasizes the challenges posed by unclear pronunciation, linguistic complexity, and varied speech rates, highlighting the significance of linguistic elements in comprehension. Following this, the role of Listener in processing and retaining information underscores the importance of attentional processes, concentration, and memory in overall comprehension. Furthermore, the cognitive Process involved during listening, Affect, and the impact of Task on comprehension add nuanced layers to our understanding of the listening comprehension process. Reflecting on these findings, it is evident that a holistic approach to language learning is essential, addressing linguistic, cognitive, and affective dimensions. This research contributes valuable insights for educators, instructional designers, and policymakers, which guide the development of targeted strategies to enhance listening comprehension pedagogy in the tertiary EFL setting.

5.2. Suggestions

In light of the identified listening comprehension problems, a holistic approach to language instruction in the Indonesian tertiary EFL context is recommended. Firstly, educators should

prioritize the enhancement of audio material quality and the optimization of classroom acoustic conditions to create an environment conducive to effective comprehension. Improving overall pronunciation clarity, and linguistic simplicity, as well as managing varied speech rates are vital, for it can collectively reduce challenges associated with Input. Accordingly, it promotes a more accessible learning experience. Furthermore, strategies targeting attentional process, concentration, and memory are essential, as they acknowledge the pivotal role of Listener in comprehension.

In addition, instructional methodologies should incorporate general cognitive strategies, such as maintaining focus, integrating information over time, and effective word-guessing, which foster an inclusive approach. Recognizing the impact of Affective factors, educators should cultivate a supportive learning environment to help learners manage anxiety during listening tasks. Lastly, a tailored instructional approach should address the nuanced cognitive processes demanded by different tasks, promoting a more holistic and learner-centered strategy to improve overall comprehension outcomes. This integrated framework aims to create an effective and adaptive language learning environment in the Indonesian EFL tertiary setting.

REFERENCES

Adnan, A., Marlina, L., & Annisa, S. R. (2020, March). Listening comprehension and listening anxiety: A case of basic listening class students at English department UNP padang. In *7th International Conference on English Language and Teaching (ICOELT 2019)* (pp. 200-206). Atlantis Press.

Ai-hua, C. (2013). EFL listeners' strategy development and listening problems: A process-based study. *Journal of Asia TEFL, 10*(3).

Alahmadi, A., & Foltz, A. (2020). Effects of language skills and strategy use on vocabulary learning through lexical translation and inferencing. *Journal of Psycholinguistic Research, 49*(6), 975-991.

Alshehri, M., & Alhaisoni, E. (2018). Listening comprehension difficulties encountered by Saudi EFL learners. *International Journal of Linguistics,* 10(2), 77-85. doi: 10.5296/ijl.v10i2.12334

Anderson, J. R. (2000). *Cognitive psychology and its implications* (5th ed.). New York, NY: Worth Publishers

Anderson, N. J. (2005). L2 learning strategies. In *Handbook of research in second language teaching and learning* (pp. 757-771). Routledge.

Ariogul, S., Unal, D. C., & Onursal, I. (2009). Foreign language learners' beliefs about language learning: a study on Turkish university students. Elservier, 1500-1506.

Buck, G. (2001). *Assessing listening*. Cambridge University Press.

Brown. H. Douglas. (2000). *An Interactive Approach to Language Pedagogy*. San Fransisco: Longman.

Brown, J.D., 2001. U*sing Surveys in Language Programs.* Cambridge: Cambridge University Press.

Chen, K. T. (2010). University EFL learners' awareness of metacognitive listening comprehension strategies in Taiwan. *Cross-university international conference on English Teaching,* Taipei, Taiwan.

Creswell, J. W. (2012). *Educational research.* Pearson.

Crewell, J. W. (1994). *Research design: Qualitative and quantitative approaches.* Bibl. gén. H, 62, C923.

Derwing, T. M., & Munro, M. J. (2022). Pronunciation learning and teaching. In *The Routledge handbook of second language acquisition and speaking* (pp. 147-159). Routledge.

Garten, J., Kennedy, B., Sagae, K., & Dehghani, M. (2019). Measuring the importance of context when modeling language comprehension. *Behavior research methods*, *51*, 480-492.

Field, J. (2010). Listening in the language classroom. *ELT journal*, *64*(3), 331-333.

Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. Cambridge university press.

Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 38(3), 463-477.

Goh, C. (2008). Metacognitive instruction for second language listening development: Theory, practice and research implications. *RELC journal*, *39*(2), 188-213.

Goh, C. C., & Vandergrift, L. (2021). *Teaching and learning second language listening: Metacognition in action*. Routledge.

Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182.

Graham, S. (2011). Self-efficacy and academic listening. *Journal of English for Academic Purposes*, *10*(2), 113-117.

Izzah, L., & Keeya, K. (2019). Common listening challenges: Indonesian EFL learners' perception. *English Language in Focus (ELIF)*, *1*(2), 95-106.

Jyoti, R. (2020). Exploring English language students' difficulties in listening comprehension. *Journal La Edusci*, *1*(3), 1-10.

Liubinienė, V. (2009). Developing listening skills in CLI. *Kalbų studijos*, (15), 89-93.

Lotfi, G. (2012). A questionnaire of beliefs on English language listening comprehension problems: Development and validation. *World applied sciences journal*, *16*(4), 508-515.

Lynch, T., & Mendelsohn, D. (2013). Listening. In *An introduction to applied linguistics* (pp. 190-206). Routledge.

May, O. C., Kolej, O., & Sembilan, M. N. (2020). Bottom-Up, Top-Down, and Interactive Processing in Listening Comprehension. In *New Academia Learning Innovative (NALI) Symposium 2020* (pp. 372-382).

Namaziandost, E., Imani, A., Sharafi, S., & Banari, R. (2020). Exploring the relationship between listening strategies used by Iranian EFL senior high school students and their listening

comprehension problems. *International Journal of Research in English Education*, *5*(1), 36-52.

Namaziandost, E., Neisi, L., Mahdavirad, F., & Nasri, M. (2019). The relationship between listening comprehension problems and strategy usage among advance EFL learners. *Cogent Psychology*, *6*(1), 1691338.

Namaziandost, E., Sabzevari, A., & Hashemifardnia, A. (2018). The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender. *Cogent Education*, *5*(1), 1560601.

Nowrouzi, S., Tam, S. S., Zareian, G., & Nimehchisalem, V. (2015). Iranian EFL students' listening comprehension problems. *Theory and Practice in language studies*, *5*(2), 263.

Nunan, D. (2001). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.

Oxford, R. L. (2016). *Teaching and researching language learning strategies: Self-regulation in context*. Routledge.

Passiatore, Y., Pirchio, S., Oliva, C., Panno, A., & Carrus, G. (2019). Self-efficacy and anxiety in learning English as a Foreign language: Singing in class helps speaking performance. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (20), 121-138.

Purdy, M. (1997). What is listening. Listening in everyday life: A personal and professional approach, 2, 1-20.

Rakhman, F. A., Tarjana, S. S., & Marmanto, S. (2019). Explicating Listening Difficulties and Listening Strategies of Indonesian EFL Learners. *International Journal of Social Sciences & Educational Studies*, *6*(2), 51.

Rajab, S. Y., & Nimehchisalem, V. (2016). Listening comprehension problems and strategies among Kurdish EFL learners. *The Iranian EFL Journal*, *12*(4), 6-27.

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.

Rubin, J. (1994). A review of second language listening comprehension research. *The modern language journal*, *78*(2), 199-221.

Simasangyaporn, N. (2016). *The effect of listening strategy instruction on Thai learners' self-efficacy, English listening comprehension and reported use of listening strategies* (Doctoral dissertation, University of Reading).

Smakman, D. (2019). *Clear English pronunciation: a practical guide*. Routledge.

Smith, J. K., Johnson, D. W., & Johnson, R. T. (2021). Active learning: Cooperation in the university classroom (7th ed.). *Pearson*.

Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. Reading Psychology, 42(3), 214-240.

Soodmand Afshar, H., & Khasemy, D. (2019). Ambiguity tolerance, learner beliefs, learning styles, and listening comprehension of senior EFL students. *Iranian Journal of English for Academic Purposes*, *8*(4), 102-120.

Suzuki, S., & Kormos, J. (2020). Linguistic dimensions of comprehensibility and perceived fluency: An investigation of complexity, accuracy, and fluency in second language argumentative speech. *Studies in Second Language Acquisition*, *42*(1), 143-167.

Tran, T. Q., & Duong, T. M. (2020). Insights into Listening Comprehension Problems: A Case Study in Vietnam. *PASAA: Journal of Language Teaching and Learning in Thailand*, *59*, 77-100.

Ur, P. (1984). *Teaching listening comprehension*. Cambridge University Press.

Vandergrift, L. (2002). Listening: theory and practice in modern foreign language competence.

Vandergrift, L. (2004). 1. Listening to learn or learning to listen? *Annual review of applied linguistics*, *24*, 3-25.

Vandergrift, L. (2004). 1. Listening to learn or learning to listen?. *Annual review of applied linguistics*, *24*, 3-25.

Vandergrift, L. (2003). Orchestrating strategy use: Toward a model of the skilled second language listener. *Language Learning*, 53(3), 463-496.

Vandergrift, L., & Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action.* Routledge.

Vandergrift, L., & Goh, C. (2009). Teaching and testing listening comprehension. *The handbook of language teaching*, 395-411.

Vandergrift, L. (1997). The comprehension strategies of second language (French) listeners: A descriptive study. *Foreign language annals*, 30(3), 387-409

Vandergrift, L., & Baker, S. (2015). Learner variables in second language listening comprehension: An exploration of the role of age and working memory in relation to metacognitive awareness. *Canadian Journal of Applied Linguistics*, 18(2), 142-159.

Walker, N. (2014). Listening: The most difficult skill to teach. *Encuentro*, *23*(1), 167-175.

Yang, C. (2009). A Study of Metacognitive Strategies Employed by English Listeners in an EFL Setting. *International Education Studies*, *2*(4), 134-1139.

Appendix 1

Q-BELLP translated version.

No	Factors	Items	1	2	3	4	5
1	Process	Sebelum mendengarkan, sulit bagi saya untuk memprediksi apa yang akan saya dengar jika melihat dari visual nya saja.					
		Sulit bagi saya untuk mengaitkan hal yang saya dengar dengan hal yang ada di teks audio.					
		Saat mendengarkan, saya memiliki kesulitan dalam memaknai informasi baru dengan memberikan pemahaman pribadi.					
		Selama mendengarkan, saya memiliki kesulitan dalam memastikan apakah saya memahami makna teks yang saya dengar secara keseluruhan.					
		Saya memiliki kesulitan dalam mengidentifikasi tujuan tugas listening yang saya lakukan.					
		Ketika saya mendengarkan teks dalam bahasa Inggris, saya mengalami kesulitan untuk menemukan ide pokok dari teks tersebut.					
		Saya merasa kesulitan untuk fokus pada teks ketika saya memiliki kendala dalam memahaminya.					
		Saat mendengarkan, saya merasa kesulitan untuk menebak arti dari kata-kata yang tidak saya ketahui seraya menghubungkannya dengan kata-kata yang sudah saya ketahui.					
		Saya merasa kesulitan untuk menyimpulkan informasi yang diperoleh dari aktivitas mendengarkan.					
		Saat mendengarkan, saya memiliki kesulitan dalam mengecek pemahaman					

		pribadi seputar teks berdasarkan hal yang sudah saya ketahui.					
		Saya merasa kesulitan untuk memanfaatkan konteks dan menebak bagian-bagian dari teks yang tidak dapat saya dengar dengan jelas.					
		Setelah mendengarkan, saya merasa kesulitan untuk mengevaluasi keakuratan pemahaman saya secara keseluruhan.					
2	Listener	Ketika memikirkan kata-kata yang asing, saya mengabaikan bagian selanjutnya dari teks yang saya dengar.					
		Saya cenderung lambat dalam mengingat arti kata-kata yang terdengar tidak asing.					
		Saya merasa kesulitan untuk mengingat dengan cepat kata atau frasa yang baru saja saya dengar.					
		Selama mendengarkan, meskipun beberapa kata terdengar tidak asing, sulit bagi saya untuk mengingat artinya dengan cepat.					
		Saat saya mendengar kata-kata baru, saya melupakan konten yang disebutkan sebelumnya.					
		Saya kehilangan alur pembicaraan karena terlalu berkonsentrasi dalam memahami setiap kata atau frasa yang saya dengar.					
		Saya merasa kesulitan untuk mengingat arti dari sebuah teks audio yang panjang.					
		Saya merasa kesulitan untuk benar-benar fokus saat mendengarkan.					
		Saya memiliki kesulitan dalam memahami teks audio karena kurangnya pemahaman terkait strategi apa yang perlu saya terapkan.					

		Saya memiliki kesulitan dalam memahami teks audio karena saya tidak memahami setiap kata yang saya dengar.					
3	Task	Saya merasa kesulitan untuk mengerjakan berbagai tugas listening, seperti mengisi sebuah teka-teki yang mengharuskan saya mencari informasi spesifik pada teks.					
		Saya merasa kesulitan untuk melakukan berbagai tugas listening, terlebih yang mengharuskan saya menggabungkan informasi untuk membuat kesimpulan saat mendengarkan teks.					
		Saya merasa kesulitan untuk menjawab pertanyan 8W+1H dalam tugas listening.					
4	Input	Saya merasa kesulitan untuk memahami teks audio yang di dalamnya terdapat banyak kata-kata asing.					
		Saya merasa kesulitan untuk memahami arti kata-kata yang tidak diucapkan dengan jelas.					
		Saya merasa kesulitan untuk memahami teks audio dengan tata bahasa yang sulit.					
		Saya merasa kesulitan untuk memahami dengan baik saat pembicara berbicara terlalu cepat.					
		Pola tekanan dan intonasi bahasa Inggris yang asing mengganggu pemahaman mendengarkan saya.					
		Saya merasa kesulitan untuk memahami teks audio saat pembicara berbicara dengan berbagai aksen.					
		Saya merasa kesulitan untuk memahami teks audio saat pembicara tidak memberi jeda yang cukup lama.					
		Saya merasa kesulitan untuk menafsirkan makna dari teks audio yang panjang.					

		Saya memiliki kesulitan dalam memahami pembicara dengan akses yang asing.					
5	Affect	Saya berhenti mendengarkan saat saya memiliki kesulitan dalam memahami sebuah teks.					
		Jika saya tidak sampai pada pemahaman yang menyeluruh atas suatu teks lisan, saya merasa kecewa.					
		Saya merasa kesulitan untuk mengurangi rasa cemas sebelum melakukan aktivitas mendengarkan.					
		Sebelum mengerjakan tugas pemahaman mendengarkan, saya khawatir tidak dapat memahami apa yang akan saya dengar.					
6	Context	Suara kurang jelas yang dihasilkan dari klip audio berkualitas rendah mengganggu pemahaman mendengarkan saya.					
		Suara kurang jelas yang disebabkan oleh kondisi ruang kelas yang bising mengganggu pemahaman mendengarkan saya.					