

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the researcher showed the data that has been collected from the participant using observation and interviews. The researcher would present the data that classified into students' listening habits made by three students with the highest score in the listening III class and their challenges in implementing listening habits.

#### **A. Findings**

In this section, the findings are displayed based on the two research questions. This research found several findings in students' listening habits from three students with the highest score in listening III class and their challenges in implementing listening habits.

##### **1. Students' Listening Habits**

The findings from the first research question are shown to be closely related to the students' listening habits of three students with the highest score in the listening class. Data from observations of students' listening activities are presented in the form of narrative text in. it aims to verify the qualitative analysis and also validate it with the inferred interview data. Students listening habits of the three students with the highest score in the listening class were listening to English music, watching English movie, listening to English

podcasts, watching TED talks, watching YouTube videos, and playing games.

Then, it is delivered in the following order:

**a. Listening to English Music**

This listening habit is the most habit for all students. Based on all students studied, all students listened to English music. This habit is classified as a daily habit because they listen to English music every day. The average of them spends from ½ to 3 hours per day doing this habit.

Based on the results of the observations that have been made, all students do this habit every day. Students listen to English music used earphones. Students listen to English music used their hand phone and laptop. They do this listening habit interspersed with other activities, such as studying, writing stories, and doing home activities. Sometimes they do this habit when they are going to sleep. There are also those who do this habit in their free time, which they specifically do for this habit. Students listen to this song using the Spotify, YouTube application or they download it.

Based on the results of the interviews that have been conducted, music genres students listen to, namely: hard rock, metal, 80<sup>th</sup> pop, and rap. According to students, Students listen to this song starting as their hobby, which later becomes a habit. One of the students argued that the

reason students choose to listen to this music as their habit is because she want to focus.

*"In order to focus, for example while studying, I have to focus. So, I use songs to focus."*

The focus here means that when students study they will feel focused when listening to music. Besides that she felt, studying while listening to music can reduce drowsiness and dizziness while studying.

According to student 1, they never feel bored with this habit, because this habit is their hobby. They are just bored with the song, but not with the activity, they living it casually. The way she overcomes feeling tired or bored with this habit is to change the song with a new song. Besides being able to do it during your spare time, this habit can also be done while doing some other work, such as: studying, writing fan fiction, doing homework, playing games, etc. However, there are also students who cannot do this habit interspersed with other activities. So, these students only do this habit in their spare time.

#### **b. Watching English Movie**

Watching English movies is a habit that is carried out by almost all students who have studied. From three students who studied, only two students watch English movies. This habit is classified as a weekly habit

because in 1 week they watch movies 2-3 times. The average of them spends from 1 to 3 hours per day doing this habit.

*“If the film is really good, I watch it till the end. It depends on the duration of the film/series. If it is a series, it can be 1 to 3 hours, or I can be completed in a day, if there are only a few episodes.”*

Based on the results of the observations that have been made, Students watch English movies used earphones. Students watch English movie used their hand phone and laptop. Students who watched movies that used English subtitles, and there were also those who did not use subtitles when watching the movie. If the conversation on the movie sounds clear, then students did not use subtitles when watching. They just focused on listening to the conversations the characters in the movie had. The movie genre, they watch there are varied, namely: action, fiction, mystery, romance, and others.

Based on the results of the interviews that have been conducted the selection of the type of movie, they are not based on accents. They watch the movies they feel interesting despite using accents they rarely encounter. This is meant that they will know how a word is pronounced using several accents, and at the same time learn several accents besides American and British. Watching English movies is a hobby than became a habit. They feel bored if the movie is not interesting. The way they avoid

feeling bored is by looking for another film with an interesting plot or story.

**c. Listening to English Podcast**

This habit is carried out by almost all students who have been examined. From the 3 students who studied, only 1 student listens to English podcasts. The average of students who listen to this podcast spend around 2 hours. This habit is classified as a monthly habit because in 1 month they only listened 1-2 times.

*"Rarely, in a month it is around 1 to 2 times, around 2 hours"*

Based on the results of the observations that have been made, students listen to English podcasts used earphones. Students listen to English podcasts used their laptop. Students listen to podcasts using the YouTube application. Students listen to podcasts using English subtitles. They listen to the conversation while reading the text that has been transcribed. By listening and reading this text, students will enrich their vocabulary. When students find unknown words, phrases, and expressions, they will search for the meaning.

Based on the results of the interviews that have been conducted, the theme of the Podcast that listened to varied, including Mystery, Military, and Grammar. Students who listen to this podcast are

interspersed with other activities, such as doing homework, learning, and so on. And sometimes students listen podcast at their leisure, and also at bedtime. According to the student 2, they would get bored if the podcaster talked about things that were out of the topic being discussed. To avoid this boredom, they will find ways to focus on podcasters.

#### **d. Watching TED Talks**

This habit is carried out by almost all students who have been examined. From three students who were studied, only two students watched TED talks. This habit is classified as a weekly habit because, in 1 week, they must have watched TED talks, even if it is only once.

Based on the results of the observations that have been made, students watch TED talks using earphones. Students watch TED talks used their hand phone and laptop. Students watching TED talks on YouTube application. Students watch this TED talks with English subtitles. There are also students who watch these TED talks without using subtitles, they only focus on listening to the speakers. When students find unknown words, phrases, and expressions, they will search for the translation.

Based on the results of the interviews that have been conducted, Students watch these TED talks in their spare time. According to them, watching these TED talks cannot be accompanied by other activities,

because the focus is needed to understand the flow of the video. According to the student 2, he never gets tired of watching TED talks, because according to him by watching TED talks, he will increase his knowledge. The genre of TED talk videos students watch comedy, and psychology

*"No, because it increases knowledge. So, I never get bored"*

According to student 2, they watch TED talks because they need refreshing, by watching TED talks, they can increase their knowledge and enrich their vocabulary. Besides that, he watches TED talks when he finds a topic of interest. In addition, one of the students said that she watches TED talks, because it is based on an algorithm from YouTube, then she keeps watching.

#### **e. Watching YouTube Videos**

Watching this YouTube video is a habit that is carried out by all students who have studied. This habit is classified as a daily habit because they watch YouTube videos every day. The average of them spends from 1 to 5 hours per day doing this habit.

Based on the results of the observations that have been made, students watching YouTube videos used earphones. Students YouTube video used their hand phone. Students watch YouTube videos with

English subtitles. There are also students who watch these YouTube video without using subtitles, they only focus on listening to the speakers. When students find unknown words, phrases, and expressions, they will search for the translation. According to student 2, he will use English subtitles if the sound from the video is not clear or too low. However, if the video sounds clear, then it doesn't use subtitles.

*"Sometimes I used subtitles, if the sound is too low, if the sound is clear, I do not use subtitles"*

Based on the results of the interviews that have been conducted, there are various types of videos that students watch, namely: short films (10 minute short films), documentary videos (discuss interesting and unique facts), gaming videos (tutorial playing games), science and fiction (present an interesting theme and object), etc. This video is 10 minutes long and there are also more. In the video, the speaker uses a variety of accents. According to the students, listening to native speakers who speak with various accents will increase their vocabulary, and they will also get used to hearing words spoken in various accents, apart from British and American accents.

According to student 1 and student 2, this activity is their hobby. Even though watching YouTube videos is their hobby, there are times when they feel bored. The way they overcome this boredom is by changing the genre of the video they watch, like trying to watch



something they have never watched before. According to them, watching YouTube videos is also the same as resting after doing their college assignments.

#### **f. Playing Games**

Playing games is an activity carried out by all students who have studied. This habit is classified as a daily habit because they play games every day. The average of them spends from 2 to 6 hours per day doing this habit.

*“Usually 6 hours”*

These games are games where everything is in English, starting again with the narration of the games, game instructions, and the words spoken by the game's sound pad filler. The games played by the students who have been studied are L. A Noire (about detective), Arma 3 (about military simulation), and Fallout (alternate history). The accents used in these games are American and British.

Based on the results of the observations that have been made, students playing games used their hand phone. Because these games use familiar words, they rarely encounter words that they think are difficult to understand. They understand the games well.

Based on the results of the interviews that have been conducted, students play these games at their spare time. Students do this habit because

this activity is their hobby, so they do it in a relaxed and happy way and do not feel bored. Playing this game is same to entertain themselves, because to the many lecture assignments they do.

## **2. Challenges Faced by Students in Implementing English Listening Habits**

The findings from the second research question are shown to be closely related to the students' challenges in implementing English listening habits (Yilmaz and Yavuz, 2015) of three students with the highest score in the listening class. Data from interviews of students' listening activities are presented in the form of narrative text in. It aims to verify the qualitative analysis and also validate it with the inferred interview data. The challenges faced by students in implementing English listening habits of the three students with the highest score in the listening class were difficulties in understanding accents, difficulties in understanding speaker rate of speed, limited vocabulary, speakers out of topic and internet connection. Then, it is delivered in the following order:

### **a. Difficulties in Understanding Accents**

In this finding, it can be concluded that students found difficult if they hear songs that use a thick accent or an accent that they rarely encounter. According to student 3, whether the singer's accent is thick or not will affect their pronunciation, this will also affect the way they hear and then understand the meaning of the song.

*"The accent depends on whether or not the person speaking is thick"*

The way they overcome this difficulty is by reading the lyrics of the song, while listening to it, then looking for the translation of the word they don't know the meaning of. When watching movies, they think this accent is a challenge for them, but on the one hand this will also provide benefits for them. Because if they know or are used to listening to several accents, then they will also get used to these accents, and this will also add to their vocabulary. To overcome this difficulty they will read the English translation of the film, and translate it. When watching TED talks they rarely find an accent that they rarely encounter, because this habit is a typical habit that they rarely do, therefore they rarely find a different accent. When playing games, they rarely find a different accent, because of the games they play, these games only use British and American accent voice lines.

**b. Difficulties in Understanding Speaker Rate of Speed**

In this finding, it can be concluded that students found difficult if, the singer's speed in singing songs is a challenge for them. Because according to them if the singer sings the song quickly, it is difficult for them to understand the meaning of the song. In addition, the singer's speed in singing songs is also a challenge for them. Because according to them if the singer sings the song quickly, it is difficult for them to

understand the meaning of the song. They find song lyrics that use idioms and phrases that they rarely find. They can find other difficulties if the singers use their own terms (slang) in the song. Because of that, students need to read the lyrics in order to understand the context of the song being sung.

*“Listen over and over again, until I understand”*

**c. Limited Vocabulary**

In this finding, it can be concluded that according to students, the limited of vocabulary here is not a challenge, but this will add to their vocabulary. If they come across a word or phrase that they have never heard before and that seems foreign to them. This can add to their vocabulary, if they translate the word or phrase and remember the translation.

*"It is not a big challenge, we have to learn and get new vocabulary"*

When watching movies, they can find it difficult if the actors or actresses speak using words they rarely hear. To overcome this difficulty, they will look for a translation of the word. When listening to podcasts, students will find it difficult if when the podcaster talks about things that are off topic. To overcome this, forced themselves to pay attention to what

was being said or the student leaves the episode he was listening to earlier, then searches other content.

*“Forcing myself to focus on what is being said”*

When watching YouTube videos, students will find it difficult if they find it difficult if they hear words or phrases that are foreign to them, then they will translate these words or phrases. When playing games, students rarely find it difficult, because the language used in these games is words they often hear.

**d. Speaker Out of Topic**

According to student 2, when listening to a podcast, then the podcaster talks about things that are outside the topic being discussed, which is a challenge. To refocus after a podcaster out of the topic is quite difficult. In facing this challenge, students do other things such as study, and listen to important things from the topics presented earlier.

*“Do something else, then listen to the important thing”*

**e. Internet Connection**

According to student 1, when watching movies there are sometimes challenges in the form of English subtitles being too fast, or even too slow. The challenge when watching TED talks is that the content to be watched sometimes takes quite a long time to load, due to internet

connection. Because of this, the students skipped the video. In facing this challenge students prefer to do other activities. Because according to him, this habit will be done again later.

*“Just leave it, because later it can be done again”*

## **B. Discussions**

After the data that has been collected is processed in the form of a description, this section presents a discussion of the findings obtained using observation and interviews with the theories presented in chapter two about students' listening habits and their challenges in implementing listening habits. Researchers discuss these findings into two objectives of this study: (1) Students listening habits, (2) Students' challenges in implementing listening habits.

### **1. Students' Listening Habits**

The researcher discusses findings based on four listening habits activities (listening to English songs, watching English movies, listening to English podcasts, and watching TED talks) that have been researcher presented in chapter II and also two listening habits activities (watching YouTube videos and playing games) that students do besides listening habits activities that researcher mentioned in chapter II.

First, there are four listening habits activities that are consistent with the theory mentioned in chapter II, based on the findings and also there are two

listening habits activities that researcher found when do the observation. The researcher found some specific things as follows:

**a. Listening to English Songs**

Based on the results of interviews with students, the researcher believed that this listening habit is the most habit that students do and the easiest habit among others. Because this habit is a habit that can be done while doing other activities. In addition, students can casually do this habit either in their spare time or when they are doing other activities. Based on the opinions of two students who were interviewed, they often do this listening habit while studying, according to him, by listening to songs while studying, they will be more focused.

*“When studying we must focus. I listen to song so that I can focus”*

According to the student 1, listening to the song made her focus her attention on studying. Listening to songs while studying also can reduce stress and increase mood when studying. Many students listen to music to relieve the emotional effects of stress and anxiety that arise when engaging in complex cognitive processes, such as studying for tests, completing homework assignments, or reading and writing (Dolegui, 2013).

But, student 3 whom he cannot study while listening to songs. He only listens to songs when he is free. That is, this student is a typical student who feels disturbed by the presence of music.

*"I listen to music in my spare time. I cannot study while listening to music."*

Music can interfere with students' concentration when studying and become a form of non-verbal distraction (Chou, 2010). Several types of music can interfere with students' concentration when studying and produce a mood that can lead to a less focused state of mind (Hallam et al, 2002). Because for some people, this music can make them not concentrate while studying. This usually happens to students who study in need of calm in order to focus on learning. The best way for students to studying is to study in a quiet room (Chou, 2010).

Students do this habit because this activity is their hobby. Listening to music is also the same as entertainment for them. To rest themselves from the many lecture assignments and also to relax their minds after lectures. Music Students do this habit because this activity is their hobby. Listening to music is also the same as entertainment for them. To rest themselves from the many lecture assignments and also to relax their minds after lectures. Music is evidently used by people to make them feel better or different from how they previously felt, or to help them complete or adjust to concurrent or anticipated activities (Sloboda, 2001).



Students listen to songs using earphones. The use of earphones here is so that they focus on listening to what song they hear. In addition, it could also be because they avoid the noise caused by their environment. Listen using these earphones they only focus on one sound. Students listen to songs using Spotify, YouTube or download it. Where in the Spotify and YouTube, there are various kinds of song genres that they can listen to. In this application, the lyrics of the song being sung by the singer are available. Through these lyrics, students can also know the pronunciation of the lyrics of the song. Through these lyrics, students can also add to their vocabulary.

In the Spotify application they can create playlists, where in this playlist they can add the songs they like, so they don't have to change songs manually. The Spotify application is used by two students who study while listening to songs. The choice of song genre chosen by the two students was a song whose singer's pronunciation was relatively slow and moderate, such as jazz and pop genres. Meanwhile, the YouTube application is used by students who listen to this song in their free time. The genre that these students chose were songs that used fast pronunciation such as rock, hard rock, metal, 80th pop, and rap. When listening to a song, students hear some of the vocabularies they just heard. When this happens, they will search for the vocabulary. There are times when students read translations of songs, to understand the songs they hear for the first time, or also to understand songs that use implicit meaning.

## b. Watching English Movies

Based on the results of interviews with students, the researcher can conclude that, this habit is carried out by two of the three students who have been studied. These two students do this habit two to three times a week. Therefore, this habit belongs to the weekly habit.

Students watch English movies using their laptops. They watch English movies using earphones. The ease of watching this makes this activity much-loved by students and used as a hobby by some students. Students can watch English movies anywhere and anytime. Watching movies can not only be watched or seen in theaters, students can easily do it anywhere, they can watch from a laptop using the internet or CDs, or they can also be able to watch via smartphone (Sari and Aminatun, 2021). This makes students can easily learn while entertaining themselves anywhere and anytime. Watching movies is not just for entertainment, but can be more than that, by watching movies students can learn English so it is not boring, it is also hoped that students can enjoy watching movies as well as update their English vocabulary through movies (Hestiana and Anita 2022).

They are students watching English movies using English subtitles. In fact, sometimes they watch without using subtitles. Students watch using subtitles if the sound of the movie they are watching is too low, or if the film has an accent that is too thick or has *rednecks*, such as South America. The term *redneck* emerged as a class slur in the lower Mississippi Valley area

around the second half of the nineteenth century, they were an economically exploited yet racially privileged white society group (Hubber, 1995).

*“South America that rednecks”*

The use of subtitles when watching English movies is very beneficial for students. Where students can increase their vocabulary. Students can listen to the pronunciation of the word as well as be able to read the word which is available in the subtitle. According to Simamora and Oktaviani (2020) by watching films in English will provide several benefits for students, including making it easier for students to find something new, such as students being able to find vocabulary, immediately understand, then recognize it and they have the opportunity to "translate" the life history of films into their own lives.

Students who watch movies using English subtitles, they are more focused on their subtitles rather than listening directly to actors and actresses, but on the other hand, this can practice their pronunciation, because besides listening to conversations between actors and actresses in the movie, they can also find out the writing of the words said the actor and actress. While students who listen directly to conversations between actors and actresses will find difficulties because the speed of pronunciation between actors and actresses can affect the clarity of the pronunciation of these words. However, with students watching without using these subtitles, they will be more focused on conversations in the movie and they can get used to the word in

English. When they find or hear vocabulary that is unfamiliar to them, they will translate the word. This can add to their vocabulary.

**c. Listening to English Podcasts**

Based on the results of interviews with students, the researcher can conclude that habit is carried out by one of the three students who have been studied. Because this type of habit is a little boring and requires focus to understand the contents of the theme being performed by the channel on the podcast, the average of students who listen to this podcast spend 1-2 hours. This habit is classified as a monthly habit because in 1 month they only listened 2-3 times.

Students listen to English podcasts used earphones. Students listen to English podcasts used their hand phones. Students listen to podcasts using YouTube application. Where in this application students can easily put a variety of podcast themes that they like. In addition, in this application the episode on the podcast can be downloaded, so students can listen to podcasts in offline mode. This application is available in text or sentences that are spoken, so students can listen and read the text being delivered in the episode. With this convenience, students can easily listen to podcasts anytime and anywhere. People who speak on these podcasts are called podcasters.

Students listen to podcasts using English subtitles and there are sometimes he listen without subtitles. These students only focus on listening to podcasters discussing the themes being discussed in that episode. Students listen to podcasts while doing other activities and the only student only focuses on listening to the podcasters talking on that episode. Conner recommends using this podcast in two ways. The first way is active listening, meaning when students listen with focus without doing any activity, then the second way is passive listening, meaning if students do not have free time but still want to practice listening skills even while doing other work such as driving, cooking, washing dishes, cleaning the house, and various other activities (Izzah, 2022). The theme of the Podcast that students listened to varied, including Mystery and Military.

*"Depending on the topic"*

Students listen to podcasts when they have free time, and according to them there are interesting themes or topic, so they do this habit. Students would get bored if the podcaster talked about things that were out of the topic being discussed. To avoid this boredom, they will find ways to focus on podcasters, or get out and look for another topic.

#### **d. Watching TED Talks**

Based on the results of interviews with students, the researcher can conclude that habit is carried out by two of the three students who have been studied. Watch these TED talks is a spectacle that is quite time-consuming because each video is usually around 15 minutes and up. There is also a snippet from the TED Talks that lasts 1 minute, where this video can be viewed as "YouTube shorts". However, the 1 minute video only presents a small part of the entire video in the original video, so the video is not as complete as the original video which have long duration. This habit is classified as a weekly habit because, in 1 week, they must have watched TED talks, even if it is only once.

Students watch TED talks used earphones. Students watch TED talks used their hand phone and laptop. Students watching TED talks on YouTube application. In this YouTube application, students can easily search for various themes or genres from the TED talk videos they want to watch, this application provides the various kinds of subtitles they want. By watching TED Talks, students will get many benefits, including students will get a lot of new vocabulary, students can know the correct pronunciation of words, and broaden their horizons. TED Talks offer a variety of useful materials for teaching English as they engage students and also make them more familiar with the use of English in a real context (Tilwani et al, 2022).

TED Talks has a unique feature, namely the "interactive transcript" feature included in each talk, with the combination of reading while listening and also viewing video material is a fun, useful experience, and can also improve student' motivation and their understanding of listening material as well (Gavenila et al, 2021). Students watch this TED talks with English subtitles. There are also students who watch these TED talks without using subtitles, they only focus on listening to the speakers. When students find unknown words, phrases, and expressions, they will search for the translation. By doing this, students can increase their understanding of the word. In addition, students will get used to hearing native speakers speak, so students will also get used to hearing them speak and pronounce words. According to the student 2, he never get tired of watching TED talks, because this can increase their knowledge. Students do this habit to refresh themselves, or when students find videos with interesting topics, they will watch them. In addition, student 1 said that she watches TED talks, because it is based on an algorithm from YouTube, then she keeps watching.

*“Sometimes, I need to refresh, or if there's something interesting, I am going to watch it”*

#### **e. Watching YouTube Videos**

Based on the results of interviews with students, the researcher believed that this listening habit is the most habit that students do. This habit is classified as a daily habit because they watch YouTube videos every day.

The average of them spends from 1 to 5 hours per day doing this habit. Habit This is a fairly easy habit to do, whether it is in their free time or not, because students can listen to the sound from this YouTube video pad while doing other activities, or even students can focus on listening to and watching YouTube videos.

Students watching YouTube videos used earphones. Students YouTube video used their hand phone. Students watch YouTube videos with English subtitles. There are also students who watch these YouTube video without using subtitles. If the conversation on the movie sounds clear, then students don't use subtitles when watching, they only focus on listening to the speakers on the video. When students find unknown words, phrases, and expressions, they will search for the translation. By doing this, students will increase their vocabulary and they will get used to hearing people speak English. YouTube videos as the largest video channel on the internet can improve students' listening comprehension, and can also formulate the latest topics or new issues, and allow students to see the expressions and gestures/movements of each speakers in a conversation (Shafwati et al, 2021).

This YouTube application offers many advantages for students including videos on YouTube available in various genres, so students can easily choose which videos they like, YouTube is available in various languages in the available subtitles, so that it can make it easier for students



to understand even if they are not from the language which they use every day. In line with that, Ayu (2016) argues that practically, videos on YouTube have several advantages for students to learn a language, namely providing real examples of the use of English used in everyday life by native speakers of the language. In addition, YouTube videos can be used as media to improve language skills which include listening, speaking, reading and writing. Besides having the advantages of the YouTube application, it also has disadvantages, namely the quality of the sound produced is quite bad, the speaker's pronunciation is not clear (Ayu, 2016). On the one hand, YouTube videos sometimes do not show good videos, it can from dialogue or pictures taken (Brunner, 2013 in Ayu, 2016).

There are various types of videos that students watch on this YouTube application, namely: short films (short films that are approximately 10 minutes long), documentary videos (discussing interesting and unique facts), video games (playing tutorials), science and fiction (presenting interesting themes and objects), cartoons, and commentary videos. This video is 10 minutes long and could be longer. In the video, the speaker uses a variety of accents. According to students, listening to native speakers who speak with different accents will add to their vocabulary, and they will also get used to hearing words spoken in different accents, in addition to British and American accents.

According to the student 1 and student 2, this activity is their hobby. Even though watching YouTube videos is their hobby, there are times when they feel bored. The way they deal with boredom is by changing the genre of the videos they watch, such as trying to watch something they have never watched before, and there are even students who feel they are never bored. According to student 3, watching YouTube videos is the same as resting after doing college assignments and also watching YouTube videos is the same as just relaxing while studying.

*“No, because this is entertainment”*

#### **f. Playing Games**

Playing games is an activity carried out by all students who have studied. This habit is classified as a daily habit because they play games every day. The average of them spends from 2 to 6 hours per day doing this habit. This habit is the habit that students do the longest, because this habit is fun to do and they even forget the time when doing this habit.

Games can be used as a media to increase student motivation. Games can stimulate students because they are funny, interesting, or sometimes challenging, besides that games can be used as practice for all language skills: listening, speaking, reading, or writing (Syafii et al, 2020). This game is a way to improve students' listening skills, because this method is mostly done by students to get rid of their negligence because of the many lecture

assignments they are working on, besides that they play this game and practice listening.

Students play games on their hand phones. These games are all in English, beginning with the game narration, game instructions, game features and spoken words that fill the game voice line. Because this game uses familiar words, they rarely come across words they find difficult to understand. They understand the game very well. The games that the students played were L.A Noire (about detectives), Arma 3 (about military simulations), and Fallout (alternate history). The accents used in this game are American and British accents. Students play these games at their spare time. Students do this habit because this activity is their hobby, so they do it in a relaxed and happy way and do not feel bored. Playing this game is same to entertain themselves, because of the many lecture assignments they do.

*“Because, this my hobby”*

## **2. Challenges Faced by Students in Implementing English Listening Habits**

The researcher also discusses findings related to the challenges faced by students in implementing English listening habit (Yilmaz and Yavuz, 2015) and also there is another challenges the researcher found when interview students there are speaker out of topic and internet connection. At this point the researcher suggests that the challenges faced by students when doing habit

activities are based on the results of the interviews. The researcher describes things specifically as follows:

**a. Difficulties in Understanding Accents**

In this finding, it can be concluded that students found it difficult if they hear songs that use a thick accent or an accent that they rarely encounter. According to Goh (1999) in Gilakjani and Sabouri (2016), 66% of students stated that the speaker's accent was one of the most prominent factors influencing listeners' comprehension. According to them, whether the singer's accent is thick or not will affect their pronunciation, this also affect the way they hear and then, understand the meaning of the song. The way they overcome this difficulty is by reading the lyrics of the song, while listening to it, then looking for the translation of the word they do not know the meaning of.

*"The accent depends on whether or not the person speaking is thick"*

Accents that students rarely hear whether native or non-native can cause serious problems in student comprehension when listening and familiarity with accents helps learners' listening comprehension (Gilakjani and Sabouri, 2016). When watching movies, they think this accent is a challenge for them, but on the one hand this will also provide benefits for them. Because if they know or are used to listening to several accents, then they will also get used to these accents, and this will also

add to their vocabulary. To overcome this difficulty they will read the English translation of the film, and translate it.

When watching TED talks they rarely find an accent that they rarely encounter, because this habit is a typical habit that they rarely do, therefore they rarely find a different accent. In addition, most of the videos on these TED talks use British and American accents, where these accents are quite familiar to students.

When playing games, they rarely find a different accent, because of the games they play, these games use British and American accent voice lines. They spend a lot of their time playing games, therefore, they quickly get used to the voice line in the game.

#### **b. Difficulties in Understanding Speaker Rate of Speed**

In this finding, it can be concluded that students will find it difficult if the singer's speed in singing songs is also a challenge for them. Because if the singer sings the song quickly, it is difficult for them to understand the meaning of the song. The speed at which someone speaks can be a challenge for those listening (Underwood, 1989 in Gilakjani and Sabouri, (2016). When native English speakers speak English, they usually do so at a pace that is normal to them, which for their students speaks too fast for students to follow, as a result, they may not understand the full meaning (Teppa, 2022). If the speaker speaks too fast, students

will find it difficult to understand. In this condition, the listener cannot control the speed of the speaker and this can cause problems with listening comprehension (Gilakjani and Sabouri, 2016).

*"Pronunciation of words that are too fast, then I do not understand"*

In addition, they find song lyrics that use idioms and phrases that they rarely find. Because sometimes there are songs that use phrases or idioms. If students find difficulties in understanding those song lyric, students will open Google to see and read the lyrics or students can play back the song they hear, until finally they understand the context of the song. Students are not always familiar with the contents of the recording, some of the contents may not be understood or even meaningless for students, this may be because students are not used to foreign cultural backgrounds (Teppa, 2022).

*"Rarely found words or phrases"*

### **c. Limited Vocabularies**

In this finding, it can be concluded that when watching movies, they can find it difficult if the actors or actresses speak using words they rarely hear. To overcome this difficulty, they will look for a translation of the word. When watching YouTube videos, students found difficult if they hear words or phrases that are foreign to them, then they translate

these words or phrases. Apart from words that are rarely found, students can also have difficulty understanding sentences that use idioms. Because students rarely find sentences that use idioms, they will find it difficult to understand the meaning of these sentences. The cause of this difficulty is due to difficult idioms due to lack of cultural background (Rohmatillah, 2014).

When playing games, students rarely find it difficult, because the language used in these games is words they often hear. Because this habit is the habit that students have done the longest, they will get used to the voice line more quickly in the game, because of that, students can easily understand the game.

According to students 3, the limited vocabulary here is not a challenge, but this will add to their vocabulary. If they come across a word or phrase that they have never heard before and that seems foreign to them. This can increase their vocabulary if they translate the word or phrase and remember the translation.

*“It is not a big deal for me”*

#### **d. Speaker Out of Topic**

According to Merriam topic is an explanation of a title presented in the form of a subject outline or explanation. While out of topic here is when the speaker talks about things outside of the topic being presented.

Based on interview with students 2, when listening to a podcast, then the podcaster talks about things that are outside the topic being discussed, which is a challenge. To refocus after a podcaster out of the topic is quite difficult. In facing this challenge, students do other things such as study, and listen to important things from the topics presented earlier.

*“Do something else, then listen to the important thing”*

**e. Internet Connection**

According to Merriam an electronic communication network that connects computer networks and computer facilities to all organizations in the world. Internet disturbances such as weak internet connection is one of the challenges for students to carry out their habits. Because habit activities carried out by students require an internet connection. Therefore the internet connection here is an important thing in carrying out the habit. Based on interview with the student 1, when watching movies there are sometimes challenges in the form of English subtitles being too fast, or even too slow. The challenge when watching TED talks is that the content to be watched sometimes takes quite a long time to load, due to internet connection. Because of this, the students skipped the video. In facing this challenge students prefer to do other activities. Because according to him, this habit will be done again later.

*“Just leave it, because later it can be done again”*