

Students' Problems in Listening Comprehension

Alfi Onita Purba

Universitas Islam Negeri Raden Fatah Palembang
alvionitaa2021@gmail.com

Umar Abdullah

Universitas Islam Negeri Raden Fatah Palembang
umarabdullah@radenfatah.ac.id

Husnaini

Universitas Islam Negeri Raden Fatah Palembang
husnaini_uin@radenfatah.ac.id

Abstract

The purpose of this study was to find out students' problems in listening comprehension. This study used a qualitative method with a case study research design to find out the students' problems in listening at SMKN 1 Keluang, Musi Banyuasin. Data were collected through interviews with five students, selected through purposive sampling. The data were analyzed thematically. This study found seven problems experienced by students in listening, including problems related to listening materials, basic linguistics, listener concentration, physical characteristic, listener, speaker, and physical setting. To enhance English learning, educators can employ innovative teaching approaches that focus on developing the four key language skills, thereby making the learning process more engaging. Meanwhile, students can boost their language proficiency by expanding their vocabulary, practicing effective listening techniques, and receiving guidance from their parents.

Keywords: *students' problems, listening comprehension*

A. Introduction

Listening comprehension is one of the important English language skills, as expressed by Tarigan (2008) who states that listening is an important component in communication, parallel to speaking. Gilakjani and Ahmadi (2011) further emphasize the important role of listening in everyday communication and the educational process. In today's global context, English has become an international language used in various fields such as politics, business, and education (Yang, 2014), thus becoming an important link in building global relationships. However, despite its high urgency, many learners of English as a foreign language (EFL) face serious challenges in listening comprehension. Hamouda (2013) argues that this problem often arises due to the focus of university teaching on grammar, reading, and vocabulary.

This study arises from the observation that Indonesian students, especially at the secondary school level, still demonstrate suboptimal levels of English listening skills. According to Mirza (2021), most language learners complain about listening materials that they cannot

follow because the speed of speech or text delivery is unfamiliar to them. Generally, this problem arises due to limited vocabulary, unfamiliarity with native accents, and inability to understand the speed of speech. Robiah (2019) adds that one of the common problems that students face is too fast speaking speed, which has a significant impact on their comprehension. The justification for this study lies in the urgent need to identify specifically the problems that hinder students' listening comprehension, so that appropriate interventions can be designed.

The emergence of this research problem stems from informal interviews conducted in several secondary schools in Keluang, where SMKN 1 Keluang is one of the schools that actively carry out teaching and learning activities of listening tests. The preliminary study at SMKN 1 Keluang through interviews with English teachers revealed that one of the students' main difficulties was their inability to understand what the speakers were saying, which resulted in them being unable to respond correctly. This difficulty is exacerbated when the audio is played quickly, and appears to stem from vocabulary limitations as well as a lack of practice in listening comprehension (MS, personal communication, March 23, 2023). Previous studies have also identified similar difficulties; Sa'diyah (2016) found problems such as unfamiliar accents, pronunciation, speed of speech, inadequate vocabulary, lack of concentration, anxiety, and poor recording quality. Gilakjani and Ahmadi (2011) highlighted motivation and lack of confidence as factors, while Maulida (2018) mentioned vocabulary limitations and paralinguistic issues such as accent, speed, pronunciation and intonation. Possible alternative solutions include increasing students' exposure to different accents and speaking rates, vocabulary enrichment and more structured listening exercises. However, the solution chosen in this research is to conduct an in-depth case study to identify the root of the specific problems faced by tenth grade students at SMKN 1 Keluang, in the hope of providing a comprehensive understanding that will form the basis for the development of more effective teaching strategies.

Based on the literature, previous studies, and preliminary studies, the researcher was interested in conducting a study that aimed to find out students' difficulties in listening comprehension. The title of the study would be "Students' Problems in Listening Comprehension: A Case Study at SMKN 1 Keluang."

B. Research Methodology

This study employed the qualitative research method with a case study approach. According to Creswell (2016), qualitative research was a type of research that explored and understood the meaning a number of individuals or groups of people originating from social problems. Qualitative research could generally be used for research on people's lives, history, behavior, concepts, or phenomena, social problems, and so on. The qualitative method was chosen because this study aimed at providing insight into the case of problems in listening comprehension in the 10th grade of SMKN 1 Keluang.

The type of qualitative research used was a case study. According to Creswell (2016), a case study was a study that explored a case in depth, collecting complete information using various data collection procedures based on a predetermined time. This case could be an event, activity, process, or program. Therefore, the case study approach allowed the writer to study particular students in an attempt to understand the case of problems in listening comprehension.

In this research, the participants were the tenth-grade students of SMKN 1 Keluang. The tenth-grade students comprised 131 students divided into 4 classes. The researcher used purposive sampling to select its research participants. According to Creswell (2007), in purposive sampling, the researcher had greater control over sample selection than in random sampling methods. In this study, the sample was five students using data saturation. According to Creswell (2020), data saturation referred to the stage in qualitative research where the researcher had collected enough data to understand the phenomenon or topic under study thoroughly, and additional new data no longer provided significant new insights or information.

In this study, the researcher used interviews. In interviews, the researcher conducted individual interviews with a subset of the tenth-grade students who had received listening score tests from their English teacher. The interviews were semi-structured, with open-ended questions that allowed participants to elaborate on their experiences and perceptions.

Therefore, in conducting interviews, the researcher was prepared with research instruments in the form of written questions whose alternative answers had also been prepared. With this semi-structured interview, each respondent was given the same questions, and the interviews were audio-recorded. Then, the interview was conducted in Bahasa Indonesia and transcribed for later analysis. The interviews were conducted face-to-face in the classroom, and the duration took around 30 minutes.

The researcher followed the approach recommended by Creswell (2014) and conducted interviews by asking open-ended questions and encouraging participants to share their experiences, thoughts, and feelings about the topic. By using this method, the researcher was able to gain a deeper understanding of students' experiences and perspectives regarding difficulties in learning listening comprehension. The interview instrument consisted of 21 questions that discoursed problems encountered in listening comprehension, adopted from Hamouda (2013).

This research used thematic analysis for analyzing data. According to Braun and Clarke (2006), thematic analysis was a way to analyze data to identify patterns or to find themes through the data that had been collected by researchers.

This study employed member checking to establish the research problem. Member checking was a validation strategy proposed by Creswell (2012) that involved bringing back final reports and descriptions of specific themes to participants to determine the accuracy of qualitative findings. The researcher determined whether the data was accurate based on participant feedback

C. Results and Discussion

1. Results

In this study, the researcher aimed to identify the listening comprehension problems faced by students at SMKN 1 Keluang. Several students, recommended by the English teacher, participated in the research. The researcher interviewed the participants to determine their challenges in listening comprehension.

This study identified several problems that caused SMKN 1 Keluang students to struggle with listening comprehension, namely problems related to listening materials, problems related to basic linguistic, problems related to concentration listener, problems related to physical characteristic, problems related to listener, problems related to speaker, and problems related to physical setting as shown in Table 1 below.

Table 1
Classification of Students' Problems in Listening Comprehension

Theme	Sub-themes	Codes
Students' problems in listening	Problems related to listening materials	Lengthy spoken text, unfamiliar words (jargon and

comprehension		idiom), unfamiliar topic.
	Problems related to basic linguistics	Colloquial and slang, transition signal
	Problems related to listener concentration	Failure to concentrate
	Problems related to physical characteristic	Anxiety, lack of interest
	Problems related to listener	Lack of vocabulary, lack of transcript
	Problems related to speaker	Speed of speech, pronunciation, accents
	Problems related to physical setting	Noises, poor CD quality

The findings above show several problems with students' listening comprehension. The following is a detailed description of students' issues when listening in English.

Problems Related in Listening Material

Based on the data collected by interviews, it was found that SMKN 1 Keluang students had difficulty understanding related listening materials. The listening materials present several problems, including lengthy spoken texts, unfamiliar vocabulary (jargon and idioms), and unfamiliar topics, which students often encounter during listening comprehension exercises. Students' interviews indicated that extended spoken texts negatively impact listening comprehension, as seen in the statement from D. *"If the sentence is too long, I lose track and cannot catch the point of the conversation"* (Personal Communication, October 10th, 2024). DL and JR shared the same opinion about this. DL who argued, *"Long and complicated sentence often confuse me"* (Personal Communication, October 10th, 2024). JR expressed the same experience by saying *"I felt that sentences that were too long could interfere with my understanding"* (Personal Communication, October 10th, 2024). As WP said *"For me, following the order of text with long and complicated sentences is very difficult"* (Personal Communication, October 10th, 2024).

Unfamiliar words including jargon and idiom also made the students confuse about the meaning the sentence. D, DL, JR and WP had the same opinion about unfamiliar words. For example, D stated that *“Sometimes I find it difficult to understand texts that use too many foreign words”* (Personal Communication, October 10th, 2024).

Unfamiliar topic also one of the parts in problems in listening materials. D, WP, JR and YA had the same opinion about this. D stated *“I often find it difficult to understand listening when the topic is unfamiliar”* (Personal Communication, October 10th, 2024). WP said that *“listening to texts with unfamiliar topics is difficult”* (Personal Communication, October 10th, 2024). JR also stated that *“I have difficulty in understanding listening text with new topics”* (Personal Communication, October 10th, 2024). YA had opinion that *“if the topic is not known, there will automatically be a lot of new vocabulary, making it difficult to translate”* (Personal Communication, October 10th, 2024). DL also stated that *“when the topic is unknown, I feel depressed”* (Personal Communication, October 10th, 2024).

Problems Related to Basic Linguistic

Basic linguistic problems include colloquialisms and slang language, such as the inability to recognize signals, colloquial and slang. Based on the interviews with students of SMKN 1 Keluang, the researcher found that they had difficulty recognizing transition signals, as stated by DL and YA. DL stated that *“The transition in the conversation can be difficult for me. Maybe it's because I'm more focused on the information that's being conveyed, so I pay less attention to the signals that indicate a change in topic”* (Personal Communication, October 10th, 2024). YA also stated that *“it is sometimes confusing how to find the transition, makes it difficult to guess who is speaking”* (Personal Communication, October 10th, 2024). D and WP exchanged the same opinion stating. For example, D stated that *“I often have trouble recognizing transition signals because sometimes the speaker does not give a clear signal and I feel stuck”* (Personal Communication, October 10th, 2024). This is similar to the statement from JR that *“I sometimes miss clue like connecting words or pitch changes”* (Personal Communication, October 10th, 2024).

Students' vocabulary scarcity constitutes a significant barrier to adequate language comprehension, particularly in deciphering colloquial expressions and slang terminology, as stated by DL *“colloquial language and slang can be a challenge for me”* (Personal Communication, October 10th, 2024). Similarly, JR, WP, and YA admitted. For example, JR

stated that *"I hear a slang a lot, but often I find it difficult to keep up"* (Personal Communication, October 10th, 2024).

Problems Related to Listener Concentration

Students must process and understand new information in a limited amount of time. Failure to concentrate leads to missing important information, difficulty understanding concepts, decreased listening skills, and unsatisfactory learning performance. As JR said, *"When the text is too long, I often struggle to stay focused on the main point of the message"* (Personal Communication, October 10th, 2024). Another participant, DL, said similarly: *"When faced with new words, I tend to lose focus"* (Personal Communication, October 10th, 2024).

Students' concentration in listening activities can also be disrupted by other conversations and sudden changes in topic, thus affecting understanding and learning outcomes, as WP said *"sometimes I feel that when I have an answer in my mind, my attention can be interrupted"* (Personal Communication, October 10th, 2024). DL also stated that *"when I know what I want to say, I often become less attentive to the context of the conversation"* (Personal Communication, October 10th, 2024).

Problems Related to Physical Characteristics

Based on the results of the interviews, it was found that students' physical characteristics had significant impact on anxiety or nervousness and motivation during listening tests. As can be learned from the interview with D, she said *"I often feel afraid of not understanding (what I will hear)"* (Personal Communication, October 10th, 2024). In the same token, DL stated that *"I feel anxious when I do not understand what is being said and how to respond it"* (Personal Communication, October 10th, 2024). WP also stated that *"for me not understanding what is being said can be very stressful and the fear of not understanding before listening can be very disturbing"* (Personal Communication, October 10th, 2024). YA further admitted that *"because listening has a lot of accents and vocabulary triggers my nervousness"* (Personal Communication, October 10th, 2024). This was further supported by JR who argued that *"I have concerns when it comes to listening comprehension tasks"* (Personal Communication, October 10th, 2024).

Lack of interest could also affect the physical character of students. Interviews with the participants indicated this problem. As evidence, WP stated that *“It is not uncommon for me to choose to just give up. I felt depressed and sometimes lost interest”* (Personal Communication, October 10th, 2024). YA also stated that *“It often happens because I give up considering the difficulty of listening”* (Personal Communication, October 10th, 2024).

Problems Related to Listener

The interviews with the participants revealed several problems related to listeners, such as lack of vocabulary and lack of transcript. Lack of vocabulary is one cause of students' problems in listening as shared by D, DL and WP. For example, D stated that *“I often find it difficult to remember a word or phrase I just heard”* (Personal Communication, October 10th, 2024). This was also revealed by JR *“when I listen to a text for the first time, I often feel confused and unable to get a clear understanding”* (Personal Communication, October 10th, 2024).

The absence of transcripts in listening test might cause comprehension difficulties for student. As evidence DL exchanged *“I had a hard time listening to English without its transcription”* (Personal Communication, October 10th, 2024). WP also stated that *“for me, listening to English without a transcript is a difficulty”* (Personal Communication, October 10th, 2024). JR further admitted *“when I listen to English without a transcription, I often feel pressured to catch it all”* (Personal Communication, October 10th, 2024).

Problems Related to Speakers

Based on the interviews, problems related to speakers consist of unclear pronunciation, variations in accents, and speed of speech, which students often encounter during listening comprehension exercises. Students' interviews indicated that extended unclear pronunciation negatively impact listening comprehension, as can be learned from the interview with DL. She said *“if I encounter word that are not clear, it can be very confusing”* (Personal Communication, October 10th, 2024). Students with initial JR and WP shared the same opinion. JR stated that *“the meaning of words that are not spoken clearly is often difficult to understand”* (Personal Communication, October 10th, 2024). WP also stated that *“I do find it difficult when dealing with words that are not clear”* (Personal Communication, October 10th, 2024). YA argued that *“sometimes unclear pronunciation is also an obstacle for me in listening”*. (Personal Communication, October 10th, 2024).

Variation of accent could make speaker difficult when listening. D stated that *"I try to stay focused, but sometimes accents can get in the way of my understanding"* (Personal Communication, October 10th, 2024). DL and WP shared the same opinion. For example, DL stated that *"for me, understanding speakers with varying accents is a challenge"* (Personal Communication, October 10th, 2024). JR stated that *"I find some accents difficult to recognize"* (Personal Communication, October 10th, 2024). YA also argued that *"sometimes unclear pronunciation is also an obstacle for me in listening"* (Personal Communication, October 10th, 2024).

Speed of speech could also cause this problem to listener. As expressed by students D *"the speed of speech makes it difficult for me to grasp the words and the context conveyed"* (Personal Communication, October 10th, 2024). JR also had similar opinion. She said *"for me, speaking fast can be very difficult"* (Personal Communication, October 10th, 2024). WP said *"I did have a hard time listening to speakers who spoke too fast"* (Personal Communication, October 10th, 2024).

Problems Related to Physical Settings

Researchers also found problems in physical settings that can interfere with students' listening learning. Physical settings include noise and unclear CD Player quality. Listening comprehension quiet environment, so that students can concentrate while comprehending listening. As stated by D and WP had the similar statement. D stated that *"I do have trouble concentrating when there is a lot of noise. Disturbing sounds can make me feel uncomfortable and lose my focus."* (Personal Communication, October 10th, 2024). WP also stated that *"I have a hard time concentrating when there is noise around"* (Personal Communication, October 10th, 2024). DL argued that *"for me, the noise around me often makes me feel frustrated"* (Personal Communication, October 10th, 2024). Student JR also said that *"if the sound is too noisy, it will interfere with concentration"* (Personal Communication, October 10th, 2024).

Poor quality of CD could also make the problems of physical setting as D stated that *"When the sound of a CD becomes broken or blurry, it makes it difficult for me to understand what is being said"* (Personal Communication, October 10, 2024). DL and WP had similar argument. For example, DL stated that *"the I feel like the unclear sound from a poor -quality CD player can be very annoying"* (Personal Communication, October 10th, 2024). JR also expressed the same experienced that she said *"the unclear sound from the CD player can be a*

detriment” (Personal Communication, October 10th, 2024). YA stated that *“if the facilities are bad, it greatly affects the audio quality so that the pronunciation is not clear”* (Personal Communication, October 10th, 2024).

2. Discussion

First, students have difficulty with the listening material itself. The material itself refers to students' understanding of listening to unfamiliar words spoken by speakers, understanding unfamiliar topics, and long spoken texts, which also affect students' understanding of listening content. According to Carroll (1977), it takes extraordinary abilities and strategies to be able to understand texts that contain a lot of information because it is difficult to remember everything. This is supported by Adi et al. (2020) that students' background knowledge and experience affect their ability to take in information.

Second, the students' difficulties were related to basic linguistics. This refers to the use of slang or colloquial language and also awareness of signal transitions in conversation. According to Brown (1994), there are several linguistic factors that complicate the listening process, including: 1) the use of informal language and slang, 2) the use of shortened forms, 3) the prosodic characteristics of English, and 4) accents and unusual pronunciation. Students often have difficulty recognizing some slang words they have never heard before, and they even make mistakes when simultaneously searching for answers to the texts they hear. In line with the research conducted by Nanik (2017), the data show that when they listen to recordings of native speakers, their perception that the voice, pronunciation, and intonation are different from their native language is the cause of this problem.

Third, students faced difficulties related to low concentration while listening to the recording. They had difficulty concentrating because they had to memorize and listen to the audio at the same time. The noisy environment also disturbed their concentration. According to Hatta (2009), listener fatigue or loss of concentration is one of the reasons for not making the whole listening comprehension text too long.

Fourth, students experienced difficulties related to students' psychological characteristics. Students feel anxious and not confident in listening comprehension. According to Yagang (1994), listening comprehension process is a rather complex psychological process and involves various cognitive and linguistic factors. In line with Ramadanti and Shomba's (2021) research, students have more difficulties such as

nervousness when listening to native English speakers and they feel that they don't understand them.

Fifth, students experience difficulties that originate from the listener. According to Hamauda (2003), listening difficulties can be caused by students' inability to identify key words in listening comprehension and to understand the meaning of the spoken text immediately at the time of first listening. This is related to students' ability to organize themselves while listening. This is also supported by the research findings of Purwati (2021) that based on listener factors, students have difficulty with vocabulary, anxiety, background knowledge, answering while listening, losing attention and losing words while listening.

Sixth, the students' difficulty in listening comprehension is related to the speaker. According to Hamauda (2003), listening comprehension difficulties related to speaking can be analyzed in the context of natural language, pronunciation, accent variations, and sounds that can only be heard through audio recordings without visualizing the speaker. Exposure to different accents and different pronunciations spoken by native speakers can cause difficulties for students in understanding the material being discussed.

Seventh, students experience difficulties related to the physical environment that affects their listening environment. Students cannot concentrate in noisy situations, and their concentration is distracted so that they cannot grasp the meaning of what the speaker is saying. According to Hamauda (2003), difficulties in listening do not only come from the message, the listener, or the speaker, but can also come from the environment around the students. Hermida (2021) also mentions that these difficulties can be directed at the environment around students because this is not only related to how good the listener's listening skills are, but also how comfortable the listening environment can be in supporting the listener's best efforts to improve his or her listening skills.

D. Conclusion and Suggestion

1. Conclusion

Based on this research question and findings, the researcher concluded that there were seven problems for students in English-listening comprehension at SMK N 1 Keluang, Musi Banyuasin. First, students had problems related to listening material such as lengthy spoken text, unfamiliar words, and unfamiliar topic. Second, students had problems related to basic linguistics such as colloquial language and slang, and transition signal. Third, Problems related to listener concentration such as failure to concentrate. The fourth problem was related

to physical characteristic, which refers to the student anxiety and lack of interest. The fifth, Problems related to listener such as lack of vocabulary and lack of transcript. The sixth, the Problems was related to speed of speech, pronunciation, and accents. The last problem was related to physical setting such as noises and poor CD quality.

2. Suggestion

From the conclusions that have been presented above, the researcher provides several suggestions that are expected to be useful, especially for teachers, students, and also future researchers as follows, English as a foreign language may be a challenge for teachers to teach it to students with various obstacles such as students' difficulties in mastering English skills and one of them is listening comprehensiveness. In this case, the students still lack knowledge related to listening comprehension because they only know a little vocabulary so teachers are expected to remind their students to continue learning and add more vocabulary so that they can improve their knowledge in English. In addition, teachers also need to provide small activities in listening classes related to the material to support the learning process in the classroom.

The students need to be aware of their weaknesses in listening to comprehension. They need to practice more to improve their listening skills such as listening to English songs or watching movies with English subtitles. The researchers suggested that students be actively involved in the classroom when learning listening comprehension, students should ask the teacher more questions about listening related things that they do not yet understand so that the teacher can help them to provide further explanations.

For future researchers, it is hoped that for other researchers who want to conduct research similar to this study to get better results, it is recommended to use other research methods to find out various research findings related to students' difficulties in listening comprehension.

References

- Adi, M., Nasrullah., & Rosalina, E. (2022). Investigating EFL students' listening comprehension: problems and causes. *Elite journal: international journal of education, language, and literature*, 2(1), 12-25. <https://journal.unesa.ac.id/index.php/elite>.
- Braun, V., & Clarke, V. (2006). "Qualitative research in psychology using thematic analysis in psychology." *Qualitative Research in Psychology* 3(2):77-101.

Brown, H Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: San Fransisco University

Carroll, J. B. (1977). On learning from being told In M. C. Wittrock (Ed.), *Learning and instruction* (2nd ed., pp. 496-512). Cambridge; Berkeley, CA: McCutchan.

Creswell. J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research fourth edition*. Boston: Pearson Education, Inc

Creswell. J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGEL Publications

Creswell, J. W (2016). *Research design qualitative, quantitative, and mixed methods approaches fifth edition*. SAGEL Publications, Inc.

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

Hamauda, A. (2003). An Investigation of listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *HR Mars: International Journal of Academic Research in Progressive and Development*

Hamouda, D. A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International Journal of Academic Research in Progressive Education and Delvelopment*, 2(2), 2226-6348
<http://dx.doi.org/10.1017/CBO9780511732959>

Hatta, M. (2009). *Teaching Listening*. Center for Development and Empowerment of Language Teachers and Educational personnel: Indonesia.

Hernida, R. (2021). Listening comprehension difficulties faced by EFL students. *Accentia: journal of English language and education* 1(2), 78-86.
<https://moraref.kemenag.go.id/archives/journal/99689354049364469>.

Maulida, R. (2018). *An analysis of students' difficulties in learning listening*. Thesis. Aceh. ArRaniry State Islamic University Darussalam - Banda Aceh.

Mirza, H. (2021). An Investigation of Listening Comprehension Difficulties Encountered by L2 Learners in Classroom, Sindh Pakistan. *Ilkogretim Online - Elementary Education Online*, Year; Vol 20 (Issue 5): pp. 2353-2366. <http://ilkogretim-online.org> doi: 10.17051/ilkonline.2021.05.257

Nanik, A. (2017). A Study on Listening Difficulties at Second Semester Students of University

Nusantara PGRI Kediri in Academic Year 2016/2017, vol. Number 12, 2017.
http://simki.unpkediri.ac.id/mahasiswa/file_artikel/2017/2219c020c8d7cdfs3bf5a0762aecfa3f.pdf.

- Ramadhianti, A., & Somba, S. (2021). Listening comprehension difficulties in EFL students. *Journal of learning and instructional studies* 1(3)
- Sa'diyah, S. S. (2016). ELFL learners faced problems in listening comprehension. *Indonesian ELFL Journal*, 2(January).
- Tarigan, H. G. (2008). *Menyimak sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Yagang, F. (1994). Listening: Problems and Solutions. In Thomas Kral (ed.) *Teacher Development: Making the Right Moves*. Washington, DC: English Language Programs Division, USIA.
- Yang, M.-N., & Chen, S.-C. (2007). An Investigation on Junior College Students' Learning Problems in English-learning Programs on the Radio. *Language. Text. Society*, 1 (2), 106-118