

**EFL STUDENTS' BELIEFS ON ENGLISH LANGUAGE LISTENING
COMPREHENSION**

A Thesis

**The Department of English Language Education as a Partial Fulfilment of
Requirements to Obtain the *Sarjana Pendidikan* Degree in English**



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STATEMENT OF WORK'S ORIGINALITY

I honestly that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 17 July 2025



Marsa Mahabbah

MOTTO

"From every step, I grow. With every goal, I glow."

"I'm stronger than I think I am."

— *SZA*, "*Normal Girl*"

DEDICATION

First, all praise and gratitude be to Allah SWT, the Most Gracious and Most Merciful, whose endless blessings and guidance have enabled me to complete this thesis entitled “*EFL Students’ Beliefs on English Language Listening Comprehension.*” It is through His divine will and mercy that I was granted the strength, resilience, and clarity of mind to persevere throughout this academic journey. Without His presence in every step I took, the completion of this research would have been unattainable.

I wholeheartedly dedicate this work to Allah SWT, the source of all knowledge, wisdom, and life. I am truly grateful for the inner peace, patience, and unwavering motivation He bestowed upon me during moments of hardship and self-doubt. His guidance has been the light that has illuminated my path during the many phases of this academic process.

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May this thesis be a meaningful contribution to the field of English language education and serve as a source of inspiration for future researchers.

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EFL STUDENTS' BELIEFS ON ENGLISH LANGUAGE LISTENING COMPREHENSION

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ABSTRACT

This study explores English as a Foreign Language (EFL) students' beliefs regarding English language listening comprehension. The research was conducted with 108 undergraduate EFL students from the Islamic University of Indonesia who had completed key listening courses. Using the Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP), data were collected and analyzed quantitatively through descriptive statistics. The findings revealed six dimensions of listening comprehension problems: process ($M: 2.94$ $SD: 0.937$), listener ($M: 2.97$ $SD: 1.042$), task ($M: 2.84$ $SD: 1.003$), input ($M: 2.48$ $SD: 0.965$), affect ($M: 3.19$ $SD: 1.064$), and context ($M: 3.92$ $SD: 1.029$). Among these, input and contextual issues such as unclear pronunciation, varied accents, and poor acoustic quality were found to be the most challenging. Additionally, the study uncovered students' limited use of metacognitive strategies and the influence of negative affective factors like anxiety and frustration on their comprehension. The results suggest that students' listening difficulties are strongly tied to their beliefs and cognitive load, particularly in the perception stage of listening. These findings imply that fostering positive beliefs and providing explicit instruction on listening strategies are essential for improving EFL learners' listening performance. The study recommends differentiated instruction, classroom interventions, and curriculum adjustments that align with students' proficiency levels and listening needs.

Keywords: *EFL students, listening comprehension, listening strategies, listening problem, students' beliefs.*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Beliefs about language learning have been a significant focus of research within the field of second language acquisition (SLA). These beliefs encompass learners' perceptions and attitudes towards various aspects of language learning, including its difficulty, the importance of different language skills, and the best strategies for learning. According to Horwitz (1988) theory, these beliefs play a crucial role in shaping learners' motivation, anxiety levels, and the strategies they adopt in their language-learning journey. For instance, learners who believe that language learning is a challenging yet attainable goal are more likely to employ effective strategies and maintain higher motivation. Conversely, those who perceive it as overly difficult or beyond their abilities may experience heightened anxiety and employ fewer effective strategies. Anita (1991) expands on this by highlighting that these beliefs are not formed in isolation. Instead, they are influenced by a multitude of factors, including learners' previous language learning experiences, their cultural backgrounds, and the educational contexts in which they have been immersed. For example, a learner from a culture that highly values language proficiency might approach language learning with a sense of importance and dedication. Similarly, educational environments that provide supportive and resource-rich settings can foster positive beliefs about language learning. Thus, understanding the diverse origins and impacts of these beliefs is essential for developing effective language teaching practices that cater to the needs of EFL learners.

Namaziandost et al. (2019) explore the listening comprehension problems and strategies used by advanced EFL learners in Iran. It also looked at how these problems and strategies were related. Listening issues included problems with input, context, the listener, the process, emotions, and tasks. The strategies used were cognitive, meta-cognitive, and socio-affective. To gather data, a questionnaire was given to 60 randomly selected advanced EFL learners at a private language institute in Ahvaz, Iran. The results showed that the learners mainly had problems with input and emotions. They primarily used meta-cognitive strategies for listening. The study found a significant negative relationship between listening problems and strategy use. This means that as listening problems increased, the use of effective strategies decreased. The findings suggest that language teachers should be aware of the different listening comprehension problems to help learners use the right strategies.

Moreover, the study of metacognitive by Cao and Lin (2020) examines metacognitive strategies that involve skills that help learners manage, direct, regulate, and guide their learning. While most studies in China have focused on undergraduates, there has been less attention on vocational college students. This study aims to address this gap by investigating how vocational college students use metacognitive strategies in English listening comprehension, providing insights for teachers on how to train their students. The research involved 139 students from Jiangxi Blue Sky College, using a questionnaire, a listening comprehension test, and interviews. The findings revealed that students generally used metacognitive strategies infrequently, with significant variations among individuals. Female students used these strategies more often than male students, especially in planning, monitoring, self-evaluation, and self-regulation, with the most significant difference in monitoring. Higher-scoring students used these strategies more frequently, particularly monitoring strategies, compared to lower-scoring students. Overall, there is a positive relationship between the use of metacognitive

listening strategies and listening comprehension ability. The more frequently students use these strategies, the better their listening comprehension skills.

In the Indonesian context, Ramadianti and Somba (2021) explores the difficulties students face in listening comprehension. Using a descriptive qualitative design, the research engaged 85 students from the Basic Listening Class in the English Education Program at the University of Indraprasta PGRI, selected through purposive sampling. Data was collected via questionnaires and analyzed descriptively to identify the specific listening challenges encountered by EFL students. The results revealed that the primary issues included the speaker's speed, the variety of accents, and the lengthy descriptions in the listening texts. To address these challenges, several strategies are recommended. Lecturers should first identify the specific problems their students encounter during listening exercises. Once identified, they can implement targeted interventions, such as slowing down the audio, providing exposure to various accents, and breaking down lengthy texts into manageable segments. Additionally, teaching students effective listening strategies, like note-taking and predicting content, can help them cope with fast speech and diverse accents. By understanding and addressing these barriers, educators can enhance their students' listening comprehension skills and overall language proficiency. Further research is suggested to explore additional strategies and their effectiveness in various learning contexts.

In another Indonesian context, Hardiyanto et al. (n.d.) conducted descriptive qualitative research, employing a case study approach, examined six third-semester students from the English Education Study Program at Universitas Muhammadiyah Kotabumi, representing three different proficiency levels: low, moderate, and high. The study revealed distinct listening comprehension difficulties based on proficiency. Students at the low level struggled with unfamiliar words (message content), rapid speech (speaker), and a limited vocabulary

(listener). Moderate-level students found the speed of speech (speaker) and background noise (physical settings) challenging. High-level students faced difficulties with lengthy spoken texts (message content), a variety of accents (speaker), and background noise (physical settings). These findings indicate that listening comprehension challenges vary according to students' proficiency levels in English. Consequently, lecturers should consider these specific difficulties to effectively support and enhance students' listening skills. Tailored interventions might include vocabulary building for low-level students, strategies to cope with fast speech and noise management for moderate-level students, and techniques to handle varied accents and lengthy texts for high-level students. This study underscores the importance of differentiated instruction to address the unique needs of students at different proficiency levels, thereby improving their overall listening comprehension and language learning outcomes.

In EFL college settings, research has identified common challenges like understanding fast speech and diverse accents in listening comprehension. However, there remains a significant gap in understanding how these difficulties vary across different proficiency levels: beginners, moderate, and advanced learners. Existing studies often generalize these challenges without examining specific issues within college contexts. Utilizing questionnaires could address this gap by systematically surveying students across proficiency levels to identify their specific listening comprehension hurdles. For example, beginners may struggle with rapid speech and unfamiliar vocabulary, while more advanced learners might face difficulties with complex sentence structures and varied accents. This approach not only enhances our understanding of these nuanced challenges but also informs the development of targeted teaching strategies tailored to the needs of students at each proficiency level. This research direction is essential for improving teaching practices and effectively supporting EFL learners in developing their listening skills throughout their college education.

1.2 Identification of the Problem

The study "EFL Students' Beliefs on English Language Listening Comprehension" identifies significant challenges EFL learners face in developing effective listening skills. EFL students often harbor misconceptions about listening, such as the need to understand every word or the reliance on translation from their first language, leading to ineffective strategies and frustration. These learners struggle with complex cognitive processes required for listening comprehension due to limited working memory, insufficient lexical knowledge, and unfamiliarity with linguistic nuances. Instructional gaps further exacerbate these issues, as traditional teaching methods often prioritize reading and writing over listening and speaking, and lack explicit strategy instruction for listening comprehension. Additionally, affective factors like anxiety, lack of confidence, and low motivation hinder their ability to process auditory information.

1.3 Limitation of the Problem

This study has several limitations that should be considered. First, it relied solely on a quantitative instrument (Q-BELLP) questionnaire, which limited the depth of data and did not capture students' personal experiences or contextual factors in detail. Second, the participants were limited to EFL students from a single institution, which may restrict the generalizability of the findings to other educational or cultural contexts. Third, all respondents had previously taken listening courses, which may have influenced their beliefs and made the findings less applicable to beginner learners. Lastly, due to the non-experimental nature of the research design, the study could only identify correlations between beliefs and comprehension difficulties, without establishing direct cause-and-effect relationships.

1.4 Formulation of the Problem

This study aims to explore EFL students' beliefs about listening comprehension, analyze their impact on listening strategies and comprehension, and highlight the need for improved instructional practices to support EFL learners in developing robust listening skills. And then this study tends to answer this research question.

What are EFL students' beliefs about listening comprehension and how do they perform in listening comprehension tasks?

1.5 Objectives of the Study

This study aims to identify students' beliefs of listening comprehension in the context of English as a Foreign Language (EFL) learning. Specifically, it seeks to understand how students perceive the challenges, strategies, and factors that influence their ability to comprehend spoken English. By examining their attitudes, experiences, and opinions, the study intends to gain insights into the cognitive and affective dimensions of listening comprehension. Additionally, it aims to identify common obstacles learners face during listening activities and how these beliefs might affect their overall language development and classroom performance. Ultimately, the findings of this study are expected to provide valuable information for educators and curriculum developers to improve listening instruction and support learners more effectively.

1.6 Significance of the Study

The findings of this study aim to address the existing gap in the literature by analyzing EFL students' beliefs about English language listening comprehension. By understanding these beliefs, the study seeks to shed light on how they influence listening strategies and overall comprehension. Additionally, the study could contribute to the development of more effective instructional practices that directly address these beliefs, thereby enhancing the listening

comprehension skills of EFL learners. Ultimately, this research has the potential to improve the teaching and learning experiences of EFL students by providing educators with insights and strategies to better support their listening development.

CHAPTER II

LITERATURE REVIEW

2.1 Students' Beliefs

Students' beliefs play a crucial role in shaping their learning experiences, especially in language acquisition. In the context of listening comprehension, these beliefs influence how students perceive the listening process, select strategies, and evaluate their performance (Graham, 2011). Listening is often considered the most challenging language skill due to its real-time processing demands, lack of visual cues, and the complexity of spoken language (Goh and Vandergrift, 2012).

According to Barcelos and Kalaja (2011), students' beliefs are personal, often implicit, and derived from previous learning experiences. In the case of listening, learners may hold beliefs such as the necessity to understand every word, the fear of unfamiliar accents, or the idea that listening cannot be improved through practice (Yeldham, 2016). These beliefs can either facilitate or hinder listening development. Vandergrift (2005) argues that effective listeners hold more positive and strategic beliefs. They understand that not every word needs to be understood for comprehension, and they rely more on metacognitive strategies such as planning, monitoring, and evaluating. In contrast, less effective listeners often have rigid beliefs, such as equating successful listening with word-for-word translation, which leads to anxiety and reduced comprehension.

Research also shows that students' beliefs can affect their motivation and persistence in listening tasks. Rahimirad and Shams (2014) found that learners who believed listening was a skill that could be developed were more likely to engage in listening practice and strategy use.

Conversely, those who viewed listening difficulties as a fixed limitation often avoided challenging tasks.

In summary, understanding students' beliefs about listening comprehension is essential for designing effective instruction. Teachers should help students reflect on and reshape unproductive beliefs, foster strategic awareness, and create supportive environments that value process over perfection.

2.2 Listening Comprehension

Listening is a crucial language skill encompassing both the receptive process of receiving and interpreting auditory information and the active process of constructing meaning from what is heard. It involves not only hearing the sounds but also understanding the message, responding to it, and retaining information. Brown also highlights various types of listening performances and elements involved in the listening process, including micro-skills like recognizing sounds, word boundaries, and intonation patterns (Brown, 2006)

Listening comprehension is one of the basic language skills that plays a central and irreplaceable role, especially in the framework of learning English as a foreign language (EFL). Often misunderstood as a passive skill, listening comprehension is actually a very active and dynamic cognitive process. According to Vandergrift (2007), listening comprehension is defined as a complex process of meaning construction from spoken utterances, achieved through the simultaneous integration of linguistic and non-linguistic inputs. This comprehension goes beyond the mere ability to recognize vocabulary and decode sentence structures; it requires the listener to actively capture and interpret multiple layers of information. This includes linguistic elements such as phonology (sound), syntax (grammar), and semantics (word meaning), as well as crucial non-linguistic cues such as prosody-which

includes intonation, tone, word stress, and rhythm-as well as the situational and pragmatic context surrounding the utterance. In this complex process, effective listeners consciously and unconsciously deploy a range of cognitive and metacognitive strategies, such as making predictions about what will be said next, clarifying meaning when confusion occurs, inferring information that is not explicitly stated, and constantly monitoring their own understanding. In the EFL environment, listening skills serve as an essential foundation that supports the development of other productive skills. It provides rich audio input for the development of speaking skills, builds schema and background knowledge for reading skills, and instills sensitivity to sentence structure needed for writing skills. Therefore, a deep understanding of the nature, processes and strategies in listening comprehension is an absolute prerequisite for designing effective teaching and ultimately improving learning outcomes and students' communicative competence holistically.

2.3 Listening Problem

Despite its importance, achieving listening comprehension is often the biggest challenge and a major source of frustration for EFL learners. Various studies consistently show that students face a complex and layered set of obstacles when faced with spoken English material. Goh (2000), in his fundamental study, classified these problems into three main interrelated categories. First, perceptual problems, which occur at the level of sound recognition, where students have difficulty distinguishing phonemes that do not exist in their native language (e.g., between /ʃ/ in 'ship' and /i:/ in 'sheep') or difficulty deciphering connected speech phenomena such as assimilation and elision that make the boundaries between words blurred. Second, processor issues, which relate to the cognitive load of processing grammar and syntax in real-time. Unlike reading where students can stop and analyze sentences, in listening they have to process complex sentence structures quickly, which

often leads to comprehension failure. Third, metacognitive issues, which refer to a lack of awareness or strategy in the listening process itself; many students do not know how to listen effectively, tend to panic when they miss a word, and have no plan to monitor or correct their comprehension. Beyond this classification, there are other practical barriers such as the unpredictable speaking speed of native speakers, the wide variety of regional accents (e.g. Scottish, Indian, or Australian accents), and the use of idioms or cultural expressions whose meaning cannot be translated literally. Psychological factors also play a significant role; high levels of listening anxiety can create an “affective filter” that blocks input, while a lack of confidence often causes students to give up too early. A careful mapping of the specific types of difficulties students experience is therefore an indispensable diagnostic step before designing interventions and learning strategies that are truly effective, personalized and responsive to their unique needs.

2.4 Listening Strategy

In the face of a complex set of challenges to understand spoken material, the conscious and purposeful use of listening strategies is a vital component to transform students from passive listeners to active participants in the meaning construction process. Listening strategies can be defined as specific plans, techniques, or mental approaches that are selected and used by listeners to facilitate and improve understanding of orally conveyed messages. The classic framework of O'Malley and Chamot (1990) groups these strategies into three main comprehensive categories. First, metacognitive strategies, which are high-level strategies for managing the learning process itself, include activities such as planning before listening (e.g., activating schemas or predicting content), monitoring comprehension during listening (e.g., checking whether predictions were correct), and evaluation after listening (e.g., reflecting on comprehension success or failure). Second, cognitive strategies, which are direct mental

techniques used to manipulate information, such as making logical inferences, repeating words or phrases in mind, mentally summarizing information, taking notes, or relating new information to existing knowledge. Third, social-affective strategies, which involve managing emotions or interactions with others, such as using positive self-talk to reduce anxiety, or asking speakers for clarification when possible.

Recent studies in the last five years continue to reinforce the importance of explicit strategy instruction. The study by Mahmoudi (2021) empirically showed that students who were consistently trained and used metacognitive strategies showed a much more significant improvement in understanding. Correspondingly, a study by Ma (2023) confirmed that the integration of awareness-based strategies can effectively help students manage anxiety and increase their confidence in dealing with challenging oral discourse. Similarly, research Ratnaningsih (n.d.) emphasized that a combination of cognitive (such as note-taking) and metacognitive (such as planning) strategies had the strongest impact on improving listening comprehension scores among EFL students. Therefore, the paradigm of modern listening skill development must shift from mere delivery of materials and tests to a holistic pedagogical approach, where training in the use of effective, explicit, and tailored strategies for individual students is at the core of the learning process.

2.5 Theoretical Framework

Listening comprehension is a complex and interactive process that requires the integration of various cognitive, linguistic, and affective components. As defined by Vandergrift (2007), listening comprehension is not merely about decoding sounds but involves constructing meaning from spoken texts by processing both linguistic and non-linguistic cues. In EFL contexts, this skill becomes even more critical as it underpins the development of other language skills and supports overall communicative competence. However, despite its

importance, listening comprehension remains one of the most challenging skills for EFL learners due to a wide range of problems. Goh (2000) categorizes listening difficulties into perceptual, processing, and metacognitive problems, all of which are interconnected. These issues are exacerbated by external factors such as speaker speed, accent variation, background noise, and internal factors like limited vocabulary, anxiety, and lack of strategic knowledge.

To address these challenges, researchers emphasize the importance of listening strategies as mediating tools that help learners manage comprehension processes effectively. O'Malley and Chamot (1990) classify listening strategies into three categories: metacognitive, cognitive, and socio-affective. Metacognitive strategies, such as planning, monitoring, and evaluating, enable learners to regulate their own listening process. Cognitive strategies involve direct manipulation of the input, such as summarizing, repeating, or making inferences. Meanwhile, socio-affective strategies help learners cope with emotional barriers, such as anxiety and lack of motivation, often present in listening tasks. Empirical studies (e.g., Mahmoudi and Moini, 2021; Ma, 2023; Ratnaningsih, n.d.) have shown that students who apply a combination of these strategies tend to perform better in listening comprehension, especially when they are explicitly trained.

This study adopts Anderson (1995) three-phase model of comprehension *perception*, *parsing*, and *utilization* as the core theoretical lens. Most of the listening problems identified in EFL learners occur in the perception stage, where learners struggle to recognize sounds, segment speech, and retain input in working memory. These challenges, as explained through Cognitive Load Theory Sweller (1988), increase when learners encounter high linguistic complexity without appropriate scaffolding. Therefore, this framework highlights the interconnection between students' beliefs, comprehension difficulties, and the strategic behaviors they adopt to overcome them. A clear understanding of this relationship is vital for

educators to design effective interventions that not only enhance listening performance but also reshape learners' beliefs towards more productive approaches in language learning.

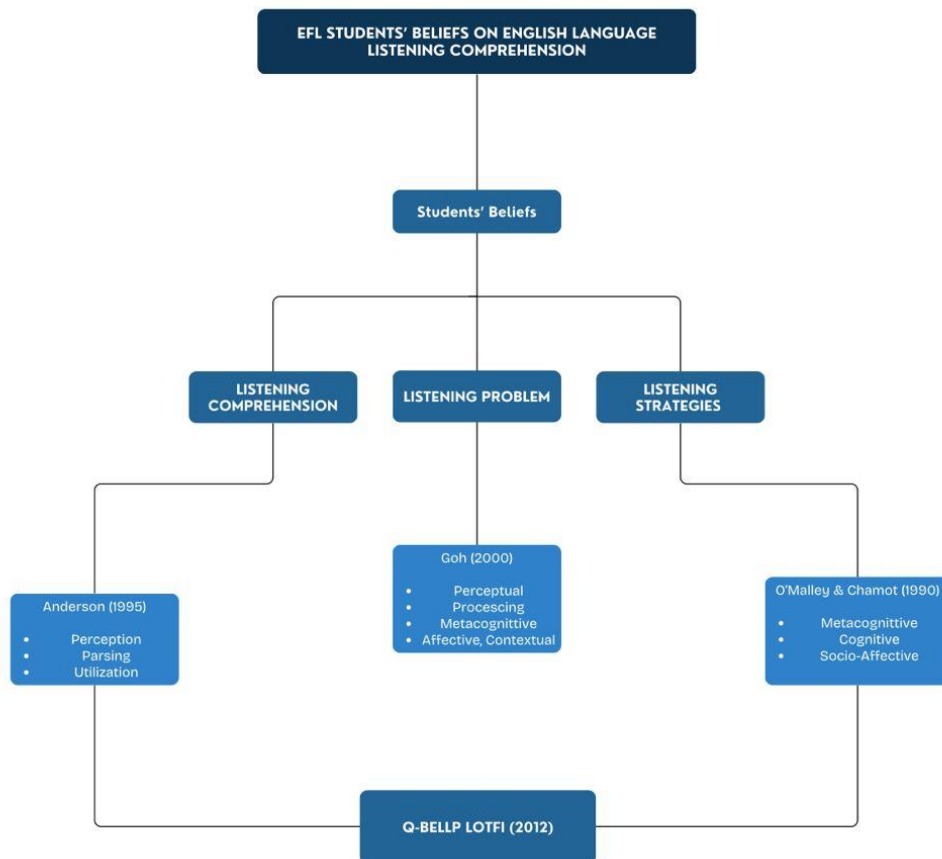


Figure 2. 1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The study adopts a quantitative research design to systematically explore and quantify EFL students' beliefs about listening comprehension. Descriptive research designs are used when a researcher seeks to describe trends in a population or a phenomenon and to document the characteristics of that population Creswell (2014). Quantitative research is appropriate for this study as it allows for the collection of measurable data that can be statistically analyzed to identify patterns and relationships.

3.2 Population and Sample

In conducting this study, EFL students, majoring in English, from a private university are involved. The participants taken were those who enrolled in dedicated listening courses—Integrated English Skills 1, Integrated English Skills 2, Intensive listening or Extensive listening classes. The total population in this study was one hundred and eight (N = 108). A sample of 108 students was selected using a purposive sampling technique that aims to determine the range of listening comprehension of students.

3.3 Research Instrument

A structured Questionnaire of Beliefs on English Language Listening Comprehension Problems (Q-BELLP) Lotfi (2012) was adopted as the primary data collection instrument. The survey consisted of forty items categorized under six factors, which are process, input, listener, task, affect, and context. The questionnaire items were designed on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to quantify the students' beliefs and perceptions.

Table 1 *The score for Likert Scale*

Likert Scale	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

Table 2 *Lotfi (2012) Inventory of Q-BELLP*

No	Factor	Total of items	Item (s) number
1.	Process	12	7, 14, 10, 32, 17, 31, 3, 11, 13, 21, 6, 23 2
2.	Input	9	5, 18, 8, 22, 2, 25, 34, 12, 1 3
3.	Listener	10	44, 43, 46, 50, 49, 48, 41, 51, 53, 40 4
4.	Task	3	58, 57, 56 5
5.	Affect	4	54, 55, 33, 24 6
6.	Context	2	35, 39

3.4 Data Collection Technique

The data collection process was conducted over a period of two weeks. The questionnaire was administered online to accommodate different participant preferences and ensure a higher response rate. Before distributing the questionnaire, participants were provided with an informed consent form outlining the purpose of the study, ensuring confidentiality, and confirming that participation was voluntary. After collecting data, the writer checked the validity and reliability of the questionnaire. The data was analyzed using SPSS to identify EFL students' beliefs on English listening comprehension. Interpreted the data based on the results.

3.5 Validity and Reliability

The validity of the Q-BELLP was assessed through both expert evaluation and statistical analysis using SPSS. Expert evaluation involved four university instructors with extensive expertise in teaching listening courses and questionnaire design (Lotfi, 2012), selected based on Brown's (2001) assertion regarding the importance of domain-specific expertise. In addition, statistical analysis was conducted using SPSS to assess the construct validity of the instrument. These combinations provided a comprehensive assessment of the Q-BELLP's validity, confirming its relevance and comprehensiveness for use in this study.

The results of the 40 statement items in the first part received a Cronbach's alpha value of 0.947. In the previous study by Lotfi (2012) Cronbach Alpha was 0.95, there was an increase of 0.01 in this study which was caused by differences in respondents from previous studies both in character and number of respondents, and each respondent who had a different level of understanding of each item. According to Taber (2018), if Cronbach's alpha value shows a result higher than 0.70, it can be considered that the questionnaire is reliable. Thus, the

questionnaire used to measure EFL students' English listening comprehension is reliable and consistent.

Reliability Statistics	
Cronbach's Alpha	N of Items
.947	40

Figure 3. 1 *Cronbach's Alpha*

CHAPTER IV

FINDING AND DISCUSSION

To investigate students' listening comprehension issues, this finding will be divided into six parts: process, listener, task, input, affect, and context. Descriptive statistics are used to collect data from students' perspectives on their listening comprehension. This section presents the results according to students' perspectives on listening comprehension problems in listening classes.

4.1 Research Findings

The total number of respondents who completed the Q-BELLP was 108 EFL students, majoring in English, from a private university are involved. The participants taken were those who enrolled in dedicated listening courses— Integrated English Skills 1, Integrated English Skills 2, Intensive listening or Extensive listening classes.

Table 3

Rank of six factor Q-BELLP

RANK	DIMENSIONS	MEAN	STD. DEVIATION
1.	Context	3.92	1.029
2.	Input	3.49	.965
3.	Affect	3.19	1.064
4.	Listener	2.97	1.042
5.	Process	2.96	.937
6.	Task	2.84	1.003

The ranking of the six Q-BELLP dimensions, based on their mean scores, indicates that Context holds the highest position with (M= 3.92, SD = 1.029), suggesting that participants perceived contextual factors as the most influential in their beliefs about English listening comprehension. Input ranks second (M = 3.49, SD = 0.965), followed by Affect in third place (M = 3.19, SD = 1.064), showing moderate importance. The Listener dimension is placed fourth (M = 2.97, SD = 1.042), closely followed by Process (M = 2.96, SD = 0.937), while Task is ranked the lowest with a mean of 2.84 (SD = 1.003). This distribution reflects that learners attribute higher significance to external factors, such as context and input, compared to internal processes and task-related aspects.

4.1.1 CONTEXT

Based on the ranking results, this context dimension is ranked first which has the highest average mean. The questionnaire item context dimension can be shown in the table below.

Table 4

Q-BELLP Item of Context Dimension.

NO	STATEMENTS	MEAN	STD. DEVIATION
1.	Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension.	3.88	1.030
2.	Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension.	3.95	1.027

Based on the table above, the statement that gets the highest score in the context dimension is statement 2 “Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension.” with mean score 3.95 and the lowest score is statement 1 “Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension”. With mean score 3.88.

Statement 2 has the highest mean score with not too varied responses from each respondent ($M=3.95$, $SD=1.027$). Meanwhile, statement 1 has the lowest score with the most varied responses from the respondents ($M=3.88$, $SD=1.030$) among all the items in context dimensions.

4.1.2 INPUT

Based on the result from the questionnaire, the mean of the second part of the questionnaire item input dimension can be shown in the table below.

Table 5

Q-BELLP Items of Input Dimension

NO	STATEMENTS	MEAN	STD. DEVIATION
1.	I find it difficult to understand listening texts in which there are too many unfamiliar words.	3.41	1.014
2.	I find it difficult to understand the meaning of words which are not pronounced clearly.	3.65	1.062
3.	I find it difficult to understand listening texts which have difficult grammatical structures.	3.46	.951
4.	I find it difficult to understand well when speakers speak too fast.	3.56	.890
5.	Unfamiliar stress and intonation patterns of English interfere with my listening comprehension.	3.43	.969
6.	I find it difficult to understand the listening text when speakers speak with varied accents.	3.60	.937
7.	I find it difficult to understand the listening text when the speaker does not pause long enough. .	3.35	.970
8.	I find it difficult to interpret the meaning of a long listening text.	3.33	.967
9.	I have difficulty understanding speakers with unfamiliar accents.	3.59	.928

The quantitative data analysis related to input which consists of 9 statements. Based on the table above, the statement that gets the highest score is statement number 2 “I find it difficult to understand the meaning of words which are not pronounced clearly.” with mean score 3.65

and the lowest score is statement 8 “I find it difficult to interpret the meaning of a long listening text.” with a score 3.33.

Statement number 2 has the highest mean score with not too varied responses from each respondent ($M=3.65$, $SD=.1.062$). Meanwhile, statement number 8 has the lowest score with the most varied responses from the respondents ($M=3.33$, $SD=.967$) among all the items in input dimensions.

4.1.3 AFFECT

Based from the questionnaire, the mean of the third dimension of the questionnaire item affect dimension can be shown in the table below.

Table 6

Q-BELLP Items of Affect Dimension

NO	STATEMENTS	MEAN	STD. DEVIATION
1.	I stop listening when I have problems in understanding a listening text.	2.91	1.132
2.	If I don't arrive at a total comprehension of an oral text, I feel disappointed.	3.56	.979
3.	I find it difficult to reduce my anxiety before doing the listening task.	3.01	1.098
4.	Before doing listening comprehension tasks, I fear that I cannot understand what I will hear.	3.27	1.047

Based on the table above, the statement that gets the highest score in the affect dimension is statement number 2 “If I don't arrive at a total comprehension of an oral text, I feel disappointed.” with mean score 3.56 and the lowest score is statement 1 “I stop listening when I have problems in understanding a listening text.” with a mean score 2.91.

Statement number 2 has the highest mean score with not too varied responses from each respondent ($M=3.56$, $SD=.979$). Meanwhile, statement number 1 has the lowest score

with the most varied responses from the respondents ($M=2.91$, $SD=1.132$) among all the items in affect dimensions.

4.1.4 LISTENER

Based on the result from the questionnaire, the mean of the fourth dimension of the questionnaire item of listener dimension can be shown in the table below.

Table 7

Q-BELLP Items of Listener Dimension

NO	STATEMENTS	MEAN	STD. DEVIATION
1.	When thinking about meaning of unfamiliar words, I neglect the next part of the listening text.	2.93	1.236
2.	I am slow to recall the meaning of words that sound familiar.	3.19	1.018
3.	I find it difficult to quickly remember words or phrases I have just heard	3.12	1.057
4	During listening, although some words sound familiar, it is difficult for me to recall their meaning immediately.	2.93	1.022
5.	When I hear the new words, I forget the content which was mentioned before.	2.80	1.021
6.	I lose the flow of speech because I concentrate very hard on understanding every word or phrase I hear.	2.95	.980
7.	I find it difficult to remember the meaning of a long listening text.	3.25	.996
8.	I find it difficult to really concentrate on listening.	2.93	1.056
9.	I have difficulty comprehending the listening text because I don't know which strategy to use while listening.	2.91	.981
10.	I have difficulty understanding a listening text because I cannot understand every single word I hear.	2.69	1.054

The listener which consists of 10 statements. Based on the table above, the highest score in the listener dimension is statement number 7 “I find it difficult to remember the meaning of a long listening text.” with a score 3.25 and the lowest score is statement number 10 “I have

difficulty comprehending the listening text because I don't know which strategy to use while listening.” with a mean score 2.69.

Statement number 7 has the highest mean score with not too varied responses from each respondent ($M=3.25$, $SD=.996$). Meanwhile, statement number 10 has the lowest score with the most varied responses from the respondents ($M=2.69$, $SD=1.054$) among all the items in listener dimensions.

4.1.5 PROCESS

Based on the result from the questionnaire, the mean of the fifth dimension of the questionnaire item of listener dimension can be shown in the table below.

Table 8

Q-BELLP Items of Process Factor

NO	STATEMENTS	MEAN	STD. DEVIATION
1.	Before listening, it is difficult for me to predict from the visuals what I will hear.	3.02	.886
2.	It is difficult for me to relate what I hear with something from an earlier part of the listening text.	2.88	.904
3.	While listening, I have problems making meaningful personal associations with the new information.	2.99	.837
4	During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text.	3.08	1.051
5.	I have difficulty with finding out what the main purpose of the listening task I am going to do is.	2.62	1.011
6.	When I listen to texts in English, I experience difficulty with listening for the main idea of the text.	2.89	.998
7.	I find it challenging to focus on the text when I have trouble understanding.	3.30	.969
8.	While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.	3.12	.914
9.	I find it difficult to make a mental summary of information gained through listening.	2.96	.831

10.	While listening, I have difficulty to check my understanding of the text based on what I already know about the topic.	2.71	.928
11.	I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly.	2.91	.943
12.	After listening, I find it difficult to evaluate the overall accuracy of my comprehension.	2.99	.972

Based on the table above, the highest score in the process dimension is statement number 7 “I find it challenging to focus on the text when I have trouble understanding.” with scores 3.30, and the lowest score is statement number 5 “I have difficulty with finding out what the main purpose of the listening task I am going to do is.” with scores 2.62.

Statement number 7 has the highest mean score with not too varied responses from each respondent ($M=3.30$, $SD=.969$). Meanwhile, statement number 5 has the lowest score with the most varied responses from the respondents ($M=2.62$, $SD=1.011$) among all the items in process dimensions.

4.1.6 TASK

Based on the result from the questionnaire, the mean of the sixth dimension of the questionnaire item of listener dimension can be shown in the table below.

Table 9

Q-BELLP Items of Task Dimension

NO	STATEMENTS	MEAN	STD. DEVIATION
1.	I find it difficult to do listening tasks, such as filling a grid, for which I need to draw on specific information from the text.	3.06	1.012
2.	I find it difficult to do listening tasks for which I need to combine information to make generalization while listening to the text.	2.85	1.012
3.	I find it difficult to answer Wh-questions in a listening task.	2.60	.985

The last part of the quantitative data analyzes data related to tasks which consists of 3 statements. Based on the table, the statement getting the highest mean score is statement 2 “I find it difficult to do listening tasks for which I need to combine information to make generalization while listening to the text.” with score 3.06 and the lowest score is statement 3 “I find it difficult to answer Wh-questions in a listening task.” with mean score 2.60.

Statement number 2 has the highest mean score with not too varied responses from each respondent ($M=3.06$, $SD = .1.012$). Meanwhile, statement number 3 has the lowest score with the most varied responses from the respondents ($M=2.60$, $SD=.985$) among all the items in task dimensions.

4.2 DISCUSSION

The findings of this study confirm that the acoustic quality of the learning environment, accent variations, and unclear pronunciation are major obstacles to EFL student’s listening comprehension. This finding is consistent with the findings of Ramadhianti (2021) and Hardiyanto et al. (2021), who identified speech rate and input quality as major factors in listening difficulties in the context of English language learning in Indonesia.

Also, at the listener and process, students had difficulty remembering and paying attention to the content of long texts, which shows the limitations of using metacognitive strategies such as planning and self-monitoring. According to Zhao Wen (2020), listening skills and metacognitive tactics have a favorable correlation, and students who perform better typically employ strategies like self-assessment and monitoring more frequently.

When students do not fully comprehend the text's content, they experience disappointment and frustration. Mohammadi Golchi (2012) found that listening anxiety has a detrimental effect on listening performance and strategy utilization, which is consistent with this. Students with high anxiety levels were less likely to use listening skills effectively, which

led to worse comprehension of spoken passages, according to a study done on Iranian IELTS test takers.

At the task, this is reflected in research showing that students struggle more when asked to draw conclusions than when answering literal questions. A study by Namaziandost et al. (2019) confirmed that FL learners' use of inferential strategies is still low, and that unfamiliarity with generalizing information is one of the reasons for listening difficulties.

Referring to Anderson's (1995) theory of the three stages of comprehension (perception, parsing, and use), students' difficulties are mostly in the perception stage, especially in recognizing words and unfamiliar words and speech sounds. These difficulties are exacerbated by a lack of exposure to accent variation and lack of explicitly taught listening strategies in the classroom.

Finally, from the perspective of cognitive load theory Sweller (1988), we can conclude that high cognitive load caused by complex input and an unhelpful environment contributes to listening failure. To overcome this, teachers should apply teaching techniques that can reduce cognitive load, such as pre-listening activities, segmentation of audio texts, and practicing structured listening strategies.

CHAPTER V

CONCLUSION

5.1 Conclusion

This study aimed to investigate EFL students' beliefs about listening comprehension and identify the most significant factors contributing to their difficulties in listening tasks. The findings revealed that students faced challenges in six dimensions: process, listener, task, input, affect, and context. Among these, issues related to contextual and acoustic conditions, accent variations, and unclear pronunciation were the most problematic. These findings highlight the importance of environmental and speaker-related factors in shaping students' listening experiences.

Students also reported difficulties in focusing on long texts, remembering details, and selecting appropriate strategies indicating underdeveloped metacognitive listening skills. Affective barriers such as anxiety and frustration emerged when full comprehension was not achieved. Additionally, tasks requiring inference and generalization posed greater challenges than those involving literal comprehension. The research confirms that most comprehension failures occur at the perception stage Anderson (1995), suggesting a need for targeted interventions that address low-level processing.

The study reinforces the interplay between students' beliefs, strategic behavior, and listening performance, suggesting that fostering positive beliefs and enhancing strategy instruction could contribute to better comprehension outcomes.

5.2 Implication

The results of this study carry several pedagogical implications. First, language educators must recognize the critical role of students' beliefs in shaping their learning behavior. Misconceptions such as the need to understand every word can hinder comprehension and increase anxiety. Teachers should address these beliefs explicitly through classroom discussion and reflective activities.

Second, the prominence of contextual and environmental challenges underscores the necessity of improving the acoustic quality of classrooms and diversifying listening input (e.g., using different accents, clearer audio). Additionally, instructors should incorporate pre-listening strategies, such as prediction and activating prior knowledge, to manage cognitive load effectively.

Third, the relatively low use of metacognitive strategies points to a need for explicit training in listening strategy use, particularly in monitoring, planning, and self-evaluation. Teachers should scaffold these skills and integrate them into regular listening practice.

Lastly, curriculum designers and policy-makers should consider these findings when developing materials and assessments. Differentiated instruction based on students' proficiency levels can help address the varied challenges that learners encounter, particularly in complex listening situations.

5.3 Future Research

While this study provides valuable insights, several avenues remain open for further exploration. First, qualitative approaches, such as interviews or classroom observations, could be employed in future research to gain a deeper understanding of how beliefs manifest in actual listening behavior.

Second, future studies might examine the impact of targeted listening strategy instruction on belief modification and comprehension outcomes across different proficiency levels. Investigating longitudinal changes in students' beliefs and listening abilities over time would also contribute to the field.

Third, since this study focused on one institution, expanding the research to include participants from diverse educational settings or cultural backgrounds would enhance generalizability. Comparative studies between public and private universities, or across urban and rural contexts, could offer broader insights.

Finally, exploring the relationship between technology use (e.g., podcasts, speech recognition tools, AI-based listening apps) and students' beliefs about listening could provide practical solutions to enhance autonomous listening development in digital learning environments.

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APPENDIX

Appendix 1

Q-BELLP Translate Version

No	Factor	Item	1	2	3	4	5
1	Process	Sebelum mendengarkan, sulit bagi saya untuk memprediksi dari visual apa yang akan saya dengar.					
		Sulit bagi saya untuk menghubungkan apa yang saya dengar dengan sesuatu dari bagian sebelumnya dari teks yang didengarkan.					
		Saat mendengarkan, saya mengalami masalah dalam membuat asosiasi pribadi yang bermakna dengan informasi baru.					
		Selama mendengarkan, saya mengalami kesulitan untuk memeriksa apakah saya memahami dengan benar arti dari seluruh bagian teks yang didengarkan.					
		Saya mengalami kesulitan untuk mengetahui apa tujuan utama dari tugas mendengarkan yang akan saya lakukan.					
		Ketika saya mendengarkan teks dalam bahasa Inggris, saya mengalami kesulitan dalam mendengarkan ide utama dari teks tersebut.					
		Saya merasa kesulitan untuk fokus pada teks ketika saya mengalami kesulitan untuk memahaminya.					
		Saat mendengarkan, saya merasa sulit untuk menebak arti kata-kata yang tidak diketahui dengan menghubungkannya dengan kata-kata yang diketahui.					
		Saya merasa sulit untuk membuat ringkasan mental dari informasi yang diperoleh melalui mendengarkan.					
		Saat mendengarkan, saya mengalami kesulitan untuk memeriksa pemahaman saya tentang teks berdasarkan apa yang sudah saya ketahui tentang topik tersebut. Saya merasa sulit menggunakan konteks untuk menebak bagian-bagian dari teks mendengarkan yang tidak dapat saya dengar dengan jelas.					

		Setelah mendengarkan, saya merasa sulit untuk mengevaluasi keakuratan pemahaman saya secara keseluruhan.					
2	Listener	Ketika memikirkan arti kata-kata yang tidak dikenal, saya mengabaikan bagian selanjutnya dari teks mendengarkan.					
		Saya lambat mengingat arti kata-kata yang terdengar asing.					
		Saya merasa sulit untuk mengingat kata atau frasa yang baru saja saya dengar dengan cepat.					
		Selama mendengarkan, meskipun beberapa kata terdengar akrab, namun sulit bagi saya untuk mengingat maknanya dengan segera.					
		Ketika saya mendengar kata-kata baru, saya lupa dengan konten yang telah disebutkan sebelumnya.					
		Saya kehilangan alur pembicaraan karena saya berkonsentrasi sangat keras untuk memahami setiap kata atau frasa yang saya dengar.					
		Saya merasa sulit untuk mengingat arti dari teks mendengarkan yang panjang.					
		Saya merasa sulit untuk benar-benar berkonsentrasi mendengarkan.					
		Saya mengalami kesulitan memahami teks mendengarkan karena saya tidak tahu strategi mana yang harus digunakan saat mendengarkan.					
		Saya mengalami kesulitan memahami teks mendengarkan karena saya tidak dapat memahami setiap kata yang saya dengar.					
3	Task	Saya merasa sulit untuk melakukan tugas mendengarkan, seperti mengisi kisi-kisi, yang mana saya harus memanfaatkan informasi spesifik dari teks.					
		Saya merasa sulit untuk melakukan tugas menyimak yang harus saya gabungkan informasi untuk membuat generalisasi saat mendengarkan teks.					
4	Input	Saya merasa sulit untuk menjawab pertanyaan Wh dalam tugas mendengarkan. Saya merasa sulit untuk memahami teks mendengarkan yang di dalamnya terdapat terlalu banyak kata yang tidak dikenal.					

		Saya merasa sulit untuk memahami arti kata-kata yang tidak diucapkan dengan jelas.					
		Saya merasa sulit untuk memahami teks mendengarkan yang memiliki struktur tata bahasa yang sulit.					
		Saya merasa sulit untuk memahami dengan baik ketika pembicara berbicara terlalu cepat.					
		Pola tekanan dan intonasi bahasa Inggris yang tidak biasa mengganggu pemahaman mendengarkan saya.					
		Saya merasa sulit untuk memahami teks yang didengarkan ketika pembicara berbicara dengan aksen yang bervariasi.					
		Saya merasa sulit untuk memahami teks yang didengarkan ketika pembicara tidak berhenti cukup lama.					
		Saya merasa sulit untuk menafsirkan makna dari teks mendengarkan yang panjang.					
		Saya mengalami kesulitan memahami pembicara dengan aksen yang tidak saya kenal.					
5	Affect	Saya berhenti mendengarkan ketika saya memiliki masalah dalam memahami teks mendengarkan.					
		Jika saya tidak sampai pada pemahaman total atas teks lisan, saya merasa kecewa.					
		Saya merasa sulit untuk mengurangi kecemasan saya sebelum melakukan tugas mendengarkan.					
		Sebelum mengerjakan tugas pemahaman mendengarkan, saya khawatir tidak dapat memahami apa yang akan saya dengar.					
6	Context	Suara yang tidak jelas yang dihasilkan dari pemutar CD berkualitas rendah mengganggu pemahaman pendengaran saya.					
		Suara yang tidak jelas akibat kondisi akustik ruang kelas yang buruk mengganggu pemahaman pendengaran saya.					

Appendix 2

The Validity Score

ITEM	R-COUNT	R-TABLE	CRITERA
1	.440	.312	VALID
2	.606	.312	VALID
3	.492	.312	VALID
4	.640	.312	VALID
5	.466	.312	VALID
6	.614	.312	VALID
7	.590	.312	VALID
8	.578	.312	VALID
9	.580	.312	VALID
10	.628	.312	VALID
11	.554	.312	VALID
12	.657	.312	VALID
13	.426	.312	VALID
14	.540	.312	VALID
15	.503	.312	VALID
16	.639	.312	VALID
17	.458	.312	VALID
18	.579	.312	VALID
19	.728	.312	VALID
20	.754	.312	VALID
21	.709	.312	VALID
22	.659	.312	VALID
23	.628	.312	VALID
24	.688	.312	VALID
25	.638	.312	VALID
26	.605	.312	VALID
27	.571	.312	VALID
28	.687	.312	VALID
29	.560	.312	VALID
30	.444	.312	VALID
31	.672	.312	VALID
32	.606	.312	VALID
33	.681	.312	VALID
34	.569	.312	VALID
35	.353	.312	VALID
36	.425	.312	VALID
37	.628	.312	VALID
38	.614	.312	VALID
39	.402	.312	VALID
40	.371	.312	VALID