Students' Difficulties in Listening Sessions through LiveWorksheets at SMP Puri Artha Karawang

[1]Meisya Afiyah Nasywarindi, [2] Theresia Arianti
[1][2] Universitas Media Nusantara Citra, Jakarta, Indonesia

[1]Email: meisya270502@gmail.com

ABSTRACT

Many students do not have a sufficient level of listening skill. Students' difficulties in listening include the areas of pronunciation, stress, intonation, vocabulary, and syntactic structure. This study aimed to investigate listening sessions through LiveWorksheets at SMP Puri Artha Karawang. This study included 25 students from grade seven. In conducting the study, the researcher applied a descriptive qualitative method. The researcher used semi-structured interview questions as the instrument of this research. The findings show that students faced listening difficulties mostly because of different speaker accents. Mostly, the students used entertaining media to overcome this challenge. Moreover, it is also found that out of nine difficulties found, seven are related to listening in general and two are related specifically to the use of LiveWorksheets which are unclear audio/sounds and technical error.

Keywords: Students' Difficulties, Listening Session, LiveWorksheets

INTRODUCTION

The central developments in technology have an impact for aspect of life, especially education. As long as we connect the process with technology, learning a language will be much easier. Using technology in education can engage and motivate students to learn. Passey et. al (2004) stated that the motivational characteristics are the students become more successful when using technology and are more actively focused on learning and performance goals. The most frequent issues with listening that students experience are lack appropriate active listening activities, difficulty with student-level course content, overcrowded classes, lack of course materials, and insufficient students' education (Coskun & Uzunyol-Köprü, 2021). Hwaider (2017) found that the most problematic areas in listening include the areas of pronunciation, stress, intonation, vocabulary, and syntactic structure. Many students do not have a sufficient level of listening skill.

English has evolved into an essential instrument for worldwide communication. English as a Foreign Language (EFL) education in schools is an international priority because English is the lingua franca of academia, business, and tourism (Vonkova et al., 2021). This is also supported by Harmer (2007) who stated that most students learn English as a Foreign Language (EFL) with the aims of talking with native speakers from another country when they are traveling and have employment visits.

Nowadays, English is taught through three methods, which are offline, online, and hybrid. Offline learning is traditional learning that allows for direct communication with their peers and teachers in a face-to-face manner. Offline learning requires the teaching and learning process to take place on the same day (Pei & Wu, 2019). Moreover, Putra (2018) stated that online learning media was better known during the Covid 19 epidemic, while Hybrid learning is a collaboration online and face to face (FTF) teaching (Lin, 2009). This concept also includes two models, which are mixed, where online meetings replace the majority of face-to-face learning, and supplemental, where online meetings supplement traditional courses (Ho & Burniske, 2005). Besides, English can also be taught in blended learning. Salkovskis (2007) said that blended learning has the best potential to combine of traditional and web-based learning experiences. Blended learning which also includes ICT has become more important and complementary, not changing traditional types of learning (Mitchell & Forer, 2010).

Listening is an important skill in English. Moreover, the superior skill for achieving effective communication is listening (Gilakjani & Sabouri, 2016). A study by Nor (2014) reported that listening is the essence of all aspects that will be obtained by someone, especially for learning a language. By listening, a person can produce writing, reading, and speaking skills. The most difficult productive skill for students learning is listening comprehension (Miranty & Rachmawati, 2016).

Students' main source of problem in listening is low listening comprehension ability (Bennui, 2007). Hamouda (2012) stated the most frequent issue with listening that students experience are pronunciation, speaking speed, inadequate vocabulary, different speaker accents, lack of concentration, anxiety, and poor recording quality. Moreover, Rahimirad and Zare-ee (2015) argue that many difficulties can arise in listening tasks, such as unfamiliar vocabulary, unfamiliar topics, and noise in the environment. Another study by According to Tsiqah and Arini (as cited in Tee & Fah, 2005), the students' problem is low mastery of English in listening skills. The main causes of listening problems are short attention spans and lack of motivation among students. The lack of facilities affects the process of learning English.

According to Aboderin (2015), the major challenges include lack of internet facilities and students' inability to use e-learning facilities and tools. According to Purwanto (2020), the problem is not only the availability of learning facilities but also the lack of internet quota, which requires relatively high costs to meet the demand for online learning. This situation makes challenging as students do not have adequate internet quota. According to Penny (as cited in Afriyuninda & Oktaviani, 2021), some students have difficulty in learning to listen, such as unclear audio or sounds problems, needing to understand every word, the ability to understand native speakers quickly and naturally, needing to hear things multiple times, and difficulty keeping up. According to Nashruddin (as cited in Efriana, 2021), some students live in remote rural areas that are not connected to the internet and their

mobile network can sometimes be unstable due to their location.

Active listening involves repeating paraphrased versions of the speaker's message, asking questions when necessary, and maintaining a moderate to high level of nonverbal conversational involvement (Weger Jr et al., 2014). Hodis (2012) argued that students are unlikely to be aware of their listening challenges unless they are provided with a range of evidence that such challenges exist. There are ways that students often take to overcome listening problems in class. Listeners practice by using some entertainment media (books, songs, movies, videos), being focused, finding keywords and making predictions (Purwanto et al., 2021).

One type of interactive sheets that can be applied in teaching English listening is "LiveWorksheets" (Ampa, 2015). LiveWorksheets is a platform that allows teachers to provide electronic worksheets or student activity sheets (also known as student worksheets) (Ransom & Manning, 2013). By using multiple learning applications, students can also take advantage of technology in their learning process and create an effective learning environment by providing appropriate tools to students learning applications and tools that facilitate their understanding and participation in classroom interactions (Isma et al., 2022). The use of "LiveWorksheets" also helps EFL students convert traditional worksheets into interactive practice questions, which is very useful for students and the environment (Özdal et al., 2022).

However, studies investigating students' difficulties in listening session through LiveWorksheets at SMP Puri Artha Karawang are still not available yet. There are studies on Liveworksheets for Listening that have been conducted before, but not at SMP Puri Artha Karawang. This study aims to fill this gap. Moreover, this study is important because the students can be aware of their listening problems using LiveWorksheets and they will know how to overcome them.

Based on the background of the study and research problem, there are two research questions; (1) What are students' difficulties in listening sessions through LiveWorksheets?, and (2) How do students overcome these difficulties in listening sessions through LiveWorksheets?. This study aims to (1) find out students' difficulties in listening sessions through LiveWorksheets. (2) analyze how the students overcome these difficulties in listening sessions through LiveWorksheets.

METHOD
The researcher applied a descriptive qualitative research and case study method. Moleong (2008) stated the purpose of qualitative research is to understand the phenomena experienced by the research subjects and use it to explore things related to the subjects' behaviors, attitudes, motivations, perceptions, and actions.

Data were collected from participants, the researcher used an interview as the instruments of this research. According to Cui (2016), interview is one of the most well-known and influential methods of trying to understand human thoughts and feelings. The interview is an important source of social, interactive, and interpersonal communication methods. The researcher collected data from

students' difficulties and solutions in Listening. The interview questions are adapted from Nushi (2020), Ulum (2015) and Sakiroglu (2018).

The researcher has chosen students as participants. This study involved 25 students of SMP Puri Artha Karawang. The research was conducted from May to June 2024. The researcher applied semi-structured interviews which included 4 questions about students' difficulties and solutions in Listening session through LiveWorksheets.

The researcher gave treatment in the form of Listening tests first. There were two Listening tests given in two different sessions. The listening tests used LiveWorksheets and the materials were about asking and giving direction, and road signs. The listening tests used speakers, so that students could listen more clearly. After that, the researcher collected the data in interview. The researcher made a list of key questions as an interview guide, but additional questions can be asked during the interview (semi-structured interview). Magaldi and Berler (2020) define semi-structured interviews as exploratory interviews that are generally based on a guide and usually focus on the main topic that provide a general pattern. The researcher interviewed the students about their listening difficulties and the solutions. The researcher recorded the entire interview. Then, the researcher transcribed the recording. The researcher then read, highlighted, and labeled the transcription according to the research questions. The interview result that had been labeled was entered into an excel matrix category according to their difficulties and solutions.

FINDINGS AND DISCUSSION

The researcher found difficulties that mostly happened in Listening through LiveWorksheets at SMP Puri Artha Karawang to the students in grades 7A and 7B. The result of interview about students' difficulties, there are nine (9) categories in students' difficulties. The first category, 7 out of 25 students had difficulty in different speaker accents. The second category, 6 out of 25 students had difficulty in quickly forgetting. The third category, 3 out of 25 students had difficulty in speaking speed. The fourth category, 2 out of 25 students had difficulty in inadequate vocabulary. The fifth category, 2 out of 25 students had difficulty in anxiety. The sixth category, 2 out of 25 students had difficulty in unclear audio/sounds. The seventh category, 1 out of 25 students had difficulty in pronunciation. The eighth category, 1 out of 25 students had difficulty in lack of concentration. The ninth category, 1 out of 25 students had difficulty in technical error. The result regarding students' difficulties is presented in the bar chart below:
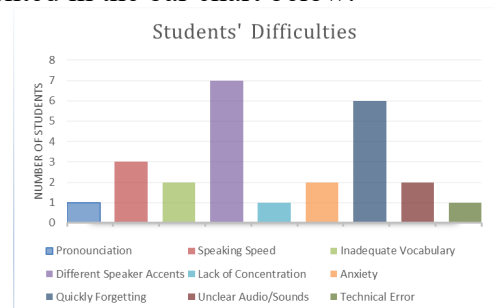

Figure 1. **Bar Chart of Students' Difficulties**

Based on figure 1, there are nine categories in students' difficulties including pronunciation, speaking speed, inadequate vocabulary, different speaker accents, lack of concentration, anxiety, quickly forgetting, unclear audio/sounds, and

technical error. The most frequently of students' difficulties in Listening through LiveWorksheets is categorized different speaker accents (7), while pronunciation (1), lack of concentration (1), and technical error (1) categories have the lowest number of students' difficulties.

The result of interview about students' solutions, there are five categories in students' solutions. The first category, 15 out of 25 students had solution in using entertaining media. The second category, 4 out of 25 students had solution in focus. The third category, 2 out of 25 students had solutions in confidence. The fourth category, 2 out of 25 students had solution in find the keywords. The fifth category, 2 out of 25 students had solution in predicting. The summary of the data is shown in the chart below:
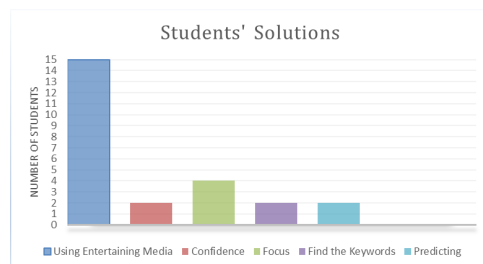

Figure 2. Bar Chart of Students' Solutions

Based on figure 2, there are five categories in students' solutions including using entertaining media, confidence, focus, find the keywords, and predicting. From the data, it can be seen that most frequently of students' solutions in Listening through LiveWorksheets is using entertaining media category (15), while confidence (2), find the keywords (2), and predicting (2) categories has the lowest number of students' solutions.

After having collected all the needed data from the interview, the researcher then analyzed the data

according to the excel matrix. Then it was essential to investigate their perspectives on the students' difficulties and students' solutions in items of each category.

Students' Difficulties
The students often found difficulties in the listening through LiveWorksheets.

a. Difficult Speaker Accents
The example of students' difficulties in different speaker accents is shown below:

Table 1. **Excerpt 1a**

Utterance
"I did not know the accent before."

As shown in the excerpt above, when listening, the students did not know about the accent before. According to Wulandari (as cited in Gilakjani & Sabouri, 2016), when students hear an unfamiliar accent, such as British or Indian English, for the first time after studying only American English, they will feel disrupt the entire listening and have difficulty about unfamiliar accents with students' understanding.

Table 2. Excerpt 1b

Utterance
"From a different accent that is hard to catch."

Table 3. Excerpt 1c

Utterance
"The accent is not very clear because it is like a British accent."

As shown in *tabel 2* and *tabel 3* above, the accent from British English is not very clear and it is hard to catch the words. This is line with Erzad (2020) who argued that many

people find British accent is a bit difficult compared to the American accent. When the student found recording materials in British accent, it is hard for them to catch the words.

Table 4. Excerpt 1d

Utterance
"The speaker talks with British accent, so it is quite hard to understand."

Table 5. Excerpt 1e

Utterance
"The accent is difficult to understand."

Table 6. Excerpt 1f

Utterance
"I do not understand about the accent."

Table 7. Excerpt 1g

Utterance
"The accent is not very clear, and I do not understand."

Based on **table 4** until **table 7** above, most of students do not know about the accents. So, they do not understand, and it is difficult for them what the speaker is saying. This is in line according to Ratih (as cited in Gilakjani & Sabouri, 2016), when the speaker talks with British accent, It is quite hard for the students to understand the meaning of listening. This is in line with Diora (2020) who stated that the students usually listen with an American accent, so when they listen to a speaker with British or Indian accents, they feel difficult and do not understand what the speaker is talking about. The students have difficulty recognizing words that they just know because of the way they are pronounced (Beshina, 2020). The

students tried to concentrate they could not hear the words clearly. It is because of the accent or pronunciation of the native speakers.

b. Quickly Forgetting

The example of students' difficulties in quickly forgetting is shown below:

Table 8. Excerpt 2a

Utterance
"I often suddenly forgetting the audio, if the listening is too long."

As shown in the excerpt above, the students often forget if the listening is too long. This is in line with Gilakjani (2016) who argued that many students tend to quickly forget what they just heard after the speaker has finished speaking. For low-level students, it is very difficult to listen anything longer than three minutes long and complete the listening task. The students prefer short rather than long spoken texts in their listening activities. In fact, they consider a 4-minute-spoken-text by a native speaker to be too long for them. They cannot focus on understanding what the speaker is saying because there is too much information to process from long spoken texts (Wulandari & Sintawati, 2021).

Table 9. Excerpt 2b

Utterance
"I suddenly forgetting in the middle of listening."

In the excerpt above, the students often experience suddenly forgetting while in the middle of listening. This is in line with McBride (2011) who stated that when some of the information is lost which is a word or phrase that cannot be understood if heard in the middle of listening.

Table 10. Excerpt 2c

Utterance
"I often suddenly forget about the target word."

Table 11. Excerpt 2d

Utterance
"I feel like forget so it jumps to the next section when I am thinking about the previous one."

Table 12. Excerpt 2e

Utterance
"I suddenly forget what I remember before."

Table 13. Excerpt 2e

Utterance
"I feel like I have suddenly forgot because sometimes the speaker has not finished yet then the next one is lost or forget, so I just focus on the first part."

Based on *tabel 10* until *table 13* above, most students forget the target word when they are listening, and sometimes the speaker has not finished but it has already moved on to the next section, so they can only catch the beginning of the audio. This is in line with Wixted (2005) who argued that the students fail to catch new information, so they seem to forget everything quickly. The student has difficulties to remember quickly about word that they have just heard. When they forget what they heard, they will spend too much time on translating and they do not know which answer is correct. It shows that remembering of what has just been heard in listening is very important (Asmawati, 2017). The listeners sometimes find an unknown word, so they stop and think about the meaning of that word. They forget and skip the next part of the listening (Gilakjani & Sabouri, 2016).

c. Speaking Speed

In this situation, the listener cannot control the speed of the speaker, and this can cause critical problems in listening. The example of students' difficulties in speaking speed is shown below:

Table 14. Excerpt 3a

Utterance
"Sometimes it is too fast, I cannot catch the speaker what they said."

As shown in the excerpt above, the speaker talks too fast, and the student cannot understand what they said. This is in line with Diora (2020) who argued that the speed of delivery is related to a speaker's speaking speed which is sometimes too fast. She found in her study that, during listening lesson, there were no pauses when the speaker spoke, and the student could not understand the meaning of the words. Moreover, the audio played only once, and it made it more difficult for the students.

Table 15. Excerpt 3b

Utterance
"The speaker speaks quite quickly."

Table 16. Excerpt 3c

Utterance
"The speaking speed is unclearly and quickly."

Based on *table 15* and *table 16* above, students have difficulty if the speed is too quick. This is in line with Wulandari (2021) who stated when listening to audio where the speaker

speaks too fast, students cannot understand the message clearly. Sometimes, they only capture part of the information from the spoken text.

d. Inadequate Vocabulary

Limited vocabulary mastery is the biggest problem faced by students in listening. The example of students' difficulties in inadequate vocabulary is shown below:

Table 17. Excerpt 4a

Utterance
"I do not have many vocabularies."

As shown in the excerpt above, the students does not know about English vocabularies. This is line with Wulandari (2021) who argued that in the listening activity, the students find it difficult even simple materials when there are too many new words that have not been studied before. It means that they have insufficient vocabulary mastery. On the other hand, they have difficulty learning vocabulary because they keep forgetting. She also found in her study the students have difficulty remembering the definitions of new words after being taught and recalling the meanings of already known words.

Table 18. Excerpt 4b

Utterance
"There are words which I have just heard so I do not understand."

Based on excerpt above, when students hear new or unfamiliar words, they are sometimes confused about their meaning. So, they do not understand. This is line with Nadhira (2021) who stated the problems faced by students are not only related to the context. Students feel difficult to understand listening texts in which there are too many unfamiliar words. The biggest problem that most of students faced in the listening course is their limitation vocabulary mastery. They cannot understand what the speakers are saying every time they are faced to new words (Wulandari & Sintawati, 2021). Moreover, the use of unfamiliar words in the text which listeners do not know, it can make listeners stop and think to understand the meaning for a few moments (Gilakjani & Sabouri, 2016).

e. Anxiety

Anxiety have difficulty in understanding what is being heard, an excessive fear of failing in listening class, and a loss of concentration and focus. The example of students' difficulties in anxiety is shown below:

Table 19. Excerpt 5a

Utterance
"Sometimes I am afraid of making mistakes."

Table 20. Excerpt 5b

Utterance
"Sometimes I have felt anxious before but not that often."

Based on **tabel 19** and **Excerpt 20** above, students are sometimes afraid of making mistakes and are anxious when listening in class. This is in line with Pratama (2023) who argued that anxiety occurs because the students often worry that they will fail in listening class and thought their teacher will evaluate them negatively when they cannot answer the teacher's questions. Students feel worried that they will be left behind because they

are not able to catch up with the pace of the lesson, which ultimately leads to frustration they are unable to fully understand the learning provided (Lababidi, 2016).

f. Unclear Audio/Sounds

Unclear sound due to inferior equipment can also affect listeners' understanding. The first difficulty is that poor-quality tapes or discs severely damage students' hearing abilities. The example of students' difficulties in unclear audio/sounds is shown below:

Table 21. Excerpt 6a

Utterance
"I cannot hear it clearly, the sound is too low."

Table 22. Excerpt 6b

Utterance
"Some of the audio is not clear."

Based on **tabel 21** until **table 22**, the students cannot hear the sound clearly because sometimes the sound or audio is too low. This is line with Diora (2020) who stated that poor quality of sound or audio has a big impact for students when listening to the audio because it will produce unclear sounds and the students will not understand because they cannot hear it clearly. This is in line with Puluhulawa (2021) who argued that students in some areas do not have high-speed access to the internet for using LiveWorksheets. It has a direct impact on the quality of the audio. In her study, 50% of the participants indicated that the learning materials they received were unclear.

g. Pronunciation

Another difficulty of listening comprehension is when the pronunciation of words differs from their appearance in the text. The example of students in comprehending pronunciation is shown below:

Table 23. Excerpt 7a

Utterance
"The speaker is unclear in pronouncing the words."

As shown in the excerpt above, the students cannot catch the listening because the speaker pronounced the words unclearly. This is in line with Wulandari (2021) who argued that the students have difficulties understanding the meanings of words that are not pronounced clearly. It means that unclear pronunciation has become a source of problem in students' listening activities because it makes them unable in grasp the meaning of the spoken texts. Most speakers have different ways of pronouncing words. Speakers pronounce it differently perhaps because they have different accents or dialects (Diora & Rosa, 2020).

h. Lack of Concentration

The main key requirement in listening is students' concentration on the speaker's words. The example of students' difficulties in lack of concentration is shown below:

Table 24. Excerpt 8a

Utterance
"I had a hard time to focus, so I did not understand it."

As shown in the excerpt above, in listening, even the slightest pause in attention can seriously impair

understanding. Students sometimes have difficulty concentrating and they do not understand what is being said. This is in line with Wulandari (2021) who stated that most students tend to lose concentration when listening and thinking about the meaning of new words from spoken texts. It is because they think too much to find better answer. It shows that they need good strategy to keep concentrating on their listening activities. Other times, students focus only on the questions asked, not on the information conveyed from the spoken text. Therefore, they lose concentration on the listening activity itself. Moreover, the students are unable to concentrate on listening comprehension. The problem occurs because there is noise around. This sound can come from outside or inside the classroom. If the students do not concentrate on listening, then students will not be able to answer the questions (Diora & Rosa, 2020).

i. Technical Error

According to BECTA (as cited in Dale et al., 2004), technology malfunctions were frequently experienced at schools. The example of technological malfunction is shown below:

Table 25. Excerpt 9a

Utterance
"From LiveWorksheets, sometimes the options do not match what we chose."

As shown in the excerpt above, in technical error from LiveWorksheets the choices do not match what the students chose, sometimes the answer jumps to wrong answers. Another

technological error happened during the treatment. The students experienced errors during the listening test while drawing lines on LiveWorksheets. Sometimes, when the students wanted to scroll down, double lines would occur.

Students' Solutions

The researcher found students' solutions to improve their listening session through LiveWorksheets.

a. Using Entertaining Media

The example of students' solutions by using entertaining media is shown below:

Table 26. Excerpt 1a – Excerpt 1o

Utterance
"I try to learn new vocab from foreign movies dan game."
"I will try to find the new vocabulary from game."
"I usually watch foreign daily vlogs on YouTube. The videos I watch must be subtitled so that I can understand it."
"I have to watch and listen about English to overcome the problems."
"From the film, I try to understand the English word better."
"I will watch films or play games. I usually try to speak with people from abroad."
"I try to learn via media like video using English."
"I will learn more from English films or drama."
"I try to focus on listening and improve from the English songs."
"I must be to study harder from English film."
"I try to listen and find new vocabulary through YouTube."

"I like English drama and I always turn on English subtitles, but lately I want to try without subtitles."
"....and improve from game to increase my vocabulary."
"....and learn from YouTube and watch more English films."
"I usually too often listen English songs and I watch a film with subtitle."

Based on Table 26 above, to improve students' listening, they learn listening through using entertaining media, such as YouTube, films, songs, and games. They can find new words from the media and improve their listening. This is in line with Erzad (2020) who stated that listening music, watching movie and using dictionary will help students to learn many vocabularies. These solutions to add and increase more English vocabularies by practicing listening through using entertaining media. In addition, learners should be exposed to target language as much as possible through songs, listening texts and films. If they do not have enough practice opportunities to develop their listening skills, they definitely have problems in catching up utterances made by native speakers (Yılmaz & Yavuz, 2015).

b. Focus
The example of students' solutions by focusing more is shown below:

Table 27. Excerpt 2a

Utterance
"I usually too often listen English songs and I watch a film with subtitle."

Table 28. Excerpt 2b

Utterance

Utterance
"I try to be focused."

Table 29. Excerpt 2c

Utterance
"I will be focused on Listening."

Table 30. Excerpt 2d

Utterance
"I will focus on listening to the topic."

Based on table 27 until tabel 30, students may assist in being more focused on the topic when facing listening class. This is in line with Erzad (2020) who stated before the listening audio is played, students should be ready and prepare themselves to listen the materials carefully. They should concentrate on what they hear and ignore the noise surround them. It means students must focus and be more careful in listening. In addition, Hardiyanto (2021) argued that students felt less focused when they have to listen to the audio and at the same time they should understand what is coming in and find for the answer.

c. Confidence
The example of students' solutions by increasing confidence is shown below:

Table 31. Excerpt 3a

Utterance
"I must be confident and balance with knowledge of various things."

Table 32. Excerpt 3b

Utterance
"I will be more confident, so I am not afraid of making mistakes anymore."

As shown in *table 31* and *table 32* above, students will be confident when they have knowledge about the topic they are listening to. So, they will not feel afraid of making mistakes. This is in line with Pratama (2023) who argued that learning more can also increase students' self-confidence and give their hope that they can catch up on things they struggle to understand in listening class. Students believed that studying more diligently increased their self-confidence to get higher grades.

d. Find the Keywords
The example of students' solutions by finding the keywords is shown below:

Table 33. Excerpt 4a

Utterance
"I try to search and find the keywords."

Table 34. Excerpt 4a

Utterance
"Find the keywords what I listen to."

Based on *table 33* until *table 34* above, students tried to search and find the keywords in listening. This is in line with Liao (2012) who argued that note-taking is the most basic training approach, so that listeners can listen actively and effectively. A note taker is necessary to record information quickly. Thus, students need to practice finding the keywords in listening.

e. Predicting
The example of students' solutions by predicting is shown below:

Table 35 Excerpt 5a

Utterance
"I try to know the topic."

Table 36 Excerpt 5b

Utterance
"I try to better understand the question or topic, not relying on listening."

Based on *tabel 35* and *tabel 36* above, students try to predict the topic of listening that is being heard. Students will not only focus on listening but on the material being taught to understand what the speaker is saying. This is in line with Saraswaty (2018) who stated that students try to predict the content of the text or what the speaker will say next. In her study, teachers can familiarize students with key concepts and vocabulary before listening to spoken text. When students have certain vocabulary in mind, they will be more confident and ready to listen effectively.

CONCLUSION
Based on the results and discussion above, it could be concluded that students faced varieties of difficulties and solutions in listening session through LiveWorksheets. Those difficulties have been categorized into nine difficulties, including pronunciation, speaking speed, inadequate vocabulary, different speaker accents, lack of concentration, anxiety, quickly forgetting, unclear audio/sounds, and technical error.

From all of the difficulties mentioned above, there are two which are particularly related to LiveWorksheets, namely unclear audio/sounds and technical error. The rest are related to listening difficulties in general. Moreover, the solutions have been categorized into

five solutions, using entertaining media, confidence, focus, find the keywords, and predicting.

To conclude, the students have difficulty in listening, especially different speaker accents. The students must be comprehending every word conveyed by the speaker's utterances. On the other hand, the students have solution to improve their listening with using entertaining media. The students must study more about new vocabulary, so

they can predict to the topic more easily. The use of media can be a special attraction for students, especially in listening session. The findings of this study are expected to students to be aware of their listening problems using LiveWorksheets and they will know how to overcome them. It is also expected that teachers will be aware of students' listening problems in listening sessions through LiveWorksheets.

REFERENCES

Aboderin, O. S. (2015). Challenges and prospects of E-learning at the National Open University of Nigeria. *Journal of Education and Learning*, *9*(3), 207–216. https://doi.org/10.11591/edulearn.v9i3.1728

Afriyuninda, E., & Oktaviani, L. (2021). The Use of English Songs to Improve English Students' Listening Skills. *Journal of English Language Teaching and Learning*, *2*(2), 80–85. https://doi.org/10.33365/jeltl.v2i2.1442

Ampa, A. T. (2015). The Implementation of Interactive Multimedia Learning Materials in Teaching Listening Skills. *English Language Teaching*, *8*(12), 56–62. https://doi.org/10.5539/elt.v8n12p56

Asmawati, A. (2017). ANALYZING STUDENTS'DIFFICULTIES TOWARD LISTENING COMPREHENSION. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *3*(2), 211–228. https://doi.org/10.24252/Eternal.V32.2017.A9

Bennui, P. (2007). *A survey on first-year students' opinions concerning causes of their low performance in listening in the English II course at Thaksin University, Phatthalung*.

Beshina, H. H. (2020). *An Investigation into the Causes of Poor Listening Comprehension among Libyan EFL Undergraduate Students*. جامعة الزاوية.

Coskun, H., & Uzunyol-Köprü, M. (2021). An Overview of Listening Skills of Secondary School Students: Barriers and Suggestions. *Educational Policy Analysis and Strategic Research*, *16*(4), 49–72. https://doi.org/10.29329/epasr.2021.383.3

Cui, Q. (2016). A study of factors influencing students' intercultural competence. *Journal of Language Teaching and Research*, *7*(3), 433. https://doi.org/10.17507/jltr.0703.01

Dale, R., Robertson, S., & Shortis, T. (2004). You can't not go with the technological flow, can you?'Constructing 'ICT'and 'teaching and learning. *Journal of Computer Assisted Learning*, *20*(6), 456–470.

Diora, L., & Rosa, R. N. (2020). An analysis of students' difficulties in listening comprehension: A descriptive study at English Language and Literature

Department FBS UNP. *Journal of English Language Teaching*, *9*(1), 85–98. https://doi.org/10.24036/jelt.v9i1.107957

Efriana, L. (2021). Problems of online learning during Covid-19 pandemic in EFL classroom and the solution. *JELITA*, *2*(1), 38–47.

Erzad, A. M. (2020). Exploring english listening problems among efl students at iain kudus. *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris*, *7*(1). https://doi.org/10.34001/edulingua.v7i1.1166

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, *9*(6), 123–133. https://doi.org/10.5539/elt.v9n6p123

Hamouda, A. (2012). Listening Comprehension Problems-Voices from the Classroom. *Language in India*, *12*(8).

Hardiyanto, A., Tanjung, M., & Suharjono, S. (2021). Listening comprehension difficulties; a case study of EFL students in listening class. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *7*(1), 168–179. https://doi.org/10.24252/Eternal.V71.2021.A12

Harmer, J. (2007). How to teach English: new edition. *Harlow: Pearson Education Limited*. https://doi.org/https://doi.org/10.1093/elt/ccn029

Ho, C. P., & Burniske, R. W. (2005). The evolution of a hybrid classroom: Introducing online learning to educators in American Samoa. *TechTrends*, *49*(1), 24–29. https://doi.org/10.1007/BF02784901

Hodis, G. M., & Hodis, F. A. (2012). Trends in communicative self-efficacy: A comparative analysis. *Basic Communication Course Annual*, *24*(1), 7.

Isma, A., Abdullah, A., & Baharuddin, A. F. (2022). Non-English Language Students'perceptions in Learning English Through Online Quizizz Application. *International Seminar on Language, Education, and Culture (ISoLEC)*, *6*(1), 1–12. http://eprints.unm.ac.id/id/eprint/28679

Lababidi, R. A. (2016). Language Anxiety: A Case Study of the Perceptions and Experiences of Students of English as a Foreign Language in a Higher Education Institution in the United Arab Emirates. *English Language Teaching*, *9*(9), 185–198.

Liao, S. (2012). Listening strategies and applications in EFL classroom. *Report on English Education Resource Center of Senior High Schools in Taiwan. Disponível Em Http://English. Tyhs. Edu. Tw/Xoops/Html/Tyhs/Teach_source101/02plan. Pdf Acesso Em*, *28*.

Lin, Q. (2009). Student views of hybrid learning: A one-year exploratory study. *Journal of Computing in Teacher Education*, *25*(2), 57–66. https://doi.org/10.1080/10402454.2008.10784610

Magaldi, D., & Berler, M. (2020). Semi-structured interviews. *Encyclopedia of Personality and Individual Differences*, 4825–4830. https://doi.org/10.1007/978-3-319-24612-3_857

McBride, K. (2011). The effect of rate of speech and distributed practice on the development of listening comprehension. *Computer Assisted Language Learning*, *24*(2), 131–154. https://doi.org/10.1080/09588221.2010.528777

Miranty, D., & Rachmawati, D. (2016). Designing Podcast for students: A prototype for teaching English in listening class. *Journal of English Language Studies*, *1*(2). https://doi.org/10.30870/jels.v1i2.961

Moleong, L. J. (2008). Metodologi Penelitian Kualitatif eds. *Revisi. Bandung: PT*

Remaja Rosdakarya Offset.

Nadhira, S., & Warni, S. (2021). Students' listening difficulties in English as a foreign language learning at secondary school in Indonesian context. *1st Annual International Conference on Natural and Social Science Education (ICNSSE 2020)*, 186–193. https://doi.org/10.2991/assehr.k.210430.029

Nor, H. (2014). The techniques in teaching listening skill. *Journal on English as a Foreign Language*, *4*(1), 41–51. https://doi.org/10.23971/jefl.v4i1.74

Nushi, M., & Orouji, F. (2020). Investigating EFL teachers' views on listening difficulties among their learners: The case of Iranian context. *Sage Open*, *10*(2), 2158244020917393. https://doi.org/10.1177/2158244020917393

Özdal, H., Özden, C., Atasoy, R., & Güneyli, A. (2022). Effectiveness of Self-Regulated Learning Skills on Web-Based Instruction Attitudes in Online Environments. *Pegem Journal of Education and Instruction*, *12*(1), 182–192. https://doi.org/10.47750/pegegog.12.01.18

Passey, D., Rogers, C., Machell, J., & McHugh, G. (2004). The Motivational Effect of ICT on Pupils. Department of Educational Research Lancaster University. *Retrieved June*, *10*, 2007.

Pei, L., & Wu, H. (2019). Does online learning work better than offline learning in undergraduate medical education? A systematic review and meta-analysis. *Medical Education Online*, *24*(1), 1666538. https://doi.org/10.1080/10872981.2019.1666538

Pratama, M. R., & Nurkhamidah, N. (2023). ANXIETY ON LISTENING COURSE AMONG STUDENTS DURING THE PANDEMIC OF COVID-19. *JETAL: Journal of English Teaching & Applied Linguistic*, *4*(2), 83–96. https://doi.org/10.36655/jetal.v4i2.1009

Purwanto, A. (2020). Flipped virtual classroom learning model for the course study discourse analysis in translation. *Scope: Journal of English Language Teaching*, *5*(1), 1–7. https://doi.org/10.30998/scope.v5i1.6717

Purwanto, Fadhly, F. Z., & Rahmatunisa, W. (2021). Listening Comprehension Study: Difficulties and Strategies Used by College Students. *LISTENING*, *4*(1).

Putra, A. S., Warnars, H. L. H. S., Gaol, F. L., Soewito, B., & Abdurachman, E. (2018). A Proposed surveillance model in an Intelligent Transportation System (ITS). *2018 Indonesian Association for Pattern Recognition International Conference (INAPR)*, 156–160. https://doi.org/10.1109/INAPR.2018.8627013

Rahimirad, M., & Zare-ee, A. (2015). Metacognitive Strategy Instruction as a Means to Improve Listening Self-Efficacy among Iranian Undergraduate Learners of English. *International Journal of Instruction*, *8*(1), 117–132. https://doi.org/10.12973/iji.2015.819a

Ransom, M., & Manning, M. (2013). Teaching strategies: Worksheets, worksheets, worksheets. *Childhood Education*, *89*(3), 188–190. https://doi.org/10.1080/00094056.2013.792707

Şakiroğlu, H. Ü., & Kaya, H. İ. (2018). The student perspectives of common problems while gaining English speaking and listening skills and their proposed solutions to improve skills autonomously. *European Journal of Foreign Language Teaching*. https://doi.org/10.5281/zenodo.1319966

Salkovskis, P. M., Hackmann, A., Wells, A., Gelder, M. G., & Clark, D. M. (2007). Belief disconfirmation versus habituation approaches to situational exposure

in panic disorder with agoraphobia: A pilot study. *Behaviour Research and Therapy*. https://doi.org/10.1016/j.brat.2006.02.008

Saraswaty, D. R. (2018). LEARNERS'DIFFICULTIES & STRATEGIES IN LISTENING COMPREHENSION. *English Community Journal*, *2*(1), 139–152. https://doi.org/10.32502/ecj.v2i1.1003

Tee, T. S., & Fah, S. S. (2005). Use of songs in the teaching of lifeskills modules. *ITE Teaching Conference. Http://Edt. Ite. Edu. Sgite_conf/Teaching/Tc0/5ts04*.

Ulum, Ö. G. (2015). Listening: The Ignored Skill in EFL Context. *Online Submission*, *2*(5), 72–76.

Vonkova, H., Moore, A., Kralova, K., & Lee, J.-Y. (2021). English as a Foreign Language and Motivation for Learning: A Comparative Perspective. *Bulgarian Comparative Education Society*.

Weger Jr, H., Castle Bell, G., Minei, E. M., & Robinson, M. C. (2014). The relative effectiveness of active listening in initial interactions. *International Journal of Listening*, *28*(1), 13–31. https://doi.org/10.1080/10904018.2013.813234

Wixted, J. T. (2005). A theory about why we forget what we once knew. *Current Directions in Psychological Science*, *14*(1), 6–9. https://doi.org/10.1111/j.0963-7214.2005.00324.x

Wulandari, R. A., & Sintawati, F. (2021). *College Students' Difficulties in Listening Course*.

Yılmaz, H., & Yavuz, F. (2015). The problems young learners encounter during listening skills. *Procedia-Social and Behavioral Sciences*, *197*, 2046–2050. https://doi.org/10.1016/j.sbspro.2015.07.570