AN ANALYSIS ON STUDENTS' LISTENING COMPREHENSION AT THE THIRD GRADE STUDENTS OF SMA AS-SHOFA

A THESIS

SYAFIRA QORINA MARDHOTILLA
156310670

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
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Pekanbaru, 20th November 2019

The Researcher

Syafira Qorina Mardhotilla

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ABSTRACT

Syafira Qorina Mardhotilla 2019 "An Analysis of Students' Listening Comprehension at the Third Grade Students of SMA As-Shofa"

Keywords : Listening Comprehension, Strategies, English

The aim of the study was to found out students' listening comprehension and strategies applied by the students in listening test. The test consist of detail information, main idea, describing people and things and inference. The strategies were meta-cognitive, cognitive and socio affective strategies.

This research was qualitative research method to expose the data which was collected by test and questionnaire. The sample was third year students of SMA As-Shofa Pekanbaru in academic year 2019-2020, twenty-five students taking the test and answer the questionnaire. The test consist of 15 questions and the questionnaire was 32 statements form Cross (2009) related to the strategies in listening comprehension

The data revealed that 20% of the students very good level in listening comprehension and 44% in good level. However, 40% at fair level and none from poor level. This meant that the students had average level in listening comprehension. Then, the students almost used all of the strategies while listening.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

TABLE OF CONTENTS

Page

DECLARATIONS PAGE ..... **i**

ACKNOWLEDGEMENT ..... **ii**

ABSTRACT ..... **iv**

TABLE OF CONTENTS ..... **v**

LIST OF TABLES ..... **viii**

LIST OF CHART ..... **ix**

LIST OF APPENDICES ..... **x**

CHAPTER I. INRTODUCTION

1.1 Background of the Research 1
1.2 Identification of the Problem 3
1.3 Focus of the Problem 3
1.4 Research Question 3
1.5 Objective of the Research 4
1.6 Significance of the Research 4
1.6.1 English Teacher 4
1.6.2 Students 4
1.6.3 Researcher and the Reader 4
1.7 Definition of the Key Terms 4
1.7.1 Listening 5
1.7.2 Listening Comprehension 5
1.7.3 Listening Strategies 5

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER II. REVIEW OF LITERATURE

2.1 Definition of Listening 6
2.2 Listening Comprehension 7
2.3 Indicators of Listening Comprehension 9
2.4 Listening Comprehension Problem 10
2.4.1 Native Speaker 11
2.4.2 Listening Test 12
2.4.3 Listener 13
2.4.4 Physical Setting 15
2.5 Listening Comprehension Strategy 16
2.6 Past Studies 18

CHAPTER III. RESEARCH METHODOLOGY

3.1 The Research Design 20
3.2 The Location and Time of the Research 20
3.3 Participant 20
3.4 The Instrument of Research 20
3.4.1 Test 20
3.2.2 Questionnaire 20
3.5 Data collection Technique 22
3.6 Data Analysis Technique 23
3.6.1 Test 23
3.6.2 Questionnaire 24

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER IV RESEARCH FINDING

4.1 Data Description 26
4.2 Data Analysis 26
4.2.1 Test 26
4.2.2 Questionnaire 28
4.2.2.1 Meta-Cognitive Strategy 28
4.2.2.2 Cognitive Strategy 34
4.2.2.3 Socio-Affective Strategy 40

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion 42
5.2 Suggestion 42
5.2.1 Suggestion for English teacher 43
5.2.2 Suggestion for Students 43
5.2.3 Suggestion for future Researcher 43

REFERENCES 44

APPENDICES 48

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

LIST OF TABLES

3.1 Indicators of Listening Comprehension 21

3.2 The Blue Print of Test.....22

3.3 The Blue Print of Questionnaire 22

3.4 The Students Score Classification..... 24

3.5 Interval of the Percentage..... 25

4.1 The Level and Percentage of Students' Listening Comprehension 27

4.2 The Result of the Questionnaire Meta-cognitive Strategies 29

4.3 The Result of the Questionnaire Cognitive Strategies 34

4.4 The Result of the Questionnaire Socio-Affective Strategies 41

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

LIST OF CHART

4.1 The Level and Percentage of Students' Listening Comprehension 28

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

LIST OF APPENDICES

APPENDIX I Documentation 48

APPENDIX II Listening Test 50

APPENDIX III Questionnaire 55

APPENDIX IV The Result of the Test 63

APPENDIX V The Result of the Questionnaire 70

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In English, there are four basic language skills that teachers have to teach and students have to learn; they are listening, speaking, reading, and writing. Because these skills are important in teaching and learning English. Those skills cannot be separated and related each other.

Learning listening will help us to improve speaking skill considerably. People need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means that without hearing people cannot acquire language because listening provides language input. As Rost in Hien (2015) stated listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students‟ language development

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Listening skill is very important, for some language learners it is considered to be the most difficult language skill. The teaching of listening skill needs more attention in the language teaching process. Despite students having mastered the basic elements of English

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grammar and vocabulary, their listening is often weak. The key factor that has been recognized in this phenomenon is students' limited listening comprehension.

Listening comprehension is more than just hearing what is said; rather, it is a child's ability to understand the meaning of the words he hears and to relate to them in some way. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own words. This is an important skill to develop even at an early age, because good listeners grow up to become good communicators.

The purpose of listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts or genres. (for example; monolog: speech, reports, instruction, poems, songs, etc, and dialog: debate, discussion, movie etc). Moreover, they are able to complete the information and respond to questions. To reach the goals, the teacher should consider several things, such as students' motivation, interest and learning style.

However, not all the students can do well during the listening task and some of them find the difficulties while do the listening. Because of that the resercher want to find out how well the student's comprehending on their listening and to know what are the strategies that use by the students'. In this research, the researcher focus on listening comprehension. Then, find out the

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strategies that the students' have while do the listening task. For the school, the researcher will be conduct the research in SMA As-shofa Pekanbaru.

As describe above, the researcher is particularly interest to choose this topic with the title: **AN ANALYSIS ON STUDENTS' LISTENING COMPREHENSION AT THE THIRD GRADE STUDENTS OF SMA AS-SHOFA.**

1.2 Identification of the Problem

The students still remain that listening is the skill that hard to do. because of that the researcher want to know the strategies that students used while listening test.

1.3 Focus of the Problem

In this study, the researcher just focused on analysis the strategy that students' have during listening test.

1.4 . Research Question

Based on the background and the problem of study above, the research questions of this research are:

1.4.1 How well students' listening comprehension of the third grade students at SMA A-shofa Pekanbaru?

1.4.2 What is the strategy that students' used during listening test?

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1.5 Objective of the Research

The objective of the researcher is to find out how well students' on listening comprehension and the strategy that they used while listening test.

1.6 Significance of the Research

There are three significance of the study:

1.6.1 **For English teachers:** The result of this study provides feedback for teachers of Senior High School that may be useful to recognize students' strategies during listening. Teachers will pay more attention to their starategies on listening and can easily to teach them with the strategies that fit to the students.

1.6.2 **For Students:** The result of the study will show them the strategy that they dominant while listening. By this way, the students can overcome the problem with the strategy that suit to them and increase their listening comprehension.

1.6.3 **For other Researcher:** the researcher hopes that this study can inspire other researcher to conduct further researchers about the stategies on listening comprehension.

1.7 Definition of the Key Terms

To avoid misunderstanding in the interpretation of the words that used in this study, the researcher gives definition of words in term of this study as follow

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1.7.1 Listening: Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages (Nunan, 1998)

1.7.2 Listening Comprehension: As one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it (Steinberg (2007))

1.7.3 Listening strategies: A method for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input. Ho (2006)

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Listening

Listening is the first skill that has to be mastered by the students, because without having a good listening skill, the process of communication cannot run well (Hamouda, 2013). For example, the listener cannot understand what the speaker is saying because of the lack of listening skill.

Morley (2001) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process. Listening is an activity that involves students to hear the main aspect. It is also a way to get information from the speaker information. It is supported by Nunan who stated listening is an active, purposeful process of making sense of what listener hears. It requires a person to receive and understand incoming information (input).

According to Richard, listening is vital in the language, because it provides input for the learner. So, the students should master the listening skill to help them master the language. The most fundamental aspect of comprehension is the integration of the information from the text with information already known by the listener. Therefore, this skill helps the students develop other skills of English, like speaking, writing and reading skills. Listening is an activity that involves students' hearing as the main aspect.

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Dokumen ini adalah Arsip Milik :

Based on definition above listening is one of important skill that should be mastered by the students. Because listening is the key to communicating to each other and helps the students develop the other skill of English.

2.2 Listening Comprehension

Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. In short, listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Fang (2008) said that listening comprehension as an active process that needs the learners/listeners to focus on meaning from the aural information and associate it with their background knowledge. In other words, listening comprehension requires learners to be able to discover meaning which should be supported by several factors, such as linguistic factors, listening strategy factors, and affective factors, (Bang and Hiver, 2016).

Based on definition above listening comprehension it can be concluded that the process of listeners focus on meaning from the information and the listeners are also involved in construct the meaning. The learners should be able to discover meaning and comprehending the meaning of individual word and

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Dokumen ini adalah Arsip Milik :

understand about syntax. There are several factors that should the listeners understand such as linguistic, strategy, and affective factors.

Vandergrift (2006) in Bang and Hiver (2016) state that vocabulary and grammatical understanding are key elements in listening comprehension. Then, listening strategy can also influence the students' listening proficiency in which can be very helpful for them in the process of comprehension. Students' high proficiency in listening is characterized by their flexibility in applying strategies in every phases of listening, (Vandegift and Tafaghodtari (2010) in Bang and Hiver (2016)).

Listening comprehension is viewed to be active process in which individuals focus on selected aspects of 'aural input', construct meaning from passages and relate what they hear to existing knowladge. (O'malley, 2009).

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension process involve two steps. First, encompasses receiving, memorizing, and repeating the sounds whereas. Second, comprehension entiles the ability to explain the component of the massage to which the listener is exposed (Zhang, 2001).

As Hasan (2000) pointed out, "listening comprehension provides the right conditions for language acquisition and development of other language skills". Listening, therefore, is essential not only as a receptive skill but also to the development of spoken language proficiency. Rost (2002) also indicates that

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Dokumen ini adalah Arsip Milik :

developing proficiency in listening is the key to achieving proficiency in speaking.

The main objective of listening comprehension practice in senior high school level is that the students should learn to function successfully in real life situations. In detail, the purpose of listening activity is that the students are able to do the instruction or to gain information from different kinds of listening texts or genres. (for example; monolog: speech, reports, instruction, poems, songs, etc, and dialog: debate, discussion, movie etc). Moreover, they are able to complete the information and respond to questions. To reach the goals, the teacher should consider several things, such as students' motivation, interest and learning style

Based on the definition above it can be conclud that the key of listening comprehension are vocabulary and grammatical understanding. The students ahould be able to do the instruction from the teacher and gain the information from diffrent kind of listening texts or gendre like monolog speech and etc.

2.3 Indicators of Listening Comprehension

The main method of exposing students to spoken English is through the use of taped material (Harmer, 2001: 98). It means that the media supports the use of spoken materials. So, learners listen to the spoken materials clearly in adsorbing the information and maintaining social relations.

The listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context (Nunan,

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2003: 31). Listening for gist is a listening comprehension which focuses on identifying main ideas, noting e sequence of events and the like. In listening for gist, the materials can be announcements, advertisements, and short functional texts. In listening for details, the materials are some monologue texts. The ten types of texts: narrative, poetic, dramatic, response, explanation, information, discussion, exposition, recount, factual description, procedure, and procedural recount can be implemented through film (Anderson and Anderson, 2002:2).

Then, listening for details is listening for specific information such as names, times, specific language forms, and etc. After that, listening by inferring in context means listening the explicit meaning from contextual conversations. It is implied but not stated directly.

In conclusion, some activities such as listening for gist, listening for details and listening by inferring in context can be implemented by using film clips. It can be implemented by selecting the materials which appropriate with the indicators of Standard of Competence and Basic Competence.

2.4 Listening Comprehension Problem

There are numerous students who still get problems in listening comprehension. As stated by Elkhafaifi (2005) in Bagheri and Karami (2014) listening is considered as one of sources of the students' stress that happens because of their difficulties in comprehending the spoken information.

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Dokumen ini adalah Arsip Milik :

Due to the importance of having good listening comprehension skill, the teachers rarely to teach about listening material. Most students always complain that from four language skill that they should be master, listening is the most difficult one. They usually blame the audio from the recorder as the only problem in their listening.

Ghaderpanahi (2012), there are numerous factors that guide the students into confusion in listening activities, such as native speakers' volume, speedrate, accents, intonation, listening strategies, and pronunciation

2.4.1 Native Speaker

Hasan (2000) mentions that the message itself maybe the main source of listening comprehension problems. In particular, unfamiliar words, slang or idiom expressions, difficult grammatical structures, unfamiliar situations, a long spoken text, and unorganized texts may present learners with listening problems. Unfamiliar words interfere with their listening comprehension. Difficult grammatical structures have almost the same effect.

Hasan (2000) also indicates that the learners encounter listening problems when speakers speak too fast or with varied accents, and produce words which are not clearly pronounced. If the speakers speak faster than normal listener may have difficulties to catch target words. Underwood states that on the contrary of reading comprehension the listener cannot control speed of the speaker and this cause the greatest difficulty with listening comprehension

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2.4.2 Listening Text

The unfamiliar topics in listening material also become the problem to the sudents. Based on the research the students always face this problem. Thus, the solution for this problem is to ask the students to practice as much as they can on these various materials. Guo and Wills (2005) show that language knowledge is the foundation of learning English, so if learners' knowledge of pronunciation, grammar, and vocabulary is insufficient, it is probable that their English listening comprehension will be negatively affected by lack of language knowledge.

Butt (2010) reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message. Listening passages with known words are easier for learners to understand, even if the theme is unknown to them. Knowing the meaning of the words might arouse students learning interest and lead to a positive effect in listening ability. Another problem is here that many words have more than one meaning and if they are used their less common usage students get confused

Guo and Wills (2005) show that language knowledge is the foundation of learning English, so if learners' knowledge of pronunciation, grammar, and vocabulary is insufficient, it is probable that their English listening comprehension will be negatively affected by lack of language knowledge. Hasan (2000) studies other factors such as the difficulty to understand the text from the first listening, the difficulty to answer questions after listening, and affect learners' listening comprehension

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2.4.3 Listener

Hermawan (2012: 49-54) there are two factors that influence listening comprehension, internal and external factors.

1. Internal Factors

   Internal factors that can influence the listening process are; hearing problems and physical conditions. When a person suffers from hearing problems or hearing loss which can inhibit the entry of waves in a certain volume, then the listening process will be disrupted. And also if the physical condition in not fit, then the student cannot concentrate to listening material.

   The other factor is self-limitation to listen to everything we hear simultaneously. A lot of listener only can hear half of the verbal massage that other people said.

2. External Factor

   External factors include environmental factors, material factors, speakers, style and speaking techniques. The material can also influence of listening. Listeners will be more interested in new material compared to material that has been known or experienced.

Underwood shows some potential problems that students may encounter while learning to listen to English

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a. Lack of control over the speed at which speakers speak

This is the common problem that the learners always complain. Goh adds that this perception of speed is really due to the students' inability to recognize phonological modification in a stream of speech.

b. Not being able to get things repeated

This problem is the one that differentiates listening from other subjects. The listener is not always in a position to get the speaker to repeat an utterance.

c. The listener's limited vocabulary

Due to the choice of vocabulary is in the hands of the speakers, the listeners can only just follow. If they do not know the meaning of a certain word, sometimes they try hard to understand it and they miss the next part.

d. Failure to recognize the signal

The familiarity to signals in listening is really important both in audio cassette and in video. Thus, they need to learn the markers that are usually in a discourse.

e. Problem of interpretation

The unfamiliarity to the context will lead the students to the difficulty in interpreting the words. The problem of interpretation not only happens between speakers who have different background of culture but also those who are from the same culture.

f. Inability to concentrate

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Concentration is something crucial in listening; even the shortest break in attention can seriously impair comprehension. The interest toward the topic will influence the concentration. In addition, the bad quality of recording and a poor inferior machine can make it hard for the students.

g. Established learning habits

Most students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. When they fail to understand every word while listening, they stop listening.

2.4.4 Physical Setting

According to Bloomfield et al (2011), noise or distortion in the audio signal interferes with listening comprehension for listeners. Sometimes inconvenience of classrooms affects students listening comprehension. Sometimes inconvenience of classrooms affects students listening comprehension. In the large classrooms students who are sitting on the back rows may not hear the recording as students sit in front. Students who prefer to stay next to the windows also affected by the noise that come from outside. As a teacher we have to take into account all this conditions in a body. The size of the classroom also makes difficult for teacher to manage the all class in group activity or to get feedback from students. The temperature of class can be counted as a factor that makes listening comprehension difficult.

Based on definition above there are some problem that students face during listening task. The most problem is limited of vocabulary and

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comprehending the spoken information. The others problems such as native speakers' volume, speedrate, accents, intonation, listening strategies, and pronunciation. The last problems is physical setting like noise, visual clues and poor quality equipment are the factors in developing the listening comprehension problem. Because of that the students' have to overcome the problem and find out the best strategy to understand listening comprehension.

2.5 Listening Comprehension Strategy

There are numerous listening strategies that can be applied by the learners, but they have to be able to select the appropriate strategy based on their needs. Tandoc & Tandoc (2014: 436) mentioned three types of listening strategies that can be taught to the students, such as; metacognitive strategies, cognitive strategies, social/affective strategies. All of the strategies have their own particular function on listening activities. In this case, this research was conducted to investigate what listening comprehension strategies used more often by English learners in during their practices in interpretative listening subject.

Cohen (2011) also stated that language learning strategies are classified into several categories; strategies for learning and use, strategies according to skill area, strategies based on function. It means that language learners need to know what sorts of learning strategies are required in their learning process, what particular strategies are required in learning different skills, and what the function of using the strategies.

Graham& Vanderplank (2011) describe about the characteristics of the strategies, as follow; (a) meta-cognitive strategies consist of directed attention,

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selective attention, planning, monitoring, and evaluation; (b) cognitive strategies include listening for gist and detail, inference, prediction, visualization, summarizing, and note-taking; (c) Social/affective strategies, such as cooperation.

Ho (2006) states that "Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input. O'malley and Chamot's (1990) expressed that there are three types of strategies in listening comprehension; they are cognitive, metacognitive, and socio-affective.

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First is *Cognitive Strategy*. Richard (2008) defines, "cognitive strategy is Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval" (as cited in Huy, 2015, p. 11). Huy (2015) defines, "cognitive strategies were used to help students to obtain knowledge, understand of linguistic system, for example, learners could understand the meaning of words from contexts, link new information with existing schema" Next is *Meta-Cognitive Strategy*. Ratebi (2013) defines, "metacognitive learning strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity". The third is *Socio-Affective Strategy*. It was combined from socio and affective. "Affective strategies could help listeners handle their feelings, emotions, motivation or attitudes in learning listening skills" (Huy, 2015) In addition, Gonen (2009) explains "social-affective dimension of listening strategies include individual or group activities such as cooperation, recasting and clarification of meaning.

Afshar and Hamzavi (2014) state "Listening comprehension is regarded as a multifaceted active process which is affected by a multitude of factors including differentiating sounds, recognizing vocabulary and grammatical structure, understanding stress and intonation and relating it to the given context,

2.6 Past Studies

The researcher takes third past studies related this research, which the title is An Analysis on Students' Listening Comprehension at Third Grade Students of SMA As-Shofa Pekanbaru. The detail is below:

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The first jurnal was written by Hadijah, Sitti, and Shalawati Shalawati. The title is "Listening Comprehension Hindrances of EFL (English Foreign Language) Learners on 2016/2017 in English Study Program of Universitas Islam Riau." *Journal of English for Academic* 4.1 (2017): 104-114.

The second journal also written by Hadijah, Sitti, and Shalawati Shalawati. The title is "Listening Comprehension Strategies Applied By English Language Learners." *ELT-Lectura* 5.1 (2018): 38-47.

The third journal was written by Saraswaty, Dwi Rara. "Learners' Difficulties and Strategies in Listening Comprehension." *English Community Journal* 2.1 (2018): 139-152.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

The design of this research was descriptive qualitative research. According Rugayah (2016:1), Qualitative research is research on descriptive research and tend to use analysis. Process and meaning (subject percpective) are more highlighted in qualitative research. The purpose of this research is to analyzing students' listening comprehension and strategies that students used at third grade students of SMA As-Shofa Pekanbaru.

3.2 The Location and Time

This research has been conducted at SMA As-Shofa Pekanbaru, particularly to the third grade students. The location of this research was on Jl. Tuanku Tambusai Ujung. This research conducted 27th September 2019.

3.3. Participant

The research participant was the students of SMA As-Shofa Pekanbaru especially in XII Mia 1. The total number of the students was 25 students.

3.4 The Instrument of Research

The instrument of this research was listening comprehension test and questionnaire.

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3.4.1 Test

The test is one of the way in collecting the data. The researcher collected the data by distributing test to the students. The test based on listening comprehension such as vocabulary, main idea, detail information and making interference.

Table 3.1

Indicators of Listening Comprehension

Variable	Indicators
Listening Comprehension	1. Main idea 2. Detail information 3. Identifying complication 4. Inference

(Heigesen and Brown (2007))

3.4.2 Questionnaire

Questionnaire contained question about items the students' strategies in listening comprehension. Sugiyono (2017: 142) said questionnaire is a technique of data collection conducted by giving question or written statement to the respondent to answer. Questionnaires are efficient data collection techniques when researchers know with certainty the variables to be measured and know what can be expected from respondent. In addition, the questionnaire is also suitable in use when the number of respondents is large

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and spread over a large area. Questionnaire can be closed or open question can be given to respondents directly or sent by post, or the internet.

3.5 Data Collection Techniques

In collecting data, the researcher used a test to measure students' listening comprehension. The test material is tried out examination. After the test , the researcher gave questionnaire about strategies that students used while listening to the students.

Table 3.2

The Blue Print of Test

No	Indicators	Items
1	Detail Information	4
2	Inference	3
3	Describing Something/ People	4
4	Main Idea	4

(Adopted from Anang (2018)

Table 3.3

The Blue Print of Questionnaire

	Strategy	Items
1	Cognitive Strategy	15
2	Meta-Cognitive Strategy	15
3	Socio/Affective Strategy	2

(Adopted from Cross (2009))

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3.6 Data Analysis Technique

3.6.1 Test

After conducting the test, the researcher presented the data to calculate by formulation to find out percentage of students' score as:

$$P = \frac{F}{N} \times 100\%$$

Where :

P : Percentage

F : Frequency

N : The number of students

100 : Constant number

(Anas, 2011:21)

The formula that was used to know the individual scores:

$$M = = \frac{X}{N} \times 100\%$$

Where:

M : Individual score

X : The number of correct answer

N : Number of item

100 : Constant number

(Harris, 1986:79)

Then, the researcher used the result of the percentage correction for students answer to get their level of comprehension. The classification was as follows:

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Table 3.4

The Students Score Classification

No	Range of Score	Level
1.	81-100	Very good
2.	61-80	Good
3.	41-60	Fair
4.	0-40	Poor

(Harris 1986:87 in Lydia Oktaviani; 2014)

3.6.2 Questionnaire

The kind of the questionnaires is closed questionnaire, there were some available answer, so the respondents only choose one of the answer (Arikunto:2013). The students were asked to choose one of those choices that they thought and felt nearly match with their condition at the time and after the listening test. The questionnaire given to the students' to find numerical data of students' perception in listening strategies that suit to them. The questionnaire has four options, those are always (selalu), often (sering), sometimes (sewaktu-waktu), never (tidak pernah).

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Table 3.5

Interval of the percentage

Category	Score
Always	4
Often	3
Sometimes	2
Never	1

(Source: Sugiyono, 2012)

After the students doing the questionnaire, the researcher then took the total score from every students by the category of the category of the questionnaire score: always(4), often(3), sometimes(2), never(1). Researcher divided based on th strategies on the questionnaire(3). Then, researcher groups from every category, and get the percentage. The percentege used a formula in order to know the score of each scale in percentage.

$$\frac{\sum x}{\sum y} \text{x } 100\%$$

The Percentage Formula

∑x : The number of students that choose same scale in each statement

∑y : Total students

(Sugiyono: 2012)

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CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This research was conducted by using Descriptive Qualitative research. The researcher presented the result of the data based on the formula that had been told before. The result of the data presented clearly with the procedure of conducted data in Third Grade at SMA As-shofa Pekanbaru. The researcher took 25 students to be sampling for this research. The researcher explained the result to find out how good students' listening comprehension and what strategies that suit to them.

For describing the students' listening comprehension, the researcher doing this research just once, the listening test and answering the questionnaire. The questionnaire has 32 questions.

4.2 Data Analysis

4.2.1 Test

The purpose of this activity is to analyze how good is the students' listening comprehension which used audio listening in try out last examination test. The result that collected from the data of students' paper test were:

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Table 4.1

The Level and Percentage of Students' Listening Comprehension

No	Test Score	Level	Frequency	Percentage
1.	81-100	Very good	5	20%
2.	61-80	Good	11	44%
3.	41-60	Fair	10	40%
4.	0-40	Poor	0	0%
Total			25	100%

Based on the table above, there are 5 out 25 students who at very good level in comprehending listening information from aural materials given. Then, at good level there are 11 students, it is the second level of students' listening comprehension, this is the biggest number of students at thid level. But, there are 10 students' at fair level, and 0 student at poor level. It can be concluded that the students have good level in listening test. It means that in this class the students' can comprehend the listening test, they just have to practice more in listening test and find out the strategies that suit to them and then they can increase or improve their listening comprehension.

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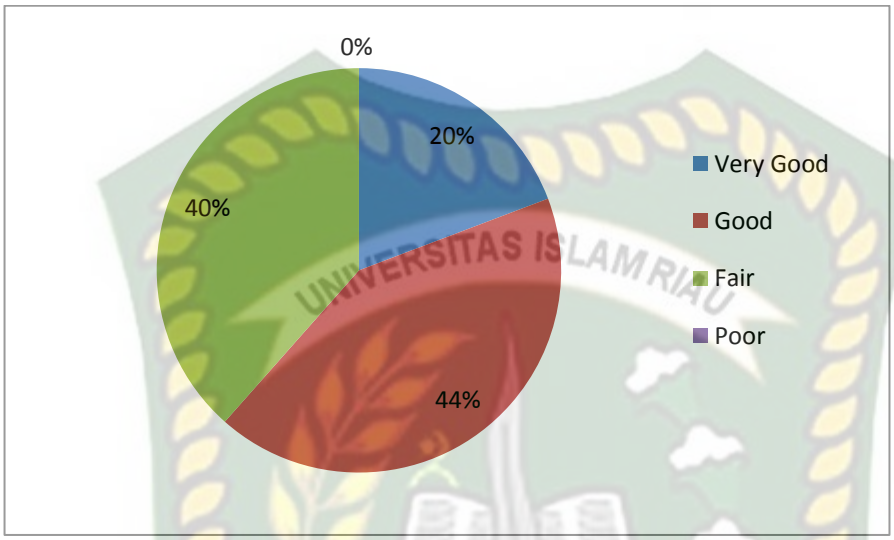
Chart 4.1

The Level and Percentage of Students' Listening Comprehension



From the distribution of the data, it shows that 44% students at good level. However, at fair level was 40% and at very good level was 20%. Last, at poor level there was none of them. So, from the result of the calculation the majority of the students' listening comprehension was at good level. The data also indicated that the highest score obtained by students was 100 while lowest score 46.

4.2.2 Questionnaire

To investigate the students' strategies on listening comprehension, the researcher gave a questionnaire that contain about strategies that students used while listening. There are three strategies that students applied by the students:

4.2.2.1 Meta-cognitive Strategies

Meta-cognitive strategies are the ways applied by the students to understand the way they learn that including; planning, monitoring, and evaluating. Based on the questionnaire adopted by Cross (2009). There are 15

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statements relation to the implementation of meta-cognitive strategies in listening activity. In this section the researcher will discuss about students opinions of meta- cognitive strategies:

Table 4.2

The Result of the Questionnaire

No	Explanation				
	Statement	Always	Often	Sometimes	Never
1	1	8 students (32%)	5 students (20%)	10 students (40%)	2 students 8%
2	2	10 students (40%)	8 students (32%)	7 students (28%)	0 student (0%)
3	3	5 students (20%)	11 students (44%)	9 students (36%)	0 student (0%)
4	4	7 students (28%)	10 students (40%)	8 students (32%)	0 student (0%)
5	5	9 students (36%)	11 students (44%)	5 students (20%)	0 student (0%)
6	6	5 students (20%)	14 students (56%)	6 students (24%)	0 student (0%)
7	7	4 students (16%)	15 students (60%)	6 students (24%)	0 student (0%)
8	8	6 students (24%)	9 students (36%)	9 students (36%)	1 students (4%)

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9	9	1 students (4%)	7 students (28%)	14 students (56%)	3 students (12%)
10	10	5 students (20%)	10 students (40%)	10 students (40%)	0 student (0%)
11	11	7 students (28%)	7 students (28%)	11 students (44%)	0 student (0%)
12	12	9 students (36%)	8 students (32%)	8 students (32%)	0 student (0%)
13	13	6 students (24%)	8 students (32%)	11 students (44%)	0 student (0%)
14	14	4 students (16%)	10 students (40%)	11 students (44%)	0 student (0%)
15	15	7 students (28%)	11 students (44%)	7 students (28%)	0 student (0%)

1. **Before I start to listen, I have plan in my head for how I am going to listen**

   The result of item that the students think that they were sometimes have plan before listening like prepare a note, make the place comfortable as their listening, and any others.

2. **I focus harder on the text when I have trouble understanding**

   The result of the second statement that the students try to focus harder on text when they have trouble understanding.The trouble

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understanding like the speaker speak faster and sometimes they dont understand what the speaker said.

3. **When my mind wanders, I recover my concentration right away**

The result of the third conclude that the students often to recover their concentration when their not focus while listening so they can follow what were the speakers said and understand the the text from listening test.

4. **When there is something I do not understand, I pursue trying to compensate for it**

The fourth statement shows all of the students trying to compensate the listening while there is something they dont understand, because no one of the students chose never.

5. **Before listening, I think of similar texts that I may have listened to**

The fifth statement shows some students thought of similiar text that they may have listen before listening it can be easier to the students, because they already familiar with the text that they listened before.

6. **I try to get back on track when I lose concentration**

This statement can be conclude that when the students lose the concentration they trying to get back on track. The students did the best for their listening task even tough that they lose their concentration.

7. **I identify my problems in listening and work on solving them**

The seventh statement shows that there were 60% students choose often on this statement. It means that half of the student solve their

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problems on listening and identifying the problem, because they can improve their listening comprehension and get better in listening test.

8. **After listening, I think back to how I listened, and about what I might do differently next time**

The result of this statement the percentage of the total level sometimes and often the same, which is 36%. It can be seen that some of the students did this statement. Because they think to act diffrentely in their next listening activity.

9. **When I have difficulty understanding what I hear, I give up and stop listening.**

The result of this statement there were 56% of the students chose sometimes, 28% chose often, and 12% students chose never. But, there were one students chose always or 4% of them. It means that just 4% of them give up and stop listening when she or he has difficulty on understanding the listening.

10. **I skip over words that I do not understand so that I do not miss what is said next.**

The result of this statement often and sometimes has the same percentage that was 40% each of them and 20% chose always. It can be conclude that half of the students skip the words that they dont understand, it because they didnt want to miss what the speaker said next.

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11. As I listen, I periodically ask myself if I am satisfied with my level of comprehension

The result of this statement the students sometimes think that are they statisfied with their listening comprehension? So, they can improve their listening test.

12. After listening, I reflect on the listening task with my classmates.

The result of this statemet none of them chose never, then sometimes and often has the same percentage that was 32%, for always there were 36% of students chose that option. It means that students like to discuss their listening task to their friends.

13. Before listening, I concentrate my mind on the listening task and keep away things that distract attention

Furthemore, the next statement shows that just some of them keep aways things that will distrubs them and try to calm their mind.

14. Listen to what is said without paying much attention to every new word.

From this statement it can be conclude that the students not paying much attention to every new word it maybe they can miss the next topic while listening.

15. As I listen, I repeat important words mentally

The result of this statement there were same percentage that choose by the students, it was sometimes and always option each of them were 28% and 44% students choose often and no one choose never.

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Based on the explanation above there are fifeteen questions ask to the students in relation to the implemantion of meta-cognitive research. Most of students applied the strategies during listening test. The highest percentage that students choose was around 60% or 15 students choose "often" in seventh statement, the statement is "I identify my problems in listening and work on solving them" . It means that in meta-cognive research the students work hard on listening task. They find the difficulties and try to overcome the problem that they faced during listening activity. Most of the students had higher williness to solve the problem on listening task.

4.2.2.2 Cognitive Strategies

Cognitive strategies require the students' processof thinking that can make them to be strategic and flexible learners. The strategies can be implemented by taking a note to remember the information. In the quesrionnaire adopted from Cross (2009), there are 15 statements in relation to the implementation of cognitive strategies in the listening activities.

Table 4.3

The Result of the Questionnaire

No	Explanation				
	Statement	Always	Often	Sometimes	Never
1	1	11 students (44%)	8 students (32%)	6 students (24%)	0 student (0%)
2	2	11 students (44%)	8 students (32%)	5 students (20%)	1 students (4%)

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3	3	12 students (48%)	9 students (36%)	4 students (16%)	0 student (0%)
4	4	9 students (36%)	12 students (48%)	4 students (16%)	0 student (0%)
5	5	14 students (56%)	6 students (24%)	5 students (20%)	0 student (0%)
6	6	7 students (28%)	6 students (24%)	12 students (48%)	0 student (0%)
7	7	10 students (40%)	7 students (28%)	8 students (32%)	0 student (0%)
8	8	5 students (20%)	9 students (36%)	10 students (40%)	1 students (4%)
9	9	1 students (4%)	7 students (28%)	11 students (44%)	6 students (24%)
10	10	10 students (40%)	8 students (32%)	7 students (28%)	0 student (0%)
11	11	4 students (16%)	7 students (28%)	11 students (44%)	3 students (12%)
12	12	7 students (28%)	9 students (36%)	9 students (36%)	0 student (0%)
13	13	2 students (8%)	10 students (40%)	13 students (52%)	0 student (0%)

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14	14	2 students (8%)	13 students (52%)	10 students (40%)	0 student (0%)
15	15	6 students (24%)	10 students (40%)	9 students (36%)	0 student (0%)

1. **I translate in my head as I listen**

   The result of this statement there were 44% choose always. It can be conclude that the students translate in their head as they listen. Because, its easier to the students to comprehend the listening in their own language.

2. **Before listening, I make predictions about the listening material based on the title**

   The result of this statement indicate that the percentage the students make prediction about listening based on the title. It means that half of them make prediction before listening based on the title. Just 4% students didnt make prediction.

3. **I use the words I understand to guess the meaning of the words I do not understand**

   The result of this statement none of the students choose never on their option. The students use the word that they understand to know the meaning the words that they dont understand. Based on the percentage above the students use this statement to overcome the problem on listening material.

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4. **As I listen, I compare what I understand with what I know about the topic**

   This statement means that all of the students use this statements as their strategies. They compare their knowladge about the topic while listening activity.

5. **I use my experience and knowledge to help me understand**

   The result of this statement using experience and knowladge is the most effective to the students comprehend their listening. Because of that around 56% students choose always, 24% choose often, 20% choose sometimes, then no one of the students choose never. It means using experience and their knowladge really helpfull for them.

6. **I use my knowledge of the text organization to understand the text**

   The result of this statement its the same with the statement before. Using their knowladge to understand the text, but the different is in this statement is about text organization. Furthemore, there was 48% students chose sometimes. It menas they just sometimes use this statement.

7. **Before listening, I try to predict the words I am likely to hear based on the title.**

   The result of this statement was the students try to predict the words that awlays they hear based on the title. Around 40% students choose always. However, no one the students choose never. It means that this statement very usefull for the students as their strategies.

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8. **As listen, I quickly adjust my interpretation if I realize that is not correct.**

Based on the questionnaire about this statement the students choose sometimes around 40%. It can be conclude that the students not really quick to adjust their interpretation while listening, just some of them do this strategies.

9. **After listening, I make a mental summary of what I have listened to**.

Different from the other statement, on this statement just 4% of the students choose always. 24% choose often, then 44% choose sometimes, at least the students that choose never its around 24%. Beforehand, students that choose never just little of it. But in this case there are 24% choose never as their option. It means this statement not really suit to them.

10. **I use the main idea of the text to help me guess the meaning of the words that I do not understand.**

The main idea is the one of the biggest things during listening activity, because the students cannot understand each word while the speaker speaking. In this statement, 40% students agree or always use main idea of the text to help the them guess the meaning of the words that they dont understand. Just few of them choose often like only 32%, 24% choose sometimes, and no one choose never. It means main idea is the important role while do listening activity.

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11. As I listen, I try to think in English without having to translate into my own language

The result of this statement means that their own language is not english. That not easy to understand the listening without translate into their own language and the based on the percentage sometimes is the biggest choice for this statement.

12. When I guess the meaning of a word, I think back to everything else that I have

The result of this statement, 28% students choose always and none choose never. However often and sometime has same percentage that is 36%. While the students guess the meaning of the word while listening, they think back that they already have. It means the students wants to make sure if the answer is correct with the word that they guess before.

13. I use pronunciation aspects like stress and intonation to enhance my understanding

The result of this statement It shows that, pronouncation aspect like stress and intonation can be their strategies to understanding listening task. Stress and intoation its really need in listening, because with intonation and stress we can know what the situation in the listening text.

14. As I listen, I try to predict incoming content using the information being delivered.

While listening trying to predict incoming contents using information being delivered its really helpfull. Based on the percentage of

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this statement all the students tryin to predict what will come next and use that as the additional information.

15. **I picture the setting of the conversation to understand what the speakers are talking about.**

Trying to use imagination to assess the setting or situation of the conversation while listening can use to help understand what the speakers are talking about. While listening, this statement can be one of the important strategies. It because use our imagination we can understand what the situation they talking about.

Based on the statement above, Cognitive strategies is really helpfull for the students to do their listening comprehension. Because just some of them choose never on each statement that explained in the questionnaire. On this questionnaire the statement that explained about "I use my experience and knowledge to help me understand" has the biggest percentage like 56% choose always as their option. It shows that use experience and their knowladge can be usefull to understand listening text. However, while listening the main idea of the text also one of the important strategies to comprehend the listening text. Because, if we miss the word or meaning while listening we can use the main idea of the text to understand the listening text.

4.2.2.3 Socio-Affective Strategies

Socio-affective strategies involve interaction with somebody in a conversation or talking control of one's emotion. In other words, it needs the

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learners' skill in controlling their emotion in doing the tasks given. In Cross's questionnaires, there were only two socio-affective strategies addressed:

Table 4.4

The Result of the Questionnaire

No	Explanation				
	Statement	Always	Often	Sometimes	Never
1	1	6 students (24%)	9 students (36%)	9 students (36%)	1 students (4%)
2	2	3 students (12%)	6 students (24%)	15 students (60%)	1 students (4%)

Based on the table above socio-affective strategies was used by the students. It can be seen that each statement just 4% students choose never as their option while listening. It means they never do this strategies while listening activity. Then the biggest percentage above is around 60% students choose sometimes on the second statement. They talk to their teacher and their classmates about how to be a better listener of english. And based on the strategies above the students want to improve their listening english. Because listening is the on of the most important role to be mastered in english.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher is focused on analyzed students' listening comprehension and listening strategies, where the students were using by test and answering the questionnaire. The students' score analyzed in order to describe the students' listening comprehension and listening strategies that students use while do the listening test.

Based on the result of students test and answering the questionnaire the researcher found that the students' listening comprehension at SMA As-Shofa Pekanbaru were in the good listening comprehension level, the students could complete the listening comprehension test, only few of the students made error or gave the wrong answer in listening test.

However, based on listening strategies questionnaire that the researcher gave to the students. Almost of the students applied the strategies in their listening test; meta-cognitive, cognitive, and socio-affective strategies. The three- category of strategies, all of them had been applied by the students' need.

5.2 Suggestion

The researcher gives some reccomendation which can be drawn from the findings. The recommendation are given to the students, English teachers, and future researcher.

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5.2.1 Suggestion for English teacher

The researcher want to give a few things to recommend to the English teacher. The teacher had to give the students more listening exercises and the teacher guiding the students to apply the strategies that suit to them.

5.2.2 Suggestion for Students

The researcher suggest that listening comprehension is easy if they try to practice more. And listening comprehension can be understand by the students if they find the strategies that suit for them. If they exercise more on listening it will overcome their problem during listening test.

5.2.3. Suggestion for future researcher

For the other researcher, it is better to make improvements and add innovation to exciting research because this research is still far from perfect.

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