THE PROBLEMS ENCOUNTERED BY THE TEACHERS

IN TEACHING LISTENING TO EFL YOUNG LEARNERS

AT SEMARANG

A FINAL PROJECT

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

SRI HERNANDA HAPSARI

31801700029

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE

UNIVERSITAS ISLAM SULTAN AGUNG

SEMARANG

2022

PAGE OF VALIDATION

A *Sarjana Pendidikan* Final Project on

THE PROBLEMS ENCOUNTERED BY THE TEACHERS IN TEACHING LISTENING TO EFL YOUNG LEARNERS AT SEMARANG

Prepared and presented by:

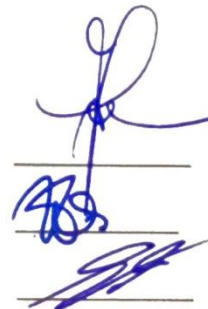**SRI HERNANDA HAPSARI**

31801700029

Defended before the Board of Examiners

on September 1th 2022

and Declared Acceptable

Board of Examiners

Chairman   : Choiril Anwar, S.Pd., M.Pd.

Secretary   : Mega Mulianing M., S.Pd., M.Pd

Member   : Elok Widiyati, S.Pd., M.Pd.

Semarang,September 1th 2022

Faculty of Language and Communication Science

UNISSULA

Dean

Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

NIK. 210813021

i

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declared that the undergraduate thesis I wrote does not contain the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, 16 August 2022

Sri Hernanda Hapsari

ii

MOTTO AND DEDICATION

Motto

"Focus on your goals, don't give up, don't put it off!

KEEP IT UP"

Dedication

This final project is dedicated to all people who always pray and give support in finishing this final project, they are:

1. My beloved mother Mrs. Sri Handayani, for their prayers and everything who are always there by my side in my ups and downs.

2. My beloved sister brother, Sri Ayu Hapsari and Henandiaz Putra Sri.

3. My beloved friends, Ali Mustofa, Sisil, Windu, Azza, Ratna, Syafira, Muha, Daffa, Cikal, Alfi, and Manda, who always give me support. Thank you for your sincerity and patience having a friend like me.

ABSTRACT

HAPSARI, SRI HERNANDA. 31801700029 *The Problems Encountered by The Teachers in Teaching Listening to EFL Young Learners at Semarang*. A final project. English Education Program. Faculty of Language and Communication Science. Sultan Agung Islamic University. Choiril Anwar, S.Pd., M.Pd as the advisor.

The objective of this research was to describe the problems encountered by teachers in teaching listening to EFL young learners. This research used descriptive qualitative design as the research design. The sample of this research was three teachers from three different junior high schools at Semarang. The data collection techniques used in this research were interview and questionnaire. As the results of data collection, the researcher found several problems for teachers in teaching listening to EFL young learners. These problems came from dealing with students, facilities in schools, and the teachers themselves. These problems included students' psychological factor that is motivation, students' background of knowledge, students' attitude, lack of student's vocabulary, teaching aids or media, the material,l and method of teaching listening.

Keywords: *EFL young learners, teaching listening, and teaching problems*
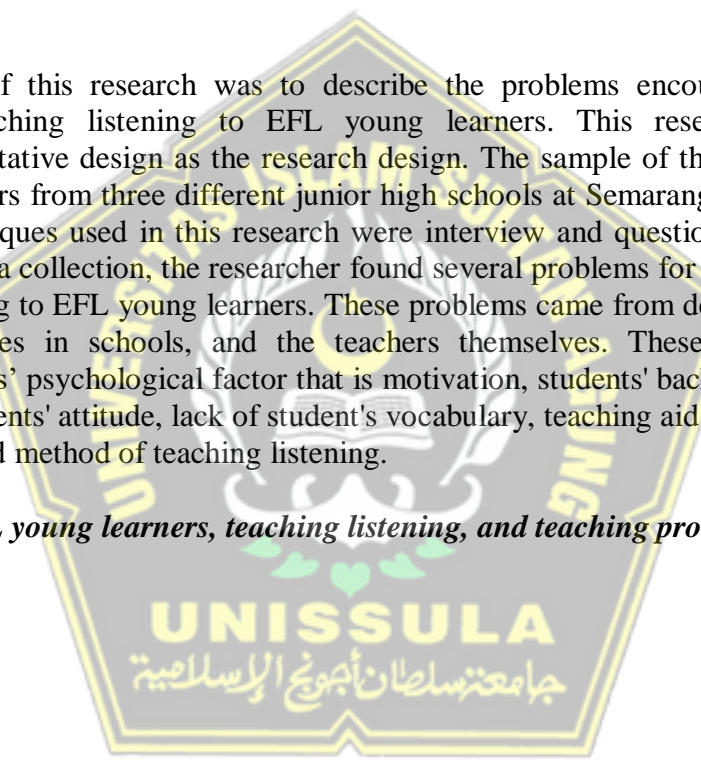
INTISARI

HAPSARI, SRI HERNANDA. 31801700029 The Problems Encountered by The Teachers in Teaching Listening to EFL Young Learners at Semarang. A final project. English Education Program. Faculty of Language and Communication Science. Sultan Agung Islamic University. Choiril Anwar, S.Pd., M.Pd as the advisor.

Tujuan dari penelitian ini adalah untuk menjelaskan masalah yang dihadapi oleh guru dalam mengajarkan *listening* kepada anak-anak di sekolah. Penelitian ini menggunakan desain penelitian kualitatif deskriptif sebagai desain penelitian. Sampel penelitian ini adalah tiga orang guru dari tiga SMP yang berbeda di Semarang. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara dan kuesioner. Sebagai hasil pengumpulan data, peneliti menemukan beberapa masalah bagi guru dalam mengajar *listening* EFL pelajar muda. Masalah-masalah ini datang dari berurusan dengan siswa, fasilitas di sekolah dan dari guru itu sendiri. Permasalahan tersebut antara lain: faktor psikologis siswa yaitu, latar belakang pengetahuan siswa, sikap siswa, kurangnya kosakata siswa, alat peraga atau media pembelajaran, materi dan metode pengajaran menyimak.

Kata kunci: Pembelajar bahasa Inggris, pengajaran mendengarkan, masalah pengajaran.
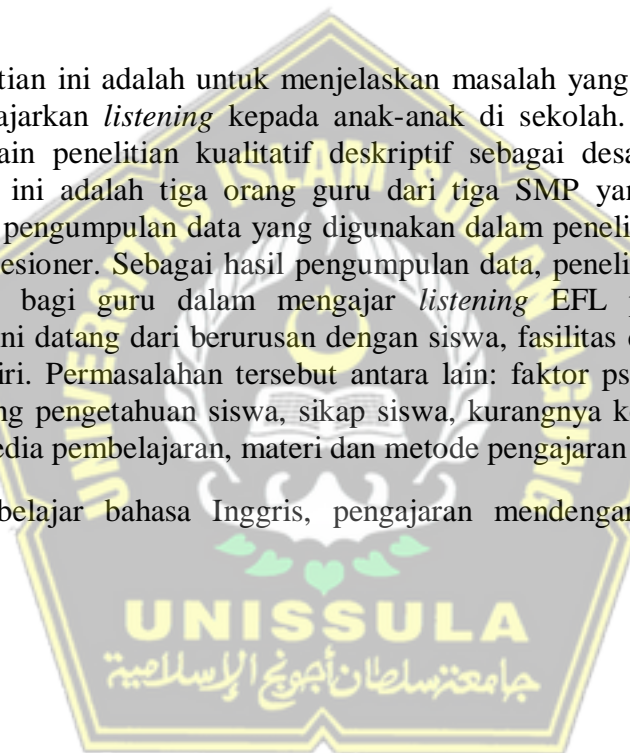
ACKNOWLEDGEMENT

In the name of Allah SWT, the most Graceful and the most Merciful. The writer would like to convey the deepest gratitude upon Him and the people who have contributed to completing this final project:

1. Prof. Dr. Gunarto, S.H., M.H. As the Rector of UNISSULA.

2. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd. as the Dean of Faculty of Language and Communication Science.

3. Elok Widiyati, S.Pd., M.Pd, as the Head of English Education Program

4. Choiril Anwar, S.Pd., M.Pd. as the advisor who had given the supports and guidance to finish this research.

5. All of the lecture's and staff of the English Department, who have given lesson, knowledge, and support during my study.

6. All the principals of the three Junior High School in Semarang who had given the chance for the writer to conduct the research.

7. All the writer's friends who had accompanied her along the days in the university.

Lastly, the writer realizes that there are still many imperfections in this final project. However, the writer hopes that the result of this study will be useful for the readers and the next researchers.

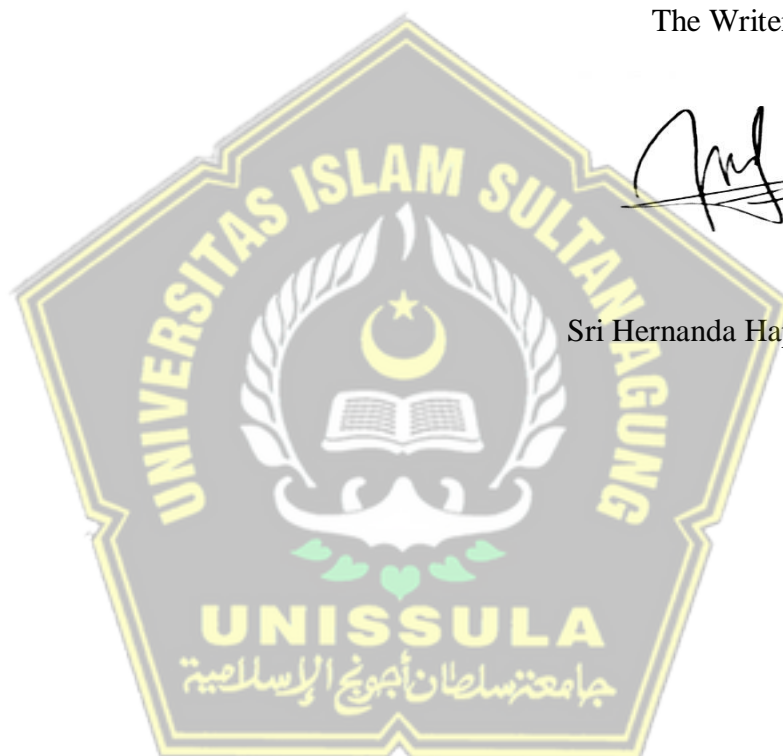September, 16 August 2022

The Writer

Sri Hernanda Hapari

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

LIST OF FIGURE

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reason for choosing the topic, the research question, the objectives of the study, the limitation of the study, the significant of the study, the definition of key terms, and the outline of the study

1.1. Background of the Study

English is an important language in the world. Nowdays, it becomes the international language. It is very useful to communicate with foreign people. Many countries use it to communicate and interact easily with the people from different background and everyone should learn English. In Indonesia, English is still as the second language which is not used in daily communication. There are functions and role of English as communication. One of them is in education. It is a very important in field of education. Schools around the world use English as a mandatory subject that students and teachers must learn. Many schools use this as the language of interaction for other subject.

In Indonesia, before children enter school, they must be ready to learn English. When they are two or three years old there is a special class for them. According to Yuliana (2003), the optimal age for children to learn English is when they are still young. Currently, teaching English to young learners is a hot issue for many years. It can be challenging, rewarding, and even surprising. According to the Aufa (2018), teaching young learners are different from teaching English to

adult learners, they may be greater enthusiastic in classroom. It is also an action to educate a foreign language at an early begin or young age. It aims to creat children to be able to compate all inclusive by using the English language as the basis, considering English language could be a world wide or universal language.

In teaching English for young learner process, teacher is one of the factor that influence the success of teaching and learning process. The teacher plays the crucial role in teaching English process. They can lead significant mastery of English classroom activities if they are able to help students solve the problems faced by their students. In this process, there are four skills; listening, speaking, reading, and writing that must be mastered by the English teachers. Listening is the beginning part of teaching English to young learners. Tersta and Novianti (2017) state that listening is very important activity, either for students who want or need to participate in oral and interpersonal communication. For students, this is a basic part of achieving sucssess in English communication.

In teaching listening for young learner, the teacher must know their difficulties in teaching listening so they achieve the goal of learning by repairing their difficulties. It is more entrancing than demonstrating adults, in light of fact that energic learners tend to change their persepective each other minute and they find it to an extraordinary degree hard to sit still. Vandergift (2007) says that is listening is an invisible metal grip that is difficult to describe, so it is a

challenge for the listener. In addition, listeners are also involved in many processes, such as distinguishing sounds, understanding vocabulary and language structure, interpreting images and accents, quickly remembering and translating them, as well as the background of larger social and cultural expressions. The problem can also be seen from several aspects such as : media aspect, students and teacher.

Based on the background above, reseacher is interested in conducting research on the issue of listening to teach for young learners entitled *The Problems Encountered by the Teachers in Teaching Listening to EFL Young Learners at Semarang.*

1.2. Reasons for Choosing the Topic

The study was conducted for the following reasons :

1. Listening is the beginning part for young students or children to learn language especially in English, because children usually cannot read or write at all yet. Listening is also the first point in learning English before they learn reading, speaker and writing. So, the beginning part for children to learn new language is listening..

2. Teaching listening for young learners is the crucial part and not easy for teachers and students. For young learners listening is a new thing, so they are not familiar with listening lessons. For this reason, teachers have an important role in listening learning, especially in teaching young learners because it is a challenge that teachers must face.

3. The teachers' difficulties in some problems that the teachers faced or their challanges in teaching listening to young learner. The problems

can also be seen from several aspects such as : media aspect, students and teacher itself. In addition, what makes listening difficult to teach is because the teacher has to build students' understanding of how to listen.

1.3. Reaserch Question

As related to the background of the study above, the problems formulated is: What are the problems encountered by the teachers in teaching listening to ELF young learners at Semarang?

1.4. Objective of the Study

Based on the research question, the objective of the study is to investigate the problems encountered by the teachers in teaching listening to EFL young learners at Semarang .

1.5. Limitation of the Study

This study focused on finding out the problems of teachers in teaching listening to young EFL students in Semarang. The subject of this study was listening skills which was focused on English teachers who taught in seventh grade of three different Junior High schools in Semarang.

1.6. Significance of the Study

The significance of this research is expected to be useful for the the students, teachers, andd researcher and it became a material that is expected to be useful both theoretically and practically, namely.

a. Pedagogical Significance

1. For teachers, it can help teachers to know the problems of teaching listening for young learners and it can help teachers to find the best solution for the problems in order to reach the success of learning.

2. For Students, it can help students to get effective learning especially listening.

b. Practical Significance

1. For the students, they are expected to able to improve their understanding in listening skill

2. For teachers, it can be a material for consideration and input in overcoming the difficulties they face and become obstacles during teaching.

3. For researcher, as additional information and knowledge of experience in education, especially in teaching listening for a better future English teacher.

1.7. Definition of Key Terms

The following key terms is to help the reseacher and reader to understand this research easily.

1. Listening

Listening is the one of the important process in learning English. According to Rost (2002), listening is a complex interpretation process in which listeners match what they hear with what they have heard. Listening is also used to plan young learner or children to understand a reading later.

2. EFL Young learners

Young learners are those who are between five to ten or under twelve years of age Jannah (2019). The ages of young learners can vary and differ from a country to another country. They are children up to the age of six who have not started compulsory education and have not read. For this reason, this research focused on the process of learning listening skills for children aged 11-12 years or students who are in seventh grade of junior high school.

1.8. Outline of the Study

This research is divided into five chapters.

Chapter 1 presents the introduction of the study. It includes the background of the study, the reason for choosing the topic, the research question, the objectives of the study, the limitation of the study, the significant of the study, the definition of key terms, and the outline of the study

Chapter II presents the literature review which illustrates some important points that underlie research and the review from previous studies.

Chapter III presents the research method. It contains of the research design, the subject of the study, the data of the study, the description of the participants, the instruments of the study, the instrument validity, the technique of collecting data, the procedure of the study and the

technique of analysing dataTechnique of Collecting Data, Procedure of the Study and Technique of Analysing Data

Chapter IV presents about the research finding. This chapter consists of the school profile, the research finding and the discussion.

Chapter V presents the conclusion and suggestion from the writer which is related to the study.

CHAPTER II
REVIEWAND RELATED LITERATURE

This chapter presents related literarature. It includes the definition of listening, the parts of listening, the types of listening, the teaching listening, the problems of listening, the difficulities in teaching listenig, the definition of young learners, the characteristics of young learners, the teaching listening to young learners, and the review of previous studies.

2. 1. Listening

In learning and teaching English process, there are four skill that the students should be learned, they are listening, speaking, reading, and writing. Each skill has the engagement with the other skills. From those four basic skills, listening is the first skill that must be learned by students. It is the one of the important part in learning English. This sub chapter describes definiton of listening, parts of listening, types of listening, teaching listening, the difficulties in listening, and difficulties in teaching listening.

2.1. 1. Definition of Listening

Some people have different perceptions in defining the term of listening. According to Gilakjani and Ahmadi (2011), listening is an activity of paying attention and trying to get the meaning of something in spoken language. According to Hichem (2013), listening is the most complex and difficult study to analyze. It means that it is difficult to understand clearly. Andrade (2006) states

that listening can be termed as one of the four main skills through which a language is taught, and it is one of the two language skills used when communicating orally. In addition, listening is the process of understanding speech in the first or second language. It is a useful skill in English. Listening is one of the most important aspects of the other skills. Some researchers claim that listening is a basic skill that can be used to develop other skills. Listening is a language skill that is most widely used in everyday life, therefore this skill plays an important role in language learning (Rost, 2001). She also stated that this skill is not only passive but also essential skill for learning a new language. Meanwhile, according to Nunan (2002), listening as one of the important language skills and not only used as a receptive language skill but also to develop the oral language skills. Therefore, it is clear that listening is very important part of learning English and a very important skill in daily life communication.

Moreover, in education, listening plays a role in helping students to understand the outside world. This is one of the important elements in creating good communication. Listening is also used as a basic reference for students in learning English. This is a very complex process that makes use of knowledge about form language and process skills in mind.

2.1. 2. Parts of Listening

According to Wei (2012), as cited by Riftiningsih (2018), there are three parts of listening. They are pre-listening, while listening, and post-listening.

1. Pre-listening

   In pre-listening activities, the teacher acts as a provider of information and creates motivation for students so that students more easily understand listening. They play a role in setting the context, encouraging student interest, and increasing students' knowledge of the topic. Brown (2007) recommends that students have the opportunity to learn about two things, namely the vocabulary and sentence structures used in listening material and the opportunity to increase their previous knowledge. In addition, there are several recommended activities in pre-listening, they are seeing new vocabulary, group discussions, predicting and arguing, and so on.

2. While-listening

   Listening activities are designed to help students develop skills in obtaining information orally from a speaker or voice source. This activity is also used by students to find a response or do a task. Various kinds of activities that students can do in this activity include: getting things done, following directions from the speaker, taking notes, filling in the gaps in sentences, and dictating.

3. Post-listening

   Post-listening activities can be used to check students' understanding. These activities help to practice other skills, so students can move easily from listening to other skills. There are three recommended activities for post-listening exercises, namely; composing, articulation and speaking exercises.

In conclusion, three parts of listening are related to one another. Pre-listening focuses on increasing student interest and increasing student knowledge, While-listening focuses on helping students develop skills in obtaining information orally, and the last is post listening which focuses on checking understanding and practicing other skills.

2.1. 3. Types of Listening

According to Kline (1996), as quoted by Ramadhika (2014), according to him listening is divided into five types:

1. Listening informatively

   This type of listening is a situation where understanding a message on a certain topic is the listener's main concern. To understand the message, listeners listen and focus on key words, important concepts and record important information in the message in their memory. In addition, ,much of our learning in everyday life comes from informative listening. For example, students listen to instructions from the teacher and what is learned depends on how well we listen.

2. Relationships Listening

   This type of listening aims to support and develop relationships with other people. This type also emphasizes understanding other people and we are required to listen to information, the emphasis of the listening relationship is on the perception of others Three behaviors are key to effective relationship listening: attending, supportive, and empathetic.

3. Discrimative Listening

Discriminative listening is one of the most basic and important types of listening. This type of listening is to distinguish different sounds. If the listener cannot hear and identify these differences, the listener cannot understand the meaning expressed. This is probably the most important type of listening, because it is the basis for the other four. By being sensitive to changes in the speaker's level, volume, strength, pitch, and emphasis, the informed listener can find the nuances of the difference in meaning balanced.

4. Critical listening

Critical listening is a type of listening that involves analysis, critical thinking, and judgment. The subject of critical listening deserves more attention than we can afford. However, this type of listening usually occurs when listeners want to understand what other people are saying, but also have a reason or responsibility to evaluate what the speaker is saying to the listener.

5. Appreciative listening

Appreciative listening is a type of listening in which the listener is actively seeking out information on certain listening topics that the listener personally

likes. The listener continues to practice to achieve their goals and needs. This type includes listening to favorite music, the listener's choice in theater, television, radio or film.

. According to the explanation above, it is important for us to learn the different types of listening so that we can recognize when we are in a state and what type of listening to use. In addition, in line with the teaching of listening in teaching English, the teacher must choose the type of listening that he deems according to the needs and level of the students. It is hoped that students will get proper listening practice which in turn will help them master listening skills.

2.1. 4. Teaching Listening

Teaching listening is an active process of receiving and responding where the teacher acts as a speaker and students as listeners in the learning process that is delivered. Listening is considered a very important skill in foreign language classes, whether students want to participate in verbal, interpersonal communication, or students who want to receive certain information. Suryanto (2019) states that the teacher should look for the simplest listening teaching method to overcome his difficulties to teach effectively and to achieve the objectives of teaching listening successfully, such as teaching students to acquire vocabulary, grammar understanding, and good pronunciation. In this activity the teachers have a very important role, the language teacher is recommended to show students how they can adjust their listening activities to meet various situations, types of input, and listening goals. The teacher is also tasked by helping students

develop listening strategies and match appropriate strategies for each listening situation. In addition, as language teachers, it is important to consider how to integrate listening into teaching and ensure that our students have the opportunity to listen inside and outside the classroom.

According to Brown (2007), teachers must understand several principles of teaching listening skills.

1. Listening should be the main focus in the early stages of learning. That is, students who want to learn English must be familiar with the listening process.

2. The listening learning process should use learning materials related to students' real lifes. This allows students to know how important the material is in real life.

3. Listening must use authentic language to the maximum, because if the teacher uses one language, it is difficult for students to understand the difficult words.

4. Listening must vary the material according to gender, age, dialect, accent, subject, speed of speech, noise, level, and genre of the speaker. The purpose of this principle is that students are interested in the material they are learning so that they can easily catch what is meant by the material.

5. The teacher should always ask the students to listen for the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill.

6. The language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

In addition, teachers must pay attention to the principle of listening in teaching. As mentioned in the principles of teaching listening above, teachers should always make students listen for the purpose of listening. Therefore, students can learn to listen more effectively if they already know the purpose of listening. One way is to use simple conversations to show how they listen differently depending on the goal.

2.1. 5. Listening Problems

The problem of listening is an obstacle for anyone learning a language because listening is the foundation of language learning. Listening problems are internal and external characteristics that interfere with text comprehension which is directly related to cognitive. Hamouda (2013) states that the factors causing students' listening comprehension problems were categorized into different sources including problems related to listening texts, listening problems related to assignments and activities, listening problems related to listeners and lecture methodology.

Then, listening is also one of the difficult skills for some students and teachers.Students may have problems in listening and the teacher must focus on listening in the learning process. This suggests that by providing opportunities for students to express their beliefs, teachers can gain a better understanding of

students' needs to assist them in how to deal with some listening problems (Graham, 2006). In addition, problems also arise because teachers are less interested in understanding students' listening. Some teachers tend to ignore listening skills and pay more attention to structure, writing, reading, and vocabulary. As a result, students face many problems in terms of listening comprehension.

2.1. 6. Difficulties in Teaching Listening

Vandergrift and Goh (2012) mention that the process of listening and thinking is not easily observed by others or even by the students themselves. This often makes teaching listening difficult. Unlike writing, speaking, or even reading, listening often occurs in real-time, input is transient, and little is recorded about what happened during the listening process. As a result, teachers find it difficult to teach listening in the same way they teach other language skills.

Acorrding to Lestari (2021), there are several difficulties in teaching English listening that are faced by English teachers, such as the following:

1. Student Psychological Factors

   Student Psychological Barriers are factors related to psychological or spiritual aspects of students learning; it is a non-mental factor, does not directly involve cognitive processes such as student motivation. Students who are less interested and less motivated to learn, especially in listening learning are a big challenge for teachers to make listening learning interesting

2. Students' Background of Knowledge

Students' background knowledge is knowledge that students learn formally in class and informally through life experiences. It is an important part of learning because it help them to understand new ideas and experiences. This knowledge also about a subject affects their listening comprehension.

3. Students' Attitude

In every class, students have different attitudes. Students' attitudes can be a challenge for a teacher in teaching listening. In addition, the learning attitude is not only the attitude shown to the teacher, but also on the goals to be achieved, subject matter, assignments, etc. Students' attitudes will affect their learning processes and outcomes.

4. Lack of Students' Vocabulary

Vocabulary is a collection of words that are familiar or known to English students. The lack of students' English vocabulary is the reason why students do not understand what is meant by the passage. In listening, it will be easy for students if they know the meaning of words and their interest and motivation can be built so that it can have a positive impact on students' listening ability.

5. Teaching Aids and Media

Teaching aids are objects or devices that enhance or facilitate learning in the classroom. Teaching aids or media are valuable learning tools that help to make the learning more effective and interesting. The examples of teaching aids and media are books, pictures, maps, projectors and computers.

6. The Material

Materials for teaching listening are very important. The material selected for a particular course must meet the objectives of the course itself. Teachers usually face difficulties in finding the right materials for teaching listening because some resources in schools needed by teachers are limited. The use of appropriate learning materials and activities by teachers is needed to improve students' listening skills.

7. Method of Teaching Listening

Teaching listening to EFL students is not an easy task for teachers. The use of appropriate methods and techniques by the teacher in the classroom affect the students' learning outcomes. Teachers are required to use appropriate and varied methods or techniques to help students better understand the lesson and use it to develop other English skills such as speaking, reading and writing.

Based on the explanations of the experts above, it can be concluded that learning to listen and think is not easily observed by others or even by the

students themselves. This often makes teaching listening difficult. In addition, there are several factors that cause teachers to have difficulty in teaching listening, such as: psychological factor (motivation) , students' background of knowledge, students' attitude, lack of student's vocabulary, teaching aids or media, the material and method of teaching listening.

2. 2. EFL Young Learners

In this sub chapter, the reseacher describes definition of young learners, characteristic of young learners, and teaching to young learners.

2.2. 1. Definition of EFL Young Learners

McKay (2005) states that young learners are those who learn a foreign or second language in the first 6 or 7 years of their formal education. According to Curtain and Dahlberg (2004), young learners are divided into four levels according to their age, namely first, children aged 2 to 4 years are mostly still attending kindergarten. Second, elementary school students aged 5-7 and III, Madya students aged 8-10 years formally in elementary school and early adolescents aged 11-14 years formally in secondary school. Nurasiah (2017) states that in some countries, young learners are primary or elementary school students aged between 5 and 11 years. Many young learners are called bilingual learners because they learn two or more languages. If they learn a language that is rarely heard outside of class, they may also be called foreign language learners.

Sevik (2012) states that young learners are not as calm as adult students so that every senior program must be explicitly included. The definition of young

learner is primarily based on the number of years spent in primary or elementary school prior to applying to secondary school. Therefore, the age of young learners may differ from one country to another.

Based on defintion above, the researcher concludes that young learnes are students who are in primary, elementary school, and secondary school. Young learners may have a strong level of absorption in understanding something. Therefore, it is very important to give them various language inputs because they will easily receive, process and remember it so that they will improve their knowledge and language skills.

2.2. 2. Characteristics of Young Learners

Children have a reputation for learning natural languages for a reason. Almost without exception, they easily learn their mother tongue, and by the age of six, they bring it to a level of fluency that foreigners envy. According to Aufa (2018) the most important characteristic of young learners is their tendency to be active, some of which are more active than others. Teachers should pay attention to children whose behavior is very passive or active. Another characteristic of children that is almost evident in their high activity is a tendency to be curious. He adds that children are now aware of many things in their environment and how quickly their attention shifts from one aspect to another. For this reason, teachers need to be aware of this for young students to be ready to face them in the classroom in teaching. For this reason, teachers need to be aware of this for young students to be ready to face students in classroom learning, especially in teaching listening.

2.2. 3. Teaching Listening to Young Learners

Listening is is one of four skills in English, such as reading, speaking, and writing. Listening plays a role in helping students understand the outside world. This is one of the important factors in establishing good communication. In learning listening for young learners, the teacher must understand the difficulties in teaching listening in order to correct difficulties in achieving learning objectives. Given that energetic learners tend to change their opinion every minute, and they find it difficult to sit still, this is more interesting than demonstrating adults. Teaching young learners is very different from teaching other students. They have a special concern that the teachers should understand. In teaching listening to young learners, teachers must be able to communicate in languages with or without the appropriate level of understanding of the students. Cameron (2005) states that teachers must be highly skilled to reach children's world and direct them to develop their misconceptions towards more formal, broader and differently organized concepts. This means that teachers need to understand how children make sense of the world and how they learn. In addition, the teacher must know the difficulties in teaching listening so that they can achieve their learning objectives by correcting their difficulties. Therefore, it will be interesting rather than demonstrating adults, because young learners are more energetic and change easily their perspectives with each other every minute and they find it very difficult to sit still.

2. 3. Review of the Previous Studies

To increase understanding of this research, the researcher presents three relevant studies.

The first previous study which is relevant to this study came from Hwaider (2017) who had research about problems of teaching the listening skill to Yemeni EFL learners. This paper investigated the most problematic areas of listening teaching. Researcher believed that listening skills were the most difficult of all language skills. This difficulty stems from linguistic and non-verbal problems, namely difficulties in the listening teaching process. There were two instruments in data collection used for this study, namely classroom observation and a questionnaire for the teacher. The total sample was 50 English teachers and 11 secondary schools in five districts in Aden Province. The data were analyzed quantitatively and qualitatively. The results of this study indicated that teaching listening skills faced a number of problems, namely linguistic and non-linguistic problem.

The second, Aldama (2017), conducted a research about analyzing teachers' difficulties in teaching listening comprehension towards the first grade students of MAN 3 Bone. The purpose of this study was to determine the difficulties of teachers in teaching listening comprehension and to find the factors that cause difficulties in teaching listening comprehension. The research was conducted in MAN 3 Bone. In total, there wre five English teachers. This research wa arranged in a qualitative descriptive form. The data collection was carried out through interviews and observations. The results showed that the teacher faced

several obstacles in teaching listening comprehension, namely teaching in large classes, students' ability to capture listening comprehension, students' lack of interest in learning English, especially listening comprehension, lack of tools for teaching listening comprehension in schools, and dividing students into groups.

The last research, Lestari (2021) conducted a research about analysing teacher's difficulties in teaching listening comprehension. This study aimed to examine and investigate the teacher's difficulties in teaching listening at MAN 1 Palembang. The study used qualitative research. The participant of this study was one of the English teachers at MAN 1 Palembang. Based on the results of the study, it was shown that there were seven aspects of difficulties faced by teachers in teaching listening, namely; students' psychological factors, students' background knowledge, student attitudes, lack of student vocabulary, teaching aids or media, materials, and teaching methods of listening and understanding.

Based on some of the previous studies above, they have something in common with this study to investigate and identify problems faced by teachers in teaching listening skills. The problems faced by one teacher to another are certainly different. Therefore, the researcher conducted the research related to the same topic. However, the research has a difference between some of the studies above, namely the research more focus on finding out the problems faced by teachers in teaching listening in the EFL young learners class.

CHAPTER III
RESEARCH METHOD

This chapter presents the research design, the subject of the study, the data of the study, the description of the participants, the instruments of the study, the instrument validity, the technique of collecting data, the procedure of the study and the technique of analysing data

3. 1. Research Design

According to Creswell (2009), research design is research plan and procedure that covers from general assumptions to detailed data collection and analysis methods. He added that the choice of research design depends on the nature of the research question being discussed, the personal experience of the researcher, and the object of research. According to Williams (2007), as cited by Marvasti (2018), the descriptive research is the main research method that examines situations as they really are. This research includes determining the attributes of a particular phenomenon based on observations, or exploring the correlation between two or more phenomena. Therefore, descriptive study is determined and reported as in reality, such as describing events, phenomena, or facts related to a particular area or population system.

The three main objectives of the study were to describe, explain, and validate the findings. In accordance with the above definitions and objectives, the researcher used a qualitative descriptive study. The researcher chose this method because this study aims to describe, explain, and validate the findings

regarding the problems that teachers in teaching listening to EFL young learners in Semarang.

3. 2. Subject of Study

This sub chapter, the researcher elaborates the population and sample of the study.

3.2. 1. Population

Sugiono (2012) states that the population is a generalization of a region, including the object or topics to the quality and characteristics defined by the researchers to be studied and summarized. It is all the phenomena to be investigated. This is a complete collection of different items, but there may be differences due to their characteristics. Therefore, in this study the population was English teachers in Semarang who were teaching students in the seventh grade of junior high schools.

3.2. 2. Sample

The sample is part of the population that has certain characteristics or conditions that need to be studied. As an alternative, the sample can be defined as a part of the population selected using certain procedures so that it can represent the population (Martono, 2010). The researcher took research samples from three English teachers who teach in seventh grade of three different junior high schools in Semarang. Furthermore, the respondents came from three different schools so that there were more information obtained and the problems experienced by each respondent could be compared.

3. 3.   Data of the Study

This sub chapter, the researcher elaborates types of the data.

3.3. 1. Types of the Data

In this study, the researcher used interview transcripts, questionnaire sheets and documentation to collect data. For this reason, researcher obtained data sources from English teachers in seventh grade of junior high schools.

3. 4.   Description of the Participants

The participants of this study were teachers from three Junior High Schools in Semarang who are teaching English for the seventh grade students. There was one teacher from each school.

The first teacher was teacher 1 from an the first school and has been teaching in the school for three years. The second teacher was teacher 2 from second school and she has been teaching for three years and teaches the seventh and ninth grade. The last was teacher 3 from a third school. She has been teaching in the school for about three years.

3. 5.   Instruments of the Study

Instruments are a research tool used to collect data. The research instrument of this study included interviews and questionnaire. The questionnaire aimed to obtain sufficient data from the three teachers point of view to explain the problems they face in teaching listening. The purpose of the interview was to find out the difficulties the teachers face in teaching listening to seventh grade students of junior high schools.

3. 6.   Instrument Validity

In this section, the writer would like to explain how to validate the research instrument and research finding. To verify or check the validity of the data, the researcher used content validity to validate the research instrument and research finding. This validity is assessed through the expert judgment of the content and appearance of the questionnaire and question list. The researcher used the White and Simon (2011) validation rubric to check the validity of the instrument. Validation was carried out two times, the first was on 8 April 2022 and the second was on 20 April 2022. The researcher asked the informants to validate the data by giving a score in the rubric, and asked them to provide their comments and suggestions.

The reliability of this research was carried out through the views of experts. To test the reliability of data collection, the researcher sent interview transcripts and questionnaires to respondents for approval. Next, the researcher re-examined the responses given by each participant and compared them to address the dependencies of the findings.

3. 7.   Technique of Collecting Data

In this study, the researcher used a descriptive method, so that in conducting this research the researcher used several methods in collecting data, such as questionnaires, and interviews.

3.7. 1. Interview

According to Aufa (2018), interview is a face-to-face situation that aims to gather information by asking an issue verbally and being answered verbally. In

addition, interviewing people themselves aims to find out what is on their mind, and how they feel about something. In this case the researcher acts as an interviewer, asks questions, asks for an explanation of a problem, and records information from the interviewees. Then, the interviewees give a response, answers questions and provides information to the interviewer.

In order to make this research to be successful, the researcher used semi-structured interviews to collect data about the problems faced by the seventh grade English teacher in Semarang in teaching listening. Creswell (2012) states that the type of interview that is really popular in qualitative research is semi-structured interview with open-ended question. In this interview, the researcher asked some questions to the participants related to the subject to be studied. Then, the researcher listened carefully and recorded the information that the participants said. The topics of interviews can be desribed as follow :

Table 3.1 Interview Guidline

Aspect	Number of question	Question
To know the self report of the teacher in teaching listening to young learnes	1,2,3	1. Do you think that listening is an important skill in learning English Language? If yes, why? 2. In your opinion, what is the difference between teaching listening skill to the seventh grades and other levels? 3. What are the main things you can do to get young learners

		interested in listening ?
To know the teachers' problems in teaching listening to young learners	4,5,6	4. What problems do you face in teaching listening, especially to young learners? 5. Does the focus of the students make it difficult for you to teach listening? Explain! 6. What is the biggest challenges in teaching listening skill to EFL young learners in your class?
To know the teachers' strategies about how to solve the challenges	7	7. What methods do you use to minimize these problems?

3.7. 2. Questionnaire

Gay and Airasian (2012) state that the questionnaire is a list of questions that must be answered by selected participants to obtain information. It aimed to find certain information, respondents have given their responses on the form provided and taken by the researcher.. In this study, the researcher used open-ended questionnaire type to collect data. It aimed to find out data that was directly related to the condition of the subject in the form of problems faced by English teachers in teaching listening in seventh grade junior high in Semarang. According to Ballou (2011), the open-ended questionnaire is intended to obtain factual information, explain prior knowledge and stable knowledge. In the questionnaire, the researcher given seven questions. Researchers used seven

topics in the questionnaire. The seven topics of this questionnaire were taken
based on listening problems faced by teachers according to Lestari (2021). The
topics of the questionnaires can be described as follows:

Table 3. 2 Questionnaire Guidelines

TOPICS	QUESTION	YES/NO	Explaination Details
Student Psychological Factor (Motivation)	Do you find it difficult to motivate students especially for EFL young learners and how do you keep them interested by listening?		
Students' Background of Knowledge	Do you have difficulty with young learners who have no prior knowledge of the material to be presented?		
Students' Attitude	Do you have difficulties in dealing with negative attitudes of students especially young students in teaching listening and what are samples of students' negative attitude?		
Lack of Student's Vocabulary	Do you think the lack of vocabulary to young learners is a problem for you in teaching listening classes?		
Teaching Aids or Media	Do you think the lack of facilities or media (computer image projector etc.) affects you in teaching listening classes? Please explain		
The Material	Do you face problems in preparing material to be presented to EFL young learners? Please explain		
Method of Teaching Listening	Do you find it difficult to choose a method of teaching listening, especially for EFL		

young learners?		

3. 8.   Procedures of the Study

Research procedures are important in conducting research because they help researcher do good research. For this reason, researcher are required to determine what procedures will be carried out sequentially. In this study, researcher taken the following steps:

a. Researcher asked permission from three junior high schools in Semarang to conduct the study.

b. Researcher met with participants that help researcher to arrange the right schedule to get research data. The partisipants of this study were several English teachers in three schools to conduct the research.

c. The researcher interviewed the teachers about the topics of the research.

d. The reseacher gave the questionnaire to all participants.

e. The reseacher considered their responses in the questionnaire in order to know further since this interview aims to support the questionnaire result.

f. After conducting interviews and filling out questionnaires, the researcher analyzed the data that has been obtained.

g. After analyzing the data, the researcher interpreted the data and made the conclusion based on the interpretation.

h. Last, the reseacher made report the result of the research

From the procedures above, the researcher hopes that the results of this research can solve the problem and get satisfactory results so that it can produce good research.

3. 9.   Technique of Analysing Data

Qualitative data analysis is a variety of processes and procedures. Through these processes and procedures, it will transform the qualitative data collected into a form of interpretation, understanding or explanation of the people and situations being investigated. In this study, researcher used qualitative descriptive analysis to report data results.

According to Miles and Huberman (1994), qualitative research data analysis includes three steps as follows :

1. Data reduction

    Researcher collected all data through interviews and questionnaires. In data reduction, the researcher collects data, then the researcher selects and categorizes the data based on theories related to the research topic.

2. Data Display

    The researcher presented the data and described it, after describing the data, the researcher conducted an analysis of the data.. The researcher presents data from teachers' problems in teaching listening. Then, the researcher analyzed the results of the information and looked for insight and meaning. In other words, this step is done by providing a structured set of information so that the researcher can draw conclusions.

3. Conclusion Drawing/Verification

    Finally, the researcher will draw conclusions and verification. The step begins after collecting data through a provisional conclusion. In other words the conclusions are analyzed continuously and their validity is verified to get conclusions about the problems encountered by teachers in the teaching process of listening in English classrooms.

3. 10. Trushworthiness

According to Creswell (2012), validity is one of the strengths of research, which is based on determining whether the results are accurate. Data validity in qualitative research refers to the truth and certainty of a research result. The researcher used content validity in this study to verify the data collected from interviews with the participants to find out their challenges in teaching English. The researcher used Simon's rubric with experts' judgment to ensure that the questionnaire and question list were appropriate to be used in the study. Furthermore, the data collected from the interview was transcribed and sent back to the interviewees for the validation.

According to Creswell (2012), reliability refers to the consistency and stability of the results from one instrument application to another. Reliability is an outcome of the validity in a review. For reliability, the researcher uses expert opinion to overcome the reliability of the data collection instrument. To test the reliability of data collection, researcher sent interview transcripts and questionnaires to respondents for approval. Next, the researcher re-examined the

responses given by each participant and compared them to address the
dependencies of the findings.

CHAPTER IV
RESULT AND DISCUSSION

This chapter presents about the school profile, the research finding, and the discussion.

4. 1.   School Profile

This study was conducted in three junior high schools in Semarang. The schools were three Junior High School in Semarang.

First schools located at Jl. KH Thohir, RT 01/03 Pedurungan district, Semarang city. The school was operated in and has been accredited B. There are 10 classes in this school, and now the school has 288 students and 17 teachers.

The second schhols was located on Jl. Pesantren No. 3 RT 01/05 Pedurungan Lor, Pedurungan, Semarang. The school was operated in and has been accredited B. There are 6 classes an now this school has 13 teachers and 130 students.

The last school was located on Jl. Palebon Raya No.30 Semarang, Palebon, Pedurungan district, Semarang city. This school was operated in and has been accredited A. There are 12 classes in this school with 340 students and 23 teachers.

4. 2.   Research Findings

This study was aimed to find out the problems faced by teachers in teaching English listening to the seventh grade students. The result of the study was divided into 2 result: result of interview and result of questionnaire.

4.2. 1. Results of Interview

The researcher aimed to find out the problems faced by teachers in teaching English listening to seventh grade students. This research used semi-structure interview to give some confirmation about the respondent itself. There are 8 questions that the researcher asked the English teacher.

The results of interviews are presented in three categories:

1. Teachers self-report in teaching listening to young learners

2. Teachers problems in teaching listening to young learners

3. Teacher strategies/method about how to solve the problems.

1. Teachers Self-Report in Teaching Listening to Young Learners

This category was created to find out the teachers self-report in teaching listening to young learners. In this topic the researcher elaborated in three sections:

a) Teacher's Opinion about the Importance of Listening Skills in Learning English

From the responses of the three teachers in the interview process, it can be concluded that listening skills are very important in teaching English. According to two of three teachers, they found that listening in teaching students' listening can increase students' knowledge of some new vocabulary and how to pronounce

it. Meanwhile, according to one of three teachers, listening is very important in English because listening is the main skill to be able to communicate with other people.

Teachers 1 stated

Yes, I think listening skill is very important because listening is important to be able to communicate with other people.

b) **The Teacher's Opinion about the Difference Between Teaching Listening in Seventh Grade and Other Levels (Students' Background of Knowledge)**

From the answers of three teachers, the researcher concluded that all teachers had the same answer, namely for seventh grade listening is a new thing for students because some elementary schools do not apply English material so that seventh graders must adapt first to the material they just know. Therefore, students at other levels are already familiar with English material, especially listening because they have been able to learn in seventh grade.

As teacher 2 said

For the seventh grade in teaching listening is something new for them and for the other levels they are used to from teaching grades 7 and 8

c) **The Teacher's Way to Get Young Learners Interested in Learning Listening**

Lack of motivation in learning so that they are less interested in participating in listening learning. Some students are less interested in listening learning because of their lack of understanding of listening learning. From the

responses of the teachers, overall it can be concluded that the main thing that attracts young learners is to prepare interesting learning materials such as the use of video and audio media. Teacher 1 explained that :

What I do to attract students to be interested in listening lessons is to use audio or video media instead of power point and speech media because these media make students bored

Similar to teacher 1, teacher 2 argues that:

I usually prepare interesting learning materials, usually I use videos and songs that I take on youtube

In addition, make the class comfortable and interested in listening class, for example the teacher gives rewards to students for appreciating what they do. As teacher 3 said :

Because seventh graders are in the transition from elementary to junior high, they usually really like rewards, for example, there are children who can answer. points, therefore students will feel happy so the listening lesson turns out to be fun

From the statement above, it can be concluded that the students' lack of motivation in listening learning affects their interest in learning. Teachers must prepare their own way of teaching listening, especially young learners. In addition, their way of getting students interested is to prepare interesting materials and media using video/audio and reward students for appreciating their efforts.

2. Teachers problems in teaching listening to young learners

This category describes the problems teachers faced in teaching listening to young learners. In this topic the researcher elaborated in three sections :

a) **Problem Faced by the Teachers in Teaching Listening to Young Learners**

This section describes the problems teachers face in teaching listening to young learners. On the whole, it can be concluded that the main problem they face is the lack of students' vocabulary and students' attitude, it make difficult for students to understand or get information. Teacher 1 stated that:

Students still have difficulty understanding the information that I convey orally or with the audio that I display because of their lack of vocabulary.

Also teachers 2 stated that :

There are some students who have not been able to receive and understand the information they have heard, because every student is different

Similar with teachers 1 and 2, teacher 3 argues that :

Their vocabulary is still low, making it difficult for them to understand or get information, for example the conversation they are listening to, they have difficulty capturing information.

In addition, student attitudes are also a problem for teachers in teaching. An example is the lack of student focus in learning listening.

Teacher 1 stated

.some students do like to joke with themselves and annoy their friends but it's not a big problem for me because I will make the class atmosphere more fun and make them interested in my learning

Teacher 2 stated

... the concentration and focus of students are very influential in listening learning, for example if one student is not concentrated in learning it will affect other students, making listening activities less effective.

Teacher 3 stated

... some children are busy themselves making learning not going well and I as a teacher always remind students to pay attention to learning so they can capture information

b) **The Biggest Challenge for Teachers in Teaching Listening Skills to EFL Young Learners**

According to the answers from these three teachers, it can be concluded that the biggest challenge in teaching listening to students is to make students understand and accept listening lessons such as understanding vocabulary and pronunciation.

As teacher 1 said

The challenges are the same, not far from understanding vocabulary and pronunciation

Teacher 2 also stated that

My first challenge in teaching listening is to teach students some vocabulary so they can be understood

Similar to teachers 1 and 2, teacher 3 argues that

The biggest challenge is that as much as possible students can accept listening lessons and understand vocabulary and pronunciation as they are taught

From the above statement we know that all teachers had the same opinion. The challenges they faced were vocabulary and pronunciation. For this reason, the biggest challenge for teachers in teaching listening to young learners is not far from vocabulary and pronunciation problems.

3. The Teacher's Way of Solving Problems in Teaching Listening to EFL Young Learners

From the results of the interview, it can be concluded that these three teachers have almost the same way of overcoming the problems they experience in teaching listening. Because the problem most often faced by English teachers is not far from the lack of vocabulary. Therefore, the teacher's way of coping is to approach and motivate individual students who are less interested in listening lessons and then give them the challenge of finding new vocabulary for them.

Teacher 1 said

Usually I motivate students first individually and then direct them to learn more vocabulary, at least 5 words that they must understand

Teachers 2 and 3 have similar opinion

They approached each student and then they had the students practice reading and then memorized some vocabulary that they didn't understand yet.

Based on the statements above, the teacher found it difficult to choose a method of teaching listening. Teachers should know that using the right method or technique can make students understand the lesson better and they can use it to produce other skills in English such as speaking, reading and writing. In addition,

teachers also have their own way of overcoming the problems that exist when teaching listening.

4.2. 2. Result of Questionnaire

To support the results of the interviews, the researcher gave a questionnaire to teachers to find out the problems faced by teachers when teaching listening to young learners and the questionnaire aimed to gain a deeper understanding of the problems faced by teachers in teaching listening to young learners. The questionnaire consists of seven questions, there are questions about the teacher's problems in teaching listening to learners. The researcher asked teachers' problems based on the adoption of the Lestari (2021) article. These problems consist of student psychological factor that is motivation, students' background of knowledge, students' attitude, lack of student's vocabulary, teaching aids or media, the material and method of teaching listening. The result of questionnaire can be seen as follows.

Table 4.1 Result of Questionnaire

TOPICS	QUESTION	YES/NO	Explaination Details
Student Psychological Factor (Motivation)	Do you find it difficult to motivate students especially for EFL young learners and how do you keep them interested by listening?	YES	**Teacher 1** : Students have low motivation because they are not interested and do not understand English lessons, especially listening. Use interesting learning media so that students don't get bored **Teacher 2** : Each student has different motivations and interests. Using media that attracts students to be interested in learning **Teacher 3** : Students do not have basic skills and

			interest in learning English. Make students comfortable and follow what students want to like listening lessons.
Students' Background of Knowledge	Do you have difficulty with young learners who have no prior knowledge of the material to be presented?	**Yes**	**Teacher 1 and 2:** Most students in seventh grade consider English a new thing and some have minimal knowledge of English. **Teacher 3 :** Some students do not have basic skills / qualified in learning English
Students' Attitude	Do you have difficulties in dealing with negative attitudes of students especially young learners in teaching listening and what are samples of students' negative attitude?	Yes	**All Teachers** : Learning becomes less effective because many students lack concentration so that it interferes with other students in learning, for example students who play alone, joke with each other and don't want to listen to listening lessons.
Lack of Student's Vocabulary	Do you think the lack of vocabulary to young learners is a problem for you in teaching listening classes?	**Yes**	**Teacher 1** : Because the lack of vocabulary can hinder students in learning listening because they do not understand the information. **Teacher 2** : Because the lack of understanding of vocabulary makes it difficult for students to catch the information spoken by the teacher. **Teacher 3** : Because the lack of vocabulary can hinder students in learning listening because they do not understand the information.

Teaching Aids or Media	Do you think the lack of facilities or media (computer image projector etc.) affects you in teaching listening classes? Please explain	**Yes**	**Teacher 1 :** Because the media is very useful to help teachers attract students' interest in learning, so students are more enthusiastic and not bored in learning **Teacher 2:** Lack of teaching aids or media used will make students less interested in listening activities and less stimulating students' interest in learning. **Teacher 3:** Because learning activities are more listening, the pronunciation of written words is different, so media is needed to help learning
The Material	Do you face problems in preparing material to be presented to EFL young learners? Please explain	**YES**	**Teacher 1 :** Because the teacher must prepare material that is not monotonous and can be easily understood by young learnerss, students usually find it difficult if they only rely on books. **Teacher 2:** Because the teacher must develop the material in the book so that students can understand in detail what is in listening learning.
		NO	**Teacher 3:** Because the teacher is based on the handbook and other reference books that have been prepared.
Method of Teaching Listening	Do you find it difficult to choose a method of teaching listening, especially for EFL young learners?	**YES**	**Teacher 1**: Because this is the most difficult thing in learning listening, the teacher must prepare a strategy or technique that can make students interested and understand

| | | | | what the teacher is saying. **Teacher 2**: Because this is the biggest challenge for teachers in creating interesting methods and strategies, teachers must provide interesting activities and exercises so that students can be motivated in listening learning. |
| | | | NO | **Teacher 3 :** Because the teacher has prepared the method according to the existing lesson plan. |

From the results of the questionnaire, the researcher found that three English teachers who teach in seventh grade agree that the problems of teaching listening to young learners. For more details, the researcher described the results of the above questionnaire as follows:

From the point number one, it showed that teachers found problems in motivating students because students basically have different interests and motivations in learning listening. Therefore, lack of motivation and interest of students in understanding listening learning so that teachers must provide good treatment according to students' needs. For example with the use of media as needed

From the point number two showed that the three teachers had difficulty teaching young students who previously had minimal knowledge of listening learning. It means that listening is a new thing for young learner, so that students have inadequate or minimal understanding and basic skills.

From the point number three showed that teachers faced difficulties regarding students' attitudes when learning in class especially young learners. Students who are less concentrated, busy playing alone and disturbing other students make it difficult for the teacher in the listening learning process, so that learning becomes less effective.

The result questionnaire of number four showed that lack of student vocabulary is a difficulty faced by teachers because it can hinder and make it difficult for students to understand and capture the information provided.So that students find it difficult to follow the lesson because of their lack of vocabulary.

From question of number five, it showed that the use of media and teaching aids is very important for teachers in teaching listening. Less qualified or complete media is very influential in learning because media is important in listening learning. Media is useful to stimulate students' interest in learning so that the learning process is not boring.

From question of number six, it showed that teachers had problems in preparing and developing the material to be delivered to students. It means that teachers must deliver and prepare material that must be delivered in a way that is easy to understand and not monotonous..

From the last point of the questionnaire, it showed that eachers find it difficult to choose a method in teaching listening because the teacher knows that using the right method or strategy can make students understand the lesson better and they can be motivated in learning listening. So they feel interested that listening learning is very interesting.

Furthermore, causes of problems of teachers in teaching listening to EFL young learners are student psychological factor (motivation) , students' background of knowledge, students' attitude, lack of student's vocabulary, teaching aids or media, the material and method of teaching listening. Based on the data, the researcher didn't need to reduced the data of teachers' questionnaire because the data is appropriate.

4. 3. Discussion

In this section, the researcher wants to discuss the findings of the problems faced by teachers in teaching listening to EFL young learners as the formulation of the research problem. The author uses an open-ended questionnaire and semi-structured interviews as the main data collection techniques. This research was conducted in three different junior high schools in Semarang and took one respondent in each school. In answering the research questions, the results of the questionnaires and interviews showed the problems encountered by teachers in teaching listening to young learners the problems described are in line with the existing theory in the findings of the Lestari(2021) article, namely student psychological factor (motivation), students' background of knowledge, students' attitude, lack of student's vocabulary, teaching aids or media, the materials and methods of teaching listening. Moreover, the three teachers had the same opinions, experiences and problems in teaching listening to young learners

First, the three English teachers found that there were problems from psychological factors in the seventh grade, they had difficulty motivating students. Students seem less motivated and less interested in understanding listening

because most students do not catch and understand the information conveyed. According to Goctu (2016) motivation is an important factor in learning and teaching foreign languages, especially in listening skills. Thus, the teachers have prepared good methods, materials and media according to the needs of students and students do not feel bored when learning takes place.

Second, the background knowledge of students about English subjects makes it difficult to teach, especially in listening learning. Teachers have difficulty with students who do not have prior knowledge about the material to be delivered. They stated that for some students learning to listen was a new thing, so that students with minimal listening comprehension had difficulty in accessing the information conveyed. It is in line Lestari (2021) the difficulties faced by the teacher were because some students did not have background knowledge about the material given. Thus, students with minimal background information will have more understanding than students who do not.

Third, teachers faced difficulties in teaching listening related to students' attitudes in class. Thomson (2005) states that some teachers found that their students were often busy talking and chatting among other things and did not focus on listening subjects. From the results of the study, it can be concluded that the three teachers have the same opinion, namely learning became less effective because many students lack concentration so that it interferes with other students in learning, for example students who play alone, joke with each other and do not want to listen to listening lessons.

Fourth, another difficulty was the students' lack of vocabulary. It is in line with Lestari (2001) the lack of vocabulary for students is an explanation why students do not understand the information that has been conveyed by the teacher. It can be concluded that the lack of students' vocabulary is a difficulty faced by the teacher because it can hinder and make it difficult for students to understand and capture the information provided.

Fifth, the challenge or difficulty faced by teachers when teaching listening was the lack of teaching aids or learning media. The teacher stated that the media and teaching aids were very influential in learning. This result is in line with Lestari (2021), who found that what teachers face in teaching listening comprehension is preparing the material to be presented to students. Thus, media that was not qualified or complete was very influential in learning because media was important in listening learning. Media is useful to stimulate students' interest in learning so that the learning process is not boring.

Sixth, the difficulty faced by teachers in teaching listening is preparing the material to be delivered to students. Teachers had problems in preparing and developing the material to be delivered to students because the material to be delivered was easy to understand and not monotonous. This is in line with Lestari (2021) that, teachers face difficulties in finding suitable materials for teaching listening. Teachers need to use appropriate teaching materials and activities carried out by teachers to improve listening learning.

Seventh, teachers found it difficult to choose a method of teaching listening. Teachers know that using the right method or strategy can make

students understand the lesson better and they can be motivated to learn to listen. So they feel interested that listening learning is very interesting. This result is in line with Lestari (2001) who found that teachers find it difficult to choose methods, techniques and strategies in teaching listening. Teachers should be more creative in developing their teaching methods to create a good atmosphere and make English lessons more interesting.

Based on the results of the problems above, it can be concluded that the problems described in the theory occur in teachers. There are even more problems going on in teaching listening. Namely student psychological factor that is motivation, students' background of knowledge, students' attitude, lack of student's vocabulary, teaching aids or media, the materials and methods of teaching listening
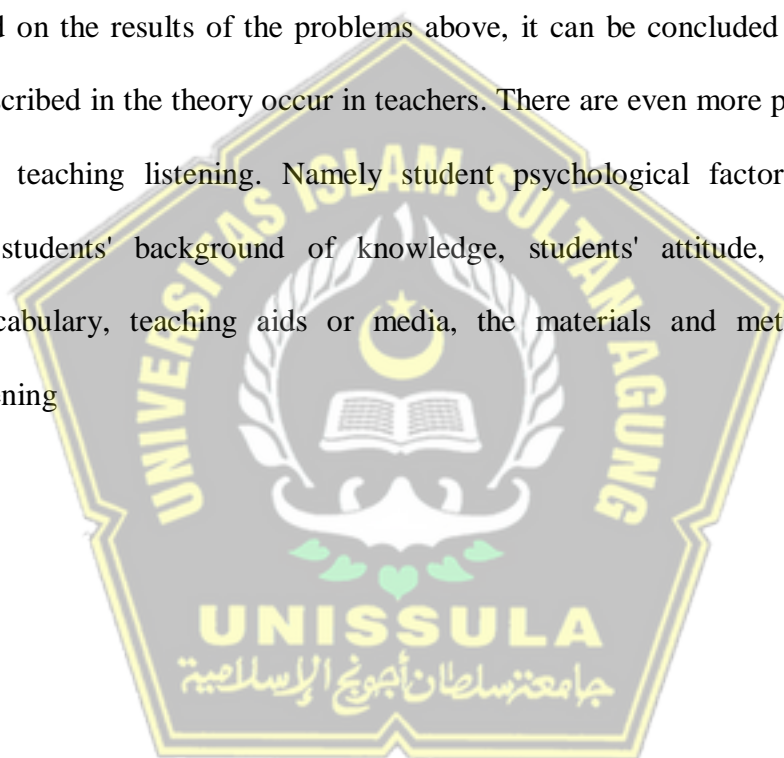
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion of the result of the research based on the finding and suggestions from the writer related to the research.

5. 1.   Conclusion

Based on the result of the study, the researcher has outlined the important points in this section to answer the research questions in order. Listening is a very important skill in learning English. Teaching listening in seventh grade is very different from teaching listening at the upper level because most students consider listening to be a new thing. and they are still adapting to English learners especially Listening. For this reason, teachers must create or find ways so that young learnerss in seventh grade can understand and capture information in listening learning.

The results of the questionnaires and interviews showed the problems encountered by teachers in teaching listening to young learners, especially in the seventh grade of junior high school. Basically the three teachers have the same opinion about the problems they face in teaching listening to EFL young learners, especially in seventh grade. Seventh grade students have less interest and motivation in learning listening because for them listening is a new thing, so some young learners are less concentrated in the learning process. In addition, the limited vocabulary of students and teaching aids/media makes it difficult for teachers to learn listening because they can hinder and complicate listening learning in class. For this reason, teachers must prepare interesting materials and

methods so that students could easily capture information and felt that listening learning was fun and not boring.

Based on the results of the problems above, it was certain that the problems described are in line with the existing in theory the findings of the Lestari (2021) article, namely student psychological factor that is motivation, students' background of knowledge, students' attitude, lack of student's vocabulary, teaching aids or media, the materials and methods of teaching listening.

5. 2. Suggestions

The teachers must know the students' interest and motivation in learning English well. Teachers can teach listening by using sound or video media to increase their interest and motivation and make young students not bored in learning. After students are interested in learning English, especially listening, after that the teacher provides deeper teaching to improve students' vocabulary by giving them memorized words when learning English at least 10 words. In addition, in teaching listening comprehension in the classroom, it is advisable to have thorough preparation of all teaching aids or media, materials and book sources needed. For students, they have to study harder and practice more to improve their listening skills in order to become better listeners. Not only practice but also follow the instructions of the teacher. For other researchers, the researcher hopes that this research can be a guide for those who want to do qualitative research and become a useful reference and can be a useful reference.

REFERENCE

Aldama, B. (2017). Analyzing teachers' difficulties in teaching listening comprehension toward the first grade students of MAN 3 Bone. *A thesis*, UIN Alauddin Makassar.

Andrade, M. E. A. D. (2006). Improving how listening skills are taught in the EFL classroom: Guidelines to Producing Better Speakers of the English Language. *Bachelor Thesis*. Instituto Superior De Educadocao.

Aufa, M. M. (2018). English language teaching and learning for young learners at SD IT cahaya bangsa Mijen Semarang. *A thesis*, UIN Walisongo Semarang.

Barriball,L.K. & While, A. (1994), Collecting data using a semi structured interview: A discussion paper. *Journal of Advanced Nursing*, 19,328-335. https://doi.org/10.1111/j.1365-2648.1994.tb01088.x

Brown, H. D. (2007). *Teaching by principles: aAn interactive approach to language pedagogy*. Longman

Curtain, H. & Dahlberg, C. A.(2004). *Languages and children: Making the match: new languages for young learners, Grades K-8* (3rd ed.). Longman

Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Pustaka Pelajar

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education

Gay, L. R., E. Mills, G., & Airasian, P. (2012). *Educational research: Competencies for Analysis and Applications*. Pearson Education, Inc

Gilakjani, A. P. & Ahmadi, M. R. (2011). A study of factors affecting EFL learners English listening comprehension and the strategy for improvement. *Journal of Language Teaching & Research*, 2(5), 977-988.

Goss, B. (1982). Listening as information processing. *Communication Quarterly*. 30(4),304-307. https://doi.org/10.1080/01463378209369465

Goctu, R. (2016). The effects of motivation on listening skills of ELT students in Georgia (IBSU Case). *International Journal of English Language, Literature and Humanities,* 4(5), 65-79. https://doi.org/10.24113/ijellh.v4i5.1342

Graham, S. (2006). Listening Comprehension: The Learners' Perspective. *System*, 34, 165-182. http://dx.doi.org/10.1016/j.system.2005.11.001

Hichem, B. (2013). An investigation on listening challenges facing EFL learners. *Doctoral dissertation, MA Thesis*. Mohamed Khider University of BISKRA: Algeria

Hwaider, S. M. (2017). Problems of teaching the listening skill to Yemeni EFL learners. *International Journal of Scientific and Research Publications*, 7(6), 140. http://www.ijsrp.org/research-paper-01617.php?rp=P666473

Lestari, A.P. (2021), Analysing teacher's difficulties in teaching listening comprehension: a case study at MAN 1 Palembang. *Journal of Development and Innovation in Language and Literature Education*. http://repository.radenfatah.ac.id/16527/

Marvasti, A. (2018). Research methods. *The Cambridge Handbook of Social Problems*, 1(3), 23-37. https://doi.org/10.1017/9781108656184.003

Mckay, P. (2005). Assessing young language learners. *ELT Journal*, 63(1), 91–94, https://doi.org/10.1093/elt/ccn063

Miles, M. B. &, Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*, (2nd ed.) SAGE Publication.

Martono, N. (2010). *Metode penelitin kuantitatif*. Rajawali Press.

Nunan, D., & Miller, L. (2002). *New ways in teaching listening*. TESOL Inc Siegel

Nurasiah. (2017). Teaching English to young learners: A case study at Nurul Quran Islamic School Aceh Besar. *English Education Journal (EEJ)*, 8(1), 79-97. http://jurnal.unsyiah.ac.id/EEJ/article/view/6130

Ramadhika, B. (2014). Improving students' listening skills using animation videos. *A thesis*, Universitas Negeri Yogyakarta.

Riftiningsih, F (2018). The use of video media to improve the students' listening skill for the second grade students of Senior High School in SMAN 2 Grabag Magelang in The Academic Year of 2017/2018. *A graduating paper*, IAIN Salatiga.

Rost, M. (2001). *Teaching listening*. Cambridge University Press.

Sevik, M. (2012). Teaching listening skill to young learners through "listen and do" song. *English Teaching Forum*. 50(3), 10-17. https://Files.Eric.Ed.Gov/Fulltext/EJ997523.Pdf.

Sugyiono. (2012). *Metode penelitian kuantitatif kualitatif dan R&D.* Alfabeta

Suryanto(2019). How to teach listening in senior high school. *International Journal of English Education and Linguistics (IJoEEL).* https://doi.org/10.33650/ijoeel.v1i1.962

Tersta, F. W., & Novianti, A. (2017). *Listening to students voice: Students' problems in listening comprehension*. *82* (Conaplin 9), 33–36. https://doi.org/10.2991/conaplin-16.2017.7

Thomson, K. (2005) Helping teen to listen. *BBC British council*. http://www.teachingEnglish.org.uk/think/listen/teen_listen.shtml.

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching,* 40(3), 191-210. https://doi.org/10.1017/S0261444807004338

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

Yuliana. (2003). Teaching English to young learners through Songs. *K@Ta*, *5*(1), 84-90–90. https://doi.org/10.9744/kata.5.1.84-90