Students' Listening Comprehension Problems in EMI Classes

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STATEMENT OF WORK'S ORGINALITY

I honestly declare that thus thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotations and references, as a scientific paper should

Yogyakarta, 16 July 2025

BINTANG HENDRYAWAN

MOTTO

” Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan”

(QS. Al- Insyirah: 5-6)

“Pernah kau bayangkan tak takut melihat berita. Tak takut jadi dirimu yang seada-adanya. Tak takut punya mimpi yang lumayan agak gila. Berat tapi besok ada di tangan kita.”

(Bayangkan Jika Kita Tidak Menyerah – Hindia)

“When the world is on your shoulders. And the weight of your own heart is too much to bear. Well, I know that you're afraid things will always be this way. It's just a bad day, not a bad life”

(Bad Life - Bring Me the Horizon and Sigrid)

DEDICATION

This thesis is dedicated to my beloved Papa and Mama, who have been a source of strength, prayers, and boundless love throughout my life and education. Thank you for all your sacrifices and unwavering support, which have made me a person who continues to strive and never gives up easily. To Mr. Adam, thank you for your guidance, inspiration, and motivation throughout the process of writing this thesis. Your support has meant the world to me. And finally, this dedication is also for myself—for every effort, tear, and belief that has been upheld. Thank you for persevering and continuing to move forward, even when it wasn't always easy.

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TABLE OF CONTENT

LIST OF FIGURES

LIST OF TABLE

LIST OF APPENDICES

Students' Listening Comprehension Problems in EMI Classes

Abstract

This study aims to identify listening comprehension problems experienced by EFL students in English Medium Instruction (EMI) classes at Universitas Islam Indonesia. Referring to (Anderson, 1995; Goh, 2000; Vandergrift, 2003) cognitive framework, this study focuses on three main aspects: perception, decoding, and utilization. Data were obtained from 84 students through questionnaires and analyzed descriptively using SPSS. The results showed that the greatest difficulty was in the perception aspect (M: 2.86, SD: .975), especially in understanding native speakers' accents and speaking speed. Parsing difficulties (M: 2.76, SD: .983) are related to vocabulary comprehension, while in the utilization aspect (M: 2.69, SD: .909), students experience problems in capturing the structure and main idea of the discourse. These findings show the importance of listening teaching strategies that are tailored to the needs of students in the EMI context.

Keywords: EMI, listening comprehension.

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Listening comprehension is widely recognized as one of the most challenging skills for foreign language learners due to its complex cognitive nature and the simultaneous integration of linguistic, contextual, and pragmatic knowledge (Vandergrift and Baker, 2015). In English as a Foreign Language (EFL) contexts, listening plays a vital role in language acquisition as it provides essential input for developing other language skills such as speaking, reading, and writing (Nunan, 2002). However, many learners continue to perceive listening as the most difficult skill to master, often due to factors such as speech rate, unfamiliar accents, limited vocabulary, and difficulties in identifying discourse structures (Field, 2008a; Graham, 2006). Effective listening requires active mental processing, including recognizing sounds, parsing sentence structures, and constructing meaning from the input (Anderson, 1995; Goh, 2000).

Fung and Lo (2023) found that students in Hong Kong EMI classrooms struggled with teacher input due to unfamiliar accents, rapid speech rate, and limited processing time, leading to partial or incorrect message interpretation. Similarly, Li et al.(2024) reported that insufficient mastery of academic vocabulary impeded both sentence-level and discourse-level understanding in Chinese EMI programs. Ducker (2024), examining real-time comprehension during EMI lectures, revealed that non-comprehension rates could reach 50% when students were required to simultaneously process auditory, visual, and contextual cues. Omar and Pilus, (2022) demonstrated that explicit instruction in connected speech reduced perception and parsing difficulties among Libyan EFL learners, indicating the crucial role of phonological awareness in EMI listening. In

Japan, Uchihara and Harada, (2018) found that vocabulary knowledge significantly predicted EMI academic success, underscoring the lexical foundation required for effective listening comprehension.

In Indonesia, the adoption of English-Medium Instruction (EMI) in higher education has gained increasing attention, particularly within international and bilingual programs, as part of broader efforts to enhance students' English proficiency and prepare them for participation in global academic discourse. Despite its potential benefits, numerous studies have documented persistent challenges faced by Indonesian students in comprehending academic lectures delivered entirely in English. Manihuruk and Sidabutar (2022) observed that EMI students often relied on top-down strategies to capture the overall meaning of lectures but encountered substantial difficulties with bottom-up processes such as vocabulary recognition and syntactic parsing. Similarly Permatasari et al (2023) reported that second-semester students in an English Education program at Universitas Muhammadiyah Makassar continued to experience listening comprehension problems in EMI classes. These included issues with unclear pronunciation, limited ability to distinguish phonemes, and infrequent use of effective listening strategies, which collectively hindered their capacity to understand both main ideas and specific details in lectures.

Further, Situmorang and Pramusita (2024) found that nursing students enrolled in an international program faced moderate linguistic and learning challenges, prompting them to adopt coping strategies such as concurrent use of their first language alongside English and peer-assisted learning to clarify unfamiliar concepts and vocabulary. Arif and Hakim (2021) emphasized that while EMI can foster grammatical accuracy and fluency through extensive exposure to English, limited baseline proficiency among many Indonesian students substantially impedes their comprehension. He proposed that institutions should implement English proficiency screening and

preparatory language courses prior to EMI enrollment to ensure students possess the necessary foundational skills. In addition, Ramadhianti and Somba (2021) identified recurrent difficulties among EFL learners, including inability to keep pace with the speech rate, challenges in segmenting information, and poor retention of key ideas—issues attributed not only to linguistic limitations but also to cognitive overload during EMI lectures.

Several studies in Indonesia have highlighted various challenges faced by students in EMI lectures, ranging from limitations in vocabulary and syntactic parsing (Manihuruk & Sidabutar, 2022), phonological difficulties and the ineffective use of listening strategies (Permatasari et al., 2023), to coping strategies and cognitive barriers caused by processing overload (Situmorang. K & Pramusita, 2024; Ramadhianti & Somba, 2021)). However, most of these studies merely describe the problems in a general manner without examining listening comprehension in a more structured way. Therefore, a research gap remains regarding how listening comprehension problems in EMI classes can be mapped according to the key dimensions of listening processes, namely perception, parsing, and utilization.

1.2. Identification of the Problem

Indonesian EFL students often struggle to comprehend spoken materials in English Medium Instruction (EMI) lectures despite years of English study. These difficulties span three cognitive dimensions: perception, involving challenges in recognizing sounds, words, and connected speech due to native speakers' accents, fast speech rates, and unclear pronunciation; parsing, marked by problems in segmenting long sentences, inferring unfamiliar vocabulary, and retaining information in short-term memory; and utilization, characterized by difficulty grasping the overall discourse structure and relationships between ideas, leading to incomplete understanding of the intended message. The academic nature of EMI lectures—dense with

technical vocabulary and complex subject matter—further intensifies these challenges, highlighting the need for systematic investigation to inform the development of effective learning strategies and language support.

1.3.Limitation of the Problems

Due to practical constraints, this study will only focus on Student's listening comprehension problems in EMI classes as measured using the Listening Comprehension Processing Problems Questionnaire (LCPQ) developed by (Nowrouzi et al., 2015), adapted by (Sadatmir et al., 2018)

1.4. Formulation of the Problem

The purpose of this research is to investigate the problem of international program students at Universitas Islam Indonesia listening comprehension in terms of perception, decoding, and utilization. To this end, the following research issues are investigated:

1. What are listening comprehension problem of international program students at Universitas Islam Indonesia have?

1.5. Objectives of this Study

This study aims to explore the diverse listening comprehension problems encountered by students during the learning process, particularly within a classroom setting that adopts the English as a Medium of Instruction (EMI) approach in its teaching activities.

1.6. Significance of this Study

The results of this study are useful not only for students but also for teachers or people who want to improve their listening skills. Teachers can also improve and manage appropriate teaching

materials and pedagogy, as well as classroom management and the environment for the listening course, by using the information and advantages this study offers them about the variables and challenges that contribute to their students' listening problems. For those who want to improve their listening skills, it can also serve as a guide. Additionally, anyone who wishes to research the obstacles to improving English listening skills or related topics will find value in the findings and discussions of this study. They can also utilize them as secondary data for future studies.

CHAPTER 2

Literature Review

2.1. Classification of Learner's Listening Problems

Listening comprehension is a complex process that involves multiple cognitive and linguistic skills. Learners often encounter various difficulties that hinder their ability to understand spoken language effectively. These problems can be broadly categorized into syntactic, semantic, pragmatic, and discoursal issues.

Syntactic problems occur when learners struggle with the quick processing of sentence structures, leading to forgetting earlier parts of the input or failing to form accurate mental representations of the sentences heard (Omar and Pilus, 2022). Such difficulties are often linked to limited processing capacity and shallow processing strategies. Semantic problems arise when learners are distracted by redundant or unfamiliar words, which overload their short-term memory and impede comprehension (Omar and Pilus, 2022) This can result in missing key information and misunderstanding the overall message.

Pragmatic problems involve difficulties in interpreting the intended meaning based on context, especially when learners understand individual words but fail to grasp the speaker's intent or the social appropriateness of responses (Omar and Pilus, 2022) Pragmatic competence requires not only linguistic knowledge but also the ability to assess contextual cues.

Discoursal problems are related to understanding the overall coherence and cohesion of spoken discourse, which can be challenging for learners unfamiliar with discourse markers or the structure of spoken texts (Taguchi, 2008)

Furthermore, listening comprehension develops through three interconnected phases: perceptual processing, parsing, and utilization (Anderson, 1995; Goh, 2000; Vandergrift, 2003). Problems can occur at any of these stages, affecting overall understanding. For example, difficulties in recognition or parsing can hinder the formation of accurate mental representations, while issues in utilization can prevent learners from responding appropriately to spoken input. Research indicates that explicit instruction targeting specific aspects of listening, such as connected speech, can significantly improve learners' comprehension by addressing these underlying problems (Omar and Pilus, 2022).

Learners of second or foreign languages can get into a wide range of listening difficulties. Many studies have examined different problems and demonstrated a wide range of hearing difficulties for individuals learning a foreign or second language (Goh, 2000; Liu Ngar Fun, 2002) Each problem that can happen throughout the three stages of perception, parsing, and usage are together referred to as a listening comprehension problem (Goh, 2000; Vandergrift, 2003)

The incapacity of listeners to tell the difference between words and sounds in a speech stream is related to perception problems (Field, 2008b). Listeners face a pair of different types of challenges during the perception phase: phonological and lexical. Learners who have trouble recognizing intonation, stress, and various accents are said to have phonological issues. Ur, (1984), Goh (2000) identified ten L2 listening problems, five of which are related to the

perception phase of listening. Almost half of the problems found happened during the first stage of perception, or listening. For EFL listeners, several aspects of casual conversation—like hesitations, interruptions, frequent pauses and overlaps, and abrupt shifts in speech rhythm present significant challenges (Field, 2008b). According to reports, learners' comprehension of video texts is impacted by issues like high speech rates and unfamiliar prosody (Cross, 2009b)

Cliticization and resyllabification are also identified as two phonological issues that listeners need to address in the relevant research (Cross, 2009a). Cliticization occurs when an unstressed word's pronunciation is joined with stressed words to form a single accentual unit, as in tell them, which is typically pronounced as /tel'm/. The "tendency of the speaker to group syllables together into strong-weak (SW)" of cliticization causes "word boundaries to become blurred" (Cross, 2009a). Another example of the phase “the side” becomes “decide”. Syllables having secondary stress in a word may be misprocessed as separate words during resyllabification; therefore, learners may place an imaginary word border before the syllable with this characteristic (Cross, 2009a). For example, the sentence “I scream” will sound like “ice cream” and, if syllabified, becomes “I s-cream”.

Similarly to reading, it has been found that there is a high correlation between vocabulary repertoire and listening (Milton et al., 2010). In order for listeners and readers to comprehend the text, they should be able to recognize and use 50% of the terms automatically (Paran, 1996). Weak vocabulary knowledge is defined by Cross (2009a) as a textual listening issue where known words are matched rather than the real words, which are primarily idiomatic language, proper nouns, and low-frequency words. Listening to idioms, slang, and reduced forms is

challenging for foreign or second language learners who are primarily exposed to formal language (Brown, 2001).

The next significant stage of L2 listening comprehension cognitive processing is parsing. Most often, syntactic and semantic issues develop when a learner is parsing. Syntactic issues can include: (1) forgetting what is heard quickly; (2) having trouble mentally remembering the words that are heard; and (3) having trouble interpreting the input that comes after due to previous issues (Goh, 2000). Semantic issues arise when students focus on the meanings of words that may be unnecessary, which causes them to miss other parts of the message due to shallow processing and poor short-term memory capacity (Goh, 1999).

The last phase of L2 listening comprehension cognitive processing is utilization. During this phase, L2 learners usually face pragmatic and conceptual challenges. Pragmatic competence is the capacity to understand meaning explicit or implicit based on context and to convey meaning in a way that is acceptable to others (Thomas, 1995) as cited in (Naoko Taguchi, 2008) . When listeners grasp a word's meaning but fail to understand its intended meaning fully, pragmatic issues will arise. Discoursal issues arise when the listener cannot follow the concepts in connected speech. Discourse issues arise, for instance, when students are unable to identify how the ideas in a text are organized overall. According to Gruba (1997) and Ockey (2007), listeners can better comprehend the discursive elements of the text they are hearing by concentrating on rhetorical signals.

Anderson (2000) believes that there are three stages in the development of language comprehension. Perceptual processes that acquire written or audio forms, that has been the identification of related words or phrases, are involved in the first phase. In the second stage,

known as parsing, the words in the written or spoken messages transform into a mental image of their combined meaning. Utilization is the third stage, during which the learner uses a mental image of the sentence to understand its meaning. Although they take place in chronological order, the three stages are nevertheless connected. Any of the following three stages may result in listening comprehension issues (Anderson, 1995; Goh, 2000; Vandergrift, 2003). Numerous researchers, like (Goh, 2000), (Zhang, 2008), and (Nowrouzi et al., 2015), have adopted (Anderson, 1995) cognitive framework of language comprehension and used it to identify and analyze the listening challenges of ESL learners in their respective research.

2.2. Listening Comprehension Challenges in EMI

Listening comprehension in the context of English Medium Instruction (EMI) is crucial, given that oral lectures are one of the main mediums in delivering academic materials in higher education. In this situation, students are required to be able to absorb information efficiently through oral comprehension in a second language (L2), which is essentially a complex cognitive process. It involves the integration of top-down processing-such as schemata activation, context-based content prediction, and pragmatic knowledge-and bottom-up processing, which includes the recognition of sounds, grammatical structures, and lexical units. In addition, mastery of academic and technical vocabulary is also an important prerequisite, as the language used in EMI is often formal and field-specific. Working memory capacity also plays a major role in storing and manipulating information during listening activities (Vandergrift and Baker, 2015)

However, in practice, students often face significant barriers that interfere with their effective comprehension in EMI contexts. Some of the main obstacles include the lecturer's

accent that is unfamiliar to non-native students, the high speed of speech that is difficult to process in real-time, and the use of unfamiliar technical vocabulary or academic jargon (Chang, 2010; Kirkgöz, 2009; Uchihara and Harada, 2018). This challenge is compounded by the demand to simultaneously take notes of important information conveyed during lectures. The process of note-taking itself requires selective skills to identify the main idea and supporting information, then transform it into a memorable format that can be accessed efficiently (Piolat et al., 2005) The absence of effective note-taking strategies can lead to missing important information, reduce overall comprehension, and negatively impact student learning outcomes in an EMI environment.

2.3. Review of Relevant Studies

This section reviews a few studies that attempt to identify listening problems in ESL/EFL learners. Based on (Anderson, 1995) cognitive model of listening, (Goh, 2000) investigated the online listening problems of Chinese speakers who were disadvantaged in English as a second language using diaries, semi-structured interviews, and recollection procedures. She identified the following issues: rapid forgetting of what was heard and thus the inability to form a mental representation of the input (related to parsing); comprehension of the words and not the intended message (related to utilization); and word recognition, splitting, missing the beginning of the text, and concentration (related to perception phase).

In order to find out how students considered their own listening difficulties, (Hasan, 2000) carried out another study in an EFL context using a questionnaire. According to (Vandergrift, 2007), p. 194, the issues that were found included "missing parts of the text, not recognizing words, problems resulting from unclear pronunciation, and rapid speech rate."

Additionally, Liu (2002) used a questionnaire survey, partial transcription, introspection, and semi-structured interviews to investigate online processing issues related to listening comprehension and the role of compensating schema use in resolving them. The participants' issues included using an excessive amount of phonetic clues, unfamiliar terminology, and difficulty with sound segmentation and word identification.

2.4. Theoretical Framework

According to (Anderson, 1995; Goh, 2000; Vandergrift, 2003), the problem of listening comprehension into 3 phases. The first phase is perception, which arises when students find it difficult to distinguish between sounds and words in a continuous stream of speech. The second phase is parsing, which arises due to syntactic and semantic problems that develop. The third phase is utilization, which occurs because L2 learners usually face pragmatic and conceptual challenges.

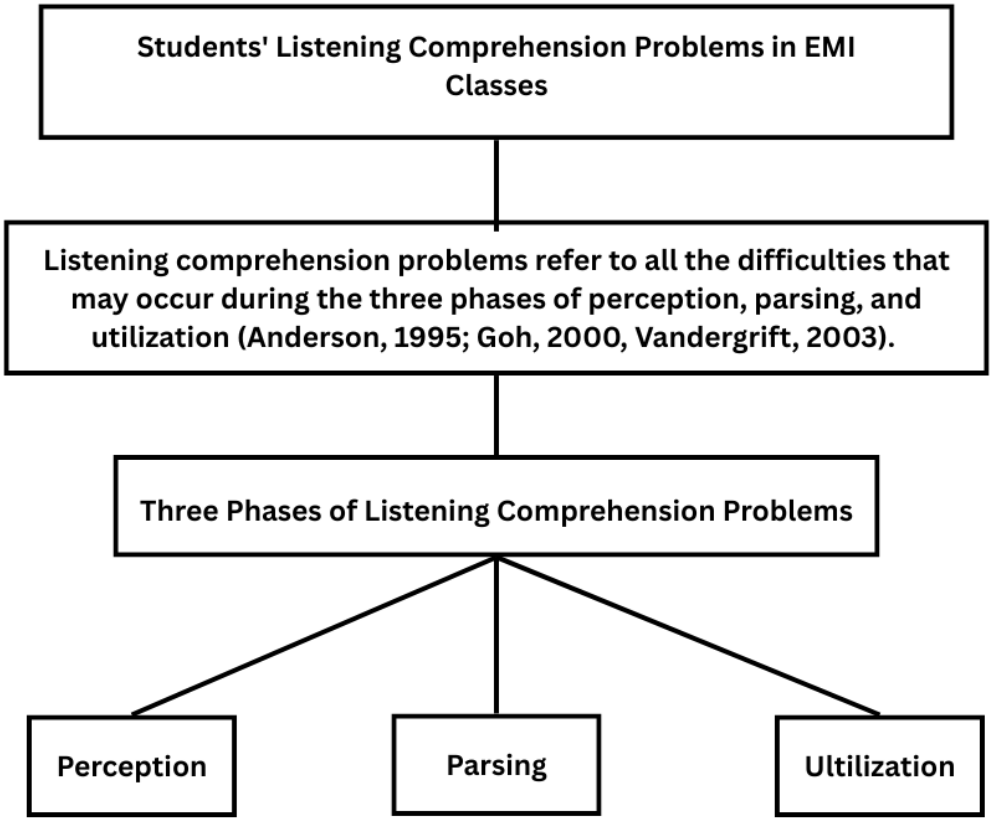

Figure 2. 1 Theoretical Framework

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This research uses quantitative methods with questionnaires. In this research, numerical data is collected and analyzed through statistical approaches to explain a phenomenon, as stated by (Creswell, 1994). In line with that, also explained that survey research is a process in which researchers administer questionnaires to a sample or the entire population in order to obtain an overview of individual attitudes, behaviors, views, or characteristics.

3.2. Population and sample

The participants of this study were 84 Indonesian EFL undergraduate students from the International Communication and International Relations Program of Universitas Islam Indonesia, where the class uses EMI in its learning methods. Researcher can choose samples using this non-random sampling method according to listening comprehension. Undergraduate Indonesian students learning English as a foreign language participated in this study.

The instrument used in this data collection was the Listening Comprehension Processing Problems Questionnaire (LCPQ) developed by (Nowrouzi et al., 2015), adapted by (Sadatmir et al., 2018)

This questionnaire was given to 172 students of the International Communication Programme and International Relations Programme at Universitas Islam Indonesia who are

learning using the EMI system, which almost all of the students in the International Relations and International Communication programs are EFL (English Foreign Language) students and there was one student who was unwilling to fill out the questionnaire provided.

3.3 Research Instrument

In this study, Nowrouzi et al (2015) questionnaire was used. The relevant theory and literature (Anderson, 1995; Goh, 2000; Liu, 2002) served as the foundation for the development of the instrument. Following validation by a panel of experts (n = 7), the questionnaire was tested on a sample of participants who were the most significant responders in the previous study. This questionnaire has 29 items, including Perception problems were addressed in the first 15 items. For example, one of the topics addresses focus issues that could cause the listener to miss the text's beginning. Items 16 to 23 addressed parsing problems, such as the student's ability to break long sentences up into shorter sections. Lastly, information on the respondents' utilization problems, such as their inability to understand the intended message, was elicited by items 24 to 29. There is a five-point Likert scale including (1 = never, 2 = rarely, 3 = sometimes, 4 = usually, and 5 = always).

The statements presented in the table below are adapted from the Listening Comprehension Processing Problems Questionnaire (LCPQ) developed by (Nowrouzi et al., 2015), adapted by (Sadatmir et al., 2018). The statements ‘The people in the recording speak quickly’ and ‘The speaker is not loud enough’ were excluded from the questionnaire, as they were deemed irrelevant to the context of this research, which specifically examined students’ listening comprehension problems during classroom activities when the lecturer was delivering or explaining the lesson.

Table 1 Listening Comprehension Processing Problems Questionnaire (LCPQ)

No	Statement
1	I Hear Speech sounds but NOT clear English word

2	There are so many words I CANNOT understand
3	The speaker's pronunciation is UNCLEAR
4	The speaker does NOT pause long enough.
5	Non-native speakers of English are easier to understand than native speakers.
6	I do NOT understand the beginning of the text.
7	I get easily distracted from the main idea.
8	I know the meaning of a word when I see the word, but NOT when I hear it.
9	I am slow to recall the meaning of words that seem to be familiar.
10	I mistake one word for another similar-sounding one, such as found and fund.
11	There are so many unfamiliar words or expressions.
12	It is hard to recognize so many sounds and words I hear
13	I miss the beginning of texts.
14	I miss the next part of the passage while thinking about the meaning.
15	I find it difficult to really concentrate on listening
16	It is hard to remember words or phrases I have just heard.
17	I do NOT understand the meaning of sentences.
18	I do NOT know how to divide the long sentence into several parts.
19	I find it difficult to guess the meaning of unfamiliar vocabulary accurately
20	I find it difficult to remember sentences I have just heard.
21	I find it difficult to follow unfamiliar topics or concepts.
22	I find it difficult to follow a lot of new information in a short time.
23	I do NOT understand subsequent parts of input because of earlier problems.
24	I understand words but NOT the intended message
25	I find it difficult to get the overall organization or structure
26	I get confused with the key ideas in the message
27	I find it difficult to get the details of the listening passage
28	I find it difficult to get the connections among ideas.
29	I find it difficult to get the main ideas of what I hear.

3.4. Validity and Reliability

3.4.1. Validity

Finding validity is the first step after data collection. Quantitative research usually uses validity. Accurate data can also be obtained using this approach. According to Puspitasari (2018), validity allows researchers to determine the accuracy of their findings. SPSS can be used to calculate validity. The Listening Comprehension Processing Problems Questionnaire (LCPQ) was developed by Nowrouzi, Tam, Nimehchisalem, and Zareian (2014), adapted by Sadatmir (2018) consists of 29 items.

Table 2 Validity

No	Statement	R-count	R-table	Criteria
1	I Hear Speech sounds but NOT clear English word	.412	.367	Valid
2	There are so many words I CANNOT understand	.571	.367	Valid
3	The speaker's pronunciation is UNCLEAR	.451	.367	Valid
4	The speaker does NOT pause long enough.	.473	.367	Valid
5	Non-native speakers of English are easier to understand than native speakers.	.390	.367	Valid
6	I do NOT understand the beginning of the text.	.546	.367	Valid
7	I get easily distracted from the main idea.	.416	.367	Valid
8	I know the meaning of a word when I see the word, but NOT when I hear it.	.630	.367	Valid
9	I am slow to recall the meaning of words that seem to be familiar.	.620	.367	Valid
10	I mistake one word for another similar-sounding one, such as found and fund.	.591	.367	Valid
11	There are so many unfamiliar words or expressions.	.721	.367	Valid
12	It is hard to recognize so many sounds and words I hear	.785	.367	Valid
13	I miss the beginning of texts.	.665	.367	Valid
14	I miss the next part of the passage while thinking about the meaning.	.672	.367	Valid
15	I find it difficult to really concentrate on listening	.682	.367	Valid
16	It is hard to remember words or phrases I have just heard.	.713	.367	Valid
17	I do NOT understand the meaning of sentences.	.741	.367	Valid
18	I do NOT know how to divide the long sentence into several parts.	.756	.367	Valid
19	I find it difficult to guess the meaning of unfamiliar vocabulary accurately	.715	.367	Valid
20	I find it difficult to remember sentences I have just heard.	.687	.367	Valid
21	I find it difficult to follow unfamiliar topics or concepts.	.700	.367	Valid
22	I find it difficult to follow a lot of new information in a short time.	.640	.367	Valid
23	I do NOT understand subsequent parts of input because of earlier problems.	.767	.367	Valid
24	I understand words but NOT the intended message	.601	.367	Valid
25	I find it difficult to get the overall organization or structure	.648	.367	Valid
26	I get confused with the key ideas in the message	.666	.367	Valid
27	I find it difficult to get the details of the listening passage	.676	.367	Valid

28	I find it difficult to get the connections among ideas.	.758	.367	Valid
29	I find it difficult to get the main ideas of what I hear.	.665	.367	Valid

3.4.2. Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.946	29

Figure 3. 1 Cronbach's Alpha

The results of the 29 statement items in the first part received a Cronbach's alpha value of 0.946. According to Taber (2018), if the Cronbach's alpha value shows a result higher than 0.93, it can be considered that the questionnaire is reliable. Thus, the questionnaire used to measure student listening comprehension problems in EMI classes is reliable and consistent.

3.5. Data Analysis Technique

Descriptive statistics was the main test used in the analysis of the data, which was performed using SPSS version 23.0. For relevant variables, the measurement included analysis of the mean, minimum, maximum, and standard deviation. The following steps are then taken to present the result graphically:

- Calculating each data based on factors using variables.
- Based on the responses given to the questionnaire, Microsoft Excel and SPSS were used to calculating the mean and standard deviation scores.
- Several tables developing to show the statistical data, while the discussion part was meant to offer additional information.

CHAPTER IV

FINDING AND DISCUSSION

To examine students' problems with listening comprehension in EMI classes, this study conducted in three parts: perception, parsing, and utilization. Descriptive statistics will be used to gather data from students' perspectives regarding their listening comprehension. This section presents the results from the perspectives of International Relations and Communication Studies students in listening comprehension problems in EMI classes.

4.1 Finding

This study aims to identify to listening comprehension problems experienced by students in English medium instruction (EMI) classes. Data were obtained 84 students in the International Relations and International Communication Studies program at the Universitas Islam Indonesia using the Listening Comprehension Processing Questionnaire (LCPQ) tool. The tool investigates three main aspects: Perception, parsing, and utilization, which are rated on a 5-point Likert scale**.** In the quantitative part, the data was analyzed to find out the various students' listening comprehension problems in EMI classes. The table below shows the listening comprehension participation of 29 statements. The results show that there are 5 statements with the highest Mean, they are (1) Non-native English speakers are easier to understand than native speakers (2) Speakers do NOT pause long enough (3) I am easily distracted from the main idea (4) There are so many unfamiliar words or expressions (5) I hear the sound of speech but do NOT hear clear English words. In addition, there are 5 statements with the lowest Mean, they are: (1) I am slow to remember the meaning of words that seem familiar (2) I do NOT know how to divide long sentences into several parts (3) I do NOT understand the meaning of sentences (4) I do NOT

understand the beginning of the text (5) It is difficult to recognize so many sounds and words that I hear.

Table 3 Rank of three factor of LCPQ

Rank	Dimension	Mean	Std. Deviation
1	Perception	2.86	.975
2	Parsing	2.76	.983
3	Utilization	2.69	.909

Descriptive analysis shows that perception recorded the highest mean score (M = 2.86, SD = 0.975), followed by parsing (M = 2.76, SD = 0.983) and utilization (M = 2.69, SD = 0.909). This ranking indicates that students experience greater difficulty in the initial stage of listening recognizing and distinguishing speech sounds than in processing syntactic/semantic structures or applying the interpreted information. These findings suggest that listening comprehension problems in EMI contexts are more rooted in early-stage processing challenges than in higher-order cognitive integration.

4.1.1. Perception

Table 4 Descriptive Statistics Perception

No	Statement	Mean	Std. Deviation
1	I Hear Speech sounds but NOT clear English word	3.00	.931
2	There are so many words I CANNOT understand	2.82	.838
3	The speaker's pronunciation is UNCLEAR	2.94	.949
4	The speaker does NOT pause long enough.	3.10	.926
5	Non-native speakers of English are easier to understand than native speakers.	3.18	1.032
6	I do NOT understand the beginning of the text.	2.49	.885
7	I get easily distracted from the main idea.	3.05	.981
8	I know the meaning of a word when I see the word, but NOT when I hear it.	2.92	1.067
9	I am slow to recall the meaning of words that seem to be familiar.	2.61	1.064
10	I mistake one word for another similar-sounding one, such as found and fund.	2.94	1.101
11	There are so many unfamiliar words or expressions.	3.01	1.012
12	It is hard to recognize so many sounds and words I hear	2.80	.967

13	I miss the beginning of texts.	2.49	.988
14	I miss the next part of the passage while thinking about the meaning.	2.95	.968
15	I find it difficult to really concentrate on listening	2.67	.923

On the perception dimension consisting of 15 statements, the highest mean score was obtained on the statement "Non-native English speakers are easier to understand than native speakers" (M = 3.18; SD = 1.032). This finding suggests that most students find it easier to understand non-native English speakers compared to native speakers, possibly due to the use of more structured language, slower speaking speed, and accents that are more familiar to English learners. In contrast, the statement with the lowest mean score was "I missed the beginning of the text" (M = 2.49; SD = 0.988), indicating that most students relatively rarely experienced difficulties in capturing the beginning of the spoken input during the listening process. This difference in scores reflects that barriers in reception tend to be influenced more by external factors such as speaker characteristics, rather than by the listener's internal readiness to begin the comprehension process.

4.1.2 Parsing

Table 5 Descriptive Statistics Parsing

No	Statement	Mean	Std. Deviation
1	It is hard to remember words or phrases I have just heard.	2.82	.996
2	I do NOT understand the meaning of sentences.	2.51	.898
3	I do NOT know how to divide the long sentence into several parts.	2.54	.999
4	I find it difficult to guess the meaning of unfamiliar vocabulary accurately	2.93	.967
5	I find it difficult to remember sentences I have just heard.	2.68	.996
6	I find it difficult to follow unfamiliar topics or concepts.	2.88	1.034

7	I find it difficult to follow a lot of new information in a short time.	2.92	.984
8	I do NOT understand subsequent parts of input because of earlier problems.	2.89	.994

In the parsing dimension, which consists of eight statement items, the highest average score was obtained in the statement "I find it difficult to guess unfamiliar vocabulary correctly" (M = 2.93; SD = 0.967). This shows that most respondents had difficulty in inferring the meaning of new or unknown vocabulary during the listening comprehension process. The ability to guess meaning from context is an important aspect of parsing as limited lexical understanding can hinder the process of analyzing sentence structure thoroughly. In contrast, the lowest score was recorded on the statement "I do NOT understand the meaning of the sentence" (M = 2.51; SD = 0.898), which indicates that despite the constraints at the word level, students are still able to grasp the overall meaning of the sentence to some degree. This difference in scores suggests that parsing constraints occur more often at the micro level (vocabulary) than the macro level (sentence meaning), which is in line with the view that parsing includes the process of syntactic analysis and semantic integration in listening comprehension.

4.1.3 Utilization

Table 6 Descriptive Statistics Utilization

No	Statement	Mean	Std. Deviation
1	I understand words but NOT the intended message	2.67	.923
2	I find it difficult to get the overall organization or structure	2.73	.910
3	I get confused with the key ideas in the message	2.73	.910
4	I find it difficult to get the details of the listening passage	2.70	.941
5	I find it difficult to get the connections among ideas.	2.69	.891
6	I find it difficult to get the main ideas of what I hear.	2.61	.878

In the utilization dimension, which consists of six statements, the highest mean score was recorded for the statement “I find it difficult to understand the overall organization or structure” (M = 2.73; SD = 0.910). This indicates that many students have difficulty integrating the information they hear into an overall framework of understanding, reflecting barriers in processing and organizing information globally. Difficulties in understanding the overall structure can impact on the ability to grasp the flow, relationship between ideas, as well as the communicative purpose of the spoken text. Meanwhile, the lowest-scoring statement was “I find it difficult to get the main ideas from what I hear” (M = 2.61; SD = 0.878), indicating that most students have slightly better ability in identifying the main idea compared to understanding the overall organization.

4.2. Discussion

The greatest difficulty in the perception dimension was found in the statement “Non-native English speakers are easier to understand than native speakers.” (M=3.18, SD=1.032). This suggests that the accent and speed of speech of native speakers is a major obstacle in the initial processing of spoken input. This result is consistent with the findings of (Fung and Lo, 2023), who suggested that unfamiliar intonation and delivery speed often cause barriers to comprehension in EMI contexts.

Meanwhile, the lowest-scoring statement “I skipped the beginning of the text.” (M=2.49, SD=0.988) indicates that most students did not experience significant interference in starting the listening process. However, a study by Omar and Pilus (2022) confirmed that not understanding the beginning of the text can interfere with the formation of an overall mental representation if the listener does not have compensatory strategies.

In general, these results suggest that university students have difficulty recognizing sounds, word stress, and intonation, which are part of the initial phonologic perception process. (Goh,

2000) found that more than half of listening problems occur during this stage of perception, especially when listeners have difficulty distinguishing word boundaries or understanding naturally connected speech forms

Students struggled most in the parsing dimension with “I find it difficult to guess the meaning of unfamiliar words accurately." (M=2.93, SD=0.967), suggesting that some students were able to infer the general meaning of a sentence from its context even though they had trouble guessing the meaning of a word or phrase. This is in line with the findings of Li et al (2024), who highlighted the significance of vocabulary appropriateness in assisting with meaning creation and claimed that students' text comprehension abilities significantly improve when vocabulary acquisition is sufficient.

The lowest questionnaire score on this dimension, "I did not understand the meaning of the sentence" (M=2.51, SD=0.898), indicates that, despite the lexical barrier, students were able to grasp the line's broad meaning using predictive tactics or context. This is known as a top-down technique, and it comprises using prior knowledge or context to predict the content of a speech. According to Manihuruk and Sidabutar (2022), top-down methods assist pupils in identifying the overall concept, whereas bottom-up strategies are required to discover particular information, such as vocabulary and sentence structure. As a result, a student's ability to apply these two techniques influences their ability to parse speech inputs properly.

Overall, syntactic and semantic processing issues, as well as issues with the links between words in sentence structure, are reflected in parsing difficulties. According to Goh (2000), students' incapacity to completely cognitively reflect on what they hear is also a result of their lack of short-term information management skills.

The most significant utilization was difficulty understanding the overall structure or organization of the discourse (M=2.73). This is a classic discursive problem, where students fail to identify how ideas in a text are coherently connected. In EMI lectures, which are often dominated by lectures, the ability to recognize rhetorical markers (e.g., phrases for clarification or transition) is crucial for following the flow of an argument. Failure to recognize these structures in turn leads to difficulties in getting to the main ideas, as also reported in this study (M=2.61).

This phenomenon contributes to the high rate of incomprehension in EMI-based lectures, which according to some studies, can reach 31-50%. Therefore, pedagogical strategies that focus on explicit teaching of discourse markers and oral text structures, as suggested by (Omar and Pilus, 2022), can be highly relevant to address the problems in this utilization phase.

CHAPTER V

CONCLUSION

5.1 Conclusion

This study aims to identify listening comprehension problems experienced by students in classes using English Medium Instruction (EMI), focusing on three cognitive dimensions-perception, parsing, and utilization-based on the theoretical framework from (Goh, 2000). The results showed that students experienced the greatest difficulty in the perception phase, especially in understanding native speakers' accents and high speaking speed. The parsing problem is also quite dominant, especially related to the difficulty of guessing the meaning of vocabulary and limited short-term memory. Concurrently, issues during the utilization stage are exhibited through the inability to understand the overall discourse structure and the overall concept of the discussion or lecture.

Such studies suggest that listening comprehension in EMI environments remains a pertinent problem for English as a foreign language (EFL) students, especially for those with limited access to original English input. The technical nature of the course content in EMI-abundant with technical vocabulary, spontaneous speech, and rhetorical moves-only contributes to students' difficulties in comprehending the course content. Statistical data also uncovered that although students were able to understand parts of the material through the use of context, general understanding was still limited without appropriate teaching methods and support.

5.2 Implication

The results of this study provide a number of important implications for teaching practice, curriculum design, and teacher training in the context of EMI. First, pedagogically, teachers are required to use listening learning strategies for each stage of processing-perception, parsing, and utilization. Using audio materials with accent variations, teaching prosodic features such as word stress and intonation, and training students in the identification of discourse markers can significantly improve the listening comprehension of students. Second, curricularly, EMI programs need to incorporate language support into the main curriculum. Content courses should be planned with listening strategies in mind so that content knowledge and language skills can be developed simultaneously. Thirdly, among teacher training, lecturers who teach in EMI programs-especially those from non-language education backgrounds-need to be trained in reducing speech, using visual aids, and eliciting students' comprehension actively while giving lectures. Employment of discourse scaffolds such as outlines, summaries, and transitional devices will help make clear the structure of the arguments. Besides, academic support centers and language aid services need to be available, for instance, through listening labs, peer tutors, or vocabulary workshops that can help construct the connection between language skills and academic needs.

5.3 Future Research

Due to practical constraints, this study only focuses on students' listening comprehension problems in EMI classes as measured using the Listening Comprehension Processing Problems Questionnaire (LCPQ) developed by (Nowrouzi et al. 2015) and adapted by (Sadatmir et al. 2018). Nevertheless, this research opens the door for many subsequent studies to shed more light on listening comprehension issues in EMI environments. To begin with, more qualitative studies comprising in-depth interviews or think-aloud protocols can reveal students' thought processes

when experiencing listening issues in the moment. Second, interventional research with an experimental design can test the effectiveness of certain teaching strategies, such as metacognitive listening training or explicit teaching of discourse structure, to determine their impact on improving students' comprehension. Third, comparative studies can be conducted by comparing listening comprehension problems between students in different disciplines or between EMI and non-EMI classes to examine the influence of contextual factors on listening competence.

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APPENDICES

Appendix 1. 1 Perception

Perseption
Saya mendengar suara ucapan tetapi TIDAK mendengar kata-kata bahasa Inggris yang jelas
Ada begitu banyak kata yang TIDAK bisa saya pahami
Pengucapan pembicara TIDAK JELAS
Pembicara TIDAK menjeda cukup lama
Penutur bahasa Inggris yang bukan penutur asli lebih mudah dipahami daripada penutur asli.
Saya TIDAK memahami bagian awal teks
Saya mudah teralihkan dari ide utama
Saya tahu arti sebuah kata ketika saya melihat kata tersebut, tetapi TIDAK ketika mendengarnya.
Saya lambat mengingat arti kata-kata yang tampaknya sudah dikenal
Saya salah mengartikan satu kata dengan kata lain yang terdengar mirip, seperti found & fund.
Ada begitu banyak kata atau ungkapan yang tidak dikenal
Sulit untuk mengenali begitu banyak suara dan kata yang saya dengar
Saya melewatkan bagian awal teks.
Saya melewatkan bagian selanjutnya dari bacaan sambil memikirkan maknanya.
Saya merasa sulit untuk benar-benar berkonsentrasi dalam mendengarkan

Appendix 1. 2 Parsing

Parsing
Sulit untuk mengingat kata atau frasa yang baru saja saya dengar
Saya TIDAK memahami arti kalimat
Saya TIDAK tahu cara membagi kalimat yang panjang menjadi beberapa bagian
Saya sulit menebak arti kosakata yang tidak dikenal dengan tepat
Saya sulit mengingat kalimat yang baru saja saya dengar.
Saya merasa sulit untuk mengikuti topik atau konsep yang tidak dikenal
Saya merasa sulit untuk mengikuti banyak informasi baru dalam waktu singkat.
Saya TIDAK memahami bagian selanjutnya dari input karena masalah sebelumnya

Appendix 1. 3 Ultilization

Ultization
Saya memahami kata-kata tetapi BUKAN pesan yang dimaksud
Saya merasa sulit untuk memahami organisasi atau struktur secara keseluruhan.
Saya bingung dengan ide-ide kunci dalam pesan
Saya merasa sulit untuk mendapatkan detail dari bagian yang didengarkan
Saya merasa sulit untuk memahami hubungan di antara ide-ide.
Saya merasa sulit untuk mendapatkan ide-ide utama dari apa yang saya dengar.

Appendix 1. 4 Concerned Form

Students' Listening Comprehension Problems in EMI Classes

Assalamualaikum Warahmatullahi Wabarakatuh

Nama saya Bintang Hendryawan, sedang melakukan penelitian saya mengenai Masalah Pemahaman Mendengarkan Siswa di Kelas EMI bagi mahasiswa Program Studi Ilmu Komunikasi Program Internasional dan Hubungan Internasional Program Internasional.

Untuk itu, saya meminta kesedian teman-teman mahasiswa Program Studi Ilmu Komunikasi Program Internasional dan Hubungan Internasional Program Internasional.
Link instrument penelitian :

Instrumen ini terdiri dari 3 item yang disajikan berdasarkan Listening Comprehension Processing Problems Questionnaire (LCPQ) developed by Nowrouzi, Tam, Nimehchisalem, and Zareian (2014) yang diadaptasi oleh Sadatmir (2018). Akan ada pernyataan yang merating persektif teman-teman terkait Listening Comprehension Processing Problems mulai dari 1 (tidak pernah) sampai 5 (selalu)

1. Bagian pertama berisi Data Diri (Nama, NIM, No WA, jenis kelamin, pernyataan kesediaan untuk berpartisipasi dipenelitian ini)
2. Bagian kedua berisi 10 skala persepsi tentang Perception in student's listening comprehension problems in EMI classses
3. Bagian ketiga berisi 7 skala persepsi tentang Parsing in student's listening comprehension problems
4. Bagian keempat berisi 6 skala persepsi tentang Ultization in student's listening comprehension problems

Untuk ketersediaan diri menjadi partisipan penelitian saya ucapkan terima kasih

Yogyakarta, 13 Juni 2025
Peneliti.

Bintang Hendryawan (21322069)
CP: 085219328045

* Indicates required question

Appendix 1. 5 Questionnaire

Perception

Saya mendengar suara ucapan tetapi TIDAK mendengar kata-kata bahasa Inggris yang jelas *

	1	2	3	4	5	
Tidak Pernah	○	○	○	○	○	Selalu

Ada begitu banyak kata yang TIDAK bisa saya pahami *

	1	2	3	4	5	
Tidak Pernah	○	○	○	○	○	Selalu

Pengucapan pembicara TIDAK JELAS *

	1	2	3	4	5	
Tidak Pernah	○	○	○	○	○	Selalu

Pembicara TIDAK menjeda cukup lama *

	1	2	3	4	5	
Tidak Pernah	○	○	○	○	○	Selalu

Appendix 1. 6 Students' Listening Comprhension Problems in EMI Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PER5	84	1	5	3.18	1.032
PER4	84	1	5	3.10	.926
PER7	84	1	5	3.05	.981
PER11	84	1	5	3.01	1.012
PER1	84	1	5	3.00	.931
PER14	84	1	5	2.95	.968
PER10	84	1	5	2.94	1.101
PER3	84	1	5	2.94	.949
PAR4	84	1	5	2.93	.967
PER8	84	1	5	2.92	1.067
PAR7	84	1	5	2.92	.984
PAR8	84	1	5	2.89	.994
PAR6	84	1	5	2.88	1.034
PER2	84	1	5	2.82	.838
PAR1	84	1	5	2.82	.996
PER12	84	1	5	2.80	.967
UL2	84	1	5	2.73	.910
UL3	84	1	5	2.73	.910
UL4	84	1	5	2.70	.941
UL5	84	1	5	2.69	.891
PAR5	84	1	5	2.68	.996
UL1	84	1	5	2.67	.923
PER15	84	1	5	2.67	.923
UL6	84	1	5	2.61	.878
PER9	84	1	5	2.61	1.064
PAR3	84	1	5	2.54	.999
PAR2	84	1	5	2.51	.898
PER6	84	1	5	2.49	.885
PER13	84	1	5	2.49	.988
Valid N (listwise)	84				