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THE ANALYSIS OF STUDENTS' DIFFICULTIES AND FACTOR OF USING MEDIA NETFLIX FOR LISTENING LEARNING AT ELEVEN GRADE OF SMAN 9 BANDAR LAMPUNG

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Abstract

The purpose of this study was to describe the difficulties and factors of students when using Netflix, especially in listening learning skills. By using the qualitative method, data collection is done by means of questionnaires and interviews. As many as 30 students who use Netflix were selected to be participants from all 11th grade of science and social studies majors. Limited vocabulary, quality of recorded material, accent, speaking speed, and physical factors are the main listening learning problems faced by students at SMAN 9 Bandar Lampung. The services offered by the Netflix platform are of the best quality compared to other platforms, even though the price given is not suitable for students, but this is not a big problem for them. For them, the biggest difficulty is when they understand the material presented, there is something they don't understand and there is no teacher to explain it.

Keywords: *Netflix, listening learning, difficulty, factors*

Introduction

The services of the home theater industry, which continues to grow now, require a sophisticated life that can enjoy sound and images on everyone's screen. Features offered, like Best Movies or Just Released, make every user keep looking for movie references to enjoy them at the best time. The developer of this movie watching app also offers the convenience of being able to change subtitles according to the desired source or foreign language and also being able to change the audio to simply hear the pronunciation of a movie actor. Netflix is no longer popular with adults or office workers with the intention of taking a vacation after various types of work, but with schoolchildren who want to learn a foreign language. The knowledge that can be acquired, such as reading and listening, is a supply of knowledge for students with respect to class attendance at school. Therefore, there is no doubt that today's students know foreign

languages, especially international languages, on various platforms so that they can show off the language skills they have by watching movies from their screens.

The Concept of Students' Difficulties

Learning difficulties are when students experience certain failures in achieving their learning goals. These failures include not being able to achieve a score of six on the assessment. A student is said to have failed if, within a certain time limit, the person concerned does not reach a measure of the level of success or a minimum level of mastery in certain reporting, in accordance with what has been set by the teacher. In the education system in Indonesia, the pass mark is six. Students who achieve below can be classified into the lower group (Rachjadi, 1997:21)

The characteristics of learning difficulties have characteristics that describe the existence of learning difficulties. Among others (Mulyono A,

1999:7):

1. It demonstrates poor educational achievements.
2. The outcomes are not commensurate with the efforts spent.
3. Slow in completing learning activity tasks.
4. Showing an unnatural attitude, such as indifferent or indifferent, against and so on, showing different behavior, such as truancy, arriving late and so on.
5. It Shows unnatural emotional symptoms, such as gloom, grumpiness and so on.

The National Joint Committee for Learning Disabilities, which is abbreviated as NJCLD (1987), defines the notion of learning difficulties as a general term associated with a group of variations or various disorders. This diversity of disorders is manifested in significant difficulties in using and acquiring various abilities, such as listening, speaking, reading, writing or math. The difficulty experienced is a disturbance of basic psychological processes that are internal, due to imperfect functioning of the central nervous system (brain) and lasts throughout the life span.

The Concept of Students' Factor Affecting

Students always have their own achievements, not all of their abilities can be equalized by other students. All of this is based on the fact that student learning achievement is strongly influenced by several factors including the student's own factors, the environment, learning and learning facilities and infrastructure, as well as the interaction of all these factors in the learning process. Therefore, the factors that influence learning if it can be met and considered properly can support

student learning achievement. However, if it is not considered, it will become a factor that actually causes problems and obstacles to the learning process.

Many things can hinder and interfere with the progress of learning, and often a failure occurs. There are two types of variables that create learning difficulties: internal and external influences. Internal factors, including: biological factors, health, psychological factors, intelligence, attention, interests, talents, emotions. While the external factors include: environment, home atmosphere factors, family economic factors, school environment factors, community environmental factors. (Aqib, 2002:62-67)

Factors that can cause learning difficulties can be classified into 4 parts (Hamalik, 2005:117):

1. Internal variables are factors that originate from oneself, i.e., elements that arise from the pupils themselves. Internal issues include a lack of defined learning objectives, a lack of motivation, often disrupted health, the capacity to follow courses, learning patterns, and a lack of language proficiency.
2. Aspects from the school environment, specifically factors from inside the school, such as how to offer lessons, a lack of reading resources, a lack of tools, learning materials that are not appropriate for skills, and the implementation of dense teachings.
3. Variables from the student's family environment, specifically factors from inside the student's family, such as the family's economic capabilities, family troubles, homesickness (for students from outside the area), visiting and welcoming visitors, and a lack of supervision from the family.
4. Factors from the communal context,

such as interference from other genders, working while studying, being engaged in groups, being unable to manage recreation and leisure time, and not having friends to study with.

Definition of Using Media

The media is a tool that can be used as a channel for messages from the sender to the recipient to achieve the goal (Djamarah, 2002). Media is the plural form of "medium" or, etymologically, it has the Latin "medius". Medium can be defined as an intermediary or introduction to the occurrence of communication from the sender to the recipient, while the "medius" can be interpreted as the middle/intermediary/introduction.

A thing that can be used as an intermediary or sender of messages from the sender of the message to the recipient of the message. Media can also be in the form of software or hardware (Arsyad, 2016). The term "media" typically refers to anything that is utilized as a communication tool. In general, the media is an intermediate or introduction instrument that serves to channel messages or information from a source to the message's destination.

The history of media development consists of four eras. The first oral era, this era lasted for 300,000 - 200,000 years BC. This oral era can be said to be the beginning of the use of the media. This era is actually a picture where humans begin to be able to communicate with other humans. The second is the era of writing, this era existed in 1041 BC. The resulting forms of this writing era were when handprints were found in caves, hand paintings were found in archa-archa, then writing was found on a clay that was shaped in such a way with the purpose and intent that the author wanted at that time.

After that, there was a third era, namely the era of printing. This era began to develop around 1450 as recorded by history. At that time, Johann Gutenberg invented the printing press for the first time. And the last is the era of technology. Until now, we have reached the era of technology, starting with the invention of the telephone by Alexander Graham Bell and then other findings that continue to develop until now with such as media that can be accessed anywhere and anytime because of innovations that continue to develop such as television, computers, the internet and so on. Technology is now helping humans to do everything that was once difficult, time-consuming, even impossible to do (Kompasiana, 2017)

Definition of Listening

The ability to understand what is conveyed by other people or through other media very well is listening comprehension. Therefore, listening cannot be equated with "hearing". "Hearing" can be interpreted as an activity of capturing sounds, both in the form of linguistic and non-language sounds, whether we do it intentionally or unintentionally. Having the same activities, the difference is in "listening" is done more seriously and there is a purpose to get the information you want to know.

Good hearing has four elements: first is attention, which is the concentrated perception of visual and language stimuli (Gottlieb, 2019), The second is hearing, which is the physiological act of "opening the door of the ear". The third is to understand, to give meaning to the received information. The last is memory-storing to give meaningful information.

Netflix as a Media

Netflix is a streaming service connected to the internet that can be accessed through any media such as smartphones, smart tv, tablets, PCs and laptops that contain various kinds of movies, series, tv shows, documentaries, anime and many others.

Netflix was founded by Marc Randolph and Reed Hastings on April 14, 1998, with 30 workers. At the time, there were around 925 films available for internet rental at a cost of around Rp. 40 thousand each rental and shipping fees of approximately Rp. 20 thousand. In September 1999, the notion of a monthly subscription was adopted (Setya, 2021)

Netflix's revenue at the beginning of 2021 was recorded at 7.16 billion US dollars or equivalent to Rp. 110.3 trillion. Meanwhile, Netflix's profit was 1.71 billion US dollars (approximately Rp 24.8 trillion), an increase from the previous year which only reached 709.1 million US dollars (approximately Rp 10.2 trillion). Last year, Netflix became one of the most popular apps in the world. This is because the pandemic has made people prefer to seek entertainment online. One of them is by watching content on on-demand video applications, such as Netflix.

Since the development of Netflix streaming services is getting faster this year, researchers can easily find high school students who use this application due to the relatively cheap price for students and also very useful features such as changing the sound in the film according to the desire to learn a foreign language, including English.

Listening Learning Comprehension

Listening has not attracted the attention of both teachers and students, and they generally did not realize its importance. In the classroom, the teacher seems to be testing, not teaching listening. At the

same time, students seem to be listening learning, not listening comprehension. Therefore, it is still the most neglected and least understood aspect of language teaching (Glisan, 1985). In fact, listening is a complex mental process involving perception, attention, cognition and memory. Understanding the pronunciation of a foreign language is a difficult task for language learners. Many language learners struggle while listening to unfamiliar languages. Language instructors should identify students' hearing concerns while reading spoken texts and conduct appropriate listening practices to help students resolve hearing challenges and enhance their listening abilities.

Listening comprehension is a complex and interactive process in which the listener participates in the dynamic construction of meaning (Rost, 2002). Listeners understand oral input based on sound distinctions, prior knowledge of vocabulary, grammatical structures, stresses and intonations, and others using verbal, subverbal, or nonverbal cues in contextual utterances.

METHODOLOGY

Based on Creswell (2010: 4), Qualitative research has an investigation structure and comprehends the meaning of numerous persons or groups who relate to social or human concerns. This method's design will be utilized to create a better comprehension and explanation of qualitative data. I utilized descriptive qualitative methodologies to create an explanation that was accurate, detailed, and well-organized. Therefore, two instruments were carried out to obtain data, such as a questionnaire and interviews. This research was conducted in Bandar Lampung, with students from SMAN 9 Bandar Lampung.

The population of this research was students in the eleventh grade of SMAN

9 Bandar Lampung. The total population consists of eleven classes and each class consists of 30-35 students. I applied purposive sampling in deciding the sample that I took in this research. Purposive sampling technique is the sampling technique a way that researchers sample must be tied to their objectives and it is a series of sampling strategic choices about with whom, where, and how the researchers research (Palys, 2008). The population of this research is all of the students of Students of SMAN 9 Bandar Lampung. The total of the population is 375 students. Then, for the sampling technique, I used purposive sampling in this research because not all students have the same hobby.

RESULT AND DISCUSSION

The outcome and discussion are presented in this chapter. The result of the research deals with the result of data analysis about the students' difficulties and the factor of using Netflix as media in listening learning. Meanwhile, the discussion explains phenomena related to the result of this research. The discussion includes analysis of the findings as well as additional information.

The research findings are based on data

analysis findings. The data analysis was divided into two sections: questionnaire data analysis and interviews. It was held in order to address the research question.

- a. What are the students' difficulties with listening learning on Netflix?
- b. What are the factors affecting listening learning on Netflix?

Result of Questionnaire

I took the data questioner on January, 31th 2022. There were 30 questions which included 5 questions about biodata that were given to 30 students. It was divided into some indicators such as General Understanding, Problems of Listening (consisting of Limitation of vocabulary, Lack of Basic Knowledge, Quality of Record Material, Length and Speed in Listening, and Accents) and Factor Affecting Listening (Learners Factors, Language factors, Teacher Factors, Environment Factors, and Physical Factors). The Questionnaire used for students was a close-ended question " Yes or no ". This meant that this questionnaire aimed only at answering "yes or no".

General Understanding

Below are the results of the questionnaire data:

Table 4. 1 Result of Questionnaire

No	Question	Answer (yes) %	Answer (no) %
1	Do you like watching movies on Netflix?	90	10
2	Do you watch movies except Netflix?	70	30
3	Do you agree Netflix is the best streaming platform?	83,3	16,7
4	Do you agree Netflix is the cheapest service?	43,3	56,7
5	Is the Netflix service is suitable for the price?	90	10
6	Do you easier to use Netflix than the other streaming platform?	66,7	33,3
7	Are you confident in demonstrating the acting after watching a movie?	63,3	36,7
8	Does watching movies on Netflix be easier to learn than in class?	66,7	33,3

9	Does Netflix motivate you to learn the English language?	90	10
10	Does Netflix be suitable for student learning?	76,7	23,3

Problem of Listening

The main sources of movie listening problems faced by students were limited vocabulary, lack of basic knowledge, quality of recording material, cultural

differences, length and speed of listening, and accents. Table 4.2 shows the outcomes of students' challenges in listening to the source. Below are the results of the questionnaire data.

Table 4. 2 Result of Questionnaire

No	Question	Answer (yes) %	Answer (no) %
1	Do you find it difficult to understand unfamiliar words in English listening texts?	70	30
2	Do you find it difficult to understand every single word of incoming speech?	73,3	26,7
3	Do you use your personal experience and background knowledge of the topic to understand the spoken text?	73,3	26,7
4	Do you find it difficult to understand the meaning of spoken speech without seeing the speaker's gesture?	83,3	16,7
5	Do you lose concentration if the movie, series or anime is poor quality?	53,3	46,7
6	Do you find it difficult with the unclear sound?	86,7	13,3
7	Do you find it difficult to understand speakers who read English listening texts in certain accents?	83,3	16,7
8	When spoken is text too long, does it interfere with your listening comprehension?	73,3	26,7
9	Do you find it difficult to understand when the speaker speaks too fast?	76,7	23,3

Factor Affecting Listening Problems

The elements influence pupils' ability to listen to the movie. Several factors affect, such as Students' Factor, Language Factors, Teachers Factor, Environment Factors, and Physical

Factors. I utilized the following table, which contained the students' replies to the question, to determine the consequences of the students' difficulties in listening to the content. Below are the results of the questionnaire data:

Table 4. 3 Result Of Questionnaire

No	Question	Answer (yes) %	Answer (no) %
1	Do you feel worried if you don't understand the spoken text?	80	20
2	Do you lose concentration when you think about the meaning of new words?	63,3	36,7
3	Do you find difficulty with complex grammar when watching movies?	70	30
4	Do you prefer when the teacher speak an English than the native speaker?	63,3	36,7
5	Do you prefer to listen to music than watch films on	50	50

	netflix?		
6	Do you find it difficult to concentrate if noises around?	76,7	23,3

RESULT OF INTERVIEW

In this part, when I got the results from the questioner, the interview was carried out with 6 volunteer students as discussed in the research methodology. These interviews were due to knowing deeply about students' difficulties and the factor of using Netflix as media for listening learning. The questions from the interview were generally taken from the questionnaire. The interviewer randomly chose four interviewees from the class who got the highest and the lowest score as evidence. To collect interview data, I used the "Open-ended" question. The reason I conducted interviews with 6 or 20% of 30 students was that they represented 30 students and it was felt that the data obtained was accurate enough.

There are 5 questions to find out about students' difficulties and factors affecting listening learning. The first question was: "When there is an unfamiliar word during listening, what will you do?". The second question was "do you interfere if the quality of the movie is low quality?", the third question was "are you having trouble when the speaker is talking fast?", the fourth question was "why are you distracted when watching a movie?", and the last question was "For the learning, what do you prefer the teacher who doing a teaching learning or the movie? Why?" All of the questions in interviews used the Indonesian Language because of the volunteer students from Senior High School. Below are the results of the students' interviews data:

Table 4. 4 Result of Interview

No.	Indicators	Questions	Statements
1.	Limited vocabulary	When there is an unfamiliar word during listening, what will you do?	I will ignore that word and continue to the next sentence. (A1.6)
			If there are words or vocabulary that I do not know, I will stop working on because it is disturbing and confusing.(A2.4)
			I continue to other things and I will connect the meaning of the words or sentences that I do not know with the next words or sentences so I will know the meaning. (A3.6)
			I gave up, mr. I left it but after finishing listening practice I looked for the meaning. (A4.6)
			I ignore that word. (A5.7)

			I often connect these words that unfamiliar with the next words. (A6.4)
2.	The quality of record material	Do you interfere if the quality of the movie is low quality? Why?	Annoying because the sound or movie which has a low quality will produce a sound that is not clear so it is difficult for me to listen to and understand the words of the speaker. (A1.4)
			It is really disturbing and I difficult to understand the speaker talk about because of the low quality. (A2.7)
			Difficult because the voice is not clear. What the speaker conveys with what we hear will be different so it also affects when listening to the Practice, mr. (A3.8)
			It is difficult to understand the word or topic conveyed if the speaker's voice is not clear. but if it's a little beat clear, I can understand even a little. (A4.9)
			It's hard to understand and being unfocussed (A5.7)
			It's really hard, mr. (A6.4)
3.	Length and speech of the speaker	Do you find it difficult when the speakers speak fast? Why?	It's hard to understand the topic or mind idea cause speaker conveys the information too fast, so i lost many words even sentences or the idea. (A1.3)
			Yes, because If the speakers speak very fast it makes me even more clueless. (A2.3)

			Yes, mr, because when the speaker is talking fast, his voice is not clear and there are many words that I can't catch. (A3.3)
			it's hard to catch the words and of course, I cannot focus because I have limited vocabulary so there are a lot of words that I do not know and unfamiliar for. It's hard to grasp the meaning and the mind topic. (A4.5)
			It's difficult because the words spoken don't sound clear. (A5.3)
			It's hard for me because there is the missing word and I cannot catch the information or the mind idea that the speaker talked about. (A6.3)
4.	Physical Factors	If the place is not conducive, does it bother you during listening learning?	Honestly, it is very annoying because I do not have good listening skills and coupled with the non-conductive conditions. So, it will automatically interfere with my focus on listening to the speaker and not to mention the sound quality or unclear speaker sound that will be very complicated for me. (A2.5)
			It is a very annoying, mr. because I find it hard to concentrate. (A3.7)
			It's annoying because the sound becomes unclear and it will make our concentration decrease so we will get nothing. (A4. 7)

			Yes, of course, it really affects because it will reduce the level of our concentration. So we don't focus on listening to the speaker and we can't catch the words or their topic talked about. (A5.4)
			If they are noisy it is difficult to concentrate because we are confused about which one we must listen first and English is hard to understand. (A6.5)
5.	Teacher Factors	What do you prefer the teacher who doing a teaching learning or the movie? Why?	Teacher, because of it easy to understand. (A1.9)
			Teachers, because the voice is more clear. (A2.8)
			Teacher, because the sound is clearer, the language and accent can be understood by me through gestures when the teacher speaks as a speaker (A3.9)
			The teacher, as a speaker because it is clearer pronunciation and also the accent, it's easy for me to understand (A4.8)
			The teacher, as a speaker because it is clearer pronunciation and also the accent, It's simple for me to grasp (A5.9)

			The teacher is easier because the accent is clearer. I can see the face of the teacher I meant the gesture of the teacher, whereas if the speaker or native speaker is difficult especially the British accent. it causes their accent is not very clear. (A6.8)
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Based on table 4.4, the students' answers showed that ordinary students had difficulty listening learning in movies related to the problem with listening and the factor affecting using Netflix as media. Students gave good answers to all the questions. In general, students when listening to practice encounter many difficulties. Students had difficulties understanding the meaning of the words uttered, and listening to the speaker's tone was tough. Meanwhile, factors were affecting listening and learning. Students' answers showed that teachers' factors and physical factors were influencing factors during listening and learning. Students were more comfortable when the teacher mediated with them or the teacher as a speaker and students found it difficult to concentrate when the conditions were not conducive. That meant their answers showed that the problems with listening and the factors affecting listening learning comprehension were indeed what they experienced during learning. The result of the interview was in line with the result of the observation and questionnaire.

DISCUSSION

This research was aimed at investigating the students' difficulties and the factor of using Netflix as media for listening learning. The questionnaire

and interviews were utilized as the instrument and to corroborate this research. According to the description above, students experienced issues with listening learning, and several variables impact their challenges in listening learning, as evidenced by the results of the questionnaire and interviews conducted while listening.

The participants of this study almost all liked the services provided by Netflix, with a score of almost 90%. The reason that the score is not perfect is that some of them subscribe to other streaming platforms, so they have the best standards of each (Figures 4.1 - 4.3). The price provided by the Netflix service is also appropriate, although not as cheap as other services. This is influenced by factors such as security, movie titles, and the feature of changing multiple languages and subtitles on movies. The display provided for Netflix users is easier than other platforms because the provider has a high selling price (Figure 4.4 - 4.6).

The motivation of students to learn English using Netflix is very high due to the rapid development of the times until now. In this study, the participants came from Generation Z, where they adapted the sophistication of technology for learning. even media for learning they recommend to use when studying in class because it is quite easy and suitable for the learning of other students. (Figure 4.7 – 4.10)

Students found it difficult to listen because there was limited time for students to practice listening in class. In SMAN 9 Bandar Lampung, teaching listening learning was less attention though this school has their own program regrading listening skill.

Another issue was that pupils had a restricted vocabulary. During listening practice, the kids struggled with unfamiliar terms, as seen from figure 4.11. Students must concentrate on both the meaning of a new word and the following section. Students facing unfamiliar words force them to pause and consider the meaning of those words, causing them to miss the next section of the speech and the next part of the activity. Here is a sample of the students:

If there are words or vocabulary that I do not know, I will stop working on because it is disturbing and confusing. (Student 2-A2-A2.4)

I gave up, mr. I left it, but after finishing listening practice, I looked for the meaning. (Student 4-A4-A4.6)

The limited vocabulary that students had was really disturbing them and made them not focus on doing their work. However, the students connect unfamiliar words with the next word or sentence to guess the meaning of the unfamiliar word. So the students looked for the meaning of unfamiliar words by looking at the clues in the text or when the speaker was talking. Here is a sample of the statements:

I continue to other things and I will connect the meaning of the words or sentences that I do not know with the next words or sentences so I will know the meaning. (Student 3-A3-A3.6).

Then, to comprehend the meaning, students use their prior knowledge to relate it to the topic of conversation or the main idea of the topic. The result of the questionnaire shown in figure 4.13,

there were 73,3% of students used their prior knowledge to understand the listening text spoke by speaker. Then, students found it difficult when they could not see the gesture of the speaker because it was difficult to guess the words the speaker was saying, but by looking at the gesture of the speaker, they could guess the meaning. Even if the learner has mastered the skill, a lack of information may impair their listening comprehension.

In addition, the result of the questionnaire showed 53,3% of students found it difficult with poor quality of the movie and 86,7% of students found it difficult with unclear sound. Low image quality is not a problem for them, because some of them use Netflix via smartphones because the size of the quality on a smartphone doesn't really need a lot of detail, like on a computer or cinema. But this becomes a problem if during the listening learning process, they cannot hear clearly what is being said by the speaker. This might cause the meaning of the word to be lost, making it harder for pupils to grasp what is being said. It was also suitable for their response to hearing the record using low-quality sound. They struggled to interpret the sound coming from the speakers, thus they couldn't understand the words or the material being spoken. Here is a sample of the statements:

Difficult because the voice is not clear, What the speaker conveys with what we hear will be different so it also affects when listening to the practice, mr. (A3.8)

Next, the range of dialects hampered pupils' listening comprehension since they had little experience to other accents. It was also suitable for their responses about the variety of accent. The result of the questionnaire showed 83,3% students agreed that accent was a kind of problem that was very difficult

when learning to listen. Students' experiences regarding this type of problem are caused by the fact that they have gotten used to the accent of their problem, that was why they were more comfortable and understand the listening text read by their teacher. In other words, students had limited knowledge of varied accents because the teacher did not often practice listening using a voice or a native speaker. So, when they did a listening activity such as a test or doing a task, they had difficulty with the variety of accent used by speakers even though they were familiar with the word, but because of the different accent, they could not catch that word.

The speed rate is also one of the problems that causes students difficulty in listening learning. The result of the questionnaire showed 76,7% of students found it difficult with the speed of speaker. The rationale was that increased speed rates had a detrimental influence on listener understanding in their reactions to the speaker's pace. When the speaker spoke at a rapid pace, it was difficult for them to understand what was being said, even though the terms stated were known to them. Furthermore, some speakers' poor pronunciation was cited as a source of listening difficulties. Many students believed that poor pronunciation made it difficult for them to grasp their English listening lesson. Then learners did not have words repeated. Here is a sample of the statements:

It's hard to understand the topic or mind idea cause speaker conveys the information too fast, so i lost many words even sentences or the idea. (Student 1-A1-A1.9)

It's hard to catch the words and of course, I cannot focus because I have limited vocabulary so there are a lot of words that I do not know and unfamiliar

for. It's hard to grasp the meaning and the mind topic. (Student 4-A4-A4.5.)

From that statement it can be seen, the fast speed used by the speaker disturbed the students and caused them to lose concentration, so they did not understand the topic well and did not catch the word. In addition, students found when the speaker talked about the listening text too fast they did not catch the word and also they did not catch the meaning because they did not remember the information spoken by the speaker. Many students thought it was easier to understand speakers who had a slow rate of speech.

Furthermore, the result of the questionnaire showed 73,3% of students found it difficult with the length of the text but 26,7% did not find it difficult with the length of the text. This is because they hear a lot of accents in every movie, so they have to get used to hearing other accents.

As we know, students are more comfortable with the teacher who teaches in the class as a speaker. From the students, the response caused the accent of the teacher to be clearer and easier to understand. The pronunciation produced by the teacher is clearer and they can also see the teacher's gestures so that they can guess the meaning and get thought information from the topic. The following is an example of a student statement:

Teacher, because the sound is clearer, the language and accent can be understood by me through gestures when the teacher speaks as a speaker. (Student 3-A3-A3.9)

The teacher is easier because the accent is clearer. I can see the face of the teacher. I mean the gesture of the teacher, whereas if the speaker or native speaker is difficult especially the British accent. It causes their accent is not very clear. (Student 6-A6-A6.8)

From that statement it is seen that the teacher's accent, gesture, and pronunciation were factors that made them comfortable, but they became problems when they were doing practice listening.

The last factor was physical factors; a conducive place was needed by students while practicing listening learning. The full concentration was needed when listening learning but this became interrupted because of the sound produced by uncontrolled classroom conditions. The place was not conducive to disturbing their concentration on hearing the speaker because there was noise around them and it included the sound. Here is a sample of the statements:

Honestly, it is very annoying because I do not have good listening skills and coupled with the non-conducive conditions. So, it will automatically interfere with my focus on listening to the speaker (Student 2-A2-A2.5)

Yes, of course, it really affects because it will reduce the level of our concentration. So we don't focus on listening to the speaker and we can't catch the words or their topic talked about. (Student 6-A6-A6.5)

Not all of the issues and variables outlined above can be addressed, but that does not imply the teacher can do nothing about them. The instructor must give pupils with appropriate listening equipment, background, incentive, and effective listening practices. Here are a few suggestions to assist professors in overcoming listening learning difficulties:

- a. Based on the habits and interests of students in this Generation Z era, teachers need to include the Netflix platform as a learning medium to attract a lot of interest in learning English.
- b. Create student motivation to always

train their listening learning. When students feel anxiety, motivate them to have positive thoughts.

- c. A slower speaker rate allows pupils to better grasp what the speaker is saying. As pupils become acquainted with the slow announcement speed, gradually apply the faster announcer speed.
- d. Because accents are an important part of listening learning, teachers should be aware of them. Teachers should inform students about the different accents of native speakers, which is necessary to facilitate learning by ear. Give students different accents while practicing listening in the language lab. This way, the student will not be bound by the teacher's accent.

CONCLUSIONS

Based on the data examined, the goal of the study was to evaluate the students' challenges and variables influencing listening learning. It can be concluded that:

Based on the indicators, students encountered problems and factors when learning to listen because they did not have much time to practice listening. They only learn about the opportunity once a week or even twice a month, depending on the topic being researched. The most dominant issues and factors are students' limited vocabulary, quality of recorded equipment, accent, speed of speaker, and physical factors.

When learning to listen, students have a restricted vocabulary. They are unable to comprehend some listening because they are unfamiliar with some important terms. The students do not know the different English accents. Most of the time, the movie's speakers speak at high

speed. Learners have difficulty grasping target words, they cannot control the speaker's words. The background noise is a factor that makes it difficult for learners to hear words. In addition, it also requires motivation to improve listening learning.

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