AN ERROR ANALYSIS ON STUDENT'S LISTENING SKILL OF MADINATUL ULUM INTEGRATED JUNIOR HIGH SCHOOL JENGGAWAH-JEMBER IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements
For bachelor degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training English Education Program

By:

Thoriq Burhanuddin Karim
SRN : T20196161

ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
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It has been examined and approved by the board of examiners in a partial fulfillment

of the requirement for the bachelor degree of education (S.Pd)

Faculty of Teacher Training and Education English Education Program

Day:Tuesday

Date:13th of June 2023

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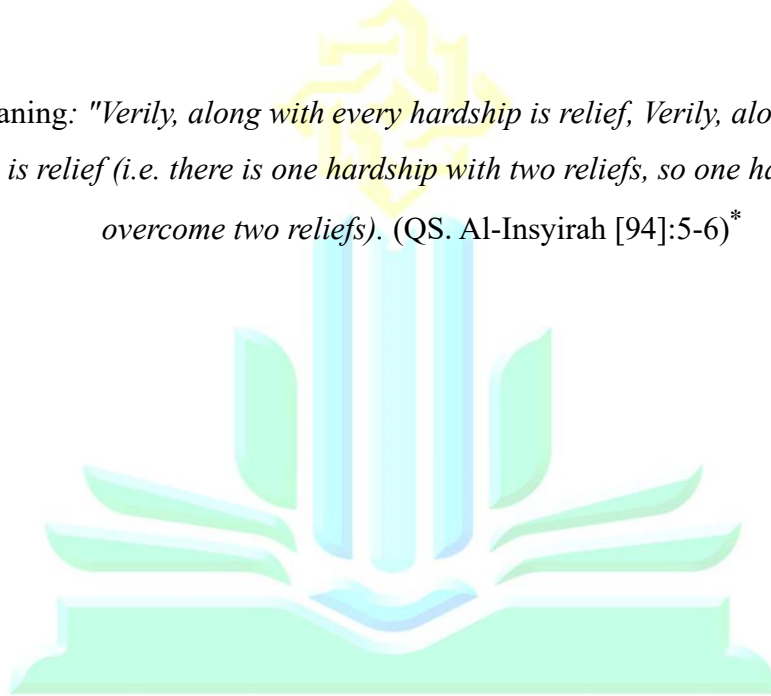Approved by

Dean of Faculty of Tarbiyah and Teacher Training

Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP.196405111999032001

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MOTTO

<div dir="rtl">

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

</div>

The meaning*: "Verily, along with every hardship is relief, Verily, along with every hardship is relief (i.e. there is one hardship with two reliefs, so one hardship cannot overcome two reliefs).* (QS. Al-Insyirah [94]:5-6)*

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* Muhammad Taqi-ud-Fin Al-Hilali, Muhammad Muhsin Khan, *Translation of The Meanings of The Noble Qur'an in The English Language.*

DEDICATION

All praise be to the presence of Allah SWT for the grace and opportunity to complete this thesis. Thanks to Him, who has provided convenience and understanding so that this final assignment can be achieved. This simple writing is dedicated to the following:

1. Wildan Maki, my father, and Nurul Isnaini, my mother, always give me full moral and material support. Thank you for the struggle to care for, educate and never get tired of praying for my success.

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ABSTRACT

Thoriq Burhanuddin Karim, 2023: " An Error Analysis On Student's Listening Skill Of Madinatul Ulum Integrated Junior High School Jenggawah-Jember In The Academic Year 2022/2023".

Keywords: *An analysis error' Student's listening skill.*

Research on listening errors in learning English is essential because listening skills are crucial to foreign language learning. This skill is highly needed to communicate and understand information conveyed in a foreign language, especially in the context of globalization and technological advancements today. However, many students struggle to comprehend messages delivered through audio or video and often make mistakes.

These research questions are (1) What are students' common listening skill errors while learning English? (2) How to overcome their listening?The research objectives are (1) To identify the common listening skill errors of eighth-grade English students at SMPT Madinatul Ulum Jenggawah (2022/2023) and analyze them to develop strategies for improving their listening skills. (2) To identify how to overcome of the listening skill errors made by the students, including factors such as language background, learning environment, and teaching methods.

This research employs qualitative research approach using descriptive design eight students were inlvolved and one of teacher as the participants of this study, at eight grade SMPT Madinatul Ulum Jenggawah. Observation, Interview and Document Review collected the data. The data were analyzed by using the technique by Miles, Huberman and Saldana. The method consists of data collection, data condensation,data display,drawing conclusion. To check the validity of the data, the researcher used triangulation.

This research finds that: (1)The common errors made by the students were consist of ability to identify, understand, and interpret the keywords used in conversation. Students are often unable to get the nuances of intonation that can affect the meaning of a sentence.Difficulty following the conversation's direction is also a common mistake. Students may need help understanding the order and flow of the ongoing discussion. (2) The electronic media was proven significant to improve the students listening skills. The subject decided not to use electronic media because he feels less familiar with technology and has limited access to mobile devices on certain days. They have not tried using electronic media to improve his listening skills. Even though the subject has not used electronic media consistently, they claimed that the use of electronic media in learning English, especially in listening skills.

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CHAPTER 1

INTRODUCTION

In this chapter, the author presents an introduction to the paper. It consists of the research background, research questions, hypotheses, research objectives, problem definition, benefits, the definition of key terms, and research paper organization.

A. Research Background

A language is a communication tool that plays an essential role in our daily lives and society; language also functions as an infrastructure for self-expression and an adaptation medium for social integration, as well as a medium for us as humans to build relationships as social people. We often encounter the language used for daily communication by the broader community as the mother tongue. The mother tongue is the first language humans have learned since birth through interaction with other members of society, such as family and the surrounding community, along with the development of the human era. We are only using the mother tongue as facilities and infrastructure for daily communication but also foreign languages, especially English which has become an international language.

Speech-language pathologist Caroline Brown includes a history of developing children's language skills from newborn to five years. The Developmental history is divided into receptive and expressive language development.[1]

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[1] Caronilne Brown. (2014). Speech Therapy Practice and Management. Wiley-Blackwell

In Indonesia, teaching English at all levels of education has become an integral part of the curriculum. Many English education institutions are trying to help students improve their English language skills. However, listening skills are often considered difficult and complex in teaching English.

Many students experience difficulties understanding English audio texts encountered in class, whether through recordings, speeches, or conversations. This problem is often caused by errors in understanding English words, phrases, or sentences. In an educational context, students' success in developing English listening skills can be considered a significant achievement because these skills are necessary for everyday life and work.

Previous research shows that many factors influence students' difficulties in understanding English in listening skills. These factors include: (1) limited cognitive abilities of students, (2) lack of motivation to learn English, (3) limited time and resources in teaching English, and (4) social and cultural factors.

This study will use the error analysis method to identify the types of errors that often occur in English listening. Data will be collected through listening Documentations, classroom observations, and interviews with English students and teachers. This research is expected to contribute to developing more effective English learning methods, particularly in overcoming difficulties in listening skills.

In facing the challenges of globalization, skill in English is a must. Therefore, improving English listening skills is very important. Identifying the

types of errors that often occur in English listening skills can help teach English more effectively and help students succeed in learning English.

Over the last two decades, many books have discussed teaching English as a foreign or second language.in contrast to popular perception, McKay notes that an international language is not just one with many native speakers. She claims that for a language to become international, it has to develop to where it is "no longer linked to a single culture or nation but serves both global and local needs as a language of comprehensive communication[2].

McKay also examines the various problems related to using the native speaker model as the final goal of English learning. Pointing out that 80 percent of English teachers around the world today are bilingual users of the language, she concludes that" If English continues to spread, it is clear that the majority of users in the coming decades will be bilinguals who use the language, alongside one or more others, mainly for purposes of more comprehensive communication[1]in meeting the pedagogical needs of such users the native speaker mistake must be challenged. Challenging this mistake will hopefully lead to a complete picture of how English is used in many communities worldwide, a better understanding of its achievement in various contexts, and a more accurate meaning of the strengths of bilingual English-speaking professionals.[3]

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[2] Sandra Lee McKay (2002) Teaching English As An International Language: Rethinking Goals and Perspectives New York: Oxford University Press June 2003 — Volume 7, Number
[3] Sandra Lee McKay (2002) Teaching English As An International Language: Rethinking Goals and Perspectives New York: Oxford University Press June 2003 — Volume 7, Number

Larry Vandergrift Listening comprehension is not a single skill but rather a complex process involving a range of cognitive and affective factors. Listeners actively translate and construct meaning from what they hear by drawing on their linguistic, sociocultural, and practical knowledge. To help learners develop listening comprehension, teachers must design activities that provide opportunities for authentic listening practice and foster metacognitive awareness and strategy use. Moreover, teachers need to be aware of the limitations of laboratory-based listening research and the need to conduct studies that are relevant to classroom contexts.[4]

It is an interactive, interpretive process where listeners use prior and linguistic knowledge to understand messages. In other words, top-down and bottom-up approaches work in the listening activity.

It is a relationship where learners will lean towards one knowledge over the other depending on their understanding of the language, the topic, or the listening objectives. Students will have the expected goals.

Teachers generally believe that listening skills appear spontaneously in time, like breathing. However, listening skills can only be improved through hard work and repetition, as is the case with reading skills (Bostrom, 1990, Brody, 2004; Kutlu and Adanoglu, 2008). Reaching educational achievement is not probable for a student who cannot understand what he listens to or reads and cannot express his ideas and feelings clearly and accurately through verbal or written communication (Ocak and Beydogan, 1999). Developing the students' listening skills relates to

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[4] Vandergrift, L. (2002). Making listening comprehension research relevant to classroom teaching. Canadian Modern Language Review, 59, 325

putting forward the factors that participate in the listening process. In other words, determining the factors that play a role in the listening process is vital to schools and families that educate students and institutions that train teachers.[5]

Effective listening requires more than simply hearing the words that are directed at you. It requires concentration, mental effort, and the ability to piece together information meaningfully. When we listen well, we gain a deeper understanding of the people and world around us, and are better equipped to make informed decisions and forge stronger relationships.[6]

Research on listening errors in learning English is essential because listening skills are crucial to foreign language learning. This skill is highly needed to communicate and understand information conveyed in a foreign language, especially in the context of globalization and technological advancements today. However, many students struggle to comprehend messages delivered through audio or video and often make mistakes.

By researching listening errors, we can identify the most common types of errors in students' audio or video comprehension and understand the factors that contribute to these errors. The results of this research can help teachers and instructors in teaching listening skills and developing more effective teaching strategies to help students problems their difficulties and improve their listening

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[5]ÖmerKutlu[a]Aslıhan ErmanAslanoğlu[b] Factors affecting the listening skill Procedia - Social and Behavioral Sciences Volume 1, Issue 1, 2009, Pages 2013-2022
[6] Matthew McKay dan Martha Davis, dari buku "Messages: The Communication Skills Book" (2009)

skills Therefore, listening error research is essential to improving the quality of English language learning.

This study aims to analyze errors (errors) that often occur in students' listening skills at Madinatul Ulum Integrated Junior High School Jenggawah-Jember in that academic year. By exploring the most common mistakes, it is hoped that the factors that cause students' listening difficulties can be identified and provide the basis for developing more effective learning strategies and methods.

This error analysis will collect data from various sources, such as interviews with students and teachers teaching English, Documentation, and direct observation of students when they interact in English. Identified errors will be analyzed qualitatively to identify patterns and underlying causes.

With a better understanding of the common mistakes in students' listening skills at Madinatul Ulum Integrated Junior High School Jenggawah-Jember, more effective learning strategies can be developed to help students improve their listening skills.

This study aims to improve the quality of English language learning at Madinatul Ulum Integrated Junior High School Jenggawah-Jembe and contribute to our understanding of the factors that influence the development of students' listening skills at the secondary school level. Based on the background above, the author will observe the mistakes made by students when learning English, especially listening skills. The title of this research is as follows. An Error Analysis On Student's Listening Skill Of Madinatul Ulum Integrated Junior High School Jenggawah-Jember In The Academic Year 2022/2023.

B. Research Questions

Based on the background of the study, researchers conducted this study to answer several questions:

1. What are students' common listening skills errors while learning English ?

2. How to overcome their listening?

C. Research Objectives

The objectives of this study are to know the students' problems in teaching English, especially listening skills.

1.   To identify the common listening skill errors of eighth-grade English students at Madinatul Ulum Intergrated Jenggawah Junior High School (2022/2023) and analyze them to develop strategies for improving their listening skills.

2.   To identify how to overcome of the listening skill errors made by the students, including factors such as language background, learning environment, and teaching methods.

D. Significance of the Research

Theoretically, the results of this research can make a valuable contribution to science in the learning process, especially in the English language learning process, which is carried out in even semesters, because there are differences in the learning process. After all, the learning material will be different from the first semester, so with this information, teaching English, especially in the learning listening skills process, can run better in the future.

In practice, the writer hopes that the result of the research is beneficial.

1.   .For the teacher

a. In this research, it is hoped that it can provide information to English teachers regarding the problems of teaching English, especially in listening skills faced by students.

b. To improve better techniques in the English teaching process.

2. For the students

a. To better inform students how to learn English, especially listening skills.

3. For the Researcher

a. To find out about the issue of errors in listening skills in learning English.

b. To develop a technique for teaching English, especially listening skills.

E. Scope of the Study

This study focuses on the problems with listening skills in learning English that can be found element in teaching English at Junior High Schools. At the time, English learning in the classroom is likely to have internal and external factors during the teaching process and learning English.

F. Definition of key terms

1. Error**:** In the context of this study, error refers to errors or mistakes made by students in listening skills. Errors can include understanding the wrong words, difficulty following the direction of the conversation, or problems capturing the gist of the information conveyed.

2. Listening skills: Refers to the ability to receive, comprehend, and interpret information that is spoken in a language[7], Listening skills involve understanding

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[7] Kris amerikos. How to Improve Listening Skills in English - Learn the Best Methods. https://www.krisamerikos.com/blog/how-to-improve-listening-skills-in-english

words, recognizing intonation and vowels, identifying implicit meanings, and being able to follow the direction and context of a conversation.

3. Junior High School: refers to the level of junior high school At this level, students are in the age range of about 12 to 15 years and usually study a variety of subjects including.

4. .English as a foreign language: The study of English by students who are not native speakers living in a non-English speaking country.
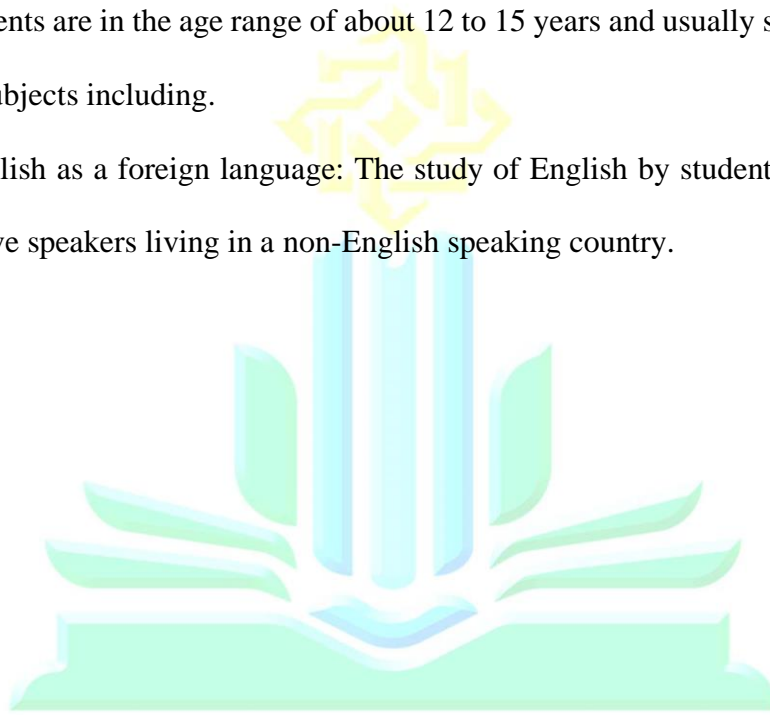
CHAPTER II

LITERATURE REVIEW

A. **Previous Study**

1. **Students' Listening Difficulties in English as a Foreign Language Learning at Secondary School in Indonesian Context by Syifa Nadhira & Silih Warn (2020)**

   The findings show that this article shows difficulties in listening skills faced by students, include unfamiliar words, rate of speech, unfamiliar accent, unclear pronunciation, recording quality, and inadequate facility. As for the factors of those difficulties, it involed the students' background knowledge, lack of practices and environment noise.[8]

   The similarities in the research carried out are that they both analyze errors that often occur by the subject. While the difference in the previous research lies in the type of method used, namely the previous research used collected data and a questionnaire. It only focused on students' difficulties in learning English as English.

2. **Analysis Of Students' Listening Comprehension Problems At The Third Semester English Language Education Of Islamic University Of Riau (2021) A Thesis By Erza Muhammad Ihksan.**

   The results of the research conducted show Difficulties Faced by ThirdStudents toward Listening Comprehension. The study aimed to find out the problems encountered by students from three major problems, there are Quality of Listening material. Unfamiliar Vocabulary, Length and Speed of Listening to The

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[8] Syifa Nadhira and Silih Warni, *Students' Listening Difficulties in English as a Foreign Language Learning at Secondary School in Indonesian Context*, 2021.

research was conducted at the State Islamic University Riu Descriptive method to analyze and find the problems' results. The population of this study was third-semester students of Engla Language Education Department of teacher training and Education faculty Academic year 2019/2020. The population was 95 students classes. [9]

The conclusion is that the Quality of recorded material was the main problem most frequently encountered by students, followed by unfamiliar vocabulary, length and speed of listening. Knowing about students' major problems can motivate and help the lecturers develop effective learning strategies to improve their listening abilities. It also provided solutions to overcome the difficulties: the teacher should adapt and improve listening material, activate students' vocabulary, give some strategies for listening and always motivate students.

The similarity of the previous research with the researchers conducted was that they both used analysis from Miles Huberman and Saldana, while the difference was that the previous study used a questionnaire for data collection.

3. **EFL Students' English Listening Comprehension Problem: A Study of English Teacher Education Program (2020) An article By Sarjanah Zur**

Based on the research, it can be concluded Listening comprehensively is one of the ways to build EFL students' Listening skill. However, they still got problem in different phase of listening. The aimed of the study to identified the listening comprehension problem of EFL students during take English teacher program, the

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[9] Erza Muhammad Ihksan "Analysis Of Students' Listening Comprehension Problems At The Third Semester English Language Education Of Islamic"(Thesis, University Of Riau, 2021).

data was collected from Muhammadiyah university students in Kendari.The result of the study showed that the students still got difficulty in all three phases of listening problem, they are perception, parsing and utilization, moreover, the highest problems was in perception problem.[10]

The similarity of the research was to see the difficulty understanding listening skills. While the difference is that this research uses quantitative methods using research questions with questionnaires.

4. **Insights into Listening Comprehension Problems: A Case Study in Vietnam (2020) An Article By Thao Quoc Tran and Tham My Duong**

In EFL learning and teaching, listening is believed to be the most challenging of the four macro language skills. Various obstacles have been reported as causing challenges to English listening comprehension for EFL learners. This study, therefore, aimed to determine the English listening comprehension problems of Vietnamese high school students as perceived by students and their teachers. The research was conducted at a high school in Ho Chi Minh City, Vietnam, with the participation of 368 eleventh graders who answered a questionnaire and 8 EFL teachers who took part in semi-structured interviews.[11]

The similarities between previous research and the researchers that were carried out focused on analyzing the understanding of listening skills. In comparison, the difference in an earlier study is the method used to explore

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[10] Sarjaniah Zur, 'EFL Students' English Listening Comprehension Problem: A Study of English Teacher Education Program', *Advances in Social Sciences Research Journal*, 7.1 (2020), 268–73 <https://doi.org/10.14738/assrj.71.7649>.
[11] Thao Quoc Tran and Tham My Duong, 'Insights into Listening Comprehension Problems: A Case Study in Vietnam', *Pasaa*, 59.June (2020), 77–100.

researchusing quantitative research and qualitative data using a descriptive statistical approach.

5. **An Analysis Of Students' Difficulties In Listening Comprehension: A Descriptive Study At English Language And Literature Department Fbs Unp (2020) Lini Diora and Rusdi Noor Rosa**

The results of this study can be described that was aimed to find out the difficulties that mostly faced by students in listening comprehension and the factors which cause the difficulties at English language and literature department FBS UNP, The results of this study showed that the difficulties that the students faced in listening comprehension were related into three categories, they were the listening material, the listener, and the physical setting. Besides, the factors which cause students' difficulties in listening comprehension were depend on others, shame to ask the lecturer about the material, having emotional disturbances, the lecturer explains the material too quickly, lack of reward and reinforcement, and unfocused.[12]

The similarities in the research are that both use a qualitative approach method and a descriptive type of data collection based on observation, interviews and documentation. While the difference in previous research focuses on the difficulty of understanding listening skills, this research also focuses on students' perceptions of using electronic media to improve their listening skills.

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[12] Lini Diora and Rusdi Noor Rosa, '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 (2020), 85 <https://doi.org/10.24036/jelt.v9i1.107957>.

Table 2.1 Similarities and Differences

No	Author's name	Year	Title	Similarities	Differences
1	2	3	4	5	6
1.	Syifa Nadhira & Silih Warn	2020	Students' Listening Difficulties in English as a Foreign Language Learning at Secondary School in Indonesian Context	1. Both studies analyze errors that often occur by the subject.	1. The difference in the previous research lies in the type of method used. Namely, the previous research used collected data and a questionnaire and only focused on students' difficulties.
2.	Riau Erza Muhammad Ihksan	2021	Analysis Of Students' Listening Comprehension Problems At The Third Semester English Language Education Of Islamic University Of Riau	1. Both studies analyze errors that often occur by the subject.	1. The difference was that the previous research used a questionnaire for data collection.

1	2	3	4	5	6
3.	Sarjanah Zur	2020	EFL Students' English Listening Comprehension Problem: A Study of English Teacher Education Program	The similarity of the research conducted was to see the phenomenon of difficulty in Skills understanding listening	the difference is that this research uses quantitative methods using research questions with questionnaires.
4	Thao Quoc Tran and Tham My Duong	2020	Insights into Listening Comprehension Problems: A Case Study in Vietnam	The similarities between previous research and the researchers that were carried out were both focused on analyzing understanding of listening skills	the difference in earlier research is the method used to explore study: quantitative analysis and qualitative data using a descriptive statistical approach.
5	Lini Diora and Rusdi Noor Rosa	2020	An Analysis Of Students' Difficulties In Listening Comprehension: A Descriptive Study At English Language And Literature Department Fbs Unp	The similarities in the research are that both use a qualitative approach method and a descriptive type of data collection based on observation, interviews and documentation.	The difference in previous research focuses on the difficulty of understanding listening skills, and this Researcher also focuses on students' perceptions of using electronic media to improve their Listening skills.

B. Theoretical Framework

Based on data collected from various authorities who have conducted extensive research in the field, the author will go on more about the definition, factors, or variables found in each variable in this section.

1. Cognitive Theory

Cognitive theory is a theory that focuses on the learning process rather than its outcome. This theory states that individuals process information and build new knowledge through interacting with their environment during learning. Meanwhile, Al-Hasan (2012, p. 10) suggests that cognitive ability is thinking more complexly, reasoning, and solving problems. The more developed an individual's cognitive skills are, the easier it is for them to master broader general knowledge. This theory was proposed by Jean Piaget, a Swiss psychologist (1896-1980) who specialized in cognitive development in the twentieth century. His theory is widely cited in education, particularly in cognitive learning theory. According to Piaget, four stages of cognitive development underlie his theory:

a. Sensorimotor stage (0-2 years): Children develop their understanding and cognitive abilities through sensory and motor experiences with their environment. Children in this stage also begin to understand the concept of object permanence and develop language abilities.

b. Preoperational stage (2-7 years): Children use symbols and language to describe objects and events. However, children in this stage tend to be egocentric and do not understand others' perspectives.

c. Concrete operational stage (7-11 years): Children start to understand causality and logic in this stage. They also begin understanding abstract concepts such as

quantity, volume, and mathematical relations. Children in this stage also start to understand others' perspectives.

d. Formal operational stage (11 years and above): Children enter adolescence and adulthood and begin to understand more complex and speculative abstractions. They start to use deductive reasoning and understand philosophical concepts such as truth, justice, and freedom. In Piaget's theory, cognitive learning occurs through adaptation, which involves assimilation and accommodation. Assimilation is the process by which individuals incorporate new information into their existing cognitive framework. At the same time, accommodation is the process by which individuals change their cognitive framework to integrate further information their current framework cannot explain. Individuals acquire new knowledge and develop their cognitive abilities through this adaptation process.

Cognitive learning theory is one of the learning theories that emphasize the role of the brain and cognition in the learning process. This theory states that the learning process occurs through the interaction between new experiences and the existing knowledge in an individual's brain. When someone learns, they try to connect new knowledge with the knowledge they already have to form a complete knowledge structure. This process involves three main stages: encoding, Storage, and retrieval.

a) Encoding

The encoding stage is the process by which new information is conveyed to the brain through the senses and transformed into a mental representation that

can be stored and processed by the brain.

b) Storage

The storage stage is storing information in long-term memory. After the data

is successfully encoded, it is stored in long-term memory and can be taken when

needed.

c) Retrieval

The retrieval stage is accessing information stored in long-term memory and

using it again when needed.

2. Theory Listening Ability

Theory Ability is "something that someone can truly do." The Listening

Ability Theory emphasizes that good listening skills are trainable and developable.

According to(*Kamelia Gulam*, n.d.), listening is the ability of a language used to

understand spoken language. Listening ability is essential and cannot be ignored as

part of language learning.

This theory argues that good listening skills involve awareness, desire, and

skills acquired through practice and experience. According to this theory, good

listening ability consists of several aspects, including:

a. Listening actively and attentively.

b. Being able to understand the meaning conveyed by the speaker.

c. Being able to place oneself in the speaker's perspective.

d. Being able to capture the essence of the message told.

e. Being able to extract meaningful information from the message given.

f. Being able to provide an appropriate response to the message conveyed.

In English language learning, teachers need to ensure that students develop their listening skills to understand English language input well. Therefore, the Listening Ability Theory can help teachers plan effective teaching strategies relevant to students' listening abilities.

3. Learning theory

Learning theory explains how humans acquire knowledge and skills through experience. Learning theories can be used to analyze student skill errors, focusing on the influence of learning experiences and learning environments on student skills. According to Sriyono (in Roestiyah, 2000:106), "Learning patterns are a series of procedures in learning that can help students master the subject matter." Learning patterns refer to a series of procedures in the teaching and learning process that can assist students in understanding the material being taught. The development of learning strategies includes individual, group, guided, self-directed, and supervised learning patterns.

a. Individual learning pattern:

Individual learning Refers to the way of knowing that is done independently by an individual, without any assistance or guidance from others. This learning pattern can be done anywhere and anytime and is tailored to the individual's needs, interests, and abilities.

b. Group learning pattern

This part Refers to the way of learning done by several individuals in a group. This learning pattern allows for sharing experiences, knowledge, and skills, as well as helping to develop social skills and teamwork.

c. Guided learning pattern:

Refers to the way of learning that is guided and directed by an instructor or teacher. This learning pattern is often used in formal education contexts such as schools, universities, or training institutions.

d. Self-directed learning pattern:

This part Refers to learning outside formal environments, such as outside of school or class hours. This learning pattern is generally made independently or through non-formal learning sources such as books, videos, and online programs.

e. Supervisory learning pattern

Supervisory learning pattern Refers to the way of learning done with supervision or mentorship from a supervisor or mentor. This learning pattern is generally made in a workplace or professional practice setting to help individuals develop their skills and knowledge in the context of their job.

Each learning pattern has strengths and weaknesses, depending on the learning goals and context. Choosing the appropriate learning pattern can help individuals or groups achieve their learning goals more effectively.

4. Theory Error Analysis

Error analysis theory is a method used to identify and analyze errors made by students in learning a foreign or second language.

The purpose of error analysis is to identify the types of mistakes made by students, understand the causes of these errors, and provide appropriate feedback to help students correct their errors.

S. Pit Corder (1967) was the first person to propose a theory on error analysis. In his book "The Significance of Learner Errors," he stated that error analysis is a form of language that does not conform to grammar and indicates the learner's incomplete knowledge and mastery.(Kesalahan & Analysis, 2005) Pits. S. Corder distinguishes language errors into two, the first language errors that occur not systematically in someone's speech and the second language errors that occur systematically in the discourse of someone who learns a second language.

According to Corder, student errors result from interlanguage, the dual language system students develop based on their first language and the second language being learned. These errors do not always need to be corrected directly by the teacher. Still, they can be used as a source of information to identify areas that need improvement in second language learning.

Corder explained that learner errors could explain their mental and linguistic state. Corder classified learner errors into three categories: language, systematic, and idiosyncratic.

Language errors are errors that occur when learners try to combine language elements that they have learned separately. Systematic errors repeatedly happen due to a misunderstanding of the language system being learned. On the other hand, characteristic errors are errors that specific individuals only make due to the influence of their native language, previous learning experiences, or speech habits.

5. The Language Error Theory

The Language Error Theory is a theory used to analyze interlanguage and is a formal and systematic study to identify difficulties in language use. This theory

also explains that language errors occur systematically because the language rules are not what they can.

The use of language to communicate often creates several language errors that are not convenient for the context, situation, and conditions. According to Tarigan (2011:126), language errors are the defective side in writing and speech made by students, so there are parts or compositions of the conversation that deviate from the standard language norms.

In general, language users tend to speak without considering the rules in the language rules. In addition, language learners who pay attention to the applicable language rules generate concepts that conform to the structure of the language being learned (Susanti, 2014:27).

Language errors will likely occur in people who use the language in question, not in daily activities. Therefore, language is influenced by the language first mastered, a lack of understanding of the language used, and inadequate or imperfect language teaching, ultimately leading to language errors.

The language error theory suggests that errors made by language learners in producing or understanding language are a reflection of the language system they have. These errors can explain how the learner's language system differs from the target language they want to learn.

In learning English, the language error theory can help teachers understand why students often make mistakes in their listening skills. By understanding the errors made by students, teachers can plan effective teaching strategies to help students overcome those errors and improve their listening skills.

6. Evaluation of Listening Skills

Factors that affect listening skills are numerous and can include both internal and external factors. Here are some of the factors that can impact listening skills[13]:

a. Attention span: The ability to concentrate and pay attention to what is being said is crucial for effective listening.

b. Distractions: External factors such as noise, visual distractions, or interruptions can make it difficult to focus on what is being said.

c. Preconceived notions: Prejudices, biases, and assumptions can interfere with the ability to listen objectively.

d. Emotional state: Strong emotions such as anger, anxiety, or sadness can make it difficult to listen effectively.

e. Lack of interest: If the listener is not interested in the topic being discussed, it can be challenging to stay engaged.

f. Language barriers: If the listener and speaker do not share the same language, it can be difficult to understand the message being conveyed.

g. Physical barriers: Hearing loss or other physical impairments can make it difficult to hear and understand what is being said.

It is essential to recognize these factors and work to overcome them to improve listening skills. Effective listening can lead to better communication, increased productivity, and stronger relationships, to notice that effective listening

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[13] IvyPanda. "How to Enhance Listening Skills." May 28, 2020. https://ivypanda.com/essays/how-to-enhance-listening-skills/

skills can be developed through awareness and practice. In an educational context, instruction that takes these factors into account and provides appropriate strategies and support can help improve students' listening skills.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology used to evaluate errors in English listening skills made by students. This chapter will explain the research design, participant selection, instrument, data collection techniques, and analysis.

A. Approach and Research Design

This research uses a qualitative approach with a descriptive analysis to describe or explain the phenomenon's characteristics or nature by collecting narrative data. In this approach, researchers use interviews, observations, or documents as sources of data to be analyzed. The data will then be systematically analyzed by identifying themes or categories that emerge from the data.[14]

In addition, the Researcher chose a qualitative approach because this research is exploratory. This study aims to understand the participants' experiences and views regarding the phenomenon under investigation, which is not widely known and has not been well documented. The qualitative approach allows the Researcher to obtain rich and detailed data about the experiences and views of the participants.

Researchers also chose a qualitative approach because this study used case studies as a research design. Case studies allow researchers to understand phenomena in real contexts by studying specific cases in depth.

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[14] Patton, M. Q. (2015). Qualitative research and evaluation methods: Integrating theory and practice (4th ed.). Sage Publications

The qualitative approach also enables the Researcher to understand the complex context of the studied case studies. In this study, researchers used the descriptive qualitative analysis theory of the Miles and Huberman Saldaña models as a data analysis approach. This model was chosen because it can assist researchers in data reduction, presentation, and Verification. This analytical model also allows researchers to understand the views and experiences of participants in complex social contexts.[15]

B. Research Location

This study will be carried out at Junior High School Intergrated Madinatul Ulum Jenggawah in Jawa Timur' Kec Jenggawah Kabupaten Jember. The location was chosen as a result of one of the schools adopting the 2013 Curriculum.

C. Research Subject

Research subjects are respondents who will be implemented to report data sources related to the research focus. The description includes what data you want to achieve, who wants to be an informant or research subject, and how the data will be searched and gathered to make sure its validity. Two sources will be used in this research, namely:

1) Principal of Madinatul Ulum Intergrated Junior High School.

2) English teacher for Madinatul Ulum Intergrated Junior High School.

3) Second-grade students of Madinatul Ulum Intergrated Junior High School.

B. Secondary data

Secondary data supports and matches primary data gathered in the form of observation, documentation, and various references.

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[15] Miles, Huberman, & Saldana, 2014

D. Data Collection Technique

This part of the research will explain several techniques for data collection that can be used to analyze students' errors in listening skills in learning English at eighth-grade Madinatul Ulum Intergrated Junior High School Jenggawah in the academic year 2022/2023. These techniques include.

a. Interviews

An interview is a meeting between two individuals to examine a theme and exchange data and ideas through interviews. Interviews are used as a data collection method if the Researcher so desires. First, research to identify the problem under study and, if you want more information, the depth of the Respondents Observations.[16]

The semi-structured interview method was used in this study. The term "semi-structured interview" refers to an in-depth, less rigid approach than the "structured type" interview. Researcher need to listen and record what witnesses have said when chairing a meeting.

The data obtained from this interview is related to students' understanding of listening skills and their perception of using electronic media to improve Listening Skills.

b. Observation

The observation method is the collection of data by observing human activities and interactions, both those that occur naturally and in situations that have been directed.[17]

This observation method is carried out by holding-direct observation of the object, and then the results of these observations are written in a note. The observation technique used This research is a non-participant observation where the Researcher is the same, just an observer. This means that researchers do not participate in activities or programs to be studied.**[18]**

Data will be obtained, including analysis of error listening skills by the student at Madinatul Ulum Intergrated Junior High School and student how to overcome their listening skill.

c. Documentation

Document Review is an effort to collecting the data by reviewing existing documents relate to the topic.[19] Document review records events that have passed. It can be in the form of pictures or someone work's monumental. In conclusion, the data collection techniques described above can be combined to provide a comprehensive understanding of the student's analysis of error listening skills by the student at Madinatul Ulum Intergrated Junior High School and how to overcome their Listening Skills in learning English at eighth-grade Madinatul Ulum Junior Intergrated High School Jenggawah in the academic year 2022/2023. The data collected from these techniques can inform instructional strategies that are designed to the student's individual needs and preferences and that address the specific errors made by the students in different listening contexts.

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[16] Suliyanto, *Metode Riset Bisnis*, (Yogyakarta: CV Andi Offset, 2009), pages.137

[17] Miles, Huberman, & Saldana, 2014, page 13

[18] Sugiyono, *Metode Penelitian Kualitatif dan Kantitatif., pages. 308-309.*

[19] Evaluation Research Team, "Evaluation Briefs," August 18, 2018.

E. **Data Analysis**

Qualitative data analysis is a process of collecting, organizing, interpreting, and drawing conclusions from data that is descriptive and is not measured in numbers.[20]

In this research, the analysis technique researchers use is data analysis, according to Miles and Huberman, which consists of several steps: 1) Data collection, 2) Data Condensation, 3) Data Display 4) Data Verification, Drawing conclusions.[21]

1. Data Collection

This is the first stage in data analysis. At this stage, data were collected using various methods, namely (observation, interview, and documentation). The data collected by the Researcher was related to the student's experience of learning English.

Here are the steps for collecting qualitative data according to Miles, Huberman, and Saldana (2014):

a. Determine research objectives and research questions.

b. Choose an appropriate research design.

c. Select research subjects and sampling techniques.

d. Choose data collection techniques like interviews, observation, or document analysis.

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[20] Suliyanto, *Metode Riset Bisnis*, (Yogyakarta: CV Andi Offset, 2009), pages.137
[21] Miles, Huberman, & Saldana, 2014

e. Analyze data using appropriate analytical methods, such as content analysis, grounded theory, or discourse analysis.

f. Interpret the results of data analysis by referring back to the research purpose and relevant ideas.

g. Prepare a detailed and structured research report that includes the data collection and examination results.

These steps guide researchers to plan and conduct systematic and practical qualitative research while ensuring good research ethics, reliability, and validity.

2. Data Condensation

This stage involves condensing the raw data into a more organized and informative format, such as categories, themes, and sub-themes. The goal is to simplify and reduce the huge amount of raw data, thus facilitating the data analysis.

Here are the steps for data condensation according to Miles, Huberman, and Saldana (2014) in qualitative data analysis:

a. Transcribe the data, if necessary, and review it for accuracy.

b. Read through the data several times to become familiar with the content.

c. Identify meaningful units of data and label them with codes.

d. Sort the principles into categories or themes.

e. Review and refine the categories or themes to ensure coherence and consistency.

f. Create a codebook to document the categories and themes.

g. Apply the categories or themes to the data using the codebook.

h. Check the coding for consistency and accuracy, and revise as needed.

i. Summarize the data using the codes and categories or themes.

j. Interpret the summarized data regarding the research questions and relevant theories.

These steps guide researchers to condense the large amount of data collected during qualitative research into manageable categories or themes, which can be further analyzed and interpreted to address the research questions.

3. Data Display

Data presentation is the most commonly used data presentation method in qualitative research. The data used in this study is presented as a comprehensive description of the student's English learning experience.

Here are the steps for data display according to Miles, Huberman, and Saldana (2014) in qualitative data analysis:

a. Organize the data into categories or themes based on the coding and condensation process.

b. Select appropriate visual displays, such as tables, charts, or diagrams, to represent the data.

c. Create an initial display of the data that summarizes the categories or themes.

d. Refine and revise the display to enhance its clarity and effectiveness in conveying the key findings.

e. Use the display to identify patterns, relationships, and trends in the data.

f. Use the display to support and illustrate the data interpretation of the research questions and relevant theories.

g. Develop additional displays to clarify or support the key findings.

These steps guide researchers to visually represent the condensed data in a clear and meaningful way, which can facilitate the analysis and Interpretation of the data. Visual displays can help identify patterns and trends in the data and support communicating the research findings to others.

4. DataVerification\Drawing Conclusion

The conclusion in qualitative research is In qualitative research, and the decision is that the final results are not there before. This finding can describe or illustrate a previously unclear object that now makes sense.

Here are the steps for data verification and drawing conclusions according to Miles and Huberman, and Saldana 2014:

a. Verification of data accuracy

In this step, the accuracy of the data is verified to ensure that the data is correct and reliable. This can be done by comparing the data with other sources or cross-checking the data with the authorities.

b. Verification of data integrity

This step involves checking the completeness and consistency of the data. The data should be complete, with no missing values or incomplete responses. The data should also be consistent, with no contradictory or conflicting answers.

c. Data reduction

Data reduction is selecting, focusing, simplifying, and transforming data to

make it more manageable and easier to analyze. This can be done by summarizing the data, grouping the data into categories, or creating new variables based on the original data.

d. Data display

Data display involves presenting the data meaningfully and clearly, such as through tables, graphs, or diagrams. The purpose of data display is to help identify patterns, trends, and relationships in the data.

e. Conclusion drawing and Verification

In this step, the conclusions are drawn based on the data analysis. The findings should be found on the data's evidence and consistent with the research questions or hypotheses. The conclusions should also be verified by checking them against the original data and the findings of previous studies.

f. Interpretation of data

Data interpretation involves explaining the meaning of the data and its conclusions which can be done by providing explanations, justifications, or theoretical frameworks to support the conclusions.

g. Triangulation

Triangulation is the process of using multiple sources or methods to confirm the findings and conclusions. This Triangulation can be done by comparing the results with the literature or the opinions of experts or by using different techniques to analyze the data.

Overall, data verification and conclusion involve ensuring the accuracy and integrity of the data, reducing the data to make it manageable, presenting the data

in a meaningful way, drawing valid and reliable conclusions, interpreting the data, and using Triangulation to confirm the findings.

F. **Validity of Data**

Checking the validity of the data really needs to be done so that the data produced can be trusted and scientifically justified. To check the validity of the data, researchers performed data triangulation techniques. Data triangulation is a data collection technique that is connecting from various data collection techniques and existing sources.[22]

Data validity is a check to see how valid the data is. For the validity of the data in this study, researchers used source triangulation. Triangulation is a technique used to test data validity using various points of view.[23]

1. Identify data sources

First, identify the data sources to be used in the research, be they primary or secondary sources. Primary sources are data collected directly from respondents or research participants, while secondary sources are data from other sources such as journals, books, and databases.[24]

After identifying data sources, data collection is then carried out from different sources. If research uses interviews as the primary data collection technique, secondary data such as documents or reports can also be used to strengthen the findings in the study.[25]

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[22] Sugiyono, "*Metode Penelitian",* Kualitatif, 125.
[23] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, (Bandung: Alfabeta, 2018), page.241

Source triangulation is using data using different data sources such as documents, archives, interview results, observations, or asking several informants from multiple points of view.

3. Data analysis

After the data is collected, the next step is to perform data analysis. In the data triangulation method, data from different sources will be compared and adjusted to ensure the suitability and accuracy of the research results.[26]

4. Result verification

After the analysis is completed, the research results obtained must be verified to ensure their validity and accuracy. Research results can be verified by comparing data from different sources and checking for consistency between the findings from each source.[27]

Using the data triangulation method, researchers can ensure the validity and accuracy of data in research. By comparing data from different sources, researchers can obtain research results that are more consistent and reliable.[28]

G. **Research Procedure**

This chapter will tell how the Researcher takes the data from the first step until the last.

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[24] Yin, R. K. (2014). Case study research: Design and methods. Sage publications. (page 35-36)
[25] Patton, M. Q. (2015). Qualitative research & evaluation methods: Integrating theory and practice. Sage publications. Page 212-2013
[26] Denzin, N. K., & Lincoln, Y. S. (2018). The Sage handbook of qualitative research. Sage publications. (halaman 319-320)
[27] Denzin, N. K., & Lincoln, Y. S. (2018). The Sage handbook of qualitative research. Sage publications. (page 319-320)
[28] Denzin, N. K., & Lincoln, Y. S. (2018). The Sage handbook of qualitative research. Sage publications. (page 319-320)

1. Selecting the research area

The research is at eighth-grade Madinatul Ulum Junior High School Intergrated. The Researcher chose this place based on some considerations and reseasoned. One of them is the problem that exists inside the school. The research is hoped the student can be better after this research end.

2. Formulating a study objective, question, and goal

This is done to minimize the focus of the study. What are the research's goals or targets are. Additionally, to provide a solution to the issue through a process.

3. Completing a literature study

The Researcher should gather much material to write and discuss for the investigation. The literature may already exist when the study is just beginning, during the research, or even after it has nearly concluded. Newspapers, books, online platforms, articles, journals, and other types of secondary data sources can all be considered literature.

4. Choosing a data-gathering technique

The data collection decides the success of the study. Collecting information is mediated by data gathering. In this study, the Researcher triangulates data by asking questions and making observations.

5. Gathering the initial material

The Researcher had already noticed and identified a few issues when starting the study. This grows an argument for the Researcher's choice of Eighth grade Madinatul Ulum Intergrated Junior High School for his study location.

7. Getting to a decision

        The research should conclude all of the information in this study. It must address the research question and the study's objectives. In conclusion, a suggestion is made for additional analysis. Another researcher might require this research.

8**.** Produce the document

        The project's final stage is this one. The Researcher should keep all of the research's information and data accountable. Recheck the guidebook to see which ones need modification and rewriting.
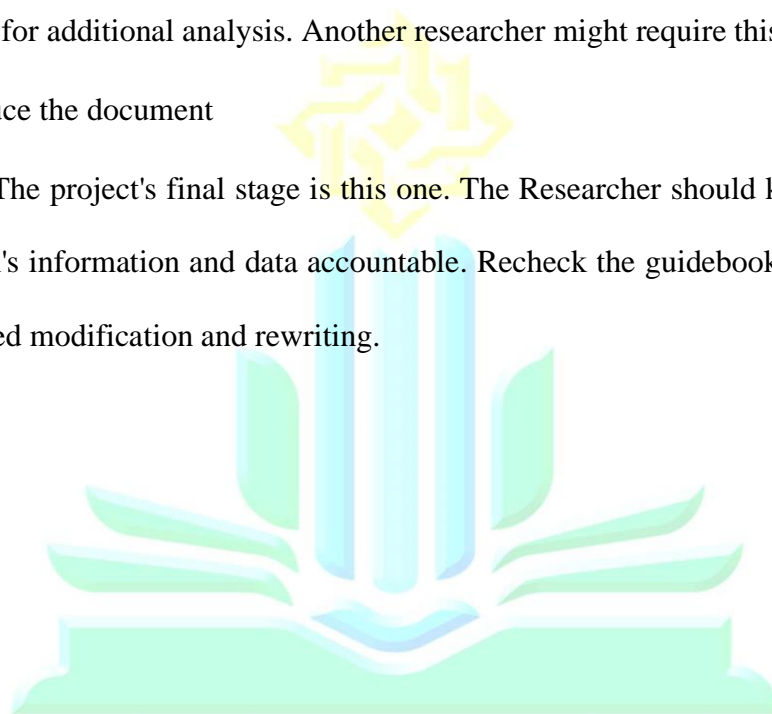
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

This chapter explains the result of the research. It presents observation results, interviews, and documentation for An Analysis Student's Listening Skill Of Madinatul Ulum Intergrated Junior High School Jenggawah-Jember In The Academic Year 2022/2023.

1. Description Of Madinatul Ulum Intergrated Junior High School Jenggawah Jember

Based on the data from observation, the Researcher gained information about Madinatul Ulum Intergrated Junior High School Jenggawah Jember Tempurejo and the address Number 20-24 Cangkring Jenggawah Jember. Junior High School Intergrated Madinatul Ulum Jengawah Jember was founded in 2008 with unaccredited accreditation.

Facilities and infrastructures owned by Junior High School Intergrated Madinatul Ulum Jenggawah Jember will be explained as follows:

a. 7 Unit Classrooms

b. 1 Library

c. 1 Laboratorium Of Language

d. 1 School Health Unit (UKS)

e. One teacher room

f. 1 Administration Room

g. 1 Hall

38

h. 1 Mosque

i. 8 Islamic Boarding House

The facilities Support teaching and learning process at the school. Especially for the operation of improving listening skill ability, the teacher can use the laboratorium of language to creat 37 l quality during the teaching listening process.

2. Data Presentation

This process contains a description of the data and findings obtained using the methods and procedures described in Chapter III. This description comprises the data presented with topics according to the research questions. The data analysis results are research findings presented in patterns, themes, tendencies, and motives that emerge from the data. Besides that, conclusions can be in the form of giving categories, classification systems, and typologies.[29]

Researchers collected data through interviews, observation, and documentation techniques. The Researcher presents data regarding students' mistakes, especially in their listening skills, and their perceptions of using electronic media to help them improve their listening skills.

In this section, the Researcher will explain several factors encountered by the Researcher related to common mistakes often made by students when listening learning activities occur.

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[29] Penyusun, Tim, *Pedoman penulisan Karya Tulis Ilmiah*. Jember : UIN Kiai Haji Achmad Siddiq, 2021.

1) **Lack of understanding of essential words in conversation**.

Lack of understanding of essential words in conversation is one of the common mistakes that students often make in listening skills. This error includes the tendency of students to miss important words that have a crucial role in understanding the context and information conveyed. This can hurt students' overall comprehension of conversational English.

> *"Ya, tentu. Saya sering sekali melihat siswa melakukan kesalahan dalam memahami kata kata penting dalam percakapan mas. Mereka cenderung melewatkan kata kata yang menurut saya penting pada pemahaman keseluruhan ketika saya menyampaikan materi menggunkan bahasa inggris Selain itu, kesalahan umum lainnya adalah ketika kurangnya perhatian terhadap intonasi dan penekanan yang tepat dalam setiap kalimat yang saya sampikan mas."[30]*

> *"Yes, of course. I often see students make mistakes in understanding important words in conversations. They tend to miss words that I think are important for overall understanding when I deliver English material. In addition, another common mistake is when there is a lack of attention to intonation and the right emphasis in every sentence I present, mas".(translated by Researcher)*

Based on the results of interviews with teachers, it was found that students often made common mistakes in listening skills when learning English. One of the mistakes usually occurs in the lack of understanding of essential words in conversation. Students tend to miss words that have important significance in overall knowledge. This can result in them missing relevant information or failing to understand the message. In addition, it was found that students also paid less attention to intonation and proper emphasis in sentences. Correct intonation and stress in English are essential in conveying meaning and nuance in conversation.

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[30]Interview with Mr W on 16 May 2023

2) Difficulty in following the direction of the conversation

One of the factors that can cause difficulties is the complexity and pace of the conversation. Sometimes, in English conversation, information is conveyed quickly and in complex language. Students may have trouble processing information quickly and following fast-paced conversations. They may miss threads or important conversation details because they can't follow along properly.

In addition, the lack of vocabulary knowledge and understanding of grammar can also be an obstacle in following the direction of the conversation. If students do not understand the words or expressions used in exchange, they may have difficulty understanding the intent or message conveyed by the speaker. Inadequate understanding of vocabulary and grammar can hinder their ability to follow directions well in a conversation.

> *" Ketika pak W menjelaskan materi saya dari awal tidak mengerti apa yang di sampaikan pak"[31]*
>
> *"When Mr W explained the material, from the beginning, I did not understand what was conveyed, sir"(translated by Researcher)*
>
> *" Saya hanya mengerti beberapa kata pak"[32]*
>
> *"I only uderstand a some words"(translated by Researcher*

The first statement shows that students struggle to understand the teacher's explanation. This can be caused by several factors, such as the complexity of the material, a lack of understanding of the vocabulary or grammar used, or perhaps a lack of structured and directed explanations from the teacher.

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[31] Interview with Students 7 on 17 may 2023
[32] Interview with Students 2 on 17 may 2023

The second statement shows that students have a limited understanding of the material being taught. They may only recognize certain words or phrases in the teacher's explanation, while their overall knowledge of the context and meaning of the material is still limited.

In overcoming this difficulty, the role of the teacher is significant. Teachers need to be aware of students' level of understanding and use appropriate teaching strategies to ensure better understanding.

In addition, the Researcher did not forget to ask the teacher's opinion about the students' difficulties in following the direction of the conversation.

> *"Saya melakukan pemantauan terhadap siswa saat mereka sedang mendengarkan mas. Saya memperhatikan kesalahan yang sering terjadi, seperti kesulitan mereka dalam mengikuti arah percakapan. Siswa dapat mengalami kesulitan dalam memahami urutan percakapan, terutama saat percakapan melibatkan lebih dari satu orang. Melalui pemantauan ini, saya dapat mengidentifikasi kesulitan yang dialami oleh siswa dalam mengikuti arah percakapan dan mencari strategi yang tepat untuk membantu mereka memperbaiki keterampilan mendengarkan mereka"*[33].

> *"I monitor the students while they are listening to their brother. I noticed frequent mistakes, such as their difficulty following the direction of the conversation. Students may experience difficulties understanding the sequence of conversations, especially when the conversation involves more than one person. Through this monitoring, I can identify difficulties experienced by students in following conversational directions and find appropriate strategies to help them improve their listening skills"*(translated by Researcher)

According to the answers above, the teacher monitors students while they are listening and pays attention to mistakes that often occur, including students' difficulties in following the direction of the conversation. Monitoring is a good step in identifying challenges experienced by students. Problem following

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[33] Interview with Mr W 16 may 2023

conversational directions indicates that students may have trouble understanding conversation sequences, recognizing speakers, or responding appropriately to questions or statements.

Based on this opinion, it can be concluded that it is essential for teachers to understand students' difficulties in following conversation directions and understanding important words in conversations. A practical approach to improving students' listening skills could involve teaching strategies that reinforce understanding of keywords, practice understanding the sequence of conversations, and provide clear instructions. In addition, teacher monitoring can provide valuable information in identifying student difficulties and designing appropriate interventions to improve students' listening skills.

B. Error Analysis in Listening Skills

In this section, the Researcher will explain several factors that the Researcher encountered related to the error analysis of students' listening skills.

1) Active observation of students while listening.

In actively monitoring students while they are listening, paying attention to frequent mistakes is essential. One of the mistakes that is often observed is the wrong understanding of words. Students may experience difficulties understanding the meaning of the words used in conversation, which can cause confusion or misinterpretation of the message. Based on the interview I had with him, as follows.

"Saya mengamati kegiatan di kelas terhadap siswa saat mereka sedang mendengarkan. Saya memperhatikan kesalahan yang sering terjadi mas, seperti pemahaman kata-kata yang salah, kesulitan dalam mengikuti arah

percakapan, atau kesulitan dalam menangkap inti dari informasi yang disampaikan"[34].

"I observe the activities in class towards students while they are listening. I pay attention to mistakes that often occur, brother, such as understanding the wrong words, difficulty following the direction of the conversation, or difficulty gathering the essence of the information conveyed "(translated by Researcher).

In the statement above, it can be concluded that difficulties in following the direction of the conversation also often occur. Students are known to experience difficulties in recognizing the sequence and flow of ongoing discussions. It can be inferred they may lose track or be unable to understand who is speaking or what is being discussed. This can hinder understanding and reduce students' ability to follow conversations well.

Difficulty capturing the essence of the information conveyed is also a standard error that can be observed. Students may struggle to summarize and understand the importance of the speaker's message. This can result in a lack of in-depth understanding of the discussed topic and cause students to miss important information.

The teacher can identify these errors directly by actively monitoring students while listening. This allows for the development of appropriate learning strategies and approaches to help students improve their listening skills. For example, the teacher could provide verbal comprehension exercises, activities involving monitoring and analyzing conversations, and exercises emphasizing understanding the essence of the message.

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[34] Interview with Mr W on 16 may 2023

Through this active monitoring, teachers can understand errors often occurring in students' listening skills. In writing chapter 4 of your thesis, you can explain the monitoring process that was carried out, the methods used to identify errors, and the importance of these observations in designing appropriate learning strategies.

2). Identify mistakes that often be happened

In actively monitoring students while they are listening, it is essential to identify common errors. One of the mistakes that is often observed is the wrong understanding of words. Students may experience difficulties understanding the meaning of the words used in conversations, causing inaccurate interpretations or misunderstanding of the messages conveyed.

In addition, difficulty following the conversation's direction is also a common mistake that often occurs. Students may have difficulty understanding the order and flow of the ongoing discussion. They can lose track of or be unable to identify who is speaking or what is being discussed. This can hinder thorough comprehension and reduce students' ability to follow a conversation well.

Difficulty capturing the essence of the information conveyed is also a significant concern. Students may struggle to summarize and understand the importance of the speaker's message. This could be due to their inability to identify main points, organize information, or capture critical ideas that are relevant in a conversation. As a result, students may miss important information and not properly understand the talk's content.

> *"Saya selalu memperhatikan kesalahan umum yang sering terjadi, mulai dari kata-kata yang salah, kesulitan dalam mengikuti arah percakapan,*

atau kesulitan dalam menangkap inti dari informasi yang disampaikan pembicara ke pendengar"[35].

"I always pay attention to common mistakes that often occur, ranging from wrong words, difficulty in following the direction of the conversation, or difficulty in capturing the gist of the information conveyed by the speaker to the listener"(translated by Researcher)

In Mr W's statement above, Researcher can conclude that there are mistakes that often occur, such as words that are misunderstood, difficulty following the topic of conversation.

The teacher can identify and respond to these errors by actively practising with students while listening. Teachers can develop appropriate learning strategies to help students improve their understanding of words, ability to follow conversational directions, and skills in capturing the gist of information conveyed. For example, teachers can use vocabulary techniques contextually, provide everyday training exercises, and engage students in deep comprehension activities that lead to prior understanding and core messages.

In continuing the error analysis in listening skills, active monitoring of students while they are listening is crucial. In this context, it is essential to take a deeper look at the errors that often occur, such as understanding the wrong words, difficulty following the direction of the conversation, and difficulty capturing the gist of the information conveyed.

Understanding the wrong words is a mistake that often occurs in students. This can happen because students may not have a wide enough vocabulary in English or don't understand the meaning of words used in conversational contexts.

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[35]Interview with Mr W on 16 may 2023

As a result, they may misinterpret or interpret the words, potentially interfering with understanding the entire conversation.

Following the conversation's direction is also a problem that often arises in students' listening skills. When an exchange involves more than one person, students may face challenges identifying who is speaking, what is being said, and how the conversation sequence develops. This can cause them to lose track and have difficulty understanding the overall context of the conversation.

In addition, the difficulty in capturing the essence of the information conveyed is a significant concern. Students may experience difficulties in recognizing the essential points or the main message the speaker wants to give. They may get bogged down in irrelevant details or cannot organize information properly. As a result, students can lose meaning and fail to understand the gist of the conversation.

On various occasions, the researchers also asked questions which were obtained as follows.

> "saya mengidentifikasi dengan cara mecoba mengartikanya pak tetapi saya salah saat mau melakukan identikasi"[36]

> "I identified by trying to translate, sir, but I was wrong when I wanted to identify"(translated by Researcher)

From a statement above identifying student errors in listening skills, the Researcher uses an approach that involves students actively. One method the Researcher uses is to give students examples to try to make sense of ongoing

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[36] Interview with Studens 8 on 17 may 2023

conversations. However, students realize they can make mistakes when identifying in some situations.

When students try to interpret conversations, sometimes students misconstrue words or phrases. This might happen because of the limited understanding of the student's vocabulary in the conversation context. Sometimes, students may also miss the nuance or the true meaning of the conversation, resulting in an error in identification.

In dealing with this identification error, the Researcher hopes that students will try to improve themselves and increase their understanding of English. The Researcher hopes that students are diligent in expanding their vocabulary by reading and listening to various materials, such as articles, books, and audio recordings. The Researcher hopes that students also try to be more sensitive to the intonation and emphasis used in conversation because this can help students understand the context.

In addition, the Researcher realizes that it is essential to provide opportunities for students to ask questions or ask for clarifications when they have difficulty understanding conversations.

> "ketika saya mau mengidentifikasi saya dari awal tidak tahu apa yang pak guru w ucapkan jadi saya meminta untuk disampaikan menggunakan bahasa indonesia"[37]

> "When I wanted to identify, from the start, I didn't know what Mr W was saying, so I asked to be conveyed in Bahasa"(translated by Researcher)

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[37]Interview with Students 2 on 17 may 2023

In the statement above, there is a situation where the student cannot identify what is conveyed by Mr W. From this statement. It can be concluded that the student took the initiative to ask for an explanation in Indonesian.

Researchers realize that accurate understanding is crucial in identifying student errors in listening skills. For that, students need to ensure that students correctly understand what the teacher is saying. By submitting a request to use Indonesian, students can provide an opportunity for the teacher to express information more clearly and make it easier to understand.

When students communicate with the teacher openly, it can be explained that students have difficulty understanding conversations in English and ask for help to explain using Indonesian.

In this situation, students should consider it important to stay in touch with the teacher and express their needs and difficulties in understanding conversation. Student should try to build a good relationship with the teacher and explain that the student's goal is to improve listening skills in English.

Through open dialogue with the teacher and using Indonesian, it is hoped that students can better understand what the teacher is saying and identify errors in listening skills more accurately. The Researcher believes that clear communication and mutual understanding between teachers and students are essential factors in overcoming difficulties in understanding and interpreting conversations in English.

C. **Student Perceptions of the Use of Electronic Media in Improving English Listening Skills.**

In explaining several factors regarding students' perceptions of the use of

electronic media in improving English listening skills, here are some of the explanations that researcher explain.

1) Survey students' perceptions of the use of electronic media in learning English.

Teaching and learning processes create an environment where students can interact with their mates and teacher. Several factors support the teaching and learning process at Madinatul Ulum Intergrated Junior High School Jenggawah Jember, For instance, class condition, complete facilities, and class management. Based on data observation, Madinatul Ulum Intergrated Junior High School Jenggawah Jember has a good condition of classrooms. It means that the school has a livable building (decent building). It makes students feel comfortable during the teaching and learning process; even though each Madinatul Ulum Intergrated Junior High School Jenggawah Jember class does not have an LCD, they can use laboratory language to improve their listening skills[38] . Interview results show that students enjoy teaching and learning process listening skills using traditional media. It can be seen from these statements below.

> "*Saya lebih suka menggunakan buku lks pak untuk belajar*"[39]
> "*I prefer to use textbooks sir for study*"(translated by researcher)
>
> "*saya merasa lebih fokus saat menggunakan buku dan saya kurang tertarik untuk menggunakan media elektronik pak, karna kurang bisa mengoprasikan saya tentang media elektronik*"[40]"
> *I feel more focused when using books, and I'm less interested in using electronic media, sir, because I can't operate on electronic media*"(translated by Researcher)

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[38] Result of Observation on 15 may 2023
[39] Interview with Students 4 on 16 may 2023
[40] Interview with Students 6 on 16 may 2023

"Iya pak saya lebih senang belajar menggunakan buku tulis dan langsung dari pak W (on of techer that teach in eight class)"[41]
"Yes, sir, I prefer to learn using a notebook and directly from Mr W (one of the teachers who teaches in eight classes)"(translated by Researcher)

From the statements above, students prefer to use LKS books (Student Worksheets) as learning resources. According to researchers, using books can provide a better focus, and students are less interested in using electronic media because they lack knowledge about it. In addition, students also mentioned that students prefer to learn directly from Mr W (one of the names of teachers who teach English.

It is normal to have different learning approaches, and respecting each individual's preferences and learning style is essential. If students feel more comfortable and focused when using LKS books, it is the right choice to support their learning process.

In this context, as a researcher, I will take note of students' preferences in using books as a more effective learning tool for students.

However, it is also essential for us to acknowledge technological advances and the positive potential they offer. Even though students feel less interested in using electronic media, researchers hope teachers can create opportunities to broaden students' knowledge about electronic media.

Apart from that, as a researcher, I also want to note that in this digital era, the use of electronic media has become an essential part of the learning process

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[41] Interview with Students 1 on 16 may 2023

Electronic media such as mobile applications, e-learning platforms, and online learning resources provide a variety of interactive materials and can help increase student understanding.

Even though students feel less interested and have less knowledge about electronic media, With the correct use and appropriate approach, electronic media can be an effective tool to enrich students' English knowledge and skills.

The Researcher has a statement about the perception student of electronic media to improve their listening skills .

> *"Menurut saya itu bisa membantu pak, apalagi saat saya mendengarkan beberapa kalimat bahasa inggris contoh nya ketika saya mendengarkan "Double Kill" Ketika saya bermain mobile legends"[42]*

> *"I think it can help, sir, especially when I listen to a few English sentences, for example, when I listen to "Double Kill" When I play mobile legends"(translated by Researcher)*

From these student statements, students can understand sentences in English that appear in different contexts, such as in the game Mobile Legends, which is essential to listening to English skills. By facing such situations, students can practice understanding words, phrases, or expressions often used in the game.

In addition, it is also essential to continue to train students to understand the intonation and stress of words used in English. For example, in the game Mobile Legends, the phrase "Double Kill" might be pronounced with a different emphasis to show joy or success in the game. Students can improve their understanding of

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[42]Interview with Students 5 on 16 may 2023

English in more specific contexts by paying attention to and understanding such nuances.

Continuing to practice skills in various situations, including games, will help students develop sensitivity to English used in everyday contexts.

And when the researcher asked questions to teacher w (one of the teachers who taught English there, he explained that the students had never had the will to learn English, let alone the students' desire to improve their listening skills using media devices according to the information submitted by Mr w.

> *"Di smptn madinatul ulum ini mereka belum terlalu peka terhadap teknologi, apalagi keinginan mereka untuk memanfaatkan teknologi untuk pemebelajaran bahasa inggris, disini siswa diwajibkan untuk tinggal di asrama pondok dan mereka hanya diberikan handphone ketika hari jum,a"t[43]*

> *"At the Madinatul Ulum Middle School, they are not very sensitive to technology, let alone their desire to use technology for learning English, where students are required to live in boarding houses, and they are only given cellphones on Fridays".(translated by Researcher)*

In the teacher's statement above, it can be concluded that students at Madinatul Ulum Intergrated Junior High School are not very sensitive to technology and have limited access to the use of electronic media, as well as the obligation for students to live in boarding houses and are only given cell phones on Fridays, challenges in utilizing technology for learning English may become more complex. However, as a researcher, I see an opportunity to overcome this barrier and improve students' perceptions of the use of electronic media in learning English.

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[43] Interview with Mr W on 16 may 2023

It is essential to understand that limited access and time for using students' mobile phones should not be an absolute barrier to utilizing technology in learning English. As an alternative solution, schools can identify technology resources that can be accessed collectively, such as using the school's computer lab at certain times. With the collaboration between schools, teachers, and students, using electronic media to learn English can be implemented effectively.

In addition, it is also essential to change students' perceptions of the use of technology in learning English. There may be apprehension or lack of motivation from students due to a lack of understanding of the benefits of using electronic media or discomfort in using technology. Therefore, it is necessary to carry out a comprehensive socialization and explanation regarding the potential and benefits of using electronic media to enrich students' listening skills in English. By providing a good understanding of technology, students can increase their interest and motivation to use it in learning.

In addition, involving parents is also essential in strengthening students' perceptions of the use of electronic media in learning English. Parents can be given the same understanding of the benefits of technology in learning and are expected to support students in utilizing available technology. With parental support, students will feel more motivated and self-confident in using electronic media.

The teacher's role is significant in creating a learning environment that encourages students to use technology well. Teachers can design learning strategies integrating electronic media, such as video or audio, in listening activities and ensure students get clear guidance in operating electronic media. In addition,

teachers can also provide constructive feedback and positive encouragement to students in overcoming difficulties or concerns they face when using technology.

With this approach, through a collaborative process between the school, teachers, students, and parents, it can be expected that students' perceptions of the use of electronic media in learning English at Madinatul Ulum Intergrated Junior High School will be improved. Even though students may not be very familiar with technology, concrete steps can be taken to introduce and encourage students to use it effectively.

In this problem, further research can be carried out to explore appropriate learning strategies that allow the use of electronic media in limited conditions, such as Madinatul Ulum Intergrated Junior High School. Analysis can identify the most suitable types of electronic media to use, develop exciting and interactive learning methods, and monitor students' progress in English listening skills through these media.

In addition, research can involve students actively in the process of developing and evaluating the use of electronic media. By involving students, they will feel more responsible and involved in learning, thereby increasing their motivation and interest in using technology.

2). Challenges in the Use of Electronic Media in Improving Listening Skills

The use of electronic media in improving English listening skills can face several challenges that need to be understood. In this sub-chapter, some of the challenges that are often encountered in the use of electronic media will be explained.

Limited Access and Infrastructure, One of the main challenges is limited access and infrastructure. Not all students have adequate electronic devices, and most of them use this opportunity to play games when they get rations to use mobile phones on Fridays. This can hinder students' ability to access and use media. These limitations can limit students' abilities or desire to improve their listening skills. The information regarding this matter is limited to the use of media and laboratories, according to the opinion of one of the students.

> *"Saya tidak pernah menggunakan media elektronik untu meningkatkan keterampilan saya belajar bahasa inggris, khususnya untuk keterampilan mendengarkan pak"[44]*
> *"I have never used electronic media to improve my skills in learning English, especially listening skills, sir."(translated by Researcher)*

> *"Saya merasa kurang akrab pak dengan teknologi dan saya hanya di kasih handphone saya ketika jum at, saya hanya memanfaatkan handphone untuk bermain game"[45]*
> *"I feel that I am not familiar with technology and I am only given my cellphone on Fridays, I only use my cellphone to play games"(translated by Researcher)*

The student's statements above show that students have never used electronic media to improve their English skills, especially listening skills, which is essential to know. It shows challenges in utilizing technology as a learning tool in this field.

Awareness of students' limitations in using electronic media and lack of familiarity with technology are important factors that need attention. Realizing that students only have limited access to cellphones on Fridays and use them to play

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[44] Interview with Students 4 on may 2023
[45] Interview with Students 3 on may 2023

games reflects that using electronic media in learning English is not yet a top priority for students.

However, remember that technology and electronic media have not had sufficient experience utilizing them; this does not rule out the possibility for students to explore this potential in the future.

In the situation at Madinatul Ulum Intergrated Junior High School, where students are required to live in boarding houses and are only given mobile phones on Fridays, students face challenges in utilizing technology for learning English is becoming more complex. Limited access and limited time to use mobile phones are natural obstacles to using them as a means to improve listening skills.

However, as a researcher, Researcher emphasize that using technology in learning English can bring significant benefits. One suggestion that might be taken is to use the time for students with mobile phones effectively. Apart from playing games, students can try to find applications or English learning resources that can help improve student's listening skills. Some of these applications provide audio materials and listening exercises that can help students practice understanding English conversation better.

In addition, despite the limited access and time, researchers hope students will be encouraged to look for alternatives in the boarding school environment. For example, students can discuss with fellow students or teachers to create a supportive learning environment, such as listening and speaking English actively during daily interactions. This can help train students' listening comprehension skills in a more objective context.It is important to remember that using electronic media and

technology as learning tools is a journey. In dealing with the challenges and limitations experienced by students.

As for several factors that influence students' technological limitations for use in learning English, such as their familiarity with using the language laboratory, as informed by Mr W in his statement as follows.

> *"Selama ini, kami belum menggunakan laboratorium dalam pembelajaran mendengarkan. Di sekolah kami (SMPT Madinatul Ulum), kami lebih fokus pada metode pengajaran tradisional di dalam kelas dengan menggunakan buku teks dan aktivitas aktivitas seperti memulai percekapan antara murid dan siswa dalam menggunakan bahasa inggris . Penggunaan laboratorium untuk mengembangkan keterampilan mendengarkan masih belum di terapkan".[46]*
>
> *"So far, we have not used a laboratory in listening lessons. Our school (SMPT Madinatul Ulum) focuses on traditional teaching methods using textbooks and activities such as starting conversations between pupils and students using English. The use of the laboratory to develop listening skills is still not implemented".(translated by Researcher)*

Based on the statement made by the teacher w, it can be seen that the use of the laboratory in teaching listening has not been implemented Madinatul Ulum Intergrated Junior High School. The predominant teaching method is the traditional method involving textbooks and classroom-based activities.

This statement indicates challenges in integrating the use of the laboratory to develop English listening skills. Some of the factors that might influence the non-implementation of the use of the laboratory are limited resources. The language laboratory may be limited at Madinatul Ulum Intergrated Junior High School. Lack

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[46] Interview with Mr W

of adequate facilities and equipment can be an obstacle in implementing listening

learning that involves electronic media.

Nonetheless, it is essential to acknowledge the importance of developing

listening skills in learning English. Using laboratories or electronic media can

provide a more authentic listening experience, support students' understanding of

accents, intonation, and language variations, and broaden their understanding of

various contexts and conversational situations. According to the information that

Researcher can reach Mr W on the importance of the laboratory for the process of

learning and teaching in English as follows.

> *"Saya menyadari pentingnya laboratorium dalam pengembangan keterampilan mendengarkan siswa. Laboratorium bisa menyediakan lingkungan yang lebih realistis untuk siswa untuk berlatih mendengarkan berbagai materi audio,. Melalui laboratorium, siswa dapat melatih kemampuan mendengarkan mereka dengan lebih interaktif dan menyenangkan"[47].*

> "*I realized the importance of the laboratory in developing students' listening skills. The laboratory could provide a more realistic environment for students to practice listening to various audio materials. Through the laboratory, students can practice their listening skills in a more interactive and fun way".(translated by Researcher)*

In the opinion above, Mr W is aware of the importance of the laboratory in

developing students' listening skills. The laboratory can provide a more realistic and

interactive environment for listening practice, allowing students to engage in

exciting and fun activities.

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[47] Interview with Mr W on 16 may 2023

In the laboratory, students can access audio materials such as recorded conversations, interviews, presentations, or songs. They can use headphones or Other other audio devices to focus on the material and practice understanding different accents, intonations, and speech rates.

In addition, the laboratory can also provide opportunities for students to engage in pair or group exercises, where they can interact and discuss in English. This allows them to expand their ability to follow the direction of the conversation, respond to questions, and get the gist of the information being conveyed.

By using the laboratory, students can experience a better situation and approach the use of English in everyday life. They can become familiar with the variety of language used in various contexts, such as informal conversations, formal presentations, or business situations.

Using the laboratory to develop listening skills can also help increase student motivation. Through interactive and exciting activities, students may be more motivated to participate and practice listening more intensively. This can help improve their ability to understand English conversation as a whole.

In the context of Junior High School Intergrated Madinatul Ulum, implementing a language laboratory can be a valuable step in improving students' English learning and listening skills. The laboratory can effectively address challenges in teaching listening by providing students and teachers access to appropriate training.

Schools need to consider upgrading laboratory facilities and training teachers to utilize the full potential of laboratories in learning. Thus, students at

Madinatul Ulum Intergrated Junior High School will have a better opportunity to develop their English listening skills, improve their understanding of the language, and face communication challenges more confidently in the future.

Obtaining adequate laboratory facilities and the necessary support will be an essential step in enhancing student listening learning in our schools. Laboratories that are equipped with the right equipment and technology will provide opportunities for students to experience more interactive, engaging, and practical learning based on the information obtained with Mr W regarding the importance of laboratories in the future as follows.

> *"Tentu saja, saya berharap sekolah kami dapat memperoleh fasilitas laboratorium yang memadai dan dukungan yang diperlukan. Saya ingin melihat penggunaan laboratorium sebagai sarana pembelajaran mendengarkan yang efektif. Dengan adanya laboratorium, saya yakin siswa akan memiliki pengalaman belajar yang lebih baik dan memperoleh keterampilan mendengarkan yang lebih baik".[48]*

> *"Of course, I hope our school can get adequate laboratory facilities and support. I would like to see the use of the laboratory as an effective means of teaching listening. With the laboratory, I believe students will have a better learning experience and acquire better listening skills." (translated by Researcher)*

What we can know With the existence of a laboratory, students can be involved in various listening activities, which include audio recordings, videos, and other source material. They can listen to live conversations, dialogues, presentations, and other audiovisual materials that enable them to practice understanding English actively. The laboratory can also offer the possibility to interact with the material through exercises, assignments, and group discussions.

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[48] Interview with Mr W on 16 may 2023

In addition, adequate laboratory facilities will enable teachers to engage students in various learning activities incorporating electronic media. Teachers can present material in an attractive format, such as learning videos, audio recordings supplemented with text, and interactive activities using educational software. This will help increase students' interest and motivation to learn English through electronic media.

Using the laboratory as an effective listening learning tool will also allow a better evaluation of student progress. Teachers can assign specific listening assignments, use relevant materials, and use technology to collect data and provide student feedback. Thus, teachers can monitor students' progress in listening skills more accurately and thoroughly.

Researcher believe that by obtaining adequate laboratory facilities and the necessary support, our school can create an environment conducive to developing students' listening skills. Students will have better opportunities to practice, improve their understanding of the English language, and develop essential communication skills.

In conclusion, the use of the laboratory as a means of teaching listening has excellent potential to improve students' listening skills. Although challenges related to students' lack of experience in electronic media can be a barrier, schools can successfully implement laboratories with school commitment, adequate support, and collaborative efforts. It is hoped that this will positively impact developing students' listening skills and improving their achievement in English.

In facing the challenges of using the laboratory, teachers need to consider the benefits of using the laboratory. The Laboratory can provide a more interactive and fun environment for students to gain a better listening experience. Through the use of technology and electronic media, the researcher asked how far the students' experience in using the laboratory was based on Mr W's statement as follows.

> *"Sejauh ini, kami belum menggunakan laboratorium dalam pembelajaran mendengarkan. Di sekolah kami, kami lebih fokus pada metode pengajaran tradisional di dalam kelas dengan menggunakan buku teks dan aktivitas aktivitas dialog menggunakan bahasa inggris. Penggunaan laboratorium untuk mengembangkan keterampilan mendengarkan masih belum di terapakan"[49].*

> *"So far, we have not used the laboratory in listening lessons. At our school, we focus more on traditional teaching methods in the classroom using textbooks and dialogue activities using English. The use of the laboratory to develop listening skills is still not applied".(translated by Researcher)*

These conditions indicate that the use of the laboratory in teaching listening has not been implemented optimally in Junior High School Intergrated Madinatul Ulum. Nonetheless, using the laboratory as a listening learning tool has great potential to improve students' understanding and response to spoken English.

However, teachers must consider several factors to implement laboratory use properly. First, teachers must provide adequate facilities, such as quality hardware and stable internet access. This will ensure that students can use the laboratory effectively without technical barriers.

In addition, teachers also need to strengthen their ability to integrate technology into teaching listening. Appropriate training and support need to be provided to teachers so they can develop teaching strategies suitable for laboratory

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[49] *Interview with Mr W on 16 may 2023*

use. Teachers can learn various methods and approaches that effectively utilize technology in teaching listening and choose materials that suit students' needs.

The challenges students face regarding their lack of experience with electronic media also need to be addressed. For this reason, it is necessary to ensure sufficient access to electronic media outside of school hours so that students can explore and develop their understanding of technology.

To increase the use of the laboratory in teaching listening, it is also necessary to carry out periodic evaluations. This evaluation can involve students, teachers, and other interested parties to get feedback on the effectiveness of the use of the laboratory and identify areas for improvement. This evaluation will assist the school in identifying successes and obstacles in using the laboratory so that the school can continue to improve and develop better listening learning strategies.

In conclusion, although laboratories have not been implemented in teaching listening in schools, researchers believe laboratories can provide significant benefits for developing students' listening skills. It is necessary to take concrete steps to overcome the existing challenges.

B. Discussion of Findings

This process contains a description of the data and findings obtained using the methods and procedures described in Chapter III. This description comprises the data presented with topics according to the research questions. The data analysis results are research findings presented in patterns, themes, tendencies, and motives that emerge from the data. Besides that, conclusions can be in the form of giving

categories, classification systems, and typologies.[50]Researchers collected data through interviews, observation, and documentation techniques. The Researcher presents data regarding students' mistakes, especially in their listening skills, and their perceptions of using electronic media to help them improve their listening skills.[51]

1. Main Findings

In this study, the type of data used is qualitative data. Qualitative data is a type of data that is descriptive and describes the characteristics, attitudes, perceptions, and experiences of individuals or groups. Qualitative data were obtained through observation, interviews, and document analysis.[52]

In identifying and analyzing students' listening skills errors, researchers actively monitor them while they listen. Researchers pay close attention to each student's interaction with the teacher while teaching and learning activities. During this process, the Researcher observed various types of frequent errors.

One of the mistakes that is often seen is the wrong understanding of words. Students often fail to understand the meaning of certain words in conversational contexts. This mistake can be caused by inadequate vocabulary or difficulty connecting these words with overall understanding. For example, they may

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[50] Penyusun, Tim, *Pedoman penulisan Karya Tulis Ilmiah*. Jember : UIN Kiai Haji Achmad Siddiq, 2021.
[51] Preliminary observation on May 15 2023, 09:30 – 11:30 WIB, in one of the SMPT Madinatul Ulum Jenggaawah Jember classes
[52] Risky Kawasati Ekonomi Syariah (Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong)

understand individual words correctly but have difficulty understanding the relationships between the words in more extensive sentences.

In addition, difficulty following the conversation's direction is also a common mistake. Students often lose threads in conversation and find it difficult to follow the flow of the conversation. They may miss important information or fail to understand how one sentence connects to the next. This can interfere with their understanding and reduce their ability to be correctly informed.

Another mistake is the difficulty in capturing the essence of the information conveyed. Students may focus on small details in conversation without seeing the big picture. They can get stuck in taking notes literally without understanding the message the speaker is trying to convey. It can also hinder their ability to understand the broader context and meaning of the conversation.

The researcher also noticed that certain factors contributed to student listening skills errors during the observation. One of them is the lack of adequate understanding of vocabulary. When students do not have sufficient knowledge of English words, they will have difficulty understanding the conversation as a whole. Therefore, it is essential to expand students' vocabulary and help them associate words with the proper context.

In addition, the lack of focus and concentration can also be a factor that influences students to make mistakes when listening. Students are often distracted by their surroundings or thoughts, driving paying close attention difficult. In

situations like these, students may miss important information and make mistakes in their understanding.

After conducting interviews with the subject, several findings related to using electronic media and English listening skills were found. The issue found that he rarely uses electronic media, such as mobile devices or applications, to improve his listening skills. He mainly studied using textbooks and had never listened to audio recordings given by the teacher.[53]

The subject decided not to use electronic media because he feels less familiar with technology and has limited access to mobile devices on certain days. He has not tried using electronic media to improve his listening skills.

Even though the subject has not used electronic media consistently, he claimed that the use of electronic media in learning listening could help. Subjects gave examples of using electronic media in different contexts, such as listening to English sentences in the mobile legends. The issue believes electronic media can provide a more interactive and exciting learning experience.

Regarding the subject's frequent listening mistakes, he revealed that one mistake was not paying attention to the details or the words spoken in conversation. The issue admits that this error affects his understanding of the studied material.

However, the subject also revealed that he still had difficulties using electronic media and had a bad experience operating these devices. Subjects do not

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[53] Interview with students from 16 May 2023 to 19 May 2023, 09:30 – 11:30 WIB, in one of the classes at SMPT Madinatul Ulum Jenggaawah Jember

have access to language laboratory facilities and have never used these facilities in listening lessons.

Based on the results of this interview, it can be concluded that the subject has limitations in using electronic media to improve English listening skills, know the potential benefits of using electronic media but still need support and better access to this technology for listening learning.

In addition to the findings above, interviews with the subject revealed several things related to the use of electronic media and their impact on the subject's motivation and involvement in learning to listen.

However, the subject also admitted that he still had difficulties using electronic media and did not have enough experience to use it in teaching listening. Limited access to devices and lack of familiarity with technology are limiting factors for subjects in making the most of electronic media. This indicates the need for additional support in training or exposure to technology for topics to use it more effectively in developing listening skills.

In addition, the subject also said that he had never used language laboratory facilities for listening lessons. This indicates that the use of the laboratory as a means of teaching listening has not been implemented in the subject's learning environment. The issue acknowledged the importance of the laboratory in developing students' listening skills and expressed the hope of having access to adequate laboratory facilities in the future.

To overcome the subject's limitations in using electronic media and the laboratory to learn to listen, better efforts are needed in schools. The support can be in the form of providing enough access to technological devices, training in the use of electronic media, and developing laboratory facilities that can effectively improve students' listening skills.

Allowing the interview results highlight the need for further attention and efforts in utilizing electronic media and laboratory facilities as listening learning tools that can improve students' skills in understanding and absorbing information additively in English.

In this study, several main findings can be identified based on the data and analysis performed. These findings provide an overview of the problems faced by students in listening skills and reflect the challenges faced in using electronic media for learning purposes. The following is a further description of the main findings:

a) **Difficulty in understanding words**

Students often face difficulties in understanding important words in conversations. In the monitoring conducted, it was found that they tend to miss essential words that significantly impact understanding the overall discussion. This indicates the need to improve students' ability to identify, understand, and interpret the keywords used in conversation.

b) **Difficulty in following the direction of the conversation**

Another finding is that students have difficulty following the direction of the conversation. When involving a conversation between several people, students

often have difficulty understanding the order of the conversation and following the speaker changes. They can lose track of or get distracted from understanding who is speaking or what is being said. This shows the need to train students to develop their ability to follow complex conversations and understand the context of communication.

c) Lack of attention to intonation and emphasis

proper intonation and emphasis in sentences. Students are often unable to grasp the nuances of intonation that can affect the meaning of a sentence. This has an impact on their understanding of the message conveyed by the speaker. Therefore, students need to train their listening to variations of intonation and emphasis in English to understand the meaning contained in conversations.

d) Lack of experience using electronic media

Another finding is that students do not yet have sufficient experience using electronic media for English listening activities. This reflects their lack of access to technology or their lack of opportunities to engage in learning using electronic media. In the context of the Madinatul Ulum Intergrated Junior High School, students live in boarding houses and are only given mobile phones on Fridays. Hence, this limitation limits the use of electronic media in learning.

e) Low interest in the use of electronic media

Some students expressed a lack of interest in using electronic media for learning English. This can be attributed to students' lack of knowledge and understanding of the potential and benefits of using electronic media in learning English. They may feel more comfortable and used to traditional teaching methods

with which they are familiar, such as using textbooks and interacting directly in class. In addition, some students admitted they were more interested in using mobile phones for entertainment activities, such as playing games, rather than using them as learning tools.

However, it is essential to note that even if students express a lack of interest or familiarity with electronic media, this does not mean they do not have the potential to make use of it in learning English. Electronic media can provide various advantages, such as easy access to various learning resources, the ability to practice listening to authentic audio and video content, and the opportunity to interact with learning materials interactively.

In this context, schools and educators need to create learning environments that encourage and facilitate the effective use of electronic media. Measures such as providing adequate laboratory facilities, training teachers and students in using electronic media, and developing exciting and relevant learning content using technology, can increase students' interest and skills in using electronic media for listening skills.

In this study, the findings provide a deeper understanding of the challenges students face in using electronic media to develop listening skills. Considering these findings, appropriate strategies and recommendations can be formulated to increase the effectiveness of using electronic media in learning English Junior High School Intergrated Madinatul Ulum.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Students tend to miss words that have important significance in overall knowledge. In addition, it was found that students also paid less attention to intonation and proper emphasis in sentences. Students may have trouble processing information quickly and following fast-paced conversations. If students do not understand the words or expressions used in exchange, they may have difficulty understanding the intent or message conveyed by the speaker. In addition, difficulty following the conversation's direction is also a common mistake that often occurs. Students may have difficulty understanding the order and flow of the ongoing discussion. Difficulty capturing the essence of the information conveyed is also a significant concern. Students may struggle to summarize and understand the importance of the speaker's message.

Difficulty following the conversation's direction is also a common mistake. Students may need help understanding the order and flow of the ongoing discussion. Difficulty capturing the essence of the information conveyed is also a significant concern. Students may need help to summarize and understand the importance of the speaker's message. This problem could be due to their inability to identify main points, organize information, or capture critical ideas that are relevant in a conversation. As a result, students may miss important information and not properly understand the talk's content.

The issue found that they rarely uses electronic media, such as mobile devices or applications, to improve his listening skills. The subject decided not to

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use electronic media because they feels less familiar with technology and has limited access to mobile devices on certain days. They have not tried using electronic media to improve their listening skills. Even though the subject has not used electronic media consistently, they claimed that the use of electronic media in learning English can Improve their skills, especially in listening skills.

B. Suggestion

Based on the result and discussion of this research, the researcher gives some suggestions for the teacher, the students, also the further researcher.

1. Expansion of the Sample Scope: The researcher can further broaden the scope of the sample used in the study. For example, involving more classes or other schools to get a more representative picture of students' listening skills at a broader level.

2. Combining Different Research Methods: In addition to interviewing, documentation, and observation methods, the researcher may further consider using other research methods, such as questionnaires or case studies. Combining different research methods can provide a more comprehensive and in-depth perspective on students' listening skills

3. Exploration and Deep Understanding of Electronic Media Teachers should be expected to develop a deep understanding of various electronic media that can be used in teaching listening.

4. Adjustment of Learning Materials: Teachers are expected to be able to adjust learning materials using electronic media, which includes selecting material

relevant to students' interests and interests, as well as choosing electronic media that can improve students' understanding and listening skills.

5. Take Advantage of Available Resources: Take advantage of available resources, such as books, online learning materials, or library facilities. Students are expected not to hesitate to seek additional information to help them understand the material being studied, especially to deepen their listening skills.
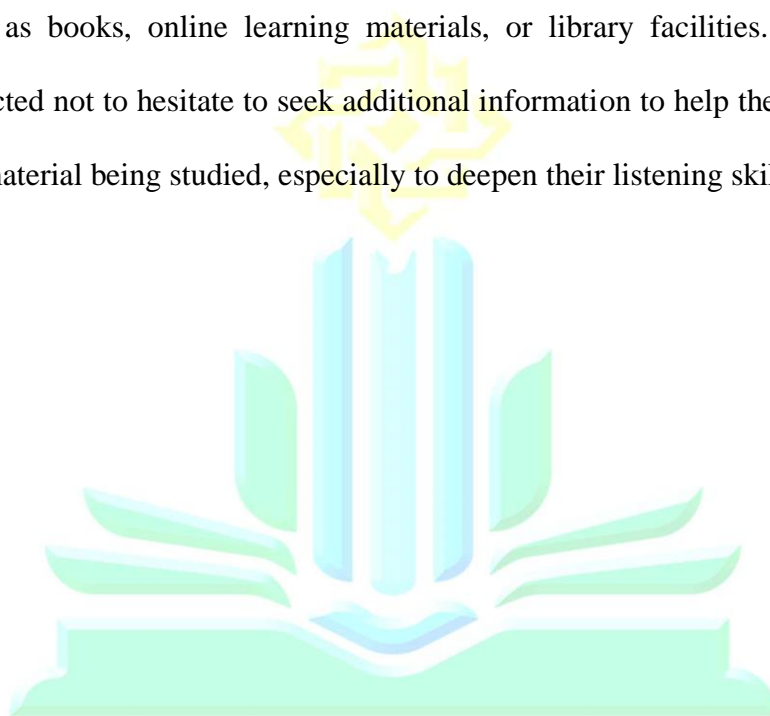
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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Appendix 1

MATRIX

TITLE	VARIABLE	SUB VARIABLE	INDICATOR	SOURCE OF DATA	RESEARCH OF DATA	RESEARCH QUESTION
AN ANALYSIS ERRO ON STUDENT'S LISTENING SKILL OF MADINATUL ULUM INTERGRATED JUNIOR HIGH SCHOOL JENGGAWAH-JEMBER IN THE ACADEMIC YEAR 2022/2023	1. An Analysis Error 2. Listening skill	1. Listening Comprehension. 2. Listening Strategies. 2. Identify how to overcome Listnening.	1. Ability to understand the message. 2. Identify meaning in conversation. 3. Difficulty understanding the spoken text. 4. Student Understanding. 1. Strategies used when learning to listen. 2. Teaching and Learning Process.	1. Research Instrument. 2. Observation Sheets. Interview Guidelines.	1. Research Approach: Qualitative. 2. Kind Approach: Descriptive. 3. Sampling Technique: Purposive. 4. Data Collection Method: a. Observation. b. Interview. c. Documentation. 3. Data analysis technique: a. Data Collection.	1. What are students' common listening skills errors while learning English ? 2. how to overcome their listening?

			1. Views on the use of electronic media. Experience in using electronic media.		b. Data Reduction. c. Data Display. d. Conclusion Drawing. 4. Validity Data: Triangulation Method.
	3. Madinatul Ulum Intergrated Junior High School Jenggawah-Jember.	a. Madinatul Ulum Intergrated Junior High School Jenggawah-Jember.	1. Madinatul Ulum Intergrated Junior High School Jenggawah-Jember 2. Facilities Of Madinatul Ulum. Intergrated Junior High School Jenggawah-Jember.		

Appendix 2

Rpp

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Terpadu Madinatul Ulum Jenggawah-Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIIIC/2
Materi Pokok	: *Teks Personal Recount*; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau
Alokasi Waktu	: 160 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

* Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
* Menceritakan kejadian, kegiatan yang dialami secara kronologis
* Menggunakan bagan alir untuk mempelajari alur cerita
* Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar
* Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru
* Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau
* Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

Media, Alat/Bahan	: Kertas, dan Alat Tulis
Sumber Belajar	: Buku Guru dan Buku Siswa kelas VIII Kementerian Pendidikan dan Kebudayaan, Media Massa cetak maupun media online

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
1. Guru menyampaikan salam kepada peserta didik melalui google classroom dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran online tersebut.	
2. Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan ditengah pandemi covid 19	
3. Mengaitkan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat.	
4. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari *Fungsi sosial tindakan melaporkan, mengambil teladan, membanggakan.*	
5. Guru menjelaskan aktivitas yang akan di lakukan dan cara pengerjaannya.	

Kegiatan Inti (105 Menit)	
Kegiatan Literasi	Peserta didik melihat video yang dikirimkan melalui google classroom youtube *http://tve.kemdikbud.go.id//* terkait materi *Fungsi sosial tindakan melaporkan, mengambil teladan, membanggakan.*
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik yang berkaitan dengan materi *Fungsi sosial tindakan melaporkan, mengambil teladan, membanggakan.*
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan *Fungsi sosial tindakan melaporkan, mengambil teladan, membanggakan.* dan mengerjakan Lembar Kerja yang dibagikan guru di google calssrom dengan panduan pertanyaan yang ada di LK
Communication	Masing-masing kelompok diberikan kesempatan untuk presentasi yang dilakukan di forum google class room atau zoom dan bertanya mengenai materi yang belum dipahami
Creativity	Peserta didik bersama guru menyimpulkan materi yang telah dipelajari tentang point-point penting yang muncul dalam kegiatan pembelajaran online yang baru dilakukan. terkait *Fungsi sosial tindakan melaporkan, mengambil teladan, membanggakan.*

Kegiatan Penutup (15 Menit)	
1. Guru melakukan penilaian.,	
2. Guru memberi tugas kepada peserta didik (PR) dan mengigatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya.	
3. Guru memotivasi peserta didik agar tetap semangat belajar di rumah d`an selalu menjaga kesehatan dan menjaga jarak terkait covid 19	
4. Menutup kegiatan belajar mengajar dengan berdoa.	

D. Penilaian Hasil Pembelajaran
1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lesan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek

Mengetahui,
Kepala Sekolah

....
M.Sofyan Nasir,S.pd

MEI. 2023
Guru Bahasa Inggris Kelas VIII

(Wahdu Ary)

Appendix 3
Interview Guidlines With Teacher

1. Bagaimana Anda mengidentifikasi dan menganalisis kesalahan dalam keterampilan mendengarkan siswa?

2. Apa kesalahan umum yang sering dilakukan oleh siswa dalam keterampilan mendengarkan saat belajar bahasa Inggris?

3. Bagaimana Anda mengidentifikasi dan menganalisis kesalahan dalam keterampilan mendengarkan siswa?

4. Apa faktor-faktor yang berkontribusi terhadap kesalahan dalam keterampilan mendengarkan siswa?

5. Selama ini, apakah Anda pernah menggunakan laboratorium sebagai sarana pembelajaran dalam mengembangkan keterampilan mendengarkan siswa?

6. Apa alasan di balik ketiadaan penggunaan laboratorium dalam pembelajaran mendengarkan?

7. Apakah Anda memiliki rencana atau harapan untuk menggunakan laboratorium di masa mendatang?

Appendix 4

Interview Guidlines With Students

1. Bagaimana kesalahan mendengarkan tersebut mempengaruhi pemahaman Anda terhadap materi yang sedang dipelajari?

2. Apakah Anda menganggap penggunaan media elektronik dapat membantu meningkatkan kemampuan mendengarkan Anda dalam bahasa Inggris?

3. Apa jenis media elektronik yang Anda sukai atau sering gunakan untuk meningkatkan kemampuan mendengarkan Anda?

4. Apakah Anda pernah menggunakan media elektronik, seperti perangkat mobile atau aplikasi, untuk meningkatkan keterampilan mendengarkan bahasa Inggris Anda?

5. Bagaimana pendapat Anda tentang penggunaan media elektronik da..... pembelajaran mendengarkan?

Appendix 5

DOCUMENTASIONS

Appendix 6
Thesis Supervisor Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: *tarbiyah.iainjember@gmail.com*

Nomor : B-5321/In.20/3.a/PP.009/12/2022
Sifat : Biasa
Perihal : **Permohonan Bimbingan Skripsi**

Yth. Moch.Imam Machfudi,M.pd,ph.d.
Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Moch.Imam Machfudi,M.pd,ph.d. berkenan membimbing mahasiswa atas nama :

NIM : T20196161
Nama : THORIQ BURHANUDDIN KARIM
Semester : TUJUH
Program Studi : TADRIS BAHASA INGGRIS
Judul Skripsi : ANALYSIS OF STUDENTS' ERRORS IN LISTENING SKILLS IN LEARNING ENGLISH

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 08 Desember 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 7

Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-2240/In.20/3.a/PP.009/05/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPT MADINATUL ULUM
Cangkring Jenggawah Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196161
Nama : THORIQ BURHANUDDIN KARIM
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "AN ANALYSIS ON STUDENT'S LISTENING SKILL OF SMPT MADINATUL ULUM JENGGAWAH-JEMBER IN THE ACADEMIC YEAR 2022/2023" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu M. Sofyan Nasir S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 15 Mei 2023
a.n. Dekan
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 8

Approval Letter

YAYASAN PONDOK PESANTREN MADINATUL ULUM
SEKOLAH MENENGAH PERTAMA TERPADU
SMPT MADINATUL ULUM
STATUS : TERAKREDITASI A, NSS: 202052410267
Alamat : JL. KH. ACHMAD SAID NO.20-24 JATIREJO TELP 0331 757489 – 7794138
Email : smptmadinatululum08@gmail.com
Cangkring - Jenggawah - Jember – JawaTimur

SURAT KETERANGAN
Nomor :06/C.1/20554190/V/2023

Yang bertandatangan dibawah ini Kepala Sekolah SMP Terpadu Madinatul Ulum Cangkring-Jenggawah-Jember, menerangkan bahwa :

Nama   : THORIQ BURHANUDDIN KARIM
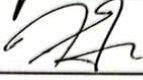NIM   : T20196161
Jurusan   : TADRIS BAHASA INGGRIS
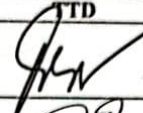
Benar-benar telah melakukan penelitian di SMP Terpadu Madinatul Ulum Cangkring Jenggawah Jember terhitung 15 – 17 Mei 2023

Demikian surat keterangan ini saya buat untuk dapatnya dipergunakan sebagaimana mestinya.

Jember, 31 Mei 2023
Kepala Sekolah

M.SOFYAN NASIR,S.Pd

KI

Appendix 9

Research Schedule

NO	Day, Date	Activity	Information	TTD
	15th May 2023	Preliminary study	Kepala Sekolah dan Waka Kurikulum	
	16th May 2023	Observation school condition	Checking field	
		Observation Of Teaching And Learning Process	Checking Process of Teaching and Learning	
		Observation Of Class Condition	Checking Class Facilities	
	17th May 2023	Interview 1	Interview with several students of eighth grade D	هرادقين
		Interview 2	Interview with several Students of eighth grade C	
		Interview 3	Interview With Mr. W	

Appendix 10

Declaration Of Authorship

The undersigned below:

Name   : Thoriq Burhanuddin Karim

SRN   : T20196161

Program   : English Education Program

Faculty   : Faculty of Tarbiyah and Teacher Training

University   : State Islamic University of Kiai Haji Achmad Siddiq Jember

States that the undergraduate thesis entitled **"AN ANALYSIS ERROR ON STUDENT'S LISTENING SKILL OF MADINATUL ULUM INTERGRATED JUNIOR HIGH SCHOOL JENGGAWAH-JEMBER IN THE ACADEMIC YEAR 2022/2023"** is truly my original work. It doesn't incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Due to the fact,I am the only person responsible for this undergraduate thesis if there is any objection or claim from other.

Jember 13th of June 2023

The Writer

Thoriq Burhanuddin Karim
SRN. T20196161

Appendix 11

Curriculum Vitae

PERSONAL DATA

Name   :Thoriq Burhanuddin Karim

Born place and time   :Banyuwangi, 23 Mei 2001

Addres   :RT/RW 03/01 Sambimulyo Kedungrejo Bangorejo
                             Banyuwangi

Email   :thoriqbk@gmail.com

Phone Number   :081230546931

Field Of Study   :English Departement

Faculty   :Tarbiyah and Teaher Training Faculty

Educational Background

MI Miftahul Huda (2006-2013)

SMPN 1 Bangorejo (2013-2016)

SMAN 1 Bangorejo (2016-2019)

UIN Kiai Haji Achmad Siddiq (KHAS) Jember (2019-sekarang)