

**LISTENING COMPREHENSION STRATEGIES OF THE SIXTH
SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF
STATE ISLAMIC INSTITUTE OF KERINCI
THE ACADEMIC YEAR 2024/2025**

A THESIS



BY:

LUSI ANGGUN LESTARI
NIM 2010203046

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2024/1446**

**LISTENING COMPREHENSION STRATEGIES OF THE SIXTH
SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF
STATE ISLAMIC INSTITUTE OF KERINCI
THE ACADEMIC YEAR 2024/2025**

A THESIS

*Submitted as Part of the Requirements To Obtain an Undergraduated Degree In
English Education Program at the Faculty of Education and Teacher Training,
State Islamic Institute of Kerinci*

BY:

LUSI ANGGUN LESTARI
NIM 2010203046

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2024/1446 H**

Prof. Dr. Dairabi Kamil, M.Ed
Yelni Ernivati, M.Pd
THE LECTURES OF IAIN KERINCI

Sungai Penuh, April 2025

To:
The Rector of IAIN Kerinci

At:
Sungai Penuh

| | |
|---------------|------------|
| AGENDA | |
| NOMOR : | 167 |
| TANGGAL : | 08 08 2025 |
| PADA : | |

OFFICIAL NOTE

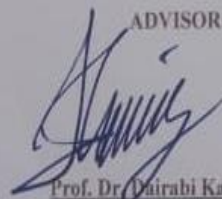
Assalamu'alaikum Warahmatullahi Wabarakatuh,

After guiding, analyzing, briefing, and correcting, the writing of Lusi Anggun Lestari, the student number 2010203046 thesis entitled: " Listening Comprehension Strategies Of The Sixth Semester Students Of English Department Of State Islamic Institute Of Kerinci The Academic Year 2024/2025 ", we are of the opinion that thesis has met the qualification as one partial fulfilment of the requirement for under graduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute (IAIN) Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamualaikum Warahmatullahi Wabarakatuh,

ADVISOR I



Prof. Dr. Dairabi Kamil, M.Ed
NIP. 19740314199903 1 005

ADVISOR II



Yelni Ernivati, M.Pd
NIP. 19840211 201903 2 006

CERTIFICATE OF ORIGINALITY

Researcher,
Name : Lusi Anggun Lestari
NIM : 2010203046
Place/Date of Birth : 10 October 2002
Gender : Female
Program : English Educational Programme
Faculty : Education and Teacher Training Faculty State Islamic
Institute Of (IAIN) Kerinci

Hereby declare that the thesis entitled "**Listening Comprehension Strategies Of The Sixth Semester Students Of English Department Of State Islamic Institute Of Kerinci The Academic Year 2024/2025**", is truly my own work, unless the source is stated. If in the future there are misunderstandings and mistakes, it is entirely my own responsibility. Thus, this statement I actually make to be used as necessary.

Sungai Penuh, April 2025
Researcher



LUSI ANGGUN LESTARI
NIM 2010203046



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jln. Kapten nuradi sungai penuh telp. 0748-21065 faks. 0748-23114

APPROVAL AND ACCEPTANCE

This thesis which entitled of "Listening Comprehension Strategies Of The Sixth Semester Students Of English Department Of State Islamic Institute Of Kerinci The Academic Year 2024/2025", by Lusi Anggun Lestari with students' number 2010203046 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on.... This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, 2025

The Viva Voce

Dr. Rodi Hartono, S.Pd, M.Pd
NIP. 197301222000031002

The Chairman

Dr. Toni Indrayadi, S. Pd., M.Pd
NIP. 197703022007101001

Examiner I

Okti Wilymafidini, S.S., M.Pd
NIP. 198807152023212045

Examiner II

Prof. Dr. Dairabi Kamil, S.Pd, M.Ed
NIP. 197403141999031005

Advisor I

Yelni Erniyati, M.Pd
NIP. 19840212019032006

Advisor II

Approved by
The Dean of Education and
Teacher Training Faculty

Dr. Eva Ardinal, M.A
NIP. 198308122011011005

Accepted by
Head of English Education

Musdizal, S.Pd, M.Pd
NIP. 198402052003211011

ABSTRACT

Lusi Anggun Lestari : Listening Comprehension Strategies Of The Sixth Semester Students Of English Department Of State Islamic Institute Of Kerinci The Academic Year 2024/2025

**Advisors : (1) Prof. Dr. Dairabi Kamil, S.Pd, M.Ed
(2) Yelni Erniyati, M.Pd**

Keyword : *Listening Comprehension, Listening strategies, Students*

The purpose of this research was to identify the listening comprehension strategies used by sixth-semester students at the State Islamic Institute (IAIN) of Kerinci in the Academic Year 2024/2025. It also aimed to explore the students' perceptions of the effectiveness of the listening comprehension strategies they employed at IAIN Kerinci, as well as to identify the challenges faced by sixth-semester students of the English Education Department in applying these strategies. This research employed a mixed methods design, conducted in the sixth semester of the English Department, Faculty of Islamic Teacher Training at IAIN Kerinci. The quantitative participants included 18 students from Class A and B, while 12 students were selected for the qualitative part. Research instruments used a five-point Likert scale, adapted from Cross (2009), consisting of 32 items: metacognitive (15), cognitive (15), and socio-affective (2). Data were analyzed through quantitative validity and reliability tests, along with qualitative interviews. Quantitative results showed moderate use of all strategies: cognitive (73.3%), metacognitive (69.6%), and socio-affective (66.1%), with cognitive strategies being the most frequently used. The qualitative data supported these findings, revealing that students mostly used cognitive strategies (e.g., note-taking, summarizing) to understand listening material, while metacognitive and socio-affective strategies were used moderately but were not fully integrated. Students viewed listening strategies positively, especially cognitive ones, although their effectiveness was influenced by external factors (such as accents and speech speed) and internal factors (such as emotions). Their metacognitive awareness reflected a tendency toward flexible, contextual strategy use. Students faced both external and internal challenges but demonstrated growing adaptability. Lecturer and institutional support were seen as essential for optimizing the use of listening strategies.

ABSTRAK

Lusi Anggun Lestari : Listening Comprehension Strategies Of The Sixth Semester Students Of English Department Of State Islamic Institute Of Kerinci The Academic Year 2024/2025

**Pembimbing : (1) Prof. Dr. Dairabi Kamil, S.Pd, M.Ed
(2) Yelni Erniyati, M.Pd**

Kata Kunci : *Pemahaman Mendengarkan, Strategi Mendengarkan, Mahasiswa*

Tujuan dari penelitian ini adalah untuk mengidentifikasi strategi pemahaman mendengarkan yang digunakan oleh mahasiswa semester enam di Institut Agama Islam Negeri (IAIN) Kerinci pada Tahun Akademik 2024/2025. Penelitian ini juga bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap efektivitas strategi pemahaman mendengarkan yang mereka gunakan di IAIN Kerinci, serta mengidentifikasi tantangan yang dihadapi oleh mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris dalam menerapkan strategi tersebut. Penelitian ini menggunakan desain metode campuran, yang dilaksanakan pada semester enam Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah IAIN Kerinci. Partisipan kuantitatif terdiri dari 18 mahasiswa dari Kelas A dan B, sedangkan 12 mahasiswa dipilih untuk bagian kualitatif. Instrumen penelitian menggunakan skala Likert lima poin yang diadaptasi dari Cross (2009), terdiri dari 32 buah pernyataan: metakognitif (15), kognitif (15), dan sosial-afektif (2). Data dianalisis melalui uji validitas dan reliabilitas kuantitatif serta wawancara kualitatif. Hasil kuantitatif menunjukkan penggunaan strategi pada tingkat sedang: kognitif (73,3%), metakognitif (69,6%), dan sosial-afektif (66,1%), dengan strategi kognitif sebagai yang paling sering digunakan. Data kualitatif mendukung temuan ini, menunjukkan bahwa mahasiswa paling banyak menggunakan strategi kognitif (misalnya mencatat dan merangkum) untuk memahami materi mendengarkan, sementara strategi metakognitif dan sosial-afektif digunakan secara sedang namun belum sepenuhnya terintegrasi. Mahasiswa memiliki pandangan positif terhadap strategi mendengarkan, terutama strategi kognitif, meskipun efektivitasnya dipengaruhi oleh faktor eksternal (seperti aksentuasi dan kecepatan bicara) serta faktor internal (seperti kondisi emosional). Kesadaran metakognitif mereka mencerminkan kecenderungan untuk menggunakan strategi yang fleksibel dan kontekstual. Mahasiswa menghadapi tantangan eksternal dan internal, namun menunjukkan peningkatan dalam kemampuan beradaptasi. Dukungan dari dosen dan lembaga pendidikan dianggap penting untuk mengoptimalkan penggunaan strategi mendengarkan.

DEDICATION AND MOTTO

DEDICATION

With the accompaniment of prayers and my immense gratitude, I dedicate this thesis to:

- ❖ My beloved parents mother Raudatul Farida and Father Sahrul Alim who have supported my education until now, who always give me enthusiasm, may Allah SWT give health to mother and father (Aamiin)
- ❖ My sister Lisa Wulandari and my younger sister Dinda Zaskya, thank you for your support and encouragement all this time. May Allah SWT reward your kindness, my dear sister.
- ❖ Friends English department class of 2020 who have struggled together in joy and sorrow in completing this study.

MOTTO

"Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah wills harm for a people, there is no turning it back and there is no protector for them other than Him." (Ar-Ra'd: 11)

"Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum sampai mereka mengubah apa yang ada pada diri mereka sendiri. Dan apabila Allah menghendaki keburukan terhadap suatu kaum, maka tak ada yang dapat menolaknya; dan tidak ada pelindung bagi mereka selain Dia." (QS. Ar-Ra'd: 11)

I don't have to be perfect, but I must keep trying. "Aku tidak harus sempurna, tapi aku harus terus berusaha" (*Lusi Anggun Lestari*)

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ الْمَلِكِ الْحَقِّ الْمُبِينِ، الَّذِي حَبَانَا بِالْإِيمَانِ وَالْيَقِينِ. اللَّهُمَّ صَلِّ عَلَى سَيِّدِنَا مُحَمَّدٍ، خَاتَمِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، وَعَلَى آلِهِ الطَّيِّبِينَ، وَأَصْحَابِهِ الْأَخْيَارِ أَجْمَعِينَ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ. أَمَّا بَعْدُ

Praise be to Allah SWT, who has bestowed His grace, so that the author can complete the preparation of this thesis. Shalawat and greetings may always be bestowed on the great Prophet Muhammad Saw, who has struggled to fight for Islam, so that at the present time we can feel how sweet and beautiful faith and Islam are.

This thesis is compiled with the aim of completing one of the requirements for obtaining a Bachelor of Education (S.Pd) degree in the Islamic Education Counseling Guidance Department, Faculty of Tarbiyah and Teacher Training Sciences, as a manifestation and the end of the author's struggle in completing the S.1 at State Institute Islamic of Kerinci.

In writing this thesis, the author has experienced many obstacles, but all of these obstacles can be overcome thanks to the guidance, direction and assistance of various parties. Therefore, the author expresses his gratitude and highest appreciation, especially to the honorable:

1. Dr. Jafar Ahmad, M.Si., Rector of the State Institute for Islamic Studies (IAIN) Kerinci.
2. Dr. Faizin, S.Ag., M.Ag., Vice Rector I; Prof. Dr. Ahmad Jamin, S.Ag., S.IP., M.Ag., Vice Rector II; and Dr. Halil Khusairi, M.Ag., Vice Rector III of the State Institute for Islamic Studies (IAIN) Kerinci.

3. Dr. Eva Ardinal, M.A., Dean of the Faculty of Tarbiyah and Teacher Training at the State Institute for Islamic Studies (IAIN) Kerinci, who has provided valuable advice and knowledge at the Faculty of Tarbiyah and Teacher Training.
4. Dr. Eko Sujadi, M.Pd., Kons., Vice Dean I; Dr. Rimin, S.Ag., M.Pd.I, Vice Dean II; and Dr. Rodi Hartono, M.Pd., Vice Dean III of the Faculty of Tarbiyah and Teacher Training at the State Institute for Islamic Studies (IAIN) Kerinci, who have supported their students in the preparation of their undergraduate theses.
5. Musdizal, M.Pd., Head of the English Education Department at the State Institute for Islamic Studies (IAIN) Kerinci, who has been willing to dedicate his time and provide guidance to the writer in completing this thesis.
6. Prof. Dr. Dairabi Kamil, M.Ed., and Yelni Erniyati, M.Pd., as the first and second advisors, who have helped the researcher in conducting this study and provided valuable input and comments in completing this thesis.
7. Dr. Toni Indrayadi, S.Pd, M.Pd and Okti Wilymafidini, S.S., M.Pd., as the first and second examiners, who have helped the researcher in conducting this research and provided valuable input and comments in completing this thesis.
8. All lecturers who have imparted their knowledge to the writer, both during the preparation of this thesis and throughout the academic journey.
9. The library staff and all academic staff at the State Institute for Islamic Studies (IAIN) Kerinci who have assisted in the thesis writing process.

Only thanks that the author is able to offer, may Allah SWT repay the kindness and give grace to all of us. Likewise, this thesis may be useful for educational people in pursuing their careers and carrying out their duties as students. Finally, may what we do be pleased by Allah SWT

Sungai Penuh, 7 April 2025
Researcher,



LUSI ANGGUN LESTARI
NIM. 2010203046

TABLE OF CONTENTS

| | Pages |
|--|-------------|
| COVER | i |
| PAGE OF TITLE | ii |
| OFFICAL NOTE | iii |
| CERTIFICATE OF ORIGINALITY | iv |
| APPROVAL AND ACCEPTANCE | v |
| ATTESTATION | iv |
| DEDICATION AND MOTTO | vii |
| ABSTRACT | viii |
| ACKNOWLEDGEMENT | x |
| TABLE OF CONTENTS | xii |
| LIST OF TABLE | xiv |
| LIST OF APPENDICES | xv |
| | |
| CHAPTER I INTRODUCTION | |
| A. Background of the Problems..... | 1 |
| B. Identification of Problems | 5 |
| C. Limitation Of The Problem..... | 6 |
| D. Research Question | 6 |
| E. Purpose of The Research | 7 |
| F. Significances of Research..... | 7 |
| G. Definition of key Terms..... | 8 |
| | |
| CHAPTER II REVIEW OF RELATED LITERATURE | |
| A. Review of Related Theories..... | 10 |
| 1. Listening | 10 |
| 2. Aspect of Listening..... | 11 |
| 3. Type of Listening..... | 13 |
| 4. Listening Comprehension | 15 |
| 5. Listening Strategies | 16 |
| 6. Listening Comprehension Strategies | 17 |
| 7. Indicators of Listening Comprehension..... | 20 |
| 8. Listening Comprehension Problems | 21 |
| 9. Types of Listening Strategies | 22 |
| 10. The Importance of Listening | 25 |
| 11. The Difficulties of EFL Listening | 26 |
| B. Review of the Related Studies | 28 |
| C. Conceptual Framework..... | 31 |
| | |
| CHAPTER III RESEARCH METHOD | |
| A. Research Design | 33 |
| B. Setting of the Research | 34 |
| C. Participants of the Research..... | 34 |
| D. Instrument of the Research | 36 |

| | |
|---|----|
| E. Technique of Data Collection | 39 |
| F. Technique of Data Analysis..... | 41 |
| G. Validity, Reliability, and Trustworthiness | 46 |

CHAPTER IV FINDING AND DISCUSSION

| | |
|--------------------|----|
| A. Finding | 51 |
| B. Discussion..... | 75 |

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|---------------------|----|
| A. Conclusion | 80 |
| B. Suggestion..... | 81 |

BILBIOGRAPHIES

APPENDIX



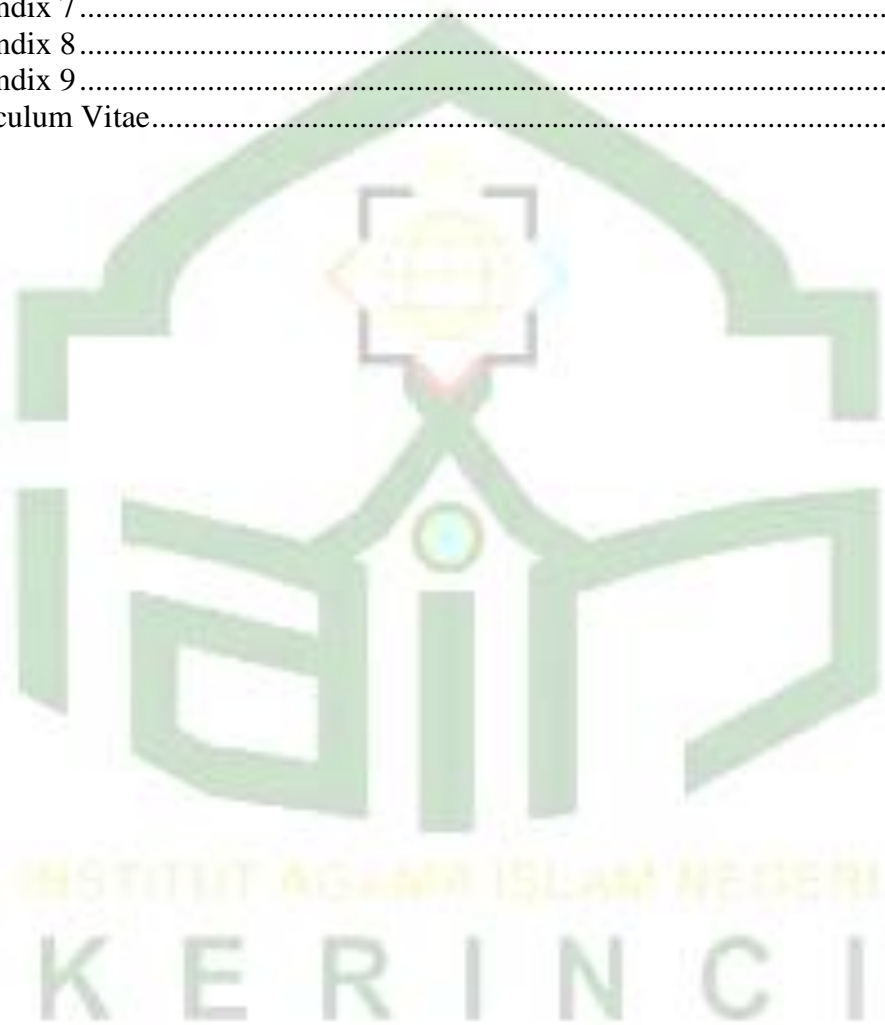
LIST OF TABLES

| | |
|--|----|
| Table 3.1 Respondent of Research | 35 |
| Table 3.2 Listening Comprehension Strategies Questionnaire's | 38 |
| Table 4.1 Results of Instrument Validity Test | 52 |
| Table 4.2 Results of Instrument Reliability Tes | 54 |
| Table 4.3 Data Description Metacognitive Strategy | 54 |
| Table 4.4 Data Description Cognitive Strategy | 55 |
| Table 4.5 Data Description Sosio-Affective Strategy | 56 |
| Tabel 4.6 Summary of Listening Comprehension Strategies Use | 57 |



LIST OF APPENDICES

| | |
|-----------------------|--|
| Appendix 1 | |
| Appendix 2..... | |
| Appendix 3..... | |
| Appendix 4..... | |
| Appendix 5..... | |
| Appendix 6..... | |
| Appendix 7..... | |
| Appendix 8..... | |
| Appendix 9..... | |
| Curriculum Vitae..... | |



CHAPTER I

INTRODUCTION

A. Background of the Problems

Humans need to communicate with others, by communicating, humans can share thoughts, ideas, get information or provide information to others because they use language to communicate. Language is an important thing in human life, humans use it to express their ideas and thoughts, they also use language to teach others so wherever they are, language always accompanies them especially English. English as a language has four basic elements: Reading, Writing, Speaking and Listening. All these elements are interrelated, and it is important to master all four skills, especially listening.

Listening is very important in English as a Foreign/Second Language (EFL/ESL) learning because it is the main source of input for language learners, is used more frequently than any other skill, and can provide access to other language skills (Siegel, 2014; Vandergrift, 2007) It is essential for the construction of concept understanding and communication skills. Despite the importance of L1 and L2 contexts, there is a common belief that listening is a challenging ability that must be taught (Seal, 2015). It is the least researched language skill, of all others (Graham & Santos, 2015). Thus, both researchers and teachers consider listening to be an important competency in L2 contexts.

In learning English as a foreign language, especially in listening, students face many difficulties. Students have some critical difficulties in

listening comprehension because they usually pay more attention to writing, reading and vocabulary. They think that listening is not an important part of many textbooks and most teachers do not pay attention to this important skill in their classes. Listening comprehension is a very important skill for language learners, especially for students majoring in English. It involves understanding spoken language, which can be challenging due to various factors such as speaking rate, accent, and unfamiliar vocabulary. This synthesis explores the strategies used by students to improve their listening comprehension, focusing on findings from several studies.

Teachers often do not teach listening in such a way that the strategies and processes embedded in the text are revealed to students and practiced repeatedly in the foreign language classroom. It is more common for teachers to exploit listening skills to teach other skills, such as writing and speaking (Vandergrift & Goh, 2012). In teaching listening to students, there are many strategies and methods that can be used in the classroom. Teachers usually give students an audio through the speakers, teachers play audio recordings and then give students tasks based on the previous audio they heard.

Listening comprehension is more than just hearing what is said. Rather, it is the child's ability to understand the meaning of the words they hear and connect them in some way. For example, when children hear a story, they can understand it, remember it, discuss it, and even tell it in their own words if they have good listening comprehension. This is an important skill to

develop from an early age because a good listener will be a good communicator.

There are many reasons why students have difficulty learning to listen. One of the reasons is that it is very difficult to catch the sound. Sometimes they do not really understand what the speaker is saying. Based on Erfana Iloe's script (2013), she found that half of the students are not interested in listening teaching strategies and the media in the classroom is monotonous. Therefore, students would rather play and chat with their friends than listen to the teacher. The students scored poorly when they listened. In this case, students need to learn more about listening to improve their ability to hear English sounds and recognize the difference between them. It is also important for teachers to know how to teach students how to listen, speak, read and write.

Listening is important for students as it allows them to acquire more knowledge compared to listening. Listening is one of the most important language skills, with more than 45% of communication time spent listening, clearly showing how important this skill is to overall language proficiency. Students who have good listening skills can easily obtain information, knowledge, and knowledge and ideas from the sources they hear. But so far, students still have difficulties in improving their listening skills due to the lack of listening activities and lack of interest in listening materials at school, and students have difficulty processing and understanding information effectively when they listen, and also their level of understanding is still low,

indicating that listening alone is not enough to ensure good understanding. If students have difficulty in listening, it means that their listening skills are also poor. Furthermore, the problem is that students do not have sufficient vocabulary or knowledge to understand the information conveyed in the language they are listening to, so they lack understanding of what the speaker is saying. In addition, the teaching methods currently used may be inadequate to build students' listening skills, so more varied and effective teaching methods are needed. And most likely students do not have effective strategies to listen well and understand the information expressed.

Listening comprehension is one of the key skills in English language learning. However, many students still face difficulties in comprehending orally delivered material, especially in academic contexts. Previous research shows that one of the main factors affecting listening comprehension is the strategies used by learners. According to Vandergrift & Goh (2012), effective listening comprehension strategies can help students process information better, improve concentration, and overcome linguistic and non-linguistic barriers. However, not many studies have specifically explored the strategies used by sixth semester students in understanding listening comprehension in an academic environment, especially at the State Islamic Institute of Kerinci. This research is important to identify the strategies used by sixth semester students in understanding listening comprehension, examine the effectiveness of these strategies, and provide insight for teachers in improving listening learning methods. Thus, the results of this study are expected to contribute to

the development of more effective listening teaching methods and help students improve their listening comprehension skills.

The fact that the researcher found was when conducting interviews on May 3, 2024 with sixth semester students of the English Department at the State Islamic Institute of Kerinci, students usually listen YouTube channels to improve Vocabulary and Grammar. The channel usually seen by students is "English with Lucy and Linguamarina". According to the students, learning listening from YouTube is quite effective and helps improve their English language skills, but students do not only focus on YouTube but also add listening learning on campus. Moreover, the challenges they usually face when listening are the use of accents and the speaker's speaking speed in audio which is a little difficult to understand. And the limited vocabulary that is understood adds to the level of difficulty when learning to listen.

Although several studies (Goh & Vandergrift, 2012; Rost, 2002; O'Malley & Chamot, 1990; Bang & Hiver, 2016; Chen, 2009; Cross, 2009; Fang, 2008) have been conducted on listening comprehension strategies, only a few studies have specifically focused on how these strategies are employed by learners in different contexts (e.g., language proficiency, cultural background, etc.). To further expand on existing research, this research aims to re-examine students' use of listening comprehension strategies and any differences related to factors such as learning experience and language background. To guide this study, the following research questions were used:

1. What are the listening comprehension strategies used by the sixth semester students at the State Islamic Institute of Kerinci Academic Year 2024/2025?
2. What are the students' perceptions of the effectiveness of their listening comprehension strategies at the State Islamic Institute of Kerinci Academic Year 2024/2025?
3. What are the challenges faced by the sixth semester English Department students at the State Islamic Institute of Kerinci in using listening comprehension strategies?

However, based on a preliminary review of previous studies, most research has focused more on the general difficulties faced by students in listening, while fewer studies have explored the specific strategies used by students to overcome these listening challenges, especially in the context of Islamic higher education institutions such as IAIN Kerinci. This indicates a research gap that needs to be addressed. Understanding the strategies students use can provide valuable insights for improving listening instruction.

Based on the description above, the researcher is interested in conducting research on students' strategies in listening comprehension at the State Islamic Institute of Kerinci with sixth semester students. Based on the above problems, the research intends to conduct a research with the title "*Listening Comprehension Strategies of the Sixth Semester Students of English Department of State Islamic Institute of Kerinci the Academic year 2024/2025*".

B. Identification of the Problem

Based on the background above, the researcher identified the problems that emerged in connection with this research, including the following:

1. Students have difficulty in understanding the information expressed by the speaker when listening.
2. Students' listening comprehension is still low.
3. So far, there is no research on the students' listening comprehension strategies.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limited this research to 6th semester students' listening comprehension strategies and challenges in understanding listening material in the English Department at the State Islamic Institute of Kerinci in the 2024/2025 academic year. The researcher will investigate students' listening activities and learning behaviors during class.

D. Research Questions

Based on the background of the problem, problem identification and problem boundaries above, there were several research questions, including :

1. What are the listening comprehension strategies used by the sixth semester students at the State Islamic Institute of Kerinci Academic Year 2024/2025?
2. What are the students' perceptions of the effectiveness of their listening comprehension strategies at the State Islamic Institute of Kerinci Academic Year 2024/2025?

3. What are the challenges faced by the sixth semester English Department students at the State Islamic Institute of Kerinci in using listening comprehension strategies?

E. Purpose of the Research

Listening comprehension is an important skill in English language learning, as it enables students to understand spoken language effectively. However, many students experience difficulties in listening comprehension due to various factors, including the strategies they use when listening. Understanding the strategies used by students, their perceptions of these strategies, and the challenges they face can provide valuable insights to improve the teaching of listening comprehension. Therefore, this research aimed to:

1. To describe the strategies used by the sixth semester students at the State Islamic Institute of Kerinci.
2. To find out the students perceptions of the effectiveness of their listening comprehension strategies
3. To find out what challenges students face in using listening comprehension strategies.

F. Significances of the Research

The results of this research can provided the following:

1. For Lectures

This research highlights the specific challenges students face in applying listening comprehension strategies. By understanding these

difficulties, lecturers can adjust their teaching approaches to better meet students' needs. The findings of this research can help lecturers develop more effective strategies for teaching listening comprehension. This research can also serve as a reference for improving the listening comprehension curriculum. Lecturers can design lesson plans that focus on developing students' metacognitive and cognitive listening strategies.

2. For Students

With better knowledge of listening comprehension strategies, students can apply them in their daily learning, which can lead to improved comprehension skills and academic success

3. For Researcher

The results of this research are expected to add insight and knowledge gained during the collage.

G. Definition of Key Terms

To make it easier for readers to understand this research, the following researcher was provided definitions of several key terms that are important to understand as follows :

1. Listening

According to Slamet (2008) listenig is a process that includes listening activities, identifying, interpreting sounds of language then assessing the interpretation of meaning and responding to the implied messages in the language tool.

2. Listening Comprehension

Listening comprehension has an important role in the language learning process in the language learning process. According to Gary Buck (2001,p.31)), “listening comprehension is an active process of constructing meaning and this is done by applying knowledge”, “listening comprehension is an active process of constructing meaning and this is done by applying knowledge to incoming sounds”, which includes various types of knowledge, both linguistic and non-linguistic.

3. Strategies

Strategies can be interpreted as an outline of the bow to act in an effort to achieve a predetermined goal. Strategies is a way or a method, whereas in general the strategies has the meaning of a outline of the bow to act in an effort to achieve a predetermined goal (Djamaroh, 2002).

4. Listening Comprehension Strategies

Vandergrift (1997) defines listening comprehension strategies as steps taken by learners to help them acquire, store, retrieve or use information.

CHAPTER II

REVIEW RELATED LITERATURE

A. Review of Related Theories

1. Listening

Listening is the ability to hear others. It includes understanding the speaker's accent or pronunciation, grammar, and vocabulary as well as their meaning. As stated by Rost (1994), listening is very important, and both teacher and students should pay sufficient attention to achieve the goal of communication. Listening is receiving language through the ear, and it is essential for language learning because it provides information to the learner and plays an important role in the development of the learner's language knowledge. Understanding, identifying and transforming speech sounds into words and sentences are all part of listening.

Listening skills are the first skills that students must master. Communication cannot go well without good listening skills (Hamouda, 2013). For example, listeners who do not have the ability to listen cannot understand what the speaker means.

In addition, listening is a process of choice to attend to hearing, understanding, and remembering aural symbols, according to Barker (2010: 205) in Edy Waloyo (2019: 07). In other words, listening is a process of choice to remember and understand information. Hearing is related to the mind, but listening is related to the intellect. Students recognize the speaker's voice or sound during the listening process, but

they are also required to understand the content, message, and implied information in the listening process. As a result, listening is a natural ability. However, listening is more complex. Listening requires a lot of practice because it requires effort, understanding, and deep analysis.

Morley (2001) states that listening includes auditory discrimination, aural grammar, selecting necessary information, recalling that information, and relating it to the process. Listening is an activity in which students are required to hear important elements. It also gathers information from the speaker's information. Nunan (2003) supports it, saying that listening is an active and purposeful process of understanding what the listener hears. It requires one to receive and understand the input.

Based on the above theory, listening is a very important part of learning English and a very important skill in daily communication. By listening, people can understand the purpose of the other's speech and are expected to give appropriate responses.

2. Aspect of Listening

According to Babita Tyagi (2013), there are several listening processes: Hearing, understanding, remembering, evaluating, and responding:

a. Hearing

Hearing refers to the response evoked by sound waves stimulating sensory receptors in the ear. It is a physical reaction.

Hearing is the perception of sound waves. You have to listen to hear,

but you don't have to listen to hear (the awareness required to hear depends on your attention). The brain filters out stimuli and focuses on only a few specific stimuli. This selective perception is called attention and is an essential prerequisite for effective listening.

b. Understanding

Comprehension refers to understanding the symbols we see and hear. We need to analyze the meaning of the stimuli we perceive. Symbolic stimuli include not only words but also sounds that also have symbolic meaning. For interpersonal communication to be successful, the listener must understand the intended meaning and the intended context of the message sender.

c. Remembering

Remembering means that one not only receives and interprets the message, but also adds it to one's mental memory. When we listen, our attention, like our memory, is selective. What is remembered may be very different from what was originally seen or heard.

d. Evaluating

At this point, the listener is actively considering evidence, distinguishing fact from opinion, and determining whether the message contains bias or prejudice. Effective listeners avoid starting this activity too soon. Starting this stage of the process before the message is complete means you won't be able to hear or pay attention to the incoming message.

e. Responding

During this phase, the receiver must complete the process through verbal and/or nonverbal feedback. Since the speaker has no other way of determining whether a message has been received, this phase is the only open way for the sender to determine the degree of success of the message delivered.

Based on the explanation above, it can be concluded that the listening process involves a series of steps from hearing, understanding, remembering, to evaluation and responding which helps in understanding, storing, and applying information received from communication. Effective listeners are able to manage their attention well, understand the meaning of the message conveyed, and critically evaluate the information before reaching a deep understanding.

3. Type of Listening

Types of listening give learners choices about how to learn to listen, with different features that can help them learn different listening strategies. In other words, by understanding the types of listening, students can make decisions about how they want to enjoy the listening process. There are six types of listening, according to Rost (2011, p. 183):

- a. *Intensive listening* involves listening to sounds, words, phrases, grammatical units and pragmatic units. Although intensive listening is not always necessary in everyday life, it is an important part of listening proficiency. Dictation, which is the transcription of the exact words

spoken by a speaker, is an example of an intensive listening activity. Because dictation involves listening, vocabulary, grammar, and the ability to make inferences based on context, it is often considered an excellent integrative test.

- b. *Selective listening*, Selective listening tasks encourage students to focus on the original spoken text by using specific information focusing strategies rather than trying to understand and remember all the text. This task can also help students in connecting selective with global listening.
- c. *Interactive listening* refers to listening to collaborative conversations. Collaborative conversations where students talk to each other or to native speakers are considered an important language tool for development.
- d. *Extensive listening* means listening with a focus on meaning over a long period of time. It is necessary so that students have access to listening input that can be well understood on the first hearing, where they are completely protected from being overwhelmed and where they have a lot of information to process.
- e. *Responsive listening* is a type of listening exercise where the goal of the exercise is the listener's response. The task is short, usually one or two minutes, and a clear listener response is very beneficial for listening training.

f. *Independent listening* means listening on your own without direct guidance from the instructor. It is essential for the learner to control the input for selection, task completion and assessment.

Based on the explanation above, it can be concluded that there are six different types of listening according to Rost (2011), namely Intensive Listening, Selective Listening, Interactive Listening, Extensive Listening, Responsive Listening and Independent Listening. Each of these types of listening has different purposes and uses in the listening learning process. By understanding these types, students can choose a strategy that suits their learning goals, be it to understand small details (intensive listening), focus attention on specific information (selective listening), or develop language interaction skills (interactive listening), among others.

4. Listening Comprehension

According to Rost (2002) and Hamouda (2013), listening comprehension is an interactive process in which listeners construct meaning. Sound discrimination, prior knowledge, grammatical structure, stress, and intonation, as well as other or non-linguistic clues help listeners understand spoken input. In short, listening comprehension is a different type of spoken language comprehension. It requires knowledge of the sounds of the utterance, the meaning of each word, and the syntax of the sentence.

However, according to Fang (2008), listening comprehension is an active process that requires students and listeners to focus on the meaning

of aural information and relate it to their background knowledge. In other words, listening comprehension requires students to identify meanings supported by variables. Variables such as affective factors, listening strategies, and linguistics are examples of these factors (Bang and Hiver, 2016).

Based on the above mentioned definition of listening comprehension, it can be concluded that the listener's process concentrates on the meaning of the information, and that the listener also participates in the formation of meaning. Learners should have an understanding of the syntax and meaning of each word. Listeners should understand several factors: linguistic, strategic, and affective factors.

5. Listening Strategies

According to Bang & Hiver (2016), listening strategies are approaches used consciously by students to improve their performance when listening. This suggests that the application of strategies in teaching listening is essential to achieve optimal learning goals.

Furthermore, strategies can be thought of as the way learners view and control their tasks. As such, listeners can be taught effective ways to view and control their listening, Richard (2008).

However, according to Dimassi (2006) points out that listening strategies help students become more independent in problem solving and autonomous in the choice of learning methods, so there is a strong relationship between listening strategies and users improve listening skills.

Strategies for second language listening strategies can be defined as the possibilities that listeners manage their actual interaction with oral texts to gain comprehension. Implementing effective strategies includes not only performing mental processing, but also the ability to know what to do if one does not understand the text.

6. Listening Comprehension Strategies

According to the function and type of mental, social, and affective processes involved, listening strategies are generally classified as cognitive, metacognitive, and social-affective. Listening Strategy Classification Scheme (Vandergrift, 1997; Goh, 2002) by Chen (2009):

a. Cognitive Strategies:

Top down processing:

- 1) Listen For Gist, Listen for main ideas first.
- 2) Inferencing (Filling in missing information and guessing meaning of words)
 - (1) Use contextual clues;
 - (2) Use information from familiar content words;
 - (3) Draw on knowledge of the world;
 - (4) Apply knowledge about the target language;
 - (5) Use visual clues.
- 3) Elaboration (Embellishing an initial interpretation to make it meaningful and complete);
 - (1) Draw on knowledge of the world;
 - (2) Draw on knowledge about the target language.
- 4) Prediction (Anticipating the contents of a text);
 - (1) Anticipate general contents (global);
 - (2) Anticipate details while listening (local).

- 5) Visualization (Forming a mental picture of what is heard); (1) Imagine scenes, events, objects etc. being described; (2) Mentally display the shape (spelling) of key Words.

Bottom up processing:

- 1) Understanding each word and detail; (1) Try to figure out the meanings of most of words or sentences of the input; (2) Try to understand most of the details of the input.
- 2) Translation (Changing words, phrases or sentences into L1 before interpretation), (1) Find L1 equivalents for selected key words; (2) Translate a sequence of utterances.
- 3) Fixation (Focusing attention on understanding a small part of text) , (1) Stop to think about the meaning of words or parts of the input; (2) Memorize/repeat the sounds of unfamiliar words.

Cognitive:

- 1) Summarization: Organise important information in my mind.
- 2) Note taking : Write down key words and concepts while listening.

b. Metacognitive Strategies

- 1) Planning (Preparing mentally and emotionally for a listening task); (1) Preview contents; (2) Rehearse sounds of potential content words.
- 2) Directed Attention (Monitoring attention and avoiding distractions); (1) Concentrate hard; (2) Continue to listen in spite of difficulty.

- 3) Selective Attention (Decide in advance to listen for specific aspects of input): Decide in advance to:
 - a) listen for familiar content words;
 - b) Notice how information is structured (e.g. discourse markers) pay attention to repetitions;
 - c) notice intonation features (e.g. falling and rising tones).
 - 4) Monitoring (checking/ confirming understanding while listening);
 - (1) Confirm that comprehension has taken place;
 - (2) Identify words or ideas not understood;
 - (3) Check current interpretation with the context of the message;
 - (4) Check current interpretation with prior knowledge.
 - 5) Evaluation (Checking interpretation of accuracy, completeness and acceptability after listening);
 - (1) Check interpretation against external sources;
 - (2) Check interpretation using prior knowledge;
 - (3) Match interpretation with the context of the message.
- c. Socio/Affective Strategies;
 - (1) Cooperation: Ask for explanation/ clarification.
 - (2) Confidence Building (encouraging oneself) : Tell oneself to relax, Use positive self talk.

Overall, understanding and applying these strategies can improve students' listening skills, helping them to more effectively understand and interpret the information they hear. By integrating cognitive, metacognitive, and social-affective strategies, students can develop better

and more adaptive listening skills in the context of English language learning.

7. Indicators of Listening Comprehension

Based on Buck (2001), Indicators in Listening Comprehension refer to a person's ability to understand information conveyed orally, including:

- a. Main Idea Comprehension: The listener can understand the main concept or message conveyed by the speaker in the spoken text.
- b. Understanding Specific Details: Ability to retrieve specific information such as names, dates, locations, or facts from what is heard.
- c. Following Sequence of Information: Listeners are able to follow a logical sequence or flow in the story or explanation delivered.
- d. Interpreting Implied Meanings: Listeners can understand the meaning implied by the words, tone, or context of the conversation.
- e. Distinguishing Facts from Opinions: Listeners can distinguish objective facts from the speaker's subjective opinions or judgments.
- f. Recognizing Speaker's Attitude or Emotion: Based on intonation, speaking style, and non-verbal expressions, listeners can identify the speaker's attitude or emotions.
- g. Analyzing Contextual Meaning: Listeners can understand more complex utterances by using context.
- h. Responding Appropriately: Listeners are able to provide relevant and appropriate responses based on the information received.

Based on the explanation above, it can be concluded that the indicators of listening comprehension according to Buck (2001) include a person's ability to understand information conveyed orally. These indicators include understanding the main idea, specific details, sequence of information, implied meaning, the difference between fact and opinion, the speaker's attitude or emotion, contextual meaning, as well as the ability to provide an appropriate response. This shows that listening comprehension depends not only on understanding the words, but also on the ability to grasp the deeper and fuller meaning of the context.

8. Listening Comprehension Problems

The majority of students will have difficulty understanding what they hear. As stated by Elkhafaifi (2005), one of the sources of student tension is listening, which is the result of students' efforts to understand the knowledge expressed. Listening problems are internal and external characteristics that affect text comprehension and are related to cognitive impairment. According to Hamouda (2013) in Ningrum (2002), there are four types of factors that affect students' listening difficulties: problems with texts, problems with tasks and events, problems with simultaneous listening, and problems with presentations.

Students can experience difficulties when listening, which can disrupt the process, especially for students learning English as a foreign language in a non-native speaking environment. According to Lindsay (2006), one of the main problems that students face compared to those

learning English is that they have no "real" listening experience and no memory of previous social interactions or learning. The fact that they live in a non-English speaking country makes their hearing loss even worse.

C.Goh (2010) in Ningrum (2022) says that listeners should pay attention to their environment when speaking. Difficult listening tasks and setting difficult listening goals are more likely to be undertaken by students who understand how learning works and believe that they have the potential to achieve their goals.

According to I. Syofianis (2020) in Ningrum (2022) states that teachers or lecturers are another important component that contributes to students' hearing loss. Students should imitate the teacher's words if they are not clear or good. Otherwise, students' listening results will be far from the teacher's quality. Students will do the same if the teacher does not pronounce parts of speech correctly.

Students often complain that listening is the most complex and empathetic linguistic skill they can learn. They usually talk about one thing: listening to recordings through a microphone. According to Ghaderpanahi (2012) in Ningrum (2022), native speakers' pronunciation, speed, volume, accent, intonation and listening techniques are some of the factors that affect students' listening comprehension.

9. Types of Listening Strategies

To improve listening comprehension, various strategies can be applied. These strategies help listeners process, retain and interpret

auditory information more effectively. Base on Cross (2009 a) one common classification of listening strategies includes cognitive, metacognitive and socio-affective strategies. The following section discusses the different types of listening strategies:

a. Cognitive Strategy

Cognitive strategies require the students' process of thinking that can make them to be strategic and flexible learners. The strategies can be implemented by taking a note to remember the information. According to Cross (2009), cognitive strategies refer to the mental processes that listeners do to process and understand the information heard.

- 1) *Note-taking*, writing down the key points heard to help the listener remember and understand the information better.

Based on the explanation above, cognitive strategies, such as note-taking, play a vital role in enhancing students' ability to process, understand, and retain information effectively. By actively engaging in these mental processes, learners become more strategic and flexible in their approach to learning. The use of note-taking not only aids memory but also improves comprehension, ultimately fostering better learning outcomes.

b. Metacognitive Strategy

Metacognitive strategies are ways used by students to understand how they learn which includes three phases; planning, monitoring, and

evaluating the listening process itself. Cross (2009) mentions some important strategies, such as:

- 1) *Planning*, setting listening goals before the process begins. This includes determining what aspects to focus on during listening.
- 2) *Monitoring*, keeping an eye on oneself during listening to see if the message was well understood, and making adjustments if needed.
- 3) *Evaluating*, evaluating the strategies that have been used after the listening process to assess how well the information was understood and how they can be improved.

Based on the above, metacognitive strategies are essential to help students gain a deeper understanding of their own learning process. By engaging in planning, monitoring, and evaluating, students can improve their listening skills and ensure they are actively engaged throughout the learning process. These strategies not only allow for more effective comprehension but also provide opportunities for students to refine their listening approaches for continued improvement.

c. Socio-affective strategy

Cross (2009) also discussed socio-affective strategies that involve interacting with someone in a conversation or controlling one's emotions. In other words, these strategies require students' ability to control their emotions in working on a given task. Based on the explanation above, it can be concluded that socio-affective strategies in the context of learning are approaches that focus on students' social

interactions and emotional aspects to improve their understanding of learning materials.

Cross (2009) is an important source in listening comprehension strategy research because it explores how metacognitive strategies contribute to improving listening comprehension. The research focuses on metacognitive instruction how learners can be taught to plan, organize, and listen to their own listening processes.

Source from Cross (2009) is relevant because Cross explains that many second language learners struggle with listening comprehension not only because they lack vocabulary or grammar, but because they do not know how to regulate their own comprehension. Metacognitive strategies help students become more reflective and independent in their listening learning, rather than simply passively receiving audio. In his article, Cross conducted an experimental study showing that students who received metacognitive strategy training experienced significant improvements in listening comprehension compared to those who did not.

The aim of these strategies is to create a supportive learning environment, reduce students' stress, and increase their engagement in the learning process in a more meaningful way and deepen their understanding of the material.

10. The Importance of Listening

According to Nunan (2010), there are several important things to note about listening in the language classroom:

- a. Listening is very important in the language classroom because it provides input to students. Without understanding the input at the right level, learning cannot begin.
- b. Spoken language provides a means of interaction for students as students need to interact with each other to develop understanding. Access to speakers of the language is important. Furthermore, students' inability to understand the language they hear is an encouragement, not an obstacle, to interact and learn.
- c. Authentic spoken language encourages students to understand the language as used by native speakers.
- d. Listening exercises are a way for teachers to direct students' attention to new forms of language (new vocabulary, grammar, interaction patterns).

Listening has an important role in language learning because it is the main source of input for students. Through listening, students can interact, understand authentic language, and improve their language skills. In addition, listening practice helps students recognize and understand new language elements, thus supporting their language development more effectively.

11. The Difficulties of EFL Listening

Brown (2001) says that students should pay attention to these elements because their absence can greatly affect the speaking process and even hinder comprehension. In other words, the listening process can become more difficult if you don't pay special attention to the following factors:

a. Clustering

Because of our limited memory for spoken words and our tendency to "separate" or categorize words, we divide language into small groups of words. Listening requires teacher support to select groups of words that students can master.

b. Redundancy

Redundancy helps students understand meaning by providing more time and additional information. You can practice looking for signals to gain an advantage. This may confuse students at first, but with some training, they can learn to use it just like any other brand that gives better end results.

c. Reduce Forms

Contractions include phonological ("Djeetyet?" in "Have you eaten yet?"), morphological (constructions such as "I do"), and syntactic ("When will you be back? Maybe tomorrow?") Can be abbreviated (such as "I don't know"), or pragmatic (a phone call).

When the house bell rings, the child answers and shouts into the other room. "Mom, call me!"

d. Performance Variables

Students must train themselves to pay attention to deeper meaning even amidst distracting performance variables.

e. Colloquial Language

When learners encounter written language or standard "textbook" language, colloquialisms, contractions, and shared cultural knowledge all appear at some point in the conversation, and when they appear colloquially sometimes things seem surprising or difficult to understand in monologues and dialogues.

f. Rate of Delivery

At first, students think that native speakers speak too fast. But in reality, the number and length of pauses a speaker makes are more important for comprehension than a native speaker's speech. Ultimately, students should be able to understand language delivered at a rapidly changing pace and with occasional pauses.

g. Stress, Rhythm, and Intonation

The prosodic features of English are essential for comprehension. Because English is an emphasizing language, many syllables are omitted between stresses, and interpreting simple

elements like questions, statements, and stresses can make English daunting for some students.

h. Interaction

Students need to understand that good (conversational) listeners are good responders. They know how to negotiate meaning (give feedback, ask for clarification, defend issues) so that the comprehension process is halted by inadequate interaction.

From the above discussion, it is clear that there are many aspects that make listening difficult. Therefore, students need to understand these aspects in order to clearly understand what they hear.

B. Review of the Related Studies

There were several studies that had conducted research related to this research, including the following:

Firstly, research conducted by Herder Arturo Martínez Garcia (2019), in a study on the effect of top-down and bottom-up strategies on the listening comprehension of high school English students in the Foreign Language Department of the University of El Salvador, found that the use of top-down strategies is important. Both down and bottom-up methods can have a positive impact on student achievement. To improve listening skills, the researcher divided the study subjects into two groups: a control group and an experimental group. This can be proven by using statistical methods. The analysis showed a significant progress from the mean pre-test (6.0) to the

mean post-test (6.4) . It can be concluded that top-down and bottom-up strategies are effective in improving students' listening skills.

Secondly, Dhuhah Atallah Al-Qaraghooly (2019) in his research by using top down and bottom up strategies on developing EFL students listening comprehension of second year student, Department of English, University of Babylon, he divided the test into two parts (TDP and BUP) and he stated that these strategies can develop the students listening ability. The students score of TDP pre test is 5,77 and TDP post test 77,8 while BUP pre test is 6,10 and BUP post test is 8,64. It is shown that both of post tests are higher than pre tests. It can be concluded that both of methods have an equal influence on the EFL students achievement of listening comprehension.

Third, Similarly, a research by Goh (2008) emphasized the importance of cognitive strategies, particularly note-taking, in aiding comprehension. His research showed that students who took notes during listening tasks were able to recall information more accurately and had a greater ability to process and analyze the content. This aligns with Cross (2009) assertion that cognitive strategies, such as summarizing and paraphrasing, help learners retain key points and build a better understanding of spoken texts.

Based on the results of the above research, In conclusion, the research discussed demonstrate the positive effects of top-down and bottom-up strategies on improving listening comprehension in students. Research by Herder Arturo Martínez Garcia (2019) and Dhuhah Atallah Al-Qaraghooly

(2019) shows that both strategies enhance listening skills, with significant improvements observed in post-test scores. Additionally, Goh (2008) and Cross (2009) highlight the importance of cognitive strategies, such as note-taking, summarizing, and paraphrasing, in aiding comprehension. Overall, these findings suggest that combining various listening strategies, including top-down, bottom-up, and cognitive methods, is effective in boosting students' listening abilities.

When students listen to audio, they can use their background knowledge (top-down) to predict the context of the topic. If you listen to it in audio format (bottom-up), you can find words related to the topic. This process makes it easier for students to understand the topic. Therefore, in this research proposal, the researcher will use the top-down and bottom-up approach as one of the strategies to improve the listening skills of 6th semester students majoring in English at the State Islamic Institute of Kerinci.

Furthermore, the similarity of other research with this research is that it discusses listening comprehension strategies in English Department students. The difference is in the location of the research, and in the previous research, researchers used qualitative methods as a research design, which was selected through observation, interview, and documentation techniques, while in this research, researcher will use mixed methods research with questionnaire techniques and interview guide lines as measuring instrument.

C. Conceptual Framework

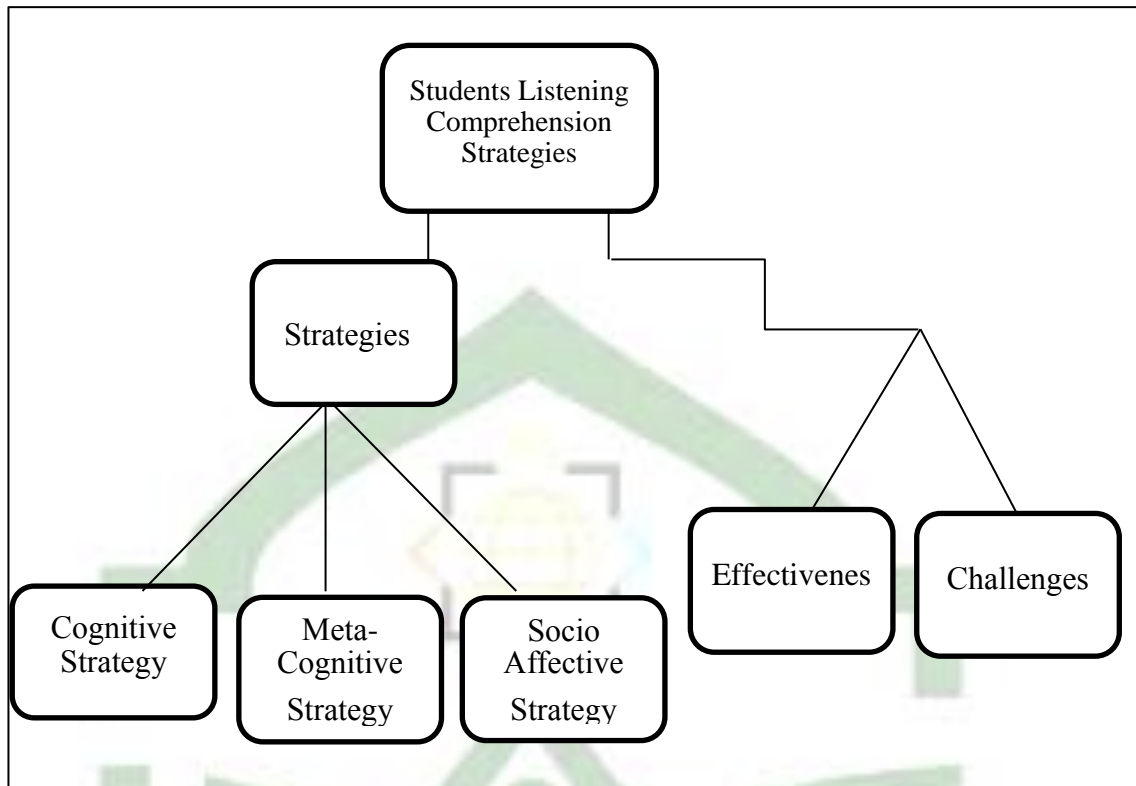


Chart 2.1 Conceptual Framework

From this conceptual framework, that the researcher explained this. Listening comprehension strategies refer to the techniques and processes that individuals use to understand spoken language.

These strategies help listeners to actively engage and understand what they hear. These strategies can be adapted and combined based on the listener's goals, the complexity of the material being listened to, and individual preferences. Effective use of these strategies will improve listening comprehension and overall language proficiency.

So the researcher could see what strategies were used to improve students' listening comprehension in the sixth semester of the English

Department students at the State Islamic Institute of Kerinci in the 2024/2025 academic year. Therefore, to find out the strategies used by these students, this research was conducted.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a mixed methods design. The researcher chose to use this method because mixed methods allowed the researcher to collect more complete data by combining quantitative methods that were numerical and statistical in nature with qualitative methods that provided deeper insight. According to Creswell & Poth (2018), as a methodology, this mixed research involved philosophical assumptions that guided the direction of data collection and analysis, as well as processed qualitative and quantitative research approaches in many phases of the research process (Samsu, 2021: 161).

Specifically, this research used an explanatory sequential design. The choice to use a mixed methods design was made so that the researcher could obtain two types of data, namely quantitative and qualitative data from the sample studied (Lan and Hew, 2020), which focused on explaining the initial quantitative stage with qualitative data. As mixed methods research, the data collection instruments were in the form of questionnaires (closed answers) or Likert scale questionnaires and (open answers) such as in-depth interviews. This instrument was used with the consideration that a closed questionnaire or Likert scale questionnaire was the most appropriate instrument in this research, while semi-structured interviews helped the

researcher ask questions in accordance with mixed methods research procedures.

This research explains about listening comprehension strategies at the sixth semester students of the English Department at the State Islamic Institute of Kerinci academic year 2024/2025.

B. Setting of the Research

This research was conducted in the sixth semester of the English Department, Faculty of Teacher Training, State Islamic Institute of Kerinci. It was located on the campus of the State Islamic Institute of Kerinci, approximately 7 km from Sungai Penuh town. The campus of the State Islamic Institute of Kerinci was situated in Sungai Liuk village, approximately 33 km away. The researcher chose the English Department at the State Islamic Institute of Kerinci because the researcher wanted to find out what listening comprehension strategies were used by the sixth semester students, what the students' perceptions were regarding the effectiveness of their listening comprehension strategies, and what challenges were faced by the sixth semester English Department students. The subjects of this research were students of the Faculty of English Education in the academic year 2024/2025 at the State Islamic Institute of Kerinci.

C. Participants of the Research

1. Quantitative

A population is a collection of subjects, variables, concepts, or phenomena. To determine the type of population in question, we can

examine each member of the population. (Morissan, 2012). The population in this research was students majoring in English at the State Islamic Institute of Kerinci who used listening comprehension strategies. This research took a sample of 18 students majoring in the English Department at the State Islamic Institute of Kerinci, which was part of the population to be studied. They were divided into two groups: A and B. The total number of students in each class was different.

The sampling model of this study focused on targets rather than levels or regions, and selected samples based on probability to ensure that every member of the population had an equal chance of being sampled. Meanwhile, a small number of qualitative samples were recruited through purposive sampling, selecting 12 students based on certain criteria, which were used to draw a model of a group of people who could be contacted, such as engagement in listening activities, and various opinions about the use of listening comprehension strategies in learning. The researcher explored how students applied various strategies, such as active listening, note-taking, and summarizing information, to improve their understanding of listening materials. Table 3. 1. Respondent of Research

| No | Class | Number of Students |
|--------------|-------|--------------------|
| 1 | A | 8 |
| 2 | B | 10 |
| Total | | 18 |

2. Qualitative

In qualitative research, respondents or research subjects were referred to as informants, namely people who provided information about the data the researcher wanted related to the research being conducted. Arikunto (2013) stated that purposive sampling was a way of sampling that depended on certain objectives rather than on levels or regions. The informants selected were sixth-semester students of the English Department at the State Islamic Institute of Kerinci. In order to obtain diverse perspectives, informants were selected from different genders. This criterion aimed to see if there were differences in the use of listening comprehension strategies based on gender. Informants were selected based on the results of a questionnaire that identified three types of listening comprehension strategies commonly used by students, namely: (1) Cognitive Strategies: These strategies included mental techniques used to understand and remember information heard, such as taking notes, summarizing, and visualizing information, (2) Metacognitive Strategies: These strategies involved monitoring and regulating the listening process, including planning before listening, monitoring comprehension during listening, and evaluating comprehension after listening, (3) Socio-Affective Strategies: These strategies involved social interaction and emotional influences in the listening process, such as discussing with friends or asking for clarification when not understanding information. By using this method,

the researcher was able to select a group of people who represented the population. The research subjects in this qualitative data were selected by the researcher from 12 students of the English Department at the State Islamic Institute of Kerinci who had filled out the questionnaire that had been given.

Although the total number of participants in this research was 18, only 12 were selected for qualitative interviews. This decision was made due to data saturation, where no new significant information emerged after the twelfth interview. Moreover, purposive sampling was employed to ensure that the selected participants represented a diverse range of listening comprehension strategies. The limitation of time and access to participants also influenced this number.

D. Instrument of the Research

This research used a mixed methods, explanatory sequential design. Quantitative data was first collected and analyzed, then followed by qualitative data to further refine the research results. This design had two consecutive interactive phases. In the first phase, priority quantitative data was collected and analyzed to answer the research questions. The next phase, qualitative data collection, followed the previous phase. The researcher generally interpreted the qualitative data to explain the results obtained during the quantitative phase (Creswell and Plano-Clark, 2018).

In conducting this research, the instrument used was a questionnaire for quantitative data. Closed-ended questions referred to any questions for

which the researcher gave research participants the option to choose the answer. Closed questions were sometimes phrased as statements that required a response. Closed questions differed from open questions, which were not easily answered with specific information. On a questionnaire, the researcher asked some closed questions and some open questions. The advantage of this type of question was that the prescribed closed-ended answers captured information useful for supporting theories and concepts in the literature. However, open-ended responses allowed the researcher to explore the reasons for closed-ended responses and identify any comments people might have made outside of responses to closed-ended questions. The downside to this approach was that the researcher received a lot of responses, some short and some long, to analyze. The researcher used closed questionnaires. The closed-ended questionnaire was intended to provide quantitative data to describe what listening comprehension strategies were used more frequently by students. Designed with a 5-point Likert scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Usually, 5 = Always), the questionnaire used in this research adopted Cross (2009), which consisted of 32 questions about metacognitive strategies (15), cognitive (15), and socio-affective (2)

Table 3. 2.
Listening Comprehension Strategies Questionnaire's Indicators

| No | Strategy | Indicators | Items |
|----|--------------------------|---|--|
| 1. | Cognitive Strategy | Note-Taking (15) | 2, 3, 5, 7, 10, 12, 14, 15, 18, 20, 22, 23, 26, 29, 31 |
| 2. | Meta-Cognitive Strategy | Planning Monitoring (15) Evaluating | 1, 4, 6, 9, 11, 13, 16, 17, 19, 21, 24, 25, 27, 28, 30 |
| 3. | Socio/Affective Strategy | Control Emotions (15) | 8, 32 |

(Adopted from Cross (2009))

This research adopts the listening comprehension strategy indicators from Cross (2009). These are all forms of indirect strategies because they do not directly process language, but they help regulate the learning process.

The instrument for qualitative data was the interview, and interviews were used in this research. The interviews provided additional data collection through documentation in the form of video recordings, recording devices, and field notes. This research used semi-structured interviews. As Berg (2004) stated, when conducting semi-structured interviews, the interviewer could do a variety of things, including rephrasing interview questions, adjusting wording, answering questions, and adding or removing samples. Qualitative data was collected in the form of interviews based on 10 questions that explored the students' perceptions of the effectiveness of their

listening comprehension strategies and the challenges faced by sixth-semester English Department students at the State Islamic Institute of Kerinci in using those strategies. The researcher believed that qualitative research provided the best and deepest understanding to support the expected quantitative data.

E. Technique of Data Collection

Data collection steps in an explanatory sequential design included collecting quantitative data, analyzing the quantitative data, and using the results for subsequent qualitative data collection. Data collection decisions for an explanatory sequential design focused on establishing a strong link between the two phases, deciding whether to use the same or different participants for the second phase. This also included decisions about the sample size to use in both phases and how to further explain the results. The process involved selecting follow-up participants and obtaining institutional review board approval for the two phases of data collection (Creswell & Plano Clark, 2018).

1. Questionnaire

The first technique that was used to collect data was a questionnaire. The steps of quantitative data collection were determining the research participants, obtaining the necessary permissions from individuals and organizations by considering what type of information would be collected from the various sources available for quantitative research findings, and selecting the instruments that were used to generate data useful for research. Finally, the data collection process was organized

to gather the data. This research used the purposive sampling technique, where participants were selected based on the characteristics needed by the researcher in purposive sampling, and the researcher deliberately chose individuals and locations to study or understand the central phenomenon (Creswell, 2012). The first stage of the research was a questionnaire, which was distributed via online platforms or directly offline. In using this questionnaire, researchers adopted the questionnaire from research conducted by Cross (2009). Meanwhile, students were given complete information before data collection. Students worked on 32 questions that sought student perspectives regarding the challenges they faced in using listening comprehension strategies, along with the advantages and disadvantages of using these strategies. The student perspective scale in using listening comprehension strategies for students' listening comprehension used 32 items on a 5-point Likert scale (1=Never, 2=Rarely, 3=Sometimes, 4=Usually, 5=Always). The total subscale score ranged from 0 to 100 points.

2. Interview

In the second stage of qualitative data collection, 10 questions were asked regarding students' perspectives on the challenges they faced in using listening comprehension strategies, as well as the advantages and disadvantages of using these strategies. This interview was designed as a semi-structured interview. After students completed the scale, the researcher asked them to participate in a 15-minute in-person interview.

Participants were informed of the purpose of the interview and were interviewed in Indonesian through an online or offline call. The conversation was recorded. Students could choose their own interview time and were also encouraged to talk about anything that came up.

F. Technique of Data Analysis

In this research, the researcher used an explanatory sequential design, where data analysis and synthesis occurred at several points in the research. In this design, the researcher first collected and analyzed quantitative data, related the quantitative results to the qualitative phase, collected and analyzed qualitative data, and then used the qualitative results to understand the quantitative results (Creswell & Plano Clark, 2018).

1. Questionnaire

The first step was to prepare the data for analysis. This included determining how to numerically rank the data, evaluating the type of ranking to use, selecting a statistical program, entering the data into the program, and cleaning the database for analysis. The second step began with data analysis. Descriptive analysis of data reports was usually based on measures of central tendency and variation. Then, further inferential analysis was conducted to test the hypotheses and examine confidence intervals and effect sizes. The next step was to report the results found by using tables, figures, and descriptions of the main results. Finally, the results of the data analysis were interpreted. This consisted of summarizing the results, comparing them to previous literature and theory,

addressing the limitations of the research, and concluding with suggestions for future research.

This research used descriptive statistics for quantitative data analysis in SPSS. Students' cognitive scores were calculated by recording the items on each scale and summing the scores. In addition, qualitative data were analyzed using data identification and transcription, initial coding, theme search, theme overview, theme definition and naming, and theme closure (Braun and Clarke, 2006). Data were combined through simultaneous integration, with both quantitative and qualitative analysis conducted; similar and different results were identified. Joint construction of exhibition stands was done, and comparisons of tables and topics were made. The results were confirmed, canceled, or extended (Creswell and Plano Clark, 2018).

The manual formula for calculating Likert scale questionnaire data is as follows:

Using the Formula: $T \times P_n$

T = Number of respondents who choose

P_n = Likert score number options

For Score Calculation Interpretation, it is necessary to know the highest score (X) and lowest score (Y) for the assessment item with the following formula:

Y = highest Likert score x number of respondents

X = lowest Likert score x number of respondents

The resulting value uses the Index % formula, the formula is
$$\text{Index \%} = \text{Total Score} / Y \times 100.$$

Before completing the calculation, the interval (range of distance) and percentage interpretation must be known to determine the assessment using the method of finding the percent interval score (I), Interval Formula
$$I = 100 / \text{Total Score (Likert)}.$$

2. Analysis Data Interview

Data collection was an important component of conducting research. The thematic analysis process described in this research was called “systematic” as it followed a structured and sequential approach to interpreting the research data. Each stage built on the previous stage, which resulted in a comprehensive understanding of the data. This organized method enhanced consistency and replicability of findings and allowed a clear link between data, interpretation, and final conclusions. This systematic structured approach ensured rigor and limited potential bias. The data collection techniques used by the researchers in conducting the research followed Braun & Clarke (2006). In this research, the data collection that was used is as follows:

a. Transcription, Familiarization With the Data, and Selection of Quotations

This is the first step in the thematic analysis process. It involves transcribing and familiarizing oneself with the data. Researcher delve into the content of the data to find major themes and important

elements. After that, they select quotes to bring the data to life and accurately represent the various patterns and viewpoints relevant to the research objectives.

b. Selection of Keywords

This phase entails a thorough examination of the data, which can come from interviews, focus groups or visual content. Researcher find recurring patterns, terms or visual elements and establish them as keywords; these keywords are derived from the data and describe participants' experiences and perceptions.

c. Coding

In the third step, parts of the data are coded with short phrases, words, or words, known as codes. These capture the core, important messages or themes of the data. In this step, complex textual data is simplified by transforming it into a theoretical form and helps identify components related to the research question. In coding, keywords are the basis of analysis and help transform raw data into comprehensible and manageable units.

d. Theme Development

To provide insight into the research questions, theme development involves organizing the codes into relevant groups to identify patterns and relationships. At this stage, the researcher moves from an in-depth analysis of codes and categories to a more abstract interpretation by

creating themes. Embodying patterned meanings that connect data and research questions, these themes are more than just recurring elements.

e. Conceptualization Through Interpretation of Keywords, Codes, and Themes

Conceptualization is a step that involves making sense of data and defining ideas. Researcher discover social patterns and turn them into definitions relevant to their research topic. To understand how these ideas relate to each other, researcher use tools such as diagrams or models. The quality of the definition is evaluated based on its contribution to theory and practice, as well as clarity, precision, reliability and applicability.

f. Development of Conceptual Model

Conceptual model development is the final step in thematic analysis. This process involves creating a unique representation of the data, and is often guided by existing theory. The model helps answer the research questions and underscores the amount of knowledge generated by the research. This step concludes the analysis and conveys all the results and knowledge gained from the data.

The thematic analysis approach used in this research provides a systematic and structured way to understand the research data. By going through the stages of transcription, keyword selection, coding, theme development, conceptualization, and conceptual model development, this research can identify patterns and relationships in the data in

greater depth. This method ensures that the analysis is thorough, consistent, and replicable, so that the results obtained have high validity and reliability. As such, this approach contributes to a deeper understanding of the phenomenon under study and provides a strong foundation for future research.

G. Validity, Reliability, and Trustworthiness

The accuracy of a test is highly dependent on the quality of the data used for the test. Therefore, the instrument used to collect data must be valid and reliable.

1. Quantitative

a. Validity

The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire (Ghozali, 2001).

According to Sugiyono (2012: 172), valid means that the instrument can measure what is to be measured. Valid means that the instrument can be used to measure what should be measured. Meanwhile, according to Arikunto (2010: 211), validity is a measure that shows the levels of validity or validity of an instrument.

In order to determine the validity test, a correlation coefficient can be used whose significant value is less than 5% (level of significance) indicating that the statement statement is valid as an

indicator builder. In the validity test of each question item, compare r count with r table. Determination of r table using the price point table from Pearson Product Moment with the number of samples (n).

The following are the criteria for the minimum limit of accepted statement items:

- 1) If r count $>$ r table (degree of freedom) then the instrument is considered valid.
- 2) If r count $<$ r table (degree of freedom) then the instrument is considered invalid (drop), so the instrument cannot be used in research.

According to Sugiyono (2012: 178) the criteria or requirements for an item to be declared valid are if the correlation of each factor is positive and the amount is 0.3 and above. The calculation of the validity of the instrument items was analyzed using the SPSS Version 20 for windows computer program.

b. Reliability

To test the reliability of the instrument, researcher will use the Split Half Method. The first hemisphere of odd-numbered items and the second hemisphere of even-numbered items. After that the two were correlated by using rank correlation or Spearman. The steps to test the reliability of the instrument according to Akdon and Sahlan (2005; 151).

- a. Calculate the total score.
- b. Calculate the product moment correlation using the Pearson product moment formula.
- c. Calculate the reliability of the entire test using the Spearman Brown formula:

$$r_{11} = \frac{2r_b}{1 + r_b}$$

- d. Finding r_{table} and known significance for $\alpha = 0.05$ and $dk = 10 - 2 = 8$, then obtained $r_{table} = 0.707$.
- e. Make a decision by comparing r_{11} with r_{table} .

Decision Rule:

If $r_{11} > r_{table}$ means reliable and if $r_{11} < r_{table}$ means not reliable.

From the results of the research instrument trial (The results of the calculation attached) obtained the conclusion that: In addition to meeting the valid criteria, the research instrument also must be reliable. Arikunto (2002: 154) states: "Reliability points to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is good".

Instrument reliability testing was carried out using split-half method. The first half of the odd-numbered items and the second hemisphere of even numbered items. Then the data collected

processed using the following Spearman Brown Formula (Sugiyono 2004:12) 2004:12)

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

Description:

r_i = Internal reliability of the entire instrument

r_b = Product Moment correlation between the first hemisphere and the second hemisphere (odd and even).

To find r_i , r_b is first calculated by using the Product Moment formula (Sugiyono 2004: 12), as follows:

$$r_b = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

After doing the calculation to find the reliability value with the formula above, the next steps are as follows as follows:

- 1) Compare r_{count} with r_{table} at the 95% confidence level with $dk = n - 2$.
- 2) If $r_{count} > r_{table}$ then there is a significant difference between the score of odd items with even items so that it can be concluded that the questionnaire is reliable. If $r_{count} < r_{table}$ then there is no significant difference between the scores of odd items and even items so that it can be concluded that the questionnaire is reliable.

2. Qualitative

To ensure the trustworthiness of the data in this research, the researcher used data analysis triangulation techniques to maintain the reliability of the research. Triangulation involved seeking convergence between different sources of information to ensure consistency of findings in the research (Creswell & Miller, 2000).

In this research, researcher collected quantitative data through questionnaires and qualitative data through interviews. In addition, the researcher applied member checking to further enhance the credibility of the findings. Member checking involved returning the interview transcripts and the researcher's interpretations of the data to the participants to verify the accuracy and validity of the data. The participants were given the opportunity to confirm or clarify the findings, ensuring that the researcher's interpretations reflected their true perspectives and experiences. This process helped to prevent misinterpretation and provided a means for the participants to contribute to the final understanding of the research.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The researcher presents data to address the research questions regarding: (1) What are the listening comprehension strategies used by the sixth-semester students at the State Islamic Institute of Kerinci in the Academic Year 2024/2025? (2) What are the students' perceptions of the effectiveness of their listening comprehension strategies at the State Islamic Institute of Kerinci in the Academic Year 2024/2025? (3) What are the challenges faced by the sixth-semester English Department students at the State Islamic Institute of Kerinci in using listening comprehension strategies. The researcher classifies the listening comprehension strategies used by the sixth-semester students, analyzes the students' perceptions of the effectiveness of their listening comprehension strategies, and analyzes the challenges faced by the sixth-semester English Department students.

This research was conducted by the researcher using by questionnaires and interviews. The questionnaires and interviews were administered to 18 sixth-semester students of the English Department at the State Islamic Institute of Kerinci. The results of the research are interpreted as follows:

1. The listening comprehension strategies used by the sixth semester students at the State Islamic Institute of Kerinci Academic Year 2024/2025

a. Results of Instrument Validity and Reliability Testing

1) Results of Instrument Validity Testing

Validity aimed to measure the degree of relationship between the independent variable and the dependent variable. According to the calculation criteria, if the calculated r-value is greater than the r-table value ($r\text{-calculated} > r\text{-table}$), the question item is considered valid; however, if the calculated r-value is less than the r-table value ($r\text{-calculated} < r\text{-table}$), the question item is not used to test the validity of the questionnaire. In this study, the questionnaire was distributed to 18 respondents to test its level of significance using a 5% significance level and $N = 18$. The r-table value obtained was 0.468. The validity test of this study was conducted using IBM SPSS version 24.0

Table 4.1
Results of Instrument Validity Test

| No. Item | R-count | R-table | Description |
|----------|---------|---------|-------------|
| 1 | 0,502 | 0,468 | Valid |
| 2 | 0,472 | 0,468 | Valid |
| 3 | 0,710 | 0,468 | Valid |
| 4 | 0,668 | 0,468 | Valid |
| 5 | 0,565 | 0,468 | Valid |
| 6 | 0,757 | 0,468 | Valid |
| 7 | 0,471 | 0,468 | Valid |
| 8 | 0,478 | 0,468 | Valid |
| 9 | 0,522 | 0,468 | Valid |
| 10 | 0,512 | 0,468 | Valid |
| 11 | 0,490 | 0,468 | Valid |
| 12 | 0,473 | 0,468 | Valid |
| 13 | 0,537 | 0,468 | Valid |
| 14 | 0,558 | 0,468 | Valid |
| 15 | 0,489 | 0,468 | Valid |
| 16 | 0,548 | 0,468 | Valid |
| 17 | 0,474 | 0,468 | Valid |
| 18 | 0,658 | 0,468 | Valid |

| | | | |
|----|-------|-------|-------|
| 19 | 0,522 | 0,468 | Valid |
| 20 | 0,575 | 0,468 | Valid |
| 21 | 0,546 | 0,468 | Valid |
| 22 | 0,552 | 0,468 | Valid |
| 23 | 0,531 | 0,468 | Valid |
| 24 | 0,507 | 0,468 | Valid |
| 25 | 0,539 | 0,468 | Valid |
| 26 | 0,572 | 0,468 | Valid |
| 27 | 0,497 | 0,468 | Valid |
| 28 | 0,479 | 0,468 | Valid |
| 29 | 0,525 | 0,468 | Valid |
| 30 | 0,480 | 0,468 | Valid |
| 31 | 0,557 | 0,468 | Valid |
| 32 | 0,534 | 0,468 | Valid |

Source: Data processed with SPSS, 2025

Based on the table above, it is known that each statement item obtained an r value greater than the r table value ($18; 0.05$) = 0.468. Thus, it can be concluded that each statement item is considered valid.

2) Results of Instrument Reliability Test

To test the reliability of the instrument in this research, the researcher used the Split Half method, where the first half consists of items with odd numbers, and the second half consists of items with even numbers. The decision rule is that if the calculated correlation (r_{hitung}) is greater than the table correlation (r_{tabel}), it could be concluded that the questionnaire was reliable. If r_{hitung} was less than r_{tabel} , it could be concluded that the questionnaire was not reliable. The results of the instrument reliability test could be seen in Table 4.2 as follows:

Table 4.2
Results of Instrument Reliability Tes

| Reliability Statistics | | | |
|--------------------------------|------------------|------------|-----------------|
| Cronbach's Alpha | Part 1 | Value | ,697 |
| | | N of Items | 16 ^a |
| | Part 2 | Value | ,653 |
| | | N of Items | 16 ^b |
| | Total N of Items | | 32 |
| Correlation Between Forms | | | ,567 |
| Spearman-Brown Coefficient | Equal Length | | ,724 |
| | Unequal Length | | ,724 |
| Guttman Split-Half Coefficient | | | ,722 |

a. The items are: Item1, Item3, Item5, Item7, Item9, Item11, Item13, Item15, Item17, Item19, Item21, Item23, Item25, Item27, Item29, Item31.

b. The items are: Item2, Item4, Item6, Item8, Item10, Item12, Item14, Item16, Item18, Item20, Item22, Item24, Item26, Item28, Item30, Item32.

Source: Data processed with SPSS, 2025

Based on the table above, it can be concluded that the items in the questionnaire are considered reliable because the Guttman Split-Half Coefficient (r11) value is 0.722, which is greater than the table value $(N; 0.05) = (16; 0.05) = 0.468$.

b. Data Description

To understand the listening comprehension strategies used by the sixth-semester students at the State Islamic Institute of Kerinci for the Academic Year 2024/2025, the researcher collected data by using a questionnaire based on three indicators: Metacognitive Strategy, Cognitive Strategy, and Socio-Affective Strategy. The results of the data collection are presented in the explanation in Table 4.3 as follows:

1) Analysis of Metacognitive Strategy Use in Listening

Comprehension

Table 4.3 provides an overview of the data on Metacognitive Strategy usage by the sixth-semester students in the English Education Program at the State Islamic Institute of Kerinci for the 2024/2025 Academic Year. This table presents the individual scores, percentages, and categories (e.g., high, medium) for each student's use of Metacognitive Strategies.

Table 4.3
Data Description Metacognitive Strategy

| No. Resp | Initials | Gender | Class | Metaconitive Strategy | | |
|--------------|----------|--------|-------|-----------------------|-------------|---------------|
| | | | | Score | % | Category |
| 1 | ANA | Female | A | 54 | 72,0 | Medium |
| 2 | NZN | Male | B | 54 | 72,0 | Medium |
| 3 | HH | Female | A | 56 | 74,7 | High |
| 4 | AAM | Male | A | 53 | 70,7 | Medium |
| 5 | AUJ | Female | A | 61 | 81,3 | High |
| 6 | FS | Male | A | 58 | 77,3 | High |
| 7 | PR | Male | A | 43 | 57,3 | Medium |
| 8 | MIH | Female | B | 60 | 80,0 | High |
| 9 | RA | Female | B | 49 | 65,3 | Medium |
| 10 | T | Female | B | 52 | 69,3 | Medium |
| 11 | RTA | Female | B | 62 | 82,7 | High |
| 12 | FN | Female | B | 43 | 57,3 | Medium |
| 13 | R | Male | B | 45 | 60,0 | Medium |
| 14 | IZA | Female | A | 50 | 66,7 | Medium |
| 15 | N | Male | A | 43 | 57,3 | Medium |
| 16 | DN | Female | B | 55 | 73,3 | Medium |
| 17 | AAP | Male | B | 45 | 60,0 | Medium |
| 18 | ARP | Male | B | 56 | 74,7 | High |
| Total | | | | 52,17 | 69,6 | Medium |

Source: Data processed with SPSS, 2025

Based on the data above, it is known that out of 18 respondents, 12 respondents obtained scores for the use of metacognitive strategies in the moderate category, 6 other respondents in the high category, and no respondents in the low category. Meanwhile, the overall score for the use of metacognitive strategies is 52.17 (69.6%), which is categorized as 'Moderate.' This indicates that students quite frequently use metacognitive strategies in listening comprehension.

2) Analysis of Cognitive Strategy Use in Listening Comprehension

Table 4.4 presents the data on the use of Cognitive Strategies among sixth-semester students in the English Education Program at the State Islamic Institute of Kerinci for the 2024/2025 Academic Year. The table includes the respondents' individual scores, percentages, and categorized levels (e.g., high, medium) for Cognitive Strategy usage.

Table 4.4
Data Description Cognitive Strategy

| No. Resp | Initials | Gender | Class | Cognitive Strategy | | |
|----------|----------|--------|-------|--------------------|------|----------|
| | | | | Score | % | Category |
| 1 | ANA | Female | A | 47 | 62,7 | Medium |
| 2 | NZN | Male | B | 53 | 70,7 | Medium |
| 3 | HH | Female | A | 55 | 73,3 | Medium |
| 4 | AAM | Male | A | 59 | 78,7 | High |
| 5 | AUJ | Female | A | 62 | 82,7 | High |
| 6 | FS | Male | A | 63 | 84,0 | High |
| 7 | PR | Male | A | 59 | 78,7 | High |

| | | | | | | |
|--------------|-----|--------|---|-----------|-------------|---------------|
| 8 | MIH | Female | B | 51 | 68,0 | Medium |
| 9 | RA | Female | B | 59 | 78,7 | High |
| 10 | T | Female | B | 55 | 73,3 | Medium |
| 11 | RTA | Female | B | 63 | 84,0 | High |
| 12 | FN | Female | B | 47 | 62,7 | Medium |
| 13 | R | Male | B | 45 | 60,0 | Medium |
| 14 | IZA | Female | A | 62 | 82,7 | High |
| 15 | N | Male | A | 42 | 56,0 | Medium |
| 16 | DN | Female | B | 56 | 74,7 | High |
| 17 | AAP | Male | B | 57 | 76,0 | High |
| 18 | ARP | Male | B | 55 | 73,3 | Medium |
| Total | | | | 55 | 73,3 | Medium |

Source: Data processed with SPSS, 2025

Based on the data above, it is known that out of 18 respondents, 9 respondents obtained scores for the use of cognitive strategies in the moderate category, 9 other respondents in the high category, and no respondents were in the low category. Meanwhile, the overall score for the use of metacognitive strategies is 55 (73.3%), which is categorized as 'Moderate.' This indicates that students frequently use cognitive strategies in listening comprehension.

3) Analysis of Socio-Affective Strategy Use in Listening Comprehension

Table 4.5 presents the data on the use of Socio-Affective Strategies among the sixth-semester students in the English Education Program at the State Islamic Institute of Kerinci for the 2024/2025 Academic Year. The table includes individual scores, percentages, and categories (high, medium, low) for each student's

use of socio-affective strategies.

Table 4.5
Data Description Sosio-Affective Strategy

| No. Resp | Initials | Gender | Class | Sosio Affective Strategy | | |
|--------------|----------|--------|-------|--------------------------|-------------|---------------|
| | | | | Score | % | Category |
| 1 | ANA | Female | A | 8 | 80 | High |
| 2 | NZN | Male | B | 6 | 60 | Medium |
| 3 | HH | Female | A | 9 | 90 | High |
| 4 | AAM | Male | A | 7 | 70 | Medium |
| 5 | AUJ | Female | A | 8 | 80 | High |
| 6 | FS | Male | A | 8 | 80 | High |
| 7 | PR | Male | A | 4 | 40 | Low |
| 8 | MIH | Female | B | 5 | 50 | Medium |
| 9 | RA | Female | B | 7 | 70 | Medium |
| 10 | T | Female | B | 6 | 60 | Medium |
| 11 | RTA | Female | B | 7 | 70 | Medium |
| 12 | FN | Female | B | 4 | 40 | Low |
| 13 | R | Male | B | 6 | 60 | Medium |
| 14 | IZA | Female | A | 6 | 60 | Medium |
| 15 | N | Male | A | 7 | 70 | Medium |
| 16 | DN | Female | B | 9 | 90 | High |
| 17 | AAP | Male | B | 3 | 30 | Low |
| 18 | ARP | Male | B | 9 | 90 | High |
| Total | | | | 6,6 | 66,1 | Medium |

Source: Data processed with SPSS, 2025

Based on the data above, it is known that out of 18 respondents, 9 respondents obtained scores for the use of socio-affective strategies with a moderate category, 6 respondents in the high category, and 3 respondents in the low category. Meanwhile, the overall score for the use of metacognitive strategies is 6.6 (66.1%), categorized as 'Moderate.' This indicates that students often use socio-affective strategies in listening comprehension. Based on the data above, Table 4.6 summarizes the use of listening

comprehension strategies by students.

Tabel 4.6
Summary of Listening Comprehension Strategies Use

| No. | Strategies | Score | Persentase | Category |
|-----|-----------------|-------|------------|----------|
| 1 | Metacognitive | 52,17 | 69,6% | Medium |
| 2 | Cognitive | 55 | 73,3% | Medium |
| 3 | Socio-Affective | 6,6 | 66,1% | Medium |

Source: Data processed with Ms. Excel, 2025

Based on the table above, it could be seen that students use all strategies, but there are differences in the frequency of use of each strategy. The use of cognitive, metacognitive, and socio-affective strategies is categorized as "moderate," with scores of 55 (73.3%) for cognitive strategies, 52.17 (69.6%) for metacognitive strategies, and 6.6 (66.1%) for socio-affective strategies. Therefore, it can be concluded that students most often use cognitive strategies, followed by metacognitive strategies, and socio-affective strategies.

2. The students' perceptions of the effectiveness of their listening comprehension strategies at the State Islamic Institute of Kerinci Academic Year 2024/2025

To find out the students' perceptions of the effectiveness of their listening comprehension strategies at the State Islamic Institute of Kerinci in the 2024/2025 academic year, the researcher collected data based on interview results from 12 students who served as respondents in this research:

Regarding students' perceptions about the effectiveness of their listening comprehension strategies, the researcher used Thematic Analysis

to analyze interview data from 12 informants. The results of the data analysis showed that the listening comprehension strategies they used were effective. For example, Student 1 who used this strategy told the following story:

“...I take notes so I can expand my vocabulary and understand the language better. I find this method quite effective because it helps reinforce learning through various contexts and formats. Strategies like taking notes also help me focus better and remember more information than if I just listen.” (Student 1)

Likewise, student 8 also said that the strategy he used was effective.

“I often try to summarize what I hear afterwards to strengthen my understanding and memory. I think summarizing the things I hear can help me understand better and make me remember the material longer. ” (Student 8)

In addition, some students also use listening comprehension strategies that focus on developing speaking skills. For example, Student 2 explained that he uses listening sessions to practice pronunciation and intonation:

“I like to focus on the speaker’s pronunciation and intonation to improve my speaking skills.” (Student 2)

This strategy helps students not only understand the content of the conversation, but also imitate the pronunciation patterns and rhythm of natural English. Student 3 also applies an active approach to listening, namely by pausing the material and repeating phrases that he hears:

“I often pause the material to repeat phrases out loud, practicing speaking and listening at the same time.” (Student 3)

This strategy is considered effective by students because it allows

them to combine listening and speaking skills directly, thereby increasing confidence and pronunciation.

More relaxed and enjoyable strategies were also considered effective by some students. For example, Student 10 stated that she often listens to English songs and analyzes the lyrics as a fun learning method:

“I like listening to English songs and analyzing the lyrics to improve my language skills in a fun way. I find analyzing song lyrics effective because it introduces me to everyday language and cultural references.” (Student 10)

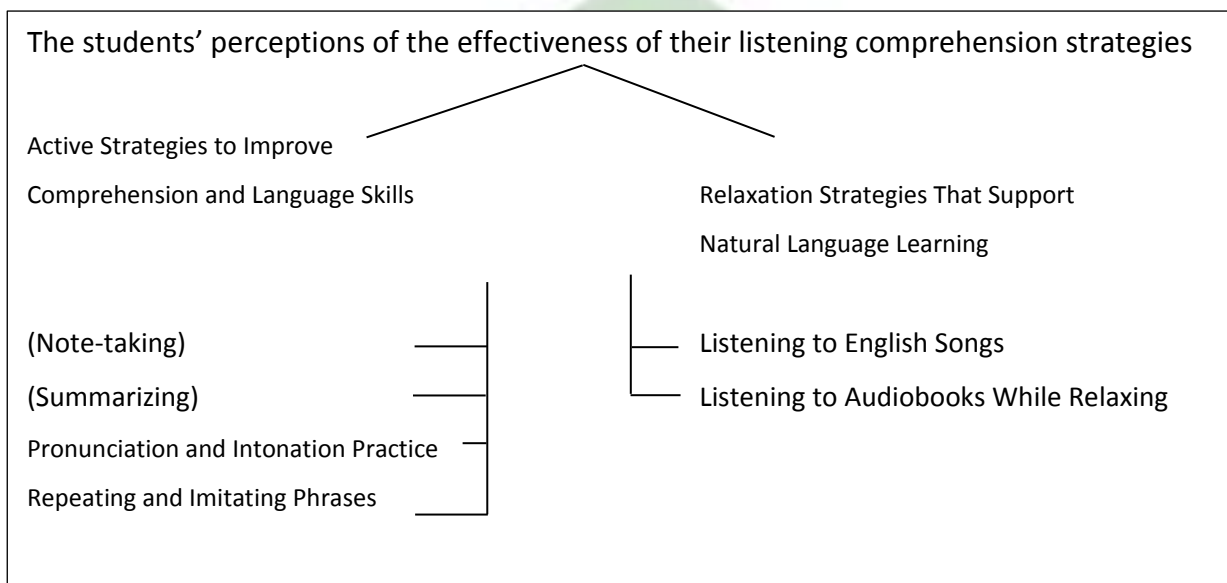
Meanwhile, Student 12 revealed that listening to audiobooks in her free time was an effective way to improve her language skills naturally:

“I enjoy listening to audiobooks when I relax, which helps me immerse myself in the language without any effort. Listening to audiobooks while relaxing allows me to immerse myself in the language without feeling pressured, making it a really enjoyable experience.” (Student 12)

Overall, the findings on students' perceptions of the effectiveness of listening comprehension strategies can be categorized into two main themes. First, active strategies used to improve comprehension and speaking skills, such as taking notes, summarizing, imitating pronunciation, and repeating phrases. These strategies are considered effective because they help students focus better, expand their vocabulary, and improve their pronunciation and confidence when speaking. Second, strategies that are relaxing but still educational, such as listening to English songs and audiobooks. These strategies were chosen because they provide a fun, relaxed learning experience, and still enrich the

understanding of the language and cultural context. The following figure illustrates the themes and subthemes of the strategies used by students in improving their listening comprehension skills.

Figure 1. *Themes and sub-themes in students' perceptions of the effectiveness of their listening comprehension strategies*



3. The challenges faced by the sixth semester English Department students at the State Islamic Institute of Kerinci in using listening comprehension strategies

Regarding the challenges faced by sixth semester students of the English Department at the State Islamic Institute of Kerinci in using listening comprehension strategies, the researcher used Thematic Analysis to analyze interview data from 12 informants. The results of the analysis showed that although students had applied various strategies, they experienced a number of obstacles that affected the effectiveness of implementing these strategies in listening activities. Students 1, 7, and 12,

for example, explained:

“I sometimes struggle with distractions in my environment, which makes it difficult to focus on the material when using strategies.” (Student 1)

“I sometimes feel anxious about my listening skills, which can affect my ability to concentrate and apply strategies effectively.” (Student 7)

“I find it difficult to engage with the material emotionally, which can make it more difficult to apply strategies that require deeper understanding.” (Student 12)

In addition, some students faced technical challenges when implementing listening comprehension strategies, especially those related to the characteristics of audio materials. The uncertainty and pressure they experienced also affected their confidence and effectiveness in using the strategies. Some students reported that the speed of material delivery was often a major obstacle. For example, Student 2 stated:

“I found it difficult to follow the fast-paced audio, making it difficult to take notes or summarize effectively.” (Student 2)

A similar thing was expressed by Student 11, who felt that the time available was not always sufficient to implement strategies optimally:

“I sometimes struggled with the pace of the material, as some strategies required more time than the audio allowed.” (Student 11)

In addition, differences in accents or dialects in the material also become an obstacle in understanding the learning content as a whole, as conveyed by Student 3:

“Sometimes, I have difficulty understanding accents or dialects, which can hinder my ability to apply my listening strategies.”

(Student 3)

Some students also have difficulty processing and filtering information effectively during listening comprehension activities, especially when the material presented is dense and complex. This challenge hinders their ability to apply strategies optimally because of the difficulty in managing incoming information simultaneously.

Student 4 revealed that the overload of information made it difficult for him to determine the main focus:

“I often felt overwhelmed by the amount of information presented, making it difficult to identify key points to focus on.” (Student 4)

A similar difficulty was experienced by Student 5, who stated that multitasking between taking notes and listening resulted in important information being missed:

“Sometimes, I find it difficult to balance between listening and taking notes, which results in missing information.” (Student 5)

Meanwhile, Student 9 said that the complexity of the material content made the summarizing process a challenge in itself:

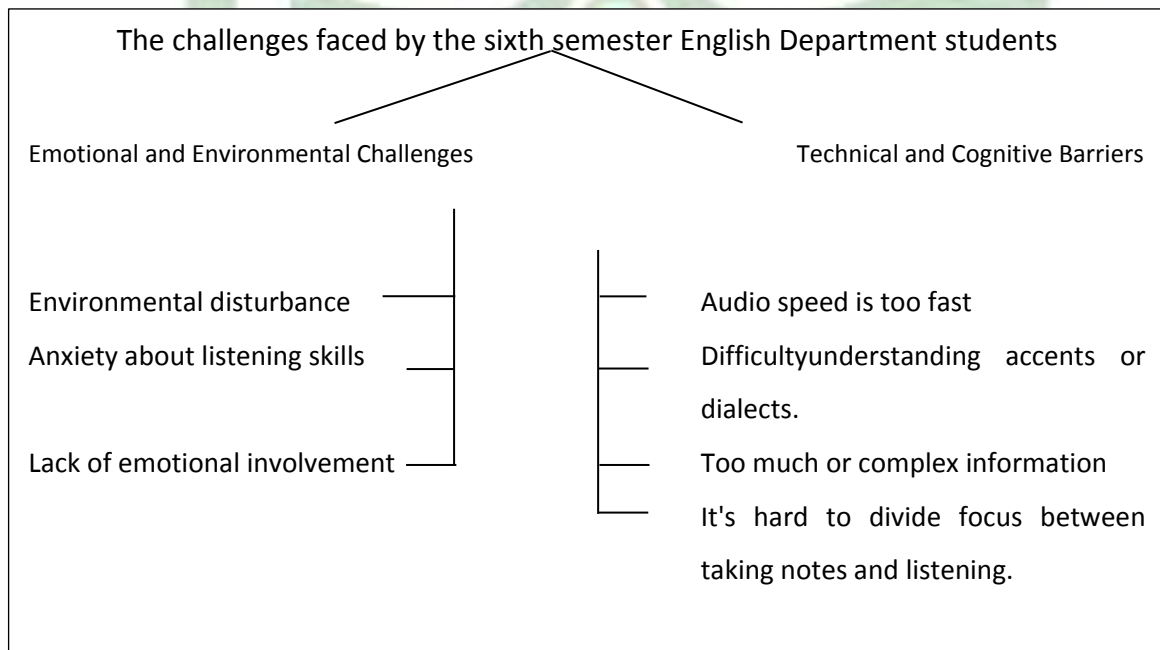
“Sometimes, I have difficulty summarizing what I hear, especially if the material is complex or abstract.” (Student 9)

The results of the thematic analysis interviews regarding the challenges faced by sixth-semester students in the English Language Department at the State Islamic Institute of Kerinci in using listening comprehension strategies were taken from 12 students, classified into

effective, sometimes effective, and sometimes ineffective categories.

It can be concluded that the experiences of sixth semester students of the English Study Program at the Kerinci State Islamic Institute in using listening comprehension strategies are centered on two main themes (Figure 2). The first theme relates to the various challenges they face in implementing the strategies they have mastered. These challenges include environmental distractions, personal anxiety, and low emotional involvement, all of which have an impact on the effectiveness of strategy use.

Figure 2. *Themes and sub-themes the challenges faced by the sixth semester English Department students*



B. Discussion

1. The listening comprehension strategies used by the sixth semester students at the State Islamic Institute of Kerinci Academic Year 2024/2025

Based on the research results, out of 18 respondents, 9 used cognitive strategies at a moderate level and 9 at a high level, with none in the low category. The overall score for cognitive strategy use was 55 (73.3%), placing it in the 'moderate' category, which indicates that students used these strategies fairly frequently in listening comprehension. For socio-affective strategies, 9 respondents were in the moderate category, 6 in the high category, and 3 in the low category, with an overall score of 6.6 (66.1%), also falling into the 'moderate' category. In general, students used all three types of strategies cognitive, metacognitive, and socio-affective with moderate frequency, with cognitive strategies being the most frequently used, followed by metacognitive strategies, and then socio-affective strategies.

These results are consistent with the findings of Buck (2001), who revealed that students use cognitive strategies as the most contributing strategies in listening comprehension, followed by socio-affective and metacognitive strategies. In a study on listening comprehension strategies used by EFL students in Iran involving 100 students, it was found that cognitive strategies were the most frequently used, with an average score of 2.44. Socio-affective strategies were categorized as the least used, with an average score of 2.20, while metacognitive strategies had an average

score of 2.36.

2. The students' perceptions of the effectiveness of their listening comprehension strategies at the State Islamic Institute of Kerinci Academic Year 2024/2025

Based on the interview data from 12 students at the State Islamic Institute of Kerinci in the 2024/2025 academic year, it can be concluded that students generally perceive their listening comprehension strategies as effective in supporting their English language learning. Thematic Analysis revealed two main themes related to these perceptions.

The first theme centers on active strategies, such as note-taking, summarizing, repeating phrases, and focusing on pronunciation and intonation. These strategies were seen as beneficial in improving comprehension, expanding vocabulary, enhancing speaking confidence, and reinforcing learning through repeated and focused engagement.

The second theme involves relaxed and enjoyable strategies, including listening to songs and audiobooks. Students reported that these methods helped them immerse in the language naturally and without pressure, making the learning process more enjoyable while still contributing meaningfully to their language development.

In summary, both active and relaxed strategies were perceived as effective, with students selecting approaches that align with their personal learning preferences and goals. This indicates that flexibility and variety in strategy use play an important role in supporting listening comprehension skills.

3. The challenges faced by the sixth semester English Department students at the State Islamic Institute of Kerinci in using listening comprehension strategies

Based on the interview data from sixth-semester students in the English Department at the State Islamic Institute of Kerinci, it can be concluded that although students had applied various listening comprehension strategies, they still encountered several significant challenges that affected the overall effectiveness of those strategies. Thematic analysis revealed two main themes of challenges.

The first theme involves personal and environmental barriers, such as distractions in the learning environment, anxiety about listening abilities, and difficulty emotionally engaging with the material. These factors reduced students' concentration and confidence, ultimately impacting their ability to apply strategies effectively.

The second theme relates to technical and cognitive difficulties, including issues with fast-paced audio, unfamiliar accents or dialects, limited processing time, and the high cognitive load of managing and summarizing complex information. Students reported difficulty in identifying main points, balancing listening with note-taking, and coping with the volume and complexity of material.

These findings highlight that despite the potential effectiveness of listening strategies, various internal and external obstacles can hinder students' success in fully utilizing them.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results, it can be concluded as follows:

1. Out of 18 respondents, 9 used cognitive strategies in the moderate category and 9 in the high category, with no respondents in the low category. The cognitive strategy usage score was 55 (73.3%), which fell into the moderate category. For Meta Cognitive 52,17 (69,6), which is moderate category. For socio-affective strategies, 9 respondents were in the moderate category, 6 in the high category, and 3 in the low category, with a score of 6.6 (66.1%), also placing it in the moderate category. In general, students used cognitive, metacognitive, and socio-affective strategies with moderate frequency, with a dominance of cognitive strategies.
2. The findings indicate that students at the State Islamic Institute of Kerinci perceive their listening comprehension strategies as generally effective in supporting their English learning. Two key themes emerged: active strategies, which enhance focus, comprehension, and speaking skills; and relaxed strategies, which promote enjoyable, low-pressure language exposure. The combination of both approaches highlights the importance of flexibility and personal preference in strategy use, suggesting that a varied and learner-centered approach is crucial in developing effective listening comprehension skills.

3. The interview data revealed that sixth-semester English Department students at the State Islamic Institute of Kerinci faced notable challenges in using listening comprehension strategies, despite their efforts to apply them. These challenges fall into two main categories: personal and environmental factors, such as anxiety and distractions, and technical-cognitive issues, including fast-paced audio, complex content, and difficulty processing information. These findings emphasize the need for more targeted support and adaptive learning strategies to help students overcome these obstacles and use listening strategies more effectively.

B. Suggestion

Based on the conclusions, here are some suggestions from the researcher:

1. For lecturers, this research provides feedback and information to explain listening comprehension strategies to students, which is expected to improve their ability to understand listening material.
2. For students, this research raises awareness of the importance of using strategies in listening comprehension, which can enhance their competence.
3. For future researchers, this study can serve as a reference to further explore successful strategies, correlate them with other variables, or apply them to different subjects or locations, as well as to other language skills.
4. This research is expected to help identify the strategies used by students in listening comprehension.

BILBIOGRAPHIES

- Arends, L. Richard. 2008. Learning to Teach. Yogyakarta: Pustaka Pelajar.
- Arikunto, S. (2002). Prosedur Penelitian, Suatu Pendekatan Praktek. Jakarta: PT. Rineka Cipta.
- Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Arikunto S. 2013. Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Akdon dan Sahlan Hadi, Aplikasi Statistika Dan Metode Penelitian Untuk Administrasi dan Manajemen, (Bandung: Dewi Ruchi, 2005).
- Babita Tyagi, "Listening: An Important Skill and It's Various Aspects," The Criterion An International Journal in English 4, no. 1 (February 2013): 2.
- Bang, Hiver. 2016. *Investigating The Structural Relationship of Cognitive and Affective Domains for L2 Listening*.
- Bang, S., & Hiver, P. (2016). Investigating the structural relationships of cognitive and affective domains for L2 listening. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(1). <https://doi.org/10.1186/s40862-016-0013-8>
- Berg, B.L. (2004). *Qualitative Research Methods for the Social Sciences*. 5th Edition, Pearson Education, Boston.
- Bowen, T and J. Marks. Inside Teaching. Oxford. Heineman. 1994.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589–597. <https://doi.org/10.1080/2159676x.2019.1628806>
- Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman, 2001), Second Edition, p.252
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.

- Chen, A. (2009). Listening strategy instruction: Exploring Taiwanese college students' strategy development. *Asian EFL Journal*, 11(2), 54–85.
- Creswell, J.W. and Miller, D.L. (2000) Determining Validity in Qualitative Inquiry. *Theory into Practice*, 39, 124-130.
- Creswell, John W. (2012). *Educational research : planning, conducting, and evaluating quantitative and qualitative research, 4th ed*, 58-534.
- Creswell, John W. (2014). *Research design : qualitative, quantitative, and mixed methods approaches, 4th ed*, California: SAGE Publications.
- Creswell, John W., and Plano Clark, Vicki L. (2017). *Designing and conducting mixed methods research Third Edition*, Los Angeles : SAGE.
- Creswell, John W, and Cheryl N. Poth. (2018). *Designing and Conducting Mixed Methods Research*, London: SAGE Publications.
- Cross, J. (2009). Effects of listening strategy instruction on news videotext comprehension. *Language Teaching Research*, 13(2), 151–176.
- Dimassi, A. (2016) EFL listening comprehension, cognitive and metacognitive strategies and working memory. Doctoral dissertation, University of the West of England.
- Djamaroh, S. B. (2002). *Strategi belajar mengajar (1st ed.)*. Jakarta: Rineka Cipta.
- Dhuhah Atallah Al-Qaraghooly, "The Effect of Top-Down and Bottom-Up Listening Strategies on Developing ELF Students Listening Comprehension", p. 18. (<https://iasj.net>) (accessed on March 5, 2019)
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in Arabic language classroom. *The Modern Language Journal*, 89, 206-220.
- Erfana Iloe, "Improving Selective Listening Skill By Using Animation Clips at the Second Grade Students in Madrasah Aliyah negeri (MAN) Pinrang", (Unpublished thesis, Parepare: Tarbiyah Department, 2013), p.3.
- Fang, X. (2008). Listening comprehension in EFL teaching. *US-China Foreign Language*, Vol 6, No.1, pp. 21-29.
- Gary Buck, (2001). What Practitioners says about Listening: Research Implications for the Classroom. *Foreign Language Annals*, 17: p31.

- Ghozali, Imam. 2001. Aplikasi Analisis Multivariate Dengan Program SPSS. Badan Peneliti Universitas Diponegoro, Semarang.
- Gibran, A., & Qalby, N. (2021). The Students' perception On The Use Of Dictogloss Strategy In Teaching. *English Language Teaching Methodology*, 1(2), 115-122.
- Goh, C. (2002). Exploring listening comprehension tactics and their interaction patterns. *System*, 30(2), 185–206. [https://doi.org/10.1016/S0346251X\(02\)00004-0](https://doi.org/10.1016/S0346251X(02)00004-0).
- Goh, C. C. & Vandergrift, L. (2012). Teaching and learning second language listening. New York: Routledge.
- Goh, C. Learners' self-reports on comprehension and learning strategies for listening. *Asian Journal of English Language Teaching*, 12.(2002). page46-68.
- Goh, C. (2000). A Cognitive Perspective on Language Learners' Listening Comprehension Problems. *System*, 28, 55-75.
- Graham, S. & D. Santos (2015). Strategies for second language listening: Current scenarios and improved pedagogy. Basingstoke, UK: Palgrave.
- Hamouda, 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 Development*, 2(2), 113-15.
- Harder Arturo Martínez García, "The Impact of Top-down and Bottom-up Listening Strategies on The Students' Listening Comprehension: Case of Intermediate Intensive English II Students of The Department of Foreign Language", p. 10. (ri.ues.edu.sv) (accessed 12 February 2019).
- Huy, Thanh, Huynh, Le. An Investigation into Listening Strategies of EFL Students within the High School Setting. Dong Thap University : Vietnam. 2015. Page 24
- Lan, M., & Hew, K. F. (2018, June). The Validation of the MOOC Learner Engagement and Motivation Scale. In *EdMedia+ Innovate Learning* (pp. 1625–1636). Association for the Advancement of Computing in Education (AACE).
- Lindsay, C. & Knight, P. (2006). Learning and teaching English: A course for teachers. Oxford: Oxford University Press.

- Mardhotilla, S. Q. (2019) *An Analysis on Students' Listenig Comprehension at the Third Grade Student of SMA As Shofa* [Universitas Islam Riau]. Repository Uir. <https://repository.uir.ac.id/7806/1/156310670.pdf>
- Morley, J. (2001). *Aural Comprehension Instruction: Principles and Practices*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 69-85) Boston: Heinle and Heinle.
- Morissan. 2012. *Metode Penelitian Survey*. Jakarta: Kencana Prenada Media Group.
- Ningrum, A. K. (2022) *An Analysis of Listening Comprehension Problem in Communicative Listening Subject at the Second Semester of English Language Education Program* [Universitas Islam Riau]. Repository Uir. <https://repository.uir.ac.id/16260/1/176310610.pdf>
- Nunan, David. *Research Method in Language Learning*. Cambridge: Cambridge University Press, 2010.
- O'Malley, M. J., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. England: Cambridge University Press. Repository Uir. <https://repository.uir.ac.id/7806/1/156310670.pdf>BPFE-Yogyakarta.
- Rost, M. (1994). *Introducing listening*. London: Penguin books.
- Rost, M. (2001). *Teaching and researching listening*. London: Longman.
- Rost, M. (2002). *Teaching and Researching Listening*. London: Longman.
- Sadiku, L. M. (2015). *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*. *European Journal of Language and Literature*, 1(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Seal, B. (2015). *Listening: A challenging skill to teach in second language acquisition*. [Publisher].
- Siegel, J. (2014). *Problematising L2 listening pedagogy: The potential of process-based listening strategy instruction in the L2 classroom* [Unpublished doctoral thesis], Aston University. <https://research.aston.ac.uk/en/studentTheses/problematising-l2-listening-pedagogy>
- Slamet, St. Y. (2008). *Dasar - dasar Keterampilan Bahasa Indonesia*. Surakarta: UNS Press.
- Sugiyono. 2004. *Metode Penelitian*. Bandung: Alfabeta

- Sugiyono. (2007). Statistika Untuk Penelitian. Alfabeta, Bandung.
- Sugiyono. (2012). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Penerbit Alfabeta.
- Sugiyono. (2014). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Alfabeta, Bandung.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191–210. <https://doi.org/10.1017/S0261444807004338>
- Vandergrift, L. (1996). The listening comprehension strategies of core French high school students. *The Canadian Modern Language Review*, 52, 200-223.
- Vandergrift, L. (1997). The comprehension strategies of second language (French) listeners: A descriptive study. *Foreign Language Annals*, 30, 387-409
- Vandergrift, L. (1997). The comprehension strategies of second language (French) listeners: A descriptive study. *Foreign Language Annals*, 30, 387–409. <https://doi.org/10.1111/j.1944-9720.1997.tb02362.x>
- Waloyo, E. (2019) Investigating Student’s Listening Strategies and the Challenge in Digital Era [Lembaga Penelitian dan Pengabdian Kepada Masyarakat] IAIN Syekh Nurjati Cirebon.

APPENDIX

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Appendix 1

APPENDICES

LISTENING COMPREHENSION STRATEGIES QUESTIONNAIRE

A. Quantitative Research Instrument (Questionnaire) (*Adopted from Cross (2009)*)

| No | Type Of Strategy | List Of Strategy |
|-----|------------------|--|
| 1. | MET | Before I start to listen, I have plan in my head for how I am going to listen. |
| 2. | COG | I translate in my head as I listen. |
| 3. | COG | Before listening, I make predictions about the listening material based on the title |
| 4. | MET | I focus harder on the text when I have trouble understanding. |
| 5. | COG | I use the words I understand to guess the meaning of the words I do not understand |
| 6. | MET | When my mind wanders, i recover my concentration right away. |
| 7. | COG | As I listen, I compare what I understand with what I know about the topic |
| 8. | SOA | As I listen, I encourage myself through positive self-talk |
| 9. | MET | When there is something I do not understand, I pursue trying to compensate for it |
| 10. | COG | I use my experience and knowledge to help me understand |
| 11. | MET | Before listening, I think of similar texts that I may have listened to. |
| 12. | COG | I use my knowledge of the text organization to understand the text |
| 13. | MET | I try to get back on track when I lose concentration |
| 14. | COG | Before listening, I try to predict the words I am likely to hear based on the title. |
| 15. | COG | As listen, I quickly adjust my interpretation if I realize that is not correct. |
| 16. | MET | I identify my problem in listening and work on solving them. |
| 17. | MET | After listening, I think back to how I listened, and about what I might do differently next time |
| 18. | COG | After listening, i make a mental summary of what I have listened to. |
| 19. | MET | When I have difficulty understanding what I hear, I give up and stop listening. |
| 20. | COG | I use the main idea of the text to help me guess the meaning of th words that I do not understand. |
| 21. | MET | I skip over words that I do not understand so that I do not miss what is said next. |
| 22. | COG | As I listen, I try to think in English without having to translate into my own language. |
| 23. | COG | When I guess the meaning of a word, I think back to everything else that I have |
| 24. | MET | As I listen, I periodically ask myself if I am satisfied with my level of Comprehension |
| 25. | MET | After listening, I reflect on the listening task with my classmates. |
| 26. | COG | I use pronunciation aspects like stress and intonation to enhance my understanding. |

| | | |
|-----|-----|---|
| 27. | MET | Before listening, I concentrate my mind on the listening task and keep away things that distract attention. |
| 28. | MET | Listen to what is said without paying much attention to every new word. |
| 29. | COG | As I listen, I try to predict incoming content using the information being delivered. |
| 30. | MET | As I listen, I repeat important words mentally. |
| 31. | COG | I picture the setting of the conversation to understand what the speakers are talking about. |
| 32. | SOA | I talk to my teacher and classmates about how to be a better listener of English. |



Appendix 2

LISTENING COMPREHENSION STRATEGIES INTERVIEW

B. Qualitative Research Instrument (Interview)

| No | Research Questions | Interview Questions |
|----|--|---|
| 1. | <p>What are the students' perceptions of the effectiveness of their listening comprehension strategies at the State Islamic Institute of Kerinci Academic Year 2024/2025?</p> <p><i>(Strategies)</i></p> | <ol style="list-style-type: none">1. What are you doing when listening english material? (<i> Apa yang Anda lakukan untuk memahami materi listening bahasa Inggris?)</i>2. Do you find these strategies effective? Why? (<i> Apakah cara tersebut menurut Anda efektif? Mengapa?)</i>3. Do you feel there is a difference in listening comprehension when using certain strategies compared to not using strategies at all? If yes, what is the difference? (<i> Apakah Anda merasa ada perbedaan dalam pemahaman mendengarkan ketika menggunakan cara tertentu dibandingkan dengan tidak menggunakan strategi sama sekali? Jika ya, apa perbedaannya?)</i>4. How do you feel after applying listening comprehension strategies in certain learning situations? (<i> Bagaimana perasaan anda setelah menerapkan strategi listening dalam situasi belajar tertentu?)</i>5. How do you assess the effectiveness of the listening comprehension strategies you have implemented so far? (<i> Bagaimana anda menilai keefektifan strategi listening yang telah anda terapkan selama ini?)</i> |
| 2. | <p>What are the challenges faced by the sixth Semester English Department students at the State Islamic Institute of Kerinci in using listening Comprehension strategies?</p> <p><i>(Challenges)</i></p> | <ol style="list-style-type: none">1. What difficulties do you often experience when applying listening comprehension strategies in learning? (<i> Apa kesulitan yang sering anda alami saat menerapkan strategi pemahaman listening dalam pembelajaran?)</i>2. In a learning situation, what factors most influence your ability to understand material presented orally? (<i> Dalam situasi belajar, faktor apa yang paling mempengaruhi kemampuan Anda untuk memahami materi yang disampaikan secara lisan)</i> |

| | | |
|--|--|---|
| | | <p>3. Was there a particular moment when you found it difficult to follow the lecturer's explanation? What happened at that time? (<i>Apakah ada momen tertentu di mana Anda merasa kesulitan dalam mengikuti penjelasan dosen? Apa yang terjadi saat itu? </i>)</p> <p>4. How do you deal with situations when the information being conveyed feels difficult to understand? (<i>Bagaimana Anda mengatasi situasi ketika informasi yang disampaikan terasa sulit dipahami? </i>)</p> <p>5. Have you had any specific experiences where you felt that your listening comprehension strategies were not working as expected? What happened? (<i>Apakah ada pengalaman spesifik dimana Anda merasa bahwa strategi pemahaman listening anda tidak berjalan sesuai harapan? Apa yang terjadi? </i>)</p> |
|--|--|---|



Appendix 3

Tabulation of Questionnaire Scores

| No. Resp | Initials | Gender | Class | Meta Cognitive | | | | | | | | | | | | | | | Jlh |
|----------|----------|--------|-------|----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-----|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 1 | ANA | Female | A | 3 | 4 | 4 | 4 | 2 | 4 | 5 | 3 | 1 | 4 | 5 | 2 | 4 | 4 | 5 | 54 |
| 2 | NZN | Male | B | 2 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 4 | 4 | 4 | 54 |
| 3 | HH | Female | A | 3 | 5 | 3 | 3 | 5 | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 56 |
| 4 | AAM | Male | A | 5 | 5 | 5 | 3 | 3 | 5 | 4 | 4 | 3 | 2 | 3 | 2 | 1 | 3 | 5 | 53 |
| 5 | AUJ | Female | A | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 61 |
| 6 | FS | Male | A | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 2 | 1 | 5 | 2 | 4 | 1 | 5 | 58 |
| 7 | PR | Male | A | 1 | 4 | 4 | 4 | 3 | 3 | 3 | 5 | 1 | 2 | 5 | 1 | 4 | 2 | 1 | 43 |
| 8 | MIH | Female | B | 2 | 4 | 4 | 4 | 4 | 5 | 3 | 3 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 60 |
| 9 | RA | Female | B | 3 | 5 | 3 | 3 | 2 | 5 | 5 | 1 | 3 | 3 | 3 | 4 | 3 | 2 | 4 | 49 |
| 10 | T | Female | B | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 2 | 4 | 4 | 4 | 3 | 3 | 3 | 52 |
| 11 | RTA | Female | B | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 2 | 3 | 3 | 3 | 5 | 62 |
| 12 | FN | Female | B | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 4 | 43 |
| 13 | R | Male | B | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 |
| 14 | IZA | Female | A | 1 | 3 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 3 | 2 | 4 | 5 | 4 | 3 | 50 |
| 15 | N | Male | A | 1 | 4 | 2 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 5 | 3 | 43 |
| 16 | DN | Female | B | 4 | 5 | 5 | 4 | 3 | 5 | 3 | 3 | 1 | 3 | 4 | 3 | 3 | 4 | 5 | 55 |
| 17 | AAP | Male | B | 5 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 1 | 2 | 4 | 2 | 2 | 2 | 5 | 45 |
| 18 | ARP | Male | B | 3 | 3 | 5 | 5 | 5 | 4 | 3 | 2 | 3 | 5 | 3 | 2 | 5 | 5 | 3 | 56 |

| No. Resp | Initials | Gender | Class | Cognitive Strategy | | | | | | | | | | | | | | | Jlh |
|----------|----------|--------|-------|--------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-----|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 1 | ANA | Female | A | 4 | 2 | 4 | 3 | 2 | 2 | 3 | 4 | 2 | 3 | 5 | 2 | 2 | 4 | 5 | 47 |
| 2 | NZN | Male | B | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 2 | 2 | 4 | 3 | 4 | 53 |
| 3 | HH | Female | A | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 55 |
| 4 | AAM | Male | A | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 3 | 2 | 5 | 4 | 4 | 2 | 3 | 4 | 59 |
| 5 | AUJ | Female | A | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 3 | 4 | 62 |
| 6 | FS | Male | A | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 3 | 4 | 3 | 5 | 4 | 2 | 5 | 63 |
| 7 | PR | Male | A | 1 | 2 | 4 | 5 | 5 | 3 | 4 | 3 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 59 |
| 8 | MIH | Female | B | 5 | 2 | 5 | 4 | 5 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 51 |
| 9 | RA | Female | B | 4 | 5 | 5 | 4 | 5 | 5 | 1 | 4 | 1 | 5 | 2 | 5 | 4 | 5 | 4 | 59 |
| 10 | T | Female | B | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 55 |
| 11 | RTA | Female | B | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 3 | 63 |
| 12 | FN | Female | B | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 4 | 2 | 3 | 4 | 3 | 4 | 47 |
| 13 | R | Male | B | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 45 |
| 14 | IZA | Female | A | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 3 | 4 | 5 | 3 | 5 | 4 | 4 | 62 |
| 15 | N | Male | A | 3 | 2 | 3 | 4 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 4 | 42 |
| 16 | DN | Female | B | 4 | 4 | 5 | 3 | 5 | 3 | 4 | 4 | 5 | 3 | 4 | 3 | 3 | 3 | 3 | 56 |
| 17 | AAP | Male | B | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 5 | 4 | 2 | 5 | 2 | 3 | 2 | 2 | 57 |
| 18 | ARP | Male | B | 2 | 5 | 3 | 1 | 3 | 5 | 5 | 4 | 3 | 5 | 4 | 2 | 4 | 4 | 5 | 55 |

| No. Resp | Initials | Gender | Classes | Socio Affective Strategy | | Jlh. |
|----------|----------|--------|---------|--------------------------|---|------|
| | | | | 1 | 2 | |
| 1 | ANA | Female | A | 5 | 3 | 8 |
| 2 | NZN | Male | B | 3 | 3 | 6 |
| 3 | HH | Female | A | 4 | 5 | 9 |
| 4 | AAM | Male | A | 4 | 3 | 7 |
| 5 | AUJ | Female | A | 4 | 4 | 8 |
| 6 | FS | Male | A | 5 | 3 | 8 |
| 7 | PR | Male | A | 1 | 3 | 4 |
| 8 | MIH | Female | B | 2 | 3 | 5 |
| 9 | RA | Female | B | 3 | 4 | 7 |
| 10 | T | Female | B | 4 | 2 | 6 |
| 11 | RTA | Female | B | 4 | 3 | 7 |
| 12 | FN | Female | B | 2 | 2 | 4 |
| 13 | R | Male | B | 3 | 3 | 6 |
| 14 | IZA | Female | A | 3 | 3 | 6 |
| 15 | N | Male | A | 3 | 4 | 7 |
| 16 | DN | Female | B | 4 | 5 | 9 |
| 17 | AAP | Male | B | 2 | 1 | 3 |
| 18 | ARP | Male | B | 4 | 5 | 9 |



Appendix 4

Results of Instrument Validity Testing

| No. Item | Rhitung | Rtabel | Keterangan |
|----------|---------|--------|------------|
| 1 | 0,502 | 0,468 | Valid |
| 2 | 0,472 | 0,468 | Valid |
| 3 | 0,710 | 0,468 | Valid |
| 4 | 0,668 | 0,468 | Valid |
| 5 | 0,565 | 0,468 | Valid |
| 6 | 0,757 | 0,468 | Valid |
| 7 | 0,471 | 0,468 | Valid |
| 8 | 0,478 | 0,468 | Valid |
| 9 | 0,522 | 0,468 | Valid |
| 10 | 0,512 | 0,468 | Valid |
| 11 | 0,490 | 0,468 | Valid |
| 12 | 0,473 | 0,468 | Valid |
| 13 | 0,537 | 0,468 | Valid |
| 14 | 0,558 | 0,468 | Valid |
| 15 | 0,489 | 0,468 | Valid |
| 16 | 0,548 | 0,468 | Valid |
| 17 | 0,474 | 0,468 | Valid |
| 18 | 0,658 | 0,468 | Valid |
| 19 | 0,522 | 0,468 | Valid |
| 20 | 0,575 | 0,468 | Valid |
| 21 | 0,546 | 0,468 | Valid |
| 22 | 0,552 | 0,468 | Valid |
| 23 | 0,531 | 0,468 | Valid |
| 24 | 0,507 | 0,468 | Valid |
| 25 | 0,539 | 0,468 | Valid |
| 26 | 0,572 | 0,468 | Valid |
| 27 | 0,497 | 0,468 | Valid |
| 28 | 0,479 | 0,468 | Valid |
| 29 | 0,525 | 0,468 | Valid |
| 30 | 0,480 | 0,468 | Valid |
| 31 | 0,557 | 0,468 | Valid |
| 32 | 0,534 | 0,468 | Valid |

Appendix 5

Results of Instrument Reliability Test

Reliability Statistics

| | | | |
|--------------------------------|----------------|------------------|-----------------|
| Cronbach's Alpha | Part 1 | Value | ,697 |
| | | N of Items | 16 ^a |
| | Part 2 | Value | ,653 |
| | | N of Items | 16 ^b |
| | | Total N of Items | 32 |
| Correlation Between Forms | | | ,567 |
| Spearman-Brown Coefficient | Equal Length | | ,724 |
| | Unequal Length | | ,724 |
| Guttman Split-Half Coefficient | | | ,722 |

a. The items are: Item1, Item3, Item5, Item7, Item9, Item11, Item13, Item15, Item17, Item19, Item21, Item23, Item25, Item27, Item29, Item31.

b. The items are: Item2, Item4, Item6, Item8, Item10, Item12, Item14, Item16, Item18, Item20, Item22, Item24, Item26, Item28, Item30, Item32.

| Guttman Split-Half Coefficient | Rtabel (N-2=18-2=16 ; 0,05) | Kesimpulan |
|--------------------------------|-----------------------------|------------|
| 0,722 | 0,468 | Reliabel |

Appendix 6

Data Description SPSS

Descriptives

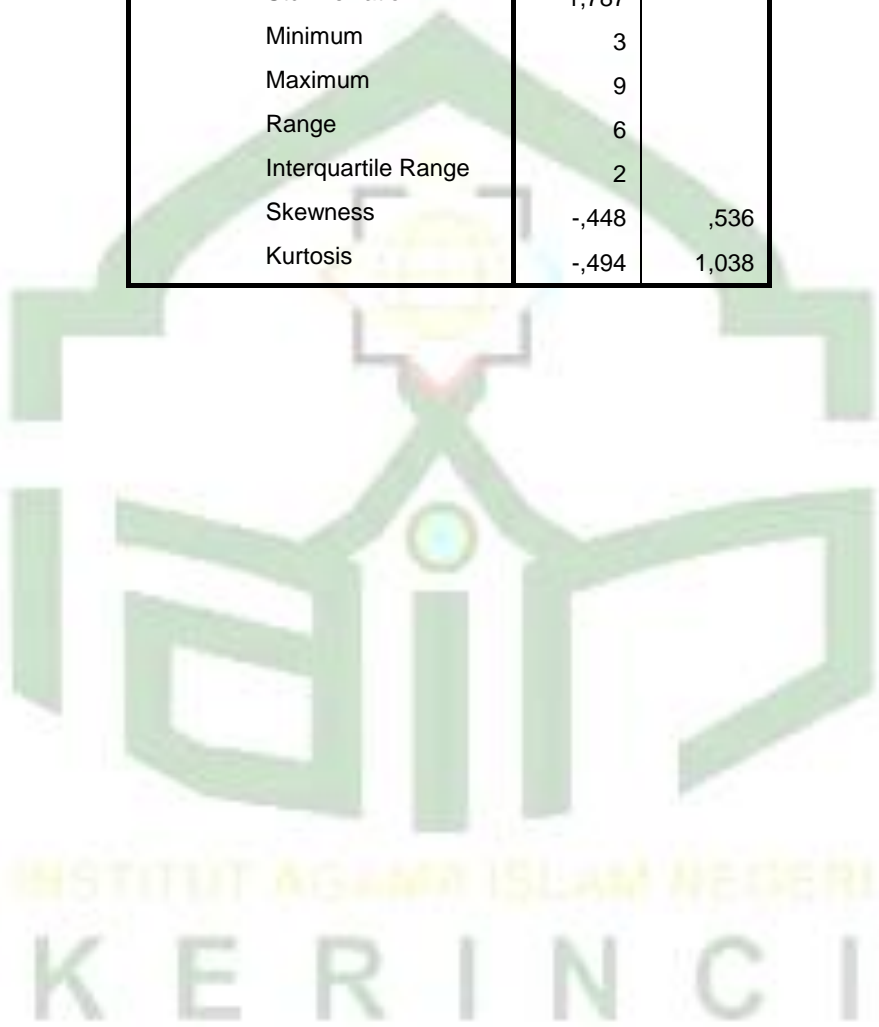
| | | Statistic | Std. Error | |
|----------------|----------------------------------|-------------|------------|--|
| Meta Cognitive | Mean | 52,17 | 1,496 | |
| | 95% Confidence Interval for Mean | Lower Bound | 49,01 | |
| | | Upper Bound | 55,32 | |
| | 5% Trimmed Mean | 52,13 | | |
| | Median | 53,50 | | |
| | Variance | 40,265 | | |
| | Std. Deviation | 6,345 | | |
| | Minimum | 43 | | |
| | Maximum | 62 | | |
| | Range | 19 | | |
| | Interquartile Range | 12 | | |
| | Skewness | -,161 | ,536 | |
| | Kurtosis | -1,159 | 1,038 | |

Descriptives

| | | Statistic | Std. Error | |
|--------------------|----------------------------------|-------------|------------|--|
| Cognitive Strategy | Mean | 55,00 | 1,508 | |
| | 95% Confidence Interval for Mean | Lower Bound | 51,82 | |
| | | Upper Bound | 58,18 | |
| | 5% Trimmed Mean | 55,28 | | |
| | Median | 55,50 | | |
| | Variance | 40,941 | | |
| | Std. Deviation | 6,399 | | |
| | Minimum | 42 | | |
| | Maximum | 63 | | |
| | Range | 21 | | |
| | Interquartile Range | 10 | | |
| | Skewness | -,602 | ,536 | |
| | Kurtosis | -,572 | 1,038 | |

Descriptives

| | | Statistic | Std. Error |
|-------------------------|----------------------------------|--|------------|
| Sosio Affectif Strategy | Mean | 6,61 | ,421 |
| | 95% Confidence Interval for Mean | Lower Bound 5,72 Upper Bound 7,50 | |
| | 5% Trimmed Mean | 6,68 | |
| | Median | 7,00 | |
| | Variance | 3,193 | |
| | Std. Deviation | 1,787 | |
| | Minimum | 3 | |
| | Maximum | 9 | |
| | Range | 6 | |
| | Interquartile Range | 2 | |
| | Skewness | -,448 | ,536 |
| | Kurtosis | -,494 | 1,038 |



Appendix 7

Data Recapitulation

| No. Resp | Initials | Gender | Class | Metaconitive Strategy | | | Cognitive Strategy | | | Sosio Affective Strategy | | |
|--------------|----------|--------|-------|-----------------------|-------------|----------------|--------------------|-------------|----------------|--------------------------|-------------|----------------|
| | | | | Score | % | Classification | Score | % | Classification | Score | % | Classification |
| 1 | ANA | Female | A | 54 | 72,0 | Medium | 47 | 62,7 | Medium | 8 | 80 | High |
| 2 | NZN | Male | B | 54 | 72,0 | Medium | 53 | 70,7 | Medium | 6 | 60 | Medium |
| 3 | HH | Female | A | 56 | 74,7 | High | 55 | 73,3 | Medium | 9 | 90 | High |
| 4 | AAM | Male | A | 53 | 70,7 | Medium | 59 | 78,7 | High | 7 | 70 | Medium |
| 5 | AUJ | Female | A | 61 | 81,3 | High | 62 | 82,7 | High | 8 | 80 | High |
| 6 | FS | Male | A | 58 | 77,3 | High | 63 | 84,0 | High | 8 | 80 | High |
| 7 | PR | Male | A | 43 | 57,3 | Medium | 59 | 78,7 | High | 4 | 40 | Low |
| 8 | MIH | Female | B | 60 | 80,0 | High | 51 | 68,0 | Medium | 5 | 50 | Medium |
| 9 | RA | Female | B | 49 | 65,3 | Medium | 59 | 78,7 | High | 7 | 70 | Medium |
| 10 | T | Female | B | 52 | 69,3 | Medium | 55 | 73,3 | Medium | 6 | 60 | Medium |
| 11 | RTA | Female | B | 62 | 82,7 | High | 63 | 84,0 | High | 7 | 70 | Medium |
| 12 | FN | Female | B | 43 | 57,3 | Medium | 47 | 62,7 | Medium | 4 | 40 | Low |
| 13 | R | Male | B | 45 | 60,0 | Medium | 45 | 60,0 | Medium | 6 | 60 | Medium |
| 14 | IZA | Female | A | 50 | 66,7 | Medium | 62 | 82,7 | High | 6 | 60 | Medium |
| 15 | N | Male | A | 43 | 57,3 | Medium | 42 | 56,0 | Sedang | 7 | 70 | Medium |
| 16 | DN | Female | B | 55 | 73,3 | Medium | 56 | 74,7 | High | 9 | 90 | High |
| 17 | AAP | Male | B | 45 | 60,0 | Medium | 57 | 76,0 | High | 3 | 30 | Low |
| 18 | ARP | Male | B | 56 | 74,7 | High | 55 | 73,3 | Medium | 9 | 90 | High |
| Total | | | | 52,17 | 69,6 | Medium | 55 | 73,3 | Medium | 6,6 | 66,1 | Medium |

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% dan 1%

| N | The Level of Significance | | N | The Level of Significance | |
|----|---------------------------|-------|-----|---------------------------|-------|
| | 5% | 1% | | 5% | 1% |
| 3 | 0.997 | 0.999 | 38 | 0.320 | 0.413 |
| 4 | 0.950 | 0.990 | 39 | 0.316 | 0.408 |
| 5 | 0.878 | 0.959 | 40 | 0.312 | 0.403 |
| 6 | 0.811 | 0.917 | 41 | 0.308 | 0.398 |
| 7 | 0.754 | 0.874 | 42 | 0.304 | 0.393 |
| 8 | 0.707 | 0.834 | 43 | 0.301 | 0.389 |
| 9 | 0.666 | 0.798 | 44 | 0.297 | 0.384 |
| 10 | 0.632 | 0.765 | 45 | 0.294 | 0.380 |
| 11 | 0.602 | 0.735 | 46 | 0.291 | 0.376 |
| 12 | 0.576 | 0.708 | 47 | 0.288 | 0.372 |
| 13 | 0.553 | 0.684 | 48 | 0.284 | 0.368 |
| 14 | 0.532 | 0.661 | 49 | 0.281 | 0.364 |
| 15 | 0.514 | 0.641 | 50 | 0.279 | 0.361 |
| 16 | 0.497 | 0.623 | 55 | 0.266 | 0.345 |
| 17 | 0.482 | 0.606 | 60 | 0.254 | 0.330 |
| 18 | 0.468 | 0.590 | 65 | 0.244 | 0.317 |
| 19 | 0.456 | 0.575 | 70 | 0.235 | 0.306 |
| 20 | 0.444 | 0.561 | 75 | 0.227 | 0.296 |
| 21 | 0.433 | 0.549 | 80 | 0.220 | 0.286 |
| 22 | 0.432 | 0.537 | 85 | 0.213 | 0.278 |
| 23 | 0.413 | 0.526 | 90 | 0.207 | 0.267 |
| 24 | 0.404 | 0.515 | 95 | 0.202 | 0.263 |
| 25 | 0.396 | 0.505 | 100 | 0.195 | 0.256 |



Appendix 8

Interview Transkrip

The students' perceptions of the effectiveness of their listening comprehension strategies at the State Islamic Institute of Kerinci Academic Year 2024/2025

1) What are you doing when listening to English material?

Students 1: "I'm taking notes to improve my vocabulary and understanding of the language."

Student 2: "I like to focus on the pronunciation and intonation of the speakers to enhance my speaking skills."

Student 3: "I often pause the material to repeat phrases out loud, practicing my speaking and listening simultaneously."

Student 4: "I usually find a quiet space to minimize distractions and fully concentrate on the content."

Student 5: "I enjoy listening while doing household chores, as it helps me multitask and learn at the same time."

Student 6: "I sometimes watch English movies or shows with subtitles to connect spoken language with written text."

Student 7: "I like to listen to podcasts while jogging, which makes my exercise routine more enjoyable and educational."

Student 8: "I often try to summarize what I've heard afterward to reinforce my comprehension and retention."

Student 9: "I engage in discussions with friends about the material to deepen my understanding and share insights."

Student 10: "I like to listen to English songs and analyze the lyrics to improve my language skills in a fun way."

Student 11: "I often use English learning apps that incorporate listening exercises to track my progress."

Student 12: “I enjoy listening to audiobooks while relaxing, which helps me immerse myself in the language effortlessly.”

2) Do you find these strategies effective? Why?

Student 1: “Yes, I find them effective because they help reinforce my learning through different contexts and formats.”

Student 2: “Absolutely! Engaging with various materials keeps me motivated and makes the learning process more enjoyable.”

Student 3: “Definitely! Taking notes helps me retain information better and allows me to review key points later.”

Student 4: “Yes, practicing pronunciation out loud has significantly improved my speaking confidence and clarity.”

Student 5: “I find it effective because listening while doing chores allows me to maximize my time and learn passively.”

Student 6: “For sure! Watching shows with subtitles helps me connect spoken language with written words, enhancing my comprehension.”

Student 7: “Yes, listening to podcasts while exercising keeps my mind engaged and makes the workout feel less tedious.”

Student 8: “I believe summarizing what I’ve heard reinforces my understanding and helps me remember the material longer.”

Student 9: “Yes, discussing the material with friends allows me to gain different perspectives and solidifies my knowledge.”

Student 10: “I find analyzing song lyrics effective because it introduces me to colloquial language and cultural references.”

Student 11: “Yes, using learning apps provides structured practice and immediate feedback, which is very helpful for my progress.”

Student 12: “Absolutely! Listening to audiobooks while relaxing allows me to immerse myself in the language without pressure, making it a pleasant experience.”

3) Do you feel there is a difference in listening comprehension when using certain strategies compared to not using strategies at all? If yes, what is the difference?

Student 1: “Yes, definitely! Using strategies like note-taking helps me focus better and retain more information than just passive listening.”

Student 2: “Absolutely! When I actively engage with the material, I find that I understand the content much more deeply compared to just listening without any strategy.”

Student 3: “Yes, I notice a significant difference. Strategies like summarizing help me process the information, making it easier to recall later.”

Student 4: “For sure! When I use strategies, I can identify key points and themes, whereas without them, I often miss important details.”

Student 5: “Yes, I feel that using strategies enhances my ability to follow complex ideas, while passive listening can leave me confused.”

Student 6: “Definitely! Engaging with the material through discussions or analysis allows me to clarify my understanding, which I wouldn’t achieve by just listening.”

Student 7: “Yes, I find that using strategies like repeating phrases improves my comprehension, while listening without them can lead to misunderstandings.”

Student 8: “Absolutely! When I use strategies, I’m more likely to connect new information to what I already know, enhancing my overall comprehension.”

Student 9: “Yes, I feel that strategies help me stay focused and attentive, which is often lacking when I listen without any plan.”

Student 10: “For sure! Using visual aids or subtitles while listening helps me grasp the content better than just relying on audio alone.”

Student 11: “Yes, I notice that when I apply strategies, I can engage with the material more critically, leading to a richer understanding.”

Student 12: “Definitely! Without strategies, I often find my mind wandering, but using them keeps me engaged and improves my overall comprehension.”

4) How do you feel after applying listening comprehension strategies in certain learning situations?

Student 1: “I feel accomplished and satisfied because I can see the progress I’ve made in understanding the material.”

Student 2: “After applying these strategies, I often feel more confident in my listening skills and overall language ability.”

Student 3: “I feel empowered, knowing that I have tools to help me grasp complex information more effectively.”

Student 4: “I often feel relieved because using strategies helps me clarify confusing points that I might have missed otherwise.”

Student 5: “I feel motivated to continue learning, as I can see how these strategies enhance my comprehension and retention.”

Student 6: “After using these strategies, I feel more engaged and connected to the material, making the learning experience enjoyable.”

Student 7: “I feel proud of myself for actively participating in my learning process rather than just passively consuming information.”

Student 8: “I often feel a sense of clarity, as the strategies help me break down and understand difficult concepts more easily.”

Student 9: “I feel more prepared for discussions or tests because I’ve actively processed the information through these strategies.”

Student 10: “I feel inspired to explore more English materials, knowing that I have effective strategies to support my learning.”

Student 11: “After applying these strategies, I feel a sense of achievement, as I can recall and use what I’ve learned in real-life situations.”

Student 12: “I feel grateful for the skills I’ve developed, as they not only improve my listening comprehension but also boost my overall confidence in using English.”

5) How do you assess the effectiveness of the listening comprehension strategies you have implemented so far?

Student 1: “I assess their effectiveness by tracking my progress over time, noting improvements in my understanding and retention of material.”

Student 2: “I often take quizzes or tests after using the strategies to see how well I can recall and apply what I’ve learned.”

Student 3: “I reflect on my ability to engage in discussions about the material, as a higher level of participation indicates effective strategies.”

Student 4: “I compare my comprehension before and after using the strategies, noting any significant differences in my understanding of the content.”

Student 5: “I seek feedback from peers or teachers on my listening skills, which helps me gauge the impact of the strategies I’ve implemented.”

Student 6: “I keep a journal to document my experiences and feelings about the strategies, allowing me to evaluate their effectiveness over time.”

Student 7: “I assess effectiveness by observing how well I can summarize or explain the material to others after applying the strategies.”

Student 8: “I notice that my confidence in listening tasks has increased, which is a strong indicator that the strategies are working well for me.”

Student 9: “I analyze my ability to follow along with more complex audio materials, as improved comprehension in challenging situations shows effectiveness.”

Student 10: “I often revisit previous materials to see if I can understand them better now, which helps me assess the long-term impact of the strategies.”

Student 11: “I pay attention to my engagement level during listening activities; higher engagement usually correlates with effective strategies.”

Student 12: “I evaluate my ability to connect new information to what I already know, as this integration indicates that the strategies are enhancing my comprehension.”

The challenges faced by sixth semester English Department students at the State Islamic Institute of Kerinci in using listening comprehension strategies.

1) What difficulties do you often experience when applying listening comprehension strategies in learning?"

Student 1: “I sometimes struggle with distractions in my environment, which makes it hard to focus on the material while using strategies.”

Student 2: “I find it challenging to keep up with fast-paced audio, making it difficult to take notes or summarize effectively.”

Student 3: “Occasionally, I have trouble understanding accents or dialects, which can hinder my ability to apply my listening strategies.”

Student 4: “I often feel overwhelmed by the amount of information presented, making it hard to identify key points to focus on.”

Student 5: “Sometimes, I find it difficult to balance between listening and taking notes, leading to missed information.”

Student 6: “I occasionally struggle with technical vocabulary or jargon, which complicates my comprehension even when using strategies.”

Student 7: “I sometimes feel anxious about my listening skills, which can affect my ability to concentrate and apply strategies effectively.”

Student 8: “I find it challenging to remember the strategies I want to use in the moment, especially during high-pressure situations like tests.”

Student 9: “Occasionally, I have difficulty summarizing what I’ve heard, especially if the material is complex or abstract.”

Student 10: “I sometimes feel frustrated when I don’t see immediate results from the strategies, which can discourage me from continuing to use them.”

Student 11: “I occasionally struggle with the pacing of the material, as some strategies require more time than the audio allows.”

Student 12: “I find it difficult to engage with the material emotionally, which can make it harder to apply strategies that require deeper comprehension.”

2) In a learning situation, what factors most influence your ability to understand material presented orally?

Student 1: “The clarity of the speaker's pronunciation and accent significantly impacts my ability to comprehend the material.”

Student 2: “My familiarity with the topic plays a crucial role; if I have prior knowledge, I can understand the material more easily.”

Student 3: “The complexity of the vocabulary used affects my comprehension; simpler language helps me grasp the content better.”

Student 4: “The pace at which the material is presented is important; if it’s too fast, I struggle to keep up and understand.”

Student 5: “The use of visual aids or supplementary materials can enhance my understanding by providing context to the spoken content.”

Student 6: “My level of concentration and focus during the listening activity greatly influences how well I can comprehend the material.”

Student 7: “The learning environment matters; a quiet and comfortable space helps me concentrate better than a noisy or distracting one.”

Student 8: “The speaker's engagement and enthusiasm can motivate me to pay attention and understand the material more effectively.”

Student 9: “My emotional state can impact my comprehension; if I’m stressed or anxious, I find it harder to focus on what’s being said.”

Student 10: “The presence of background noise or interruptions can significantly hinder my ability to understand the oral material.”

Student 11: “The structure and organization of the content influence my comprehension; clear outlines or logical flow make it easier to follow.”

Student 12: “My personal interest in the subject matter affects my motivation to understand; topics I’m passionate about are easier to grasp.”

3) Was there a particular moment when you found it difficult to follow the lecturer's explanation? What happened at that time?

Student 1: “Yes, during a lecture on advanced grammar, the lecturer spoke very quickly, and I struggled to keep up with the complex concepts being introduced.”

Student 2: “I remember a moment in a history class when the lecturer used a lot of unfamiliar terminology, which made it hard for me to grasp the main ideas.”

Student 3: “There was a time when the lecturer jumped between topics without clear transitions, leaving me confused about how the points were connected.”

Student 4: “I found it difficult to follow during a science lecture when the speaker used a lot of technical jargon without explaining the terms first.”

Student 5: “In a language class, the lecturer spoke in a heavy accent, and I had trouble understanding certain words, which made it hard to follow the overall message.”

Student 6: “I recall a moment when the lecturer presented a complex diagram without sufficient explanation, and I couldn’t understand how it related to the topic being discussed.”

Student 7: “During a guest lecture, the speaker was very passionate but spoke too fast, making it challenging for me to take notes and absorb the information.”

Student 8: “I struggled to follow a lecture on economics when the lecturer used a lot of examples that were unfamiliar to me, making it hard to relate to the concepts.”

Student 9: “There was a time when the classroom was noisy, and I found it difficult to concentrate on the lecturer’s explanation, leading to confusion about the material.”

Student 10: “I remember feeling lost during a lecture when the lecturer assumed prior knowledge that I didn’t have, which made it hard to follow along.”

Student 11: “During a group discussion, the lecturer encouraged rapid-fire questions, and I felt overwhelmed trying to keep up with the pace of the conversation.”

Student 12: “I found it difficult to follow when the lecturer used a lot of visual aids without explaining them thoroughly, leaving me unsure about their relevance to the topic.”

4) How do you deal with situations when the information being conveyed feels difficult to understand?

Student 1: “I try to take a deep breath and focus on the key points, jotting down anything that stands out to me for later review.”

Student 2: “I often ask the lecturer to clarify or explain certain concepts again, as this helps me gain a better understanding.”

Student 3: “I make a note of specific terms or phrases I don’t understand and look them up later to enhance my comprehension.”

Student 4: “I try to relate the new information to something I already know, which helps me make connections and understand better.”

Student 5: “I often pause and summarize what I’ve heard so far in my own words to check my understanding before moving on.”

Student 6: “If possible, I discuss the material with classmates after the lecture, as they may have insights that clarify my confusion.”

Student 7: “I sometimes use visual aids, like diagrams or charts, to help me visualize the information and make it easier to grasp.”

Student 8: “I take breaks during long lectures to process the information and prevent feeling overwhelmed by the content.”

Student 9: “I try to stay engaged by asking questions during the lecture, which helps me clarify my doubts in real-time.”

Student 10: “I record the lecture (with permission) so I can listen to it again later and catch anything I missed the first time.”

Student 11: “I focus on maintaining a positive mindset, reminding myself that it’s okay to struggle with difficult material and that I can seek help.”

Student 12: “After the lecture, I review my notes and seek additional resources, like videos or articles, to reinforce my understanding of the topic.”

5) Have you had any specific experiences where you felt that your listening comprehension strategies were not working as expected? What happened?

Student 1: “Yes, during a fast-paced lecture, I tried to take notes while listening, but I ended up missing key points because I couldn’t keep up with the speaker.”

Student 2: “I remember a time when I used summarization as a strategy, but the lecturer introduced too many complex ideas at once, making it hard to create a coherent summary.”

Student 3: “I once attended a workshop where the speaker used a lot of technical jargon, and despite my efforts to clarify terms, I still struggled to understand the main concepts.”

Student 4: “During a group discussion, I tried to actively engage by asking questions, but I felt overwhelmed by the rapid exchange of ideas and couldn’t follow the conversation.”

Student 5: “I had an experience in a language class where I relied on visual aids, but they were poorly designed, which made it difficult to connect them to the spoken content.”

Student 6: “I tried to use the strategy of pausing to reflect on what I heard, but the lecturer moved on too quickly, leaving me behind and confused about the material.”

Student 7: “In a lecture on a complex topic, I attempted to relate new information to prior knowledge, but I realized I didn’t have enough background to make those connections.”

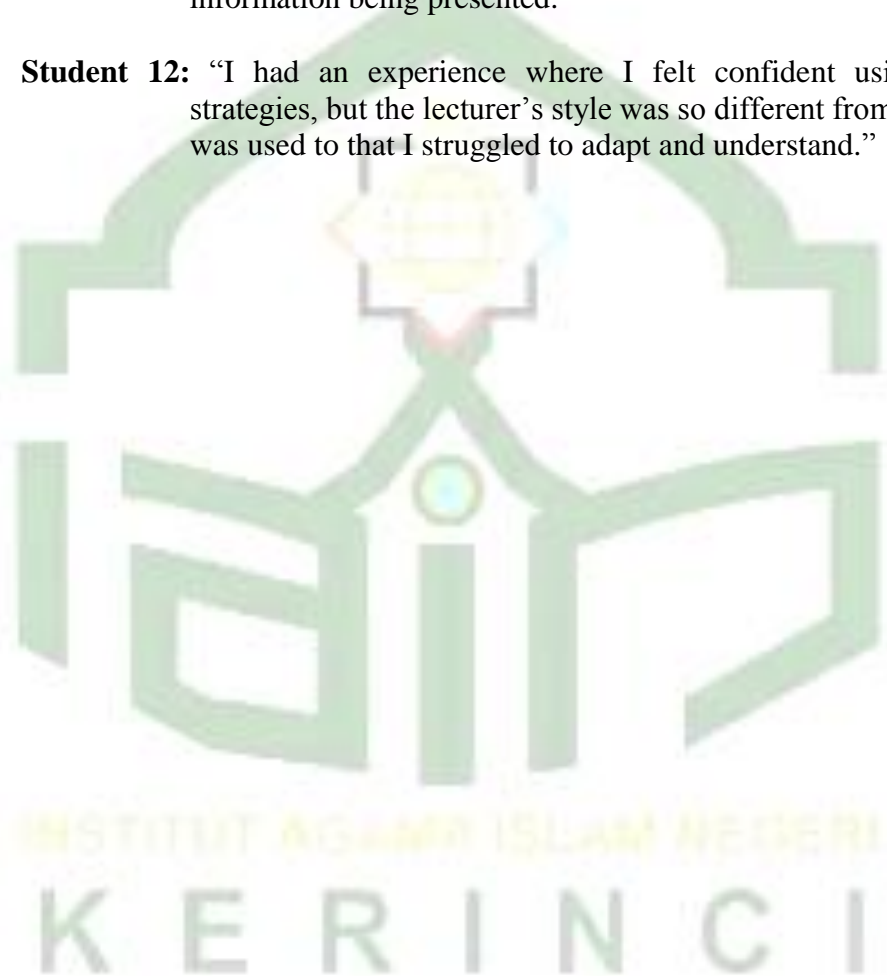
Student 8: “I once recorded a lecture to review later, but when I listened back, I found that my notes were incomplete, and I still struggled to understand the content.”

Student 9: “I tried to engage with the material by discussing it with classmates afterward, but they had different interpretations, which added to my confusion.”

Student 10: “During a presentation, I focused on taking detailed notes, but I became so fixated on writing that I missed the overall message being conveyed.”

Student 11: “I attempted to summarize the lecture in real-time, but I found that I was too focused on writing to actually absorb the information being presented.”

Student 12: “I had an experience where I felt confident using my strategies, but the lecturer’s style was so different from what I was used to that I struggled to adapt and understand.”



Appendix 9

Documentation of Research





CURRICULUM VITAE



A. Personal Data

Name : Lusi Anggun Lestari
Place/Date Of Brith : Sidomukti, 10 October 2002
Student Number : 2010203046
Major : English Educational Program
Gender : Female
Marietal Status : Single
Employment : Student
Adress : Desa Sidomukti, Bengkulu Utara
Email : [lusyjannw@gmail.com](mailto:lusyannw@gmail.com)

B. Educational Background

2008 – 2014 : SDN 05 Padang Jaya
2014 – 2018 : SMPN 05 Padang Jaya
2018 – 2020 : SMKN 3 Bengkulu Utara
2020 – 2025 : Institut Agama Islam Negeri (IAIN) Kerinci