

## TEACHERS' PROBLEMS IN TEACHING LISTENING COMPREHENSION AT MA PATRA MANDIRI PLAJU PALEMBANG

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**ABSTRACT:** Of the four English skills, listening is the most important skill to be taught, and this process cannot be avoided by all teachers who teach English. However, some teachers still have problems teaching listening comprehension to students. This research aimed to discover the teachers' problems in teaching listening comprehension at MA Patra Mandiri Plaju Palembang. Two participants were selected for this research. The researcher employed a purposeful sampling technique with a homogenous sampling teaching approach to choose the participants. The design of this study was qualitative research in the form of a case study. This study was conducted at MA Patra Mandiri Plaju Palembang; the researcher utilized one-on-one interviews through open-ended questions to collect data about the problems in teaching listening comprehension by following the interview guidelines. The data was analyzed by using a thematic analysis process. The results showed that there were some problems in teachers' teaching of listening comprehension at MA Patra Mandiri Plaju Palembang, which were divided into (a) students' psychological factors (motivation, anxiety, and interest), (b) students' background knowledge, (c) the attitude of students, (d) students' lack of vocabulary, (e) teaching aids and media, (f) the material, (g) method of teaching listening, (h) fast speed of speech, (i) limited time.

**Keywords:** *listening, comprehension, teaching problems*

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## PERMASALAHAN GURU DALAM MENGAJARKAN PEMAHAMAN MENDENGARKAN DI MA PATRA MANDIRI PLAJU PALEMBANG

**ABSTRAK:** Dari keempat keterampilan bahasa Inggris, menyimak adalah keterampilan yang paling penting untuk diajarkan, dan proses ini tidak dapat dihindari oleh semua guru yang mengajar bahasa Inggris. Namun, beberapa guru masih memiliki masalah dalam mengajarkan pemahaman mendengarkan kepada siswa. Penelitian ini bertujuan untuk mengetahui permasalahan guru dalam mengajarkan pemahaman mendengarkan di MA Patra Mandiri Plaju Palembang. Dua peserta dipilih untuk penelitian ini. Peneliti menggunakan teknik pengambilan sampel yang bertujuan dengan pendekatan pengajaran pengambilan sampel homogen untuk memilih peserta. Desain penelitian ini adalah penelitian kualitatif berupa studi kasus. Penelitian ini dilakukan di MA Patra Mandiri Plaju Palembang; Peneliti memanfaatkan wawancara satu lawan satu melalui pertanyaan terbuka untuk mengumpulkan data tentang masalah dalam mengajarkan pemahaman mendengarkan dengan mengikuti pedoman wawancara. Data dianalisis dengan menggunakan proses analisis tematik. Hasil penelitian menunjukkan bahwa terdapat beberapa permasalahan dalam pengajaran pemahaman mendengarkan guru di MA Patra Mandiri Plaju Palembang, yang dibagi menjadi (a) faktor psikologis siswa (motivasi, kecemasan, dan minat), (b) latar belakang pengetahuan siswa, (c) sikap siswa, (d) kurangnya kosakata siswa, (e) alat peraga dan media, (f) materi, (g)

metode pengajaran mendengarkan, (h) kecepatan bicara yang cepat, (i) waktu terbatas.

**Kata Kunci:** *pemahaman, menyimak, masalah mengajar*

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## INTRODUCTION

Listening skill, along with reading, writing, and speaking skill, are important in acquiring the English language. Iskandar et al. (2022) defined listening as a very beneficial ability to be mastered in learning a foreign language. Poerwanti et al. (2016) argued that English listening proficiency is crucial for students as it is the foundation for their speaking, reading, and writing skills. Iskandar et al. (2022) claimed that listening is a crucial skill that allows students to absorb information and knowledge from speakers by focusing full attention. After that, Ahmadi (2016) found that comprehension of spoken language is essential in acquiring and applying second languages. This ability is required for effective communication activities in the classroom. It can be concluded that it enables students to absorb information and comprehend spoken language for effective second language acquisition. Among the four language abilities in English (listening, speaking, reading, and writing), listening is one of the most difficult to master; referred to Gilakjani and Sabouri (2016), listening through a complicated process involves taking in what is being said, adding meaning to it, exhibiting it, negotiating it with the speaker, responding, and generating meaning through involvement, imagination, and empathy. Moreover, Arjulayana (2018) also stated what makes listening difficult is the ability to recognize distinct sounds, comprehend vocabulary and grammar, identify stress and intention, alongside remember and interpret this information within the immediate and wider sociocultural context of what is being said are all skills that listeners learn. Based on this explanation, it can be concluded that listening comprehension is an ability that is quite difficult to master because it has to go through a complicated process.

Listening should be comprehended. Once listening, understanding is also obtained. Listening comprehension is not only listening but also understanding what is heard. According to Nadig (2013), listening comprehension refers to the many steps to comprehend and make sense of spoken language. These include awareness of speech sounds, determining the significance of specific words, and understanding sentence syntax. Furthermore, according to Hamouda (2013), listening comprehension is the ability to repeat the text after hearing it, even when the listener may only repeat the sounds without truly understanding what they are saying. It means that the one listening must comprehend what the speaker is saying to them. Listening comprehension may be considered a linguistic and primary skill among the four language skills. According to Rost (2011), if learners do not develop the listening abilities required to absorb the information at the appropriate level, they will miss the opportunity to learn a language. Hamouda (2013) also mentioned that listening abilities in a foreign language are essential for receiving language information while learning a language. Thus, introducing listening is the first step in teaching English as a foreign language. It is fundamental for developing good communication skills. Furthermore, listening is the first ability a child learns, allowing them to start building relationships with others (Alrawashdeh & Al-zayed, 2017). The development of students' listening abilities is viewed to be particularly crucial for improving their academic performance. Canpolat et al. (2015) have evidence in their research that students who develop their listening skills more actively can help them develop social skills in an open and active learning environment. Students can be more emotionally developed and think better by focusing on skill development, not just information. In addition, Coskun & Uzunyol-Köprü (2021) found that every aspect of students' lives affects the development of their listening skills, for this reason, all teachers must get training on teaching listening skills

because listening skills affect students' abilities in other subjects. Thus, teachers should invest in this skill and use it to their advantage. Teachers play a critical role in helping students learn to listen by improving their listening comprehension. Teachers must be committed to creating an appropriate learning environment that promotes effective student listening practices (Putra & Dianti, 2022). Furthermore, Ernita et al. (2022) stated that the teacher's knowledge of the challenges in teaching listening is crucial. While listening is necessary, the process is often difficult. With the ability to understand listening, we can share knowledge. Anwari and Angraini (2022) stated that poor listening can lead to conflicts due to excessive interruptions, inattention, and a closed mind, causing misinterpretations and miscommunication. Therefore, it is crucial to identify and address various issues in the listening process.

Other researchers have accomplished several previous studies. The previous study was conducted by Aldama (2017) in the first grade at MAN 3 Bone during the 2017–2018 academic year. The researcher discovered several problems in teaching listening comprehension to first-graders at MAN 3 BONE based on the study that had been done. The problems were when the study focused on 40 students in a large class, where listening comprehension was taught in class. The student's ability to follow directions was below average, and teachers struggled with students' lack of interest in English listening comprehension. They also faced problems with the lack of tools for teaching listening comprehension, and dividing students into groups was a challenge. Most teachers found in teaching listening comprehension based on these factors. The other research was conducted by Ernita et al. (2022) at SMA Negeri 1 Ketungau Hulu in the academic year 2020/2021. The researchers discovered that teachers met several problems when trying to teach listening skills, including finding resources that were appropriate for the students, finding books or other reading materials to use as teaching aids, and managing the classroom environment to promote learning. According to the documentation above, teachers face numerous problems while trying to teach listening comprehension, including internal and external influences and unique problems that every school has.

Concerning this, the researchers conducted a preliminary study using interviews with two English teachers at MA Patra Mandiri. The researcher found that both teachers allocated time to teach listening to their English class. In teaching listening comprehension, both teachers admitted to finding several problems, such as a lack of facilities, class conditions that are not conducive, and other problems. Thus, considering that English teachers still experience problems in teaching listening comprehension, the researchers are interested in investigating more problems they encounter. In dealing with this study, the researcher is interested and has researched teachers' problems in MA Patra Mandiri Plaju Palembang.

## **METHODOLOGY**

A qualitative descriptive approach was applied to this investigation. Cresswell (2012) stated that qualitative research is a method for discovering and comprehending the significance that certain persons or groups place on societal or human concerns. The case study design was chosen for this study. According to Cresswell (2012), a case study is a problematic study that involves analyzing a phenomenon, activity, process, or one or more people to ascertain the internal understanding of a case or a confined system. In selecting the participants, the researcher employed a purposeful sampling

technique. Palinkas et al. (2013) explained that qualitative research often uses purposeful sampling to locate and choose a large amount of information connected with the desired instance. This research used a purposeful sampling approach, which used a homogenous sampling technique. MA Patra Mandiri Plaju Palembang was the study site, and the researchers concentrated on two English teachers with the same traits or properties to guarantee a thorough and effective research procedure. The two English teachers shared the same characteristics based on a preliminary study that had been conducted by the researcher and based on teacher recommendations. First, they understood teaching listening comprehension completely. Second, they had taught English for more than five years. Third, they have problems when teaching listening. Fourth, they were involved in the study that the researchers were conducting. Fifth, they did not prefer to provide information based on their fake information. Sixth, they had time for an interview, the researchers conducted semi-structured interviews to obtain data regarding the problems experienced by the English teachers at MA Patra Mandiri Plaju Palembang in teaching listening comprehension. Creswell (2012) stated that semi-structured interviews with open-ended questions are widespread in qualitative research. The researcher interviewed two English teachers at MA Patra Mandiri Plaju Palembang to discover their problems in teaching English listening comprehension. The interview questions were adapted from Lestari (2021), totaling 35 questions, and validated by two English language lecturers with TOEFL scores over five hundred. The questions addressed students' psychological factors, background knowledge, attitude, lack of vocabulary, teaching aids and media, material, and method of teaching listening. The interviews were held offline in the teachers' room of MA Patra Mandiri Plaju Palembang and lasted about thirty minutes for each student. The researcher then attentively listened to and recorded the information provided by the participants.

Following the six data analysis processes proposed by Creswell (2012), the researcher used thematic analysis to analyze the data. The researcher first set up and organized the data, and then the researcher explored and coded the data. The codes were then utilized to create descriptions of persons and places. The findings were then represented and reported. The researcher then interpreted the meaning of the research from the reported data and represented the findings. Finally, the researcher made the conclusion based on the data presented. The member-checking techniques were used to ensure the correctness of the findings, and interpretation was guaranteed during the data gathering and processing processes.

## **FINDINGS AND DISCUSSION**

### **1. Findings**

This chapter presents some of the findings. The study found that teachers face various problems when teaching English listening comprehension. Thematic analysis was used to extract data from the interviews. The interviews were performed in Indonesia, as it was more comfortable and easier to communicate between the interviewer and interviewees. The researchers used the first names of all the interviewees. This study had two participants: R.W and Y.S

In this study, the researchers found problems in teaching listening comprehension at MA Patra Mandiri Plaju Palembang perceived by the English teachers. There were:

Table 1. Theme and Codes of Teachers' Problems in Teaching Listening Comprehension

No.	Theme	Codes
1.	Students' Lack of Motivation	Both teachers felt that students' lack of motivation became one of the problems in teaching listening comprehension.
2.	Students' Anxiety	One of the teachers claimed that anxiety influenced the learning environment
3.	Students' Lack of Interest	All teachers claimed that students were uninterested in learning listening comprehension. This became a problem for the teacher since it negatively influenced students' learning of listening comprehension.
4.	Student Background Knowledge	All teachers claimed that students had different background knowledge, which became a problem for them because almost all of the students had poor prior knowledge, so they faced difficulty comprehending the spoken text.
5.	Students' Lack of Vocabulary	One of the teachers claimed that students' lack of vocabulary became a problem when teaching listening comprehension because it took time for them to comprehend what the speaker said.
6.	Teaching Aids and Media	One of the teachers claimed that the facilities were insufficient to support the teacher in teaching listening comprehension since the school has no laboratory to make listening activities more conducive.
7.	Method of Teaching Listening	All teachers claimed that they faced problems in selecting and preparing a suitable method for teaching listening comprehension.
8.	Fast Speed of Speech	One of the teachers claimed that the fast speed of speech from native speakers made it difficult for students to understand.
9.	Limited Time	One of the teachers claimed that she faced a problem with limited time when teaching listening comprehension.

## 1.2 Problems in Teaching Listening Comprehension

There are 9 main problems in teaching listening comprehension at MA Patra Mandiri Plaju Palembang and they are as follows:

### Students' Lack of Motivation

Based on the data obtained from the interview, the researchers found the problems teachers have in teaching listening comprehension. All teachers claimed that students' lack of motivation becomes problematic in teaching listening comprehension. They found that a lack of motivation influences students in learning listening comprehension, and students do not cherish learning listening comprehension. This is because students were still less enthusiastic in English lessons, and students became less motivated to learn English, especially listening material. Therefore, the learning environment was not enjoyable. Teacher R.W. said, *"They were somewhat motivated, but only to a very small extent. So, to say that they were sufficiently motivated would be inaccurate. Because these students, sometimes just hearing English lessons is already*

*draining for them, especially in listening classes. So even though I provided enjoyable materials, there were still some shortcomings.*” (Personal communication, July 17<sup>th</sup>, 2024). Teacher Y.S. claimed, *“Unfortunately, the students still lack motivation. If they are highly motivated, the teaching and learning atmosphere will also be exciting. But as teachers, we have to be smart to get around, so I am still trying to get them motivated to learn English, especially listening.”* (Personal communication, July 16<sup>th</sup>, 2024). From those statements above, it can be concluded that students’ lack of motivation poses one of the problems teachers face when teaching listening comprehension. Students’ lack of motivation negatively affected listening activities; thus, the class became less exciting and boring.

#### Students’ Anxiety

The second problem of teachers in teaching listening comprehension was students’ anxiety. One of the teachers claimed that students’ anxiety made it a problem for the teacher to develop the material or give such questions to students because when the teacher was going to ask a question, students became anxious and did not enjoy it. Teacher R.W stated, *“Some, especially students who have below-average abilities, who are anxious because they are afraid of being one of the students assigned or given to answer or write down what was said earlier, well they must be anxious, anxious to be told to come forward.”* (Personal Communication, July 17<sup>th</sup>, 2024). Students with anxiety sometimes show the attitude that represents it. Teacher R.W added, *“Usually, they will bow as much as possible; their bodies and heads bowed down as much as possible so as not to be seen by the teacher. This is because they are afraid to be appointed to be asked to come forward and explain or answer questions. Usually, they are like that.”* (Personal Communication, July 17<sup>th</sup> 2024). From those statements above, it can be concluded that students’ anxiety makes it a problem for teachers to teach listening comprehension. It made students less participation in listening activities. To teach listening comprehension, the teacher must know where students who have anxiety are and locate their seats near the students who do not have anxiety. Then, the students with anxiety will feel a little bit calmer.

#### Students’ Lack of Interest

All teachers stated that students’ lack of interest became a problem in teaching listening comprehension. Teachers found it challenging to teach listening comprehension when students were lack of interest. Students became unserious with the lesson and got bored easily. Teacher RW said *“Of course, because we have to pay attention to our students, if they don't feel comfortable and lose interest in learning, obviously it will be a problem for the teacher who teaches because it can cause a less pleasant learning atmosphere and learning becomes ineffective.”* (Personal Communication, July 17<sup>th</sup>, 2024). Teacher YS also said, *“Yes, there is interest, but only a few students, who I said earlier, are smart; others follow along. So, you could say that overall, they lack interest. Their interest in this listening lesson may also be reduced because of the lack of motivation. Of course, it affects especially the learning atmosphere, because they are less enthusiastic so learning sometimes seems boring, well that's a problem for me too, I have to think hard so that students are enthusiastic about learning listening.”* (Personal Communication, July 16<sup>th</sup>, 2024). From the statements above, it can be concluded that teachers struggled to create a good

atmosphere and effective learning when students were less enthusiastic about listening comprehension.

#### Students Background Knowledge

Based on the data from the interview, the researcher found that the other teachers' problems in teaching listening comprehension were the student's background knowledge. Both teachers claimed that students' background knowledge made it a problem for teachers to teach listening comprehension. Since students have different levels of background knowledge, therefore teachers have to be active to make students get more understanding of the material that they will learn. Teacher Y.S. said, "*Because every class I teach is different, I have to understand the background knowledge of students from each class I teach. Sometimes, the difficulty is when I want to activate the background knowledge of the students I teach; well, they like to be confused because many of them lack background knowledge. So it is difficult for me to activate it. So that's the problem I often face whenever I want to teach listening.*" (Personal Communication, July 16<sup>th</sup>, 2024). Teacher RW claimed that, "*Of course, yes. Because even though I have implemented rolling as I said before, but that is only minimizing, especially when teaching in a class where almost all students have a poor background, of course it is a challenge for me. Because even though it has been rolled, it almost has no effect. So besides rolling, I also have to work extra to teach listening.*" (Personal Communication, July 17<sup>th</sup>, 2024). From the teacher's explanation above, students' background knowledge, especially those with poor background knowledge, became a problem for teachers in teaching listening comprehension. Students with poor background knowledge had more difficulty understanding the material that had been delivered. Therefore, teachers had to activate students' background knowledge to give them an understanding of the material.

#### Students' Lack of Vocabulary

Based on the data obtained from the interview, the researcher found that one of the teachers faced a problem with students' lack of vocabulary while teaching listening comprehension. Students commonly know the words in written form, but they do not know how to pronounce those words. It became a problem for the teacher since the teacher had to repeat playing the audio speaker because students needed more time to understand. Teacher YS said, "*Less, not very much. Moreover, students sometimes only know the word in written form but don't know how to read it. Now this is what makes listening difficult. Moreover, students' ears have not been familiarized, even though we know how to mention English words. For example, the word "work" which means "work" is also similar to the word "word" which means "word". Now, this will be difficult to understand when listening if the students' ears are not used to it, especially if the vocabulary is still very lacking in mastery.*" (Personal Communication, July 16<sup>th</sup>, 2024). In conclusion, students' lack of vocabulary was a significant problem for the teacher in teaching listening comprehension. Listening comprehension becomes more difficult when students are poor in vocabulary mastery.

#### Teaching Aids and Media

Based on the data obtained from the interview, the researcher found that facilities became a problem for one of the teachers in teaching listening comprehension. School facilities did not support or facilitate the listening activities. Teacher RW said,



*“Yes if you want to be more intense, the media or facilities that really help, you have to need a lab or a special room for listening classes because it is soundproof and the focus is higher. Because the media and facilities are still portable in each class, and also in classes that are not soundproof, if you want to say yes, it is enough, but if you want to maximize it, you need the lab.”* (Personal Communication, July 17<sup>th</sup>, 2024). From the statement above, it can be concluded that teachers needed laboratories or particular rooms for teaching listening, so listening classes getting more intense and effective.

#### The Method in Teaching Listening

Based on the data obtained from the interview, the researcher found that teachers' problems in teaching listening comprehension were also a method that they used. Teacher RW said, *“In my opinion, there is no limit. So far, the strategy that I use is for me personally still lacking. Because the willingness of students and their motivation to learn listening is always changing every year, each student also changes. That's why the methods that I use need to be updated again developed again as innovatively as possible.”* (Personal Communication, July 17<sup>th</sup>, 2024). Teacher YS also stated, *“It's still not optimal, so I still have to look for other methods or develop more. Especially when teaching listening, we can't just use one method because the more boring the learning atmosphere will be, especially since students don't have high motivation to learn listening, so this teaching method is often a problem for teachers to teach listening.”* (Personal Communication, July 16<sup>th</sup> 2024). From the statements above, it can be concluded that teachers struggled to choose a method they would use in teaching listening since it depends on students' character in every class. They had to find a suitable method or strategy to make listening comprehension activities successful.

#### Fast Speed of Speech

One of the teachers stated that the speed of speech of native speakers became a problem for the teacher in teaching listening comprehension. Students were unfamiliar with the sounds of the native speaker, and since they lacked vocabulary mastery, they found it difficult to comprehend what the speaker said. Therefore, the teacher struggled to teach listening comprehension because after playing the tape recorder, she repeated it by herself to make students understand what the speaker said. Teacher YS said that *“They actually like to hear audio directly from the native speaker. It's just that sometimes the speed of speaking native speakers is too fast for students to understand, especially if they use a British accent. Students sometimes find it difficult to understand, so I often combine audio from native speakers with repeating in my own voice later.”* (Personal Communication, July 16<sup>th</sup>, 2024). Teacher YS also added, *“Actually, yes, especially if, for example, the exercise uses audio where the native speaker is too fast when speaking, it is already a problem for me because I have to work extra, not to mention the complicated accent. Sometimes, if I'm the one speaking, it's very slow, it's clear, and the students sometimes still don't understand.”* (Personal Communication, July 16<sup>th</sup>, 2024). It can be concluded that speed of speech became a problem not only for the students but also for the teacher. They have to repeat the audio played repeatedly with her voice, to make students comprehend what the speaker said.

#### Limited Time

From the data obtained, one of the teachers faced a problem teaching listening comprehension due to the limited time. The teacher felt that the time spent teaching

listening comprehension was not enough because students needed more time only to understand one to two questions or passages that had been delivered. Teacher YS said that, *“Yes, because the teaching time allocation is very short, English here is at most 2 lessons, never up to three lessons, well that's clearly not enough. Because if we teach listening, we need a lot of time to teach. Yes, as you know, students here are less motivated to learn and their background knowledge is also not good so when playing audio from native speakers, I need to repeat it up to 4 times, obviously it takes a lot of time, especially for only 2 to 3 questions. Not to mention students who still don't understand even though the audio has been played repeatedly, so I need to repeat and explain again in my own voice. So, you can imagine that sometimes we can't finish a package of 10-15 questions because the allocation of learning time is not much.”* (Personal Communication, July 16<sup>th</sup>, 2024). It can be concluded that teachers face problems with limited time during teaching listening comprehension. Therefore, the teachers should develop time management to solve the limited time problem.

## 2. Discussion

This discussion aims to prompt reflections on previous research findings and inquiries. After analyzing the result of data analysis using thematic analysis, the researcher found that there were some problems in teaching listening comprehension at MA Patra Mandiri Plaju Palembang, which were divided into (a) students' lack of motivation; (b) students' anxiety; (c) students' lack of interest; (d) students' background knowledge; (e) students' lack of vocabulary; (f) teaching aids and media; (g) method of teaching listening; (h) fast speed of speech; (i) the limit of time.

Firstly, teachers expressed problems in teaching listening comprehension due to students' lack of motivation. They found it a problem to make the class environment interesting if the students were low on motivation. This statement was supported by the findings by Lestari et al. (2022), who stated that students who are less enthusiastic and motivated to study, especially in listening learning, have a significant problem for teachers in making listening learning exciting. Based on the findings by Hamouda (2013), students face problems in listening comprehension due to anxiety and lack of motivation and interest. This is also in line with Iskandar et al. (2022), who stated that one of the challenges in teaching listening was difficulty focusing on teaching since students did not have adequate enthusiasm for learning English, resulting in their negative perspectives. This suggests that exposure to students' lack of motivation is essential for making listening activities successful.

Secondly, students' anxiety posed problems for the teachers. Students with anxiety were not enjoyable in listening activities. Therefore, teachers struggled to conduct listening comprehension more effectively. Hamouda (2013) defined students as having problems in listening comprehension due to anxiety, lack of motivation, and lack of interest. Many students struggle with English, either listening out or responding to internal dialogues or believing they do not comprehend spoken English effectively, which leads to anxiety and difficulties for themselves (Hwaider, 2017). Therefore, building a comfortable and enjoyable environment for listening activities may reduce students' anxiety.

Thirdly, students' lack of interest was identified as a problem in teaching listening comprehension. Students who are less enthusiastic about learning and listening make the learning atmosphere uncomfortable and boring. Based on the findings by Lestari et al. (2022), students who are less enthusiastic and motivated to study,

especially in listening learning, have a significant problem with teachers making listening learning exciting. This is also in line with Nushi and Orouji (2020), additional obstacles to listening comprehension include insufficient usage of the target language and problems caused by a lack of interest and motivation. This highlights the importance of providing students with interest in making listening activities effective.

Fourthly, students' background knowledge was identified as a problem for the teachers. Students with poor background knowledge found listening comprehension more difficult. Teachers found it difficult to teach listening comprehension when almost all the students had poor background knowledge, which made teachers must do extra work to make students comprehend. These findings are similar to those of the research conducted by Lestari et al. (2022), who found that students' background knowledge is a significant part of learning since it allows individuals to comprehend new concepts and experiences. Listening will be easier for students if they grasp the meaning of words, and their interest and motivation can be created, which can have a favorable impact on students; listening capacity. According to Hamouda (2013), background knowledge of a topic is another crucial factor influencing listening. Even with advanced speech analysis skills, lacking prior knowledge can lead to poor listening comprehension. It is also supported by Hapsari (2022), who stated teachers face problems with students lacking prior knowledge, as listening comprehension is a new skill, making it difficult for them to access the information.

Fifthly, students' lack of vocabulary leads to problems in teaching listening comprehension. Teachers found it more difficult to teach listening when the students lacked vocabulary mastery. This finding was also supported by Amir et al. (2019), who discovered that problems encountered when learning and teaching listening include speaking quickness, a lack of vocabulary, and split concentration. Surely, a lack of vocabulary will not result in good listening. Teachers claimed that the students were not familiar with the words in spoken form rather than in written form. This is in line with Hamouda (2013) discovered that students reported difficulty identifying printed words while hearing them spoken aloud. Therefore, teachers must find a way to make students enrich their vocabulary.

Sixthly, teaching aids and media were identified as a problem for teachers. Teachers found it a problem when facilities were not optimal for teaching listening comprehension. This finding, supported by Utomo et al. (2019), discovered that less effective school facilities can affect the quality of listening instruction because effective, usable facilities can be used to develop students' listening abilities. The teacher felt that a laboratory or room for listening activities was needed to make it conducive. This is also supported by Aryana and Apsari (2018) stated that teachers encountered difficulties with the school's facilities. There was no accessible English laboratory. As a result, teachers should prepare all the materials for teaching listening. Therefore, school laboratories or other rooms for listening activities may enhance teacher teaching listening comprehension.

Seventhly, teaching methods were identified as a significant problem that the teachers faced. The teacher found it difficult to choose a teaching method suitable for listening comprehension. This finding, supported by Aryana and Apsari (2018), also discovered that teachers had problems deciding which strategy, method, or technique to use while teaching listening comprehension. Teachers find it difficult to choose the strategy before teaching listening. Ernita et al. (2022) stated that teachers faced difficulty in choosing a suitable strategy for teaching listening. According to Hapsari

(2022), one of the problems of teaching listening comprehension is deciding on a technique for listening. Teachers recognize that employing the appropriate approach or strategy will help students grasp the lesson better and drive them to learn to listen. As a result, teachers should be more creative in establishing teaching approaches to foster a positive learning environment and make English sessions more engaging. Teachers must use appropriate and varied methods or techniques to help students better understand the lesson and use them to develop other English skills such as speaking, reading, and writing.

Eighthly, the fast speed of speech was a problem for the teacher. Teachers struggled more in teaching listening when the speaker was speaking fast. This finding is supported by Amir et al. (2019) discovered that problems encountered when learning and teaching listening include speaking quickness, a lack of vocabulary, and split concentration. It highlights the speed of speech as an important part that the teacher should be aware of. The teacher must repeat the audio played repeatedly with her voice, to make students comprehend what the speaker said.

And last, limited time was identified as one of the problems in this research. The teacher felt that the time spent teaching listening comprehension was insufficient because students needed more time only to understand one to two questions or passages that had been delivered. It is also supported by Ernita et al. (2022) who found that teachers faced problems providing the teaching media, choosing the strategy, finding suitable material, and managing time teaching listening comprehension.

## CONCLUSION

This section brings together all the findings and conclusions from the study. The suggestions made by the researcher are expected to help students, English teachers, and other researchers. After analyzing the findings obtained through thematic analysis, the researchers found that there were several problems in teaching listening comprehension at MA Patra Mandiri Plaju Palembang based on the teachers' perspectives, which were divided into (a) students' lack of motivation; (b) students' anxiety; (c) students' lack of interest; (d) students' background knowledge; (e) students' lack of vocabulary; (f) teaching aids and media; (g) method of teaching listening; (h) fast speed of speech; and (i) the limited time. Addressing these problems requires a combination of strategies, including building a class environment that is more enjoyable and comfortable so that students are getting interested and motivated, and reducing anxiety, activating students' background knowledge, functioning the facilities optimally, and learning to manage time. By addressing these problems systematically, teachers can enhance their teaching listening comprehension better.

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