

ABSTRACT

Agustin, Tintin Wartini. (2024). EFL STUDENTS' DIFFICULTIES IN UNDERSTANDING DIALOGUE OF SPOKEN TEXTS IN ENGLISH LISTENING COURSE (A Survey Research at The Eleventh Grade Students in MAN 4 Garut).

Thomlison (1984) listening is the ability to identify and understand what other people are saying. This process involves the understanding of the speaker's accent or pronunciation, understanding the speaker's grammar and vocabulary, and the understanding of the speaker's meaning. These four things can be done simultaneously by a skilled listener.

This study comprised all students in class XI at MAN 4 Garut during the 2022/2023 academic year. The study's sample was established using non-random sampling, and up to 54 students participated. This study used a closed-ended and open-ended Google Form questionnaire, adapted and modified from Teo, Gani, and Ummah's (2022), with three sections. The first section of the questionnaire contains students' personal information and challenges in listening to dialogue. The second section discusses factors that cause listening difficulties in dialogue, and the third section discusses solutions for overcoming listening difficulties. In addition, interviews were conducted with the teacher to obtain solutions to the problems of listening comprehension.

Based on the results of the questionnaire, as many as 74.1% (40 respondents) felt that they have listening difficulties to dialogue of spoken text, and show that the factors contributing to this are: *a) Problem related to the content of listening text: complex grammar at 31.5%, unfamiliar words at 13%, tired long spoken text and unfamiliar topic at 11.1%, jargon and distracted long spoken text at 9.3%, long spoken text at 7.4%, cannot understand a single word at 3.7%, last are idiom and slang at 1.9%, b) Problem related to the failure to concentrate: poor audio quality at 44.4%, audio too long at 22.2%, losing flow because of being too focused at 18.5% and answer and look at the question at 15%, c) Problem related to the listener: anxious at 24.1%, recognizing words differently pronounced at 22.2%, stopping when do not understand audio at 16.7%, general understanding from first listening at 11.1%, predicting what's next discussed in the audio, unable to recognize word beginning/end, not interested in Listening skill and first time doing a listening comprehension test at 5.60% and fear not able to understand at 3.70%, d) Problems related to the speaker: speaking pace too fast at 39%, unable to understand meaning due to pronunciation at 20.4%, unable to understand meaning without seeing body language and unfamiliar stress and intonation at 9% and unable to understand natural speech, unfamiliar accent, audio not repeated and short pauses at 5.60%, and e) Problem related to the environment: noise at 70.4%, poor surrounding at 13%, poor audio quality at 11.1% and room not conditioned at 5.6%.*

The results of the interview for the solutions offered by the teacher include: *1) building vocabulary, 2) practice translating, 3) play-pause audio/video, 4) slow-down audio/video, 5) dialogue, 6) give questions, 7) repeated pronunciation (repeat after me), 8) motivations, 9) overcoming environmental-related problems and 10) proposing to the Curriculum field.* Also, some solutions offered by students to overcome their listening difficulties, namely: *1) focus, 2) physical exercises, 3) diverse auditory experiences, 4) dynamic teaching methods, 5) self-regulation techniques, and 6) conducive learning environments.*

Finally, the results of this study show that over two-thirds of students experienced in all the class XI of MAN4 Garut had listening difficulties.