

ABSTRACT

This study aimed to identify the factors affecting students' listening difficulties and determine the dominant factor influencing those difficulties among This study employed a qualitative research design. The participants consisted of ten fourth-semester students selected through purposive sampling. Data were collected through classroom observations and semi-structured interviews. This research were analyzed using the qualitative data analysis model of Miles et al (2020), including data condensation, data display, and conclusion drawing and verification. The findings revealed six factors affecting students' listening difficulties: listening texts, listener factors, speaker factors, linguistic features, failure to concentration, and physical settings. Among these, speaker factors emerged as the dominant factor. Most students reported difficulties understanding spoken English because speakers talked too fast, and unfamiliar accents, particularly British and Australian accents, and sometimes pronounced words unclearly. Students also experienced difficulties due to unfamiliar vocabulary, unfamiliar topics, difficulty maintaining concentration, inside and outside classroom noise. These findings indicate that both speaker-related and environmental factors influenced students' listening skill. Therefore, lecturers are encouraged to provide greater exposure to various English accents, introduce key vocabulary before listening activities, use authentic listening materials, and create a supportive learning environment. Future researchers are recommended to involve more participants and different educational settings to obtain broader findings.

Keywords: *dominant factor, factors affecting listening difficulties, listening skill.*