

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, and (4) significance of study.

1.1 Background

Language used in humans' life. There are two functions of languages in social life. The social function of language divided into two categories, namely ideational function and interpersonal function. Liu (2014) explains that ideational function is mainly concerns with content or proposition of message meanwhile interpersonal function is concerned with the interaction between speaker and addressee(s) through which they express their own attitudes to influence other's attitudes. Therefore, there are two functions of language in social activity such as interactional function and ideational function.

Concerning of language use, English is one of international language. There are three positions of English such as inner circle, outer circle, and expanding circle. Cook (2003) identified that the term of inner circle refer to countries where English is used as the primary language such as in the USA, UK, Australian, and Canada. Then, he also states that in term of outer circle refer to countries where English is used as a second language such as India and Singapore. Next, Sharifian (2008) explain that the expanding circle is reserved for countries in which English is learned as a foreign language such as in China, Japan, Korea, etc. In brief, English as global language because it takes different place.

English is important to learn. There are four skills in learning English which is divided into two parts. Aydogan and Akbarov (2014) argue that there are two parameters which are related to four basic skills such as receiving or producing the message. Mundhe (2015) explains that in receptive skills, it includes two skills listening and reading, and in productive skill is speaking and writing. In other words, English skill has two parameters such as productive and receptive skill.

Related to those four skills, listening is one of skills in English. There are some reasons why listening is important to learn. Yilidirim (2016) states that listening is to communicate effectively in the class. Then, Harmer (2007) explains that the importance of listening is enable students to acquire good speaking habits. Moreover, Iwankovitsch (2001) argue that listening is importance because it makes student understand and retain the information for later call. Thus, from the reasons, it can be inferred that listening is important to be mastered.

Besides the important of listening, the process of understanding listening needs comprehension of the individual. The listening comprehension has some functions. Gilakjani and Ahmadi (2011) explain that listening comprehension as information processing. Vandergrift (1999) argue that listening comprehension plays a key role in facilitating language learning. Renukadevi (2014) explain that listening comprehension as the helper of language learner to understand the beauty of the language. Furthermore, listening comprehension has some function which is be useful in daily life.

Additionally, students' face some problems while doing listening. The problems are the fast speed of delivery, new terminology and concepts, difficulties in concentrating and problems related to the physical (Chen, 2013). Furthermore, Buck and Osada state that listening can be difficult for some learners due to their limited processing skill and lack of control over the rate of speech or inadequate knowledge of vocabulary, topics and accents (as cited in Pan, 2016, p. 12). Students also have problems while doing listening. Those problems are pace of the speaker, difficulties in memory, physical, lack of vocabulary, etc. In short, students have difficulties to study in listening such as difficult to remember what speakers says, do not understand because speaker too fast to deliver the information, physical, less knowledge about words, etc.

Concerning problems in listening, there are some factors that affect listening comprehension of EFL undergraduate students. Those factors are listener, speaker and material factors. Boyle (1984) emphasizes that the environment, motivation, language knowledge, psychological of learners has big role in learners' factors of listening comprehension problems. Yildiz and Albay (2015) explain that speakers' ability, pronunciation/accents of speaker, and speed of delivery of speaker plays big role in comprehension of listening factors. Then, he also states that the choice of content listening material holds an important place in factors of listening comprehension problems because if message is not conveyed then the materials will not be useful. Furthermore, listening comprehension has problem in different context such as hearing, pronouncing and surroundings.

Besides, there are some solutions to improve listening skills. The solution is relating to strategies to improve listening comprehension of EFL undergraduate students. According to O'Malley and Chamot (1990), there are three main types of strategies in listening: metacognitive, cognitive, and social strategies (as cited in Gilakjani & Ahmadi, 2011 p. 981). Cognitive, metacognitive and socio affective are different strategies. Those three strategies have different function. First, cognitive strategies are related to comprehending and storing input in working memory or long term memory for later regeneration (Gilakjani & Ahmadi, 2011). Second, metacognitive strategies incorporate thinking about the learning process; include planning, monitoring and evaluating (Vandergrift, 1999). Third, socio-affective is added to describe learning which happens when language learners co-operate with classmates, question the teacher for clarification, or apply specific techniques to lower their anxiety level (Vandergrift, 1999). In brief, the strategies to improve listening has different requirement. Those strategies are cognitive strategy, metacognitive strategy, and socio affective strategy.

Related to listening comprehension problems and listening strategies, an informal interview for preliminary study of this research was conducted to undergraduate EFL students of UIN Raden Fatah Palembang. In the preliminary study, some questions were posed to them in order to know what the weaknesses of students in listening. Some difficulties were faced by the EFL learners in listening. They reported that they could not listen to the speaker clearly because the pronunciation of speaker was not easy to comprehend. Students could not hear

the material because the volume of the speaker was too low and students could not identify right answer because the listening content was too difficult to understand. Thus, it could be concluded that there were some factors affecting listening comprehension such as listener factor, speaker factor and material of the listening.

Moreover, from previous study, I reviewed other research as comparison in this research. The previous researches are from Naci Yildiz and Mustafa Albay (2015), Gilakjani and Ahmadi (2011). This study had similar aims which were to find out some factors affecting listening comprehension of EFL students and provided some strategies in order to improve their listening. On the other hand, Teng (1998) had research which the purpose of this study was to investigate the EFL listening comprehension strategies used by college students in Taiwan. The result of this study indicated that among the six strategies category “compensation” is most often employ by subjects, “cognitive” is the next, and “affective” was least often used. Furthermore, Chengxing (2005) had a study which found in the objective that there were three factors affecting listening comprehension such as incorrect and insufficient codes, lacking necessary listening skills and inappropriate listening material and also he found that there are three stages in listening process at class, such as pre-listening, during and post listening.

Based on some previous studies, it is known that they used quantitative studies. Therefore, it makes me want to conduct similar research but by using qualitative design. Besides, factors affecting students’ listening comprehension problems and strategies for improvement in State Islamic University in

Palembang have never been done. In short, based on those explanations, I will conduct a research which the title “Factors Affecting Listening Comprehension Problems and Strategies for Improvement: A Study of Undergraduate EFL Students at State Islamic University of Raden Fatah Palembang.” This research can give a huge impact for many people, whether for the students, the English teacher and further research.

1.2 Problems of the Study

Based on the background above, the problems of this research are formulated as follow:

1. What were the factors that affect listening comprehension of undergraduate EFL students at State Islamic University of Raden Fatah Palembang?
2. What were the strategies that undergraduate EFL students used to improve listening comprehension at State Islamic University of Raden Fatah Palembang?

1.3 Objectives of the Study

From the problems above, the objectives of the study were:

1. To find out factors that affect listening comprehension problems of undergraduate EFL students at State Islamic University of Raden Fatah Palembang
2. To find out the strategies that undergraduate EFL students used to improve listening comprehension at State Islamic University of Raden Fatah Palembang.

1.4 Significance of the Study

From the study hopefully I can get some results. The results are expected to have some advantages. Firstly, it is for the students. The results of this study hopefully will be useful for undergraduate EFL students in Palembang to know their own ability in listening and find some factors that affect their listening comprehension and strategies to improve their listening. Then, the results of the study hopefully can be used by teachers. Teachers as students' facilitator in teaching and learning process must be a good consultant for the students to facilitate them to conquer their listening comprehension problems. In other hand, teacher should be able to apply the strategies of the difficulties students' listening comprehension in order to improve students' listening skills. The third advantage is the researcher. I as the researcher expect that students will get some data to know the fact to tell learners that this is important for learning at school. For the next researchers, they can get new knowledge from the research.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of listening, (2) the process of listening, (3) components of listening, (4) types of listening, (5) concept of listening comprehension, (6) listening problems, (7) factors affecting listening comprehension problems, (8) strategies to improve listening comprehension, and (9) previous related study.

2.1 Concept of Listening

Ears are tools for hearing. Hearing have senses to continue the conversation. Nordquist (2018) explain that trying to see the problem the way the speaker sees it is the meaning of listening. After the speakers reveal the statements, the listeners have result to understand what speakers say. In short, to analyze the main topic of conversation needs listening. And to solve the problems of conversation needs listening.

Before understand the meaning, listeners have analyze the content of topic. And listeners must have the step to know the list of sound. Listening is the process of identifying the component of sound and level of sound where by known words are recognizable (Asemota, 2015). Words from speaker will know by the way her saying the words and hear the sound of that. In conclusion, the intonation of sounds will provide the words what will express by the speakers.

Being good listeners, should consider the level of sound, then, comprehend the meaning of speakers says. Before the listeners want to learn to speak, they

should first learn to understand the spoken language they hear (Ahmadi, 2016). Identifying the speakers' language before reply what they say will help listeners comprehend the component of topic. In addition, listen till finish what the speakers say then, answer the statement that will be convey by listener.

2.2 Process of Listening

Listening is one of skill in English that should be master especially for EFL learners. There are five stages of the process of listening, they are hearing, understanding, remembering, evaluating and responding (Tyagi, 2013). The first is Hearing. It is referred to the response caused by sound waves stimulating the sensory receptors of the ear, it is physical response, and hearing is perception of sound waves (Tyagi, 2013).

Second is understanding. A message may have been sent and received, and the receiver may have attended to the message, then there has been no effective communication. Effective communication depends on understanding, which is effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective (Kline, 1996). Third is remembering. Remembering is important listening process because it means that an individual has not only receive and interpret a message but has also added it to the minds storage bank (Tyagi, 2013).

Next is evaluating. Only active listeners participate at this stage in listening. At this point the active listener weights evidence, sorts fact from opinion, and determine the presence or absence of bias or prejudice in a message

(Tyagi, 2013). Then is responding. The listening process may end with understanding, since effective communication and effective listening may be defined as the accurate sharing or understanding of meaning, but a response may be needed or at least helpful. There are four different types of responses such as direct verbal responses, responses that seek clarification, responses that paraphrase, and nonverbal responses (Kline, 1996).

This stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message (Tyagi, 2013). There are two process of listening which is meant by the word “process” is slightly different in each case: one is a renewed interest and focus on decoding, the other is a focus on metacognition and raising the awareness of learners to the process of listening (Paran, 2012).

The first is the role of decoding. The role of decoding refers not only to different speakers with different accents, but also to the way in which even the same speaker will pronounce words differently in natural connected speech from the way they are pronounced in isolation (p. 456). However, words will pronounce different even with same speakers. Then, the role of metacognition. There are two main elements which learners need to develop, they are metacognitive knowledge and metacognitive strategies (p. 456). First, metacognitive knowledge have person knowledge, task knowledge and strategy knowledge (Goh, 2008). In metacognition knowledge, means that people have science. Second, metacognitive strategies have planning, monitoring and evaluating (Goh, 2008 p. 9). Before

doing the strategies it needs plan to run smoothly of their listening, control their progress of listening and evaluate what their hear.

2.3 Components of Listening

Listening has components to make complete. The components have four types for listening comprehension. According to Chastain (1988) as cited in Ahmadi 2016 listening comprehension divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. The fourth is idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous.

The listening also has components in other aspects. Chastain (1988) states that listening consists of six components (as cited in Ahmadi, 2016). Those components are: the sonic realization, the sonic aspect of listening involves the actual physical "hearing" of language. Some people can even identify a particular language by hearing a sample of it, even if they know little or nothing else about it. The segmental or suprasegmental form, this leads to the segmental or suprasegmental form. One of the major requirements for meaningful second language listening is the ability to distinguish the phonemes of the language. The

musical pitch and rhythm, musical pitch and rhythm are harder to pin down. They refer to the fact that speakers exchange important information about themselves by the way they speak, not just by what they speak. The lexical phrasing, lexical phrasing means that certain words and phrases are encoded in a particular order to get a message across. The purpose of the message intended by the speaker, and speaker speaks because they have something to say (purpose). The actualization of the message in the listener, listeners listen because they want or need to react to what speakers speak (experience).

2.4 Types of Listening

Nowadays, listening requires information to accept or retell. While listen to other, it has different situation. Because of this different situation, it makes different types of listening. Researcher must know the different types of listening. There are five types of listening such as informative listening, relationship listening, appreciative listening, critical listening, and discriminative listening (Kline, 1996). Also, Tyagi (2013) explains that there are nineteen types of listening. They are:

1. The first is inactive listening. It means pretending to listen but actually spending more time thinking.
2. The second is relationship listening. The purpose of relationship listening is either to help an individual or to improve the relationship between people. There are three behaviours key to effective relationship listening such as attending, supporting, and empathizing.

3. The third is appreciative listening. Appreciative listening includes listening to music for enjoyment to speakers and it is the response of the listener not the source of the message that defines appreciative listening. The quality of appreciative listening depends in large part on three factors: presentation, perception, and previous experience.
4. The fourth is critical listening. The ability to listen critically is essential in a democracy. Effective critical listening depends on the listener keeping all three elements of the message in the analysis and in perspective: ethos or source credibility, logos or logical argument and pathos or psychological appeals.
5. Then, Discriminative listening cuts across the other four types of listening, there are three things to consider about type of listening such as hearing ability, awareness of sound structure, integration of nonverbal cues.
6. Next is active listening. Listening in a way that demonstrates interest and encourages continued speaking.
7. Attentive listening is obviously and carefully, showing attention.
8. Biased listening through the filter of personal bias. Example: the person hears only what they want to listen.
9. Casual listening without obviously showing attention.
10. Comprehension listening is to understand. Seeking meaning (but little more).
11. Deep listening means seeking to understand the person, their personality and their real and unspoken meanings and motivators.

12. Empathetic listening is seeking to understand what the other person is feeling.
13. Evaluative listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
14. Judgmental listening in order to evaluate or criticize.
15. Partial listening most of the time but also spending some time day dreaming or thinking of responses.
16. Reflective listening is the listening, then reflective back to other person what they have said.
17. Sympathetic listening will concern for the well-being of other person.
18. Therapeutic listening is seeking to understand what the other person is feeling.
19. Total listening means paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

2.5 Concept of Listening Comprehension

Listening comprehension is an important part of four skills in listening. Because the first step to understand the material is from listening. And it needs comprehension to know the content of topic. Listening ability is key factor in foreign language learning and teaching process. If learners fail to receive messages, they are failing to respond (Yildiz and Albay, 2015). Respond means comprehension. If listeners respond what speakers says, it means they understand

what speakers say. Furthermore, clear conversation will accept with comprehend the content.

However, comprehension is not easy. It needs some tools to cover it. This applies in listening. Hwaider (2017) explain that an intricate process in which different processes and factors are involved is means of listening comprehension. So, if people want to know something, it needs to know what factors and impact of this case. In short, the situation will holds by comprehension something. Moreover, listening needs memorialization. It such a difficult practices to do. One of the problems with current practices in listening is overcommercialization (Goss, 1982). Listening without remember is blind. Furthermore, people need apperception to continue the topic.

In this case, listening is complete action. Shang (2008) explains that listening comprehension is complex activity in this life. Listening have multifarious. Furthermore, listening comprehension is complicated situation. Based on complicated situation, listening has functions while processing. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary, and grammatical structures, interpret stress and intonation, retain what was gathered in all above, and interpret it as well as the larger sociocultural context of the utterance (Vandergift, 1999). Listening comprehension is regarded as a complex; interactive processes in which listeners are involved in a dynamic construction of meaning (Hamouda, 2013). In this case, listening's function is complete. In short, while listening, listeners must identify

the point of speaker and solve the problem such as how speaker says with their words and accent to deliver it.

Although, listeners have problem in listening, they must know what speaker means especially for English Foreign Learner. Listening is very important for EFL because it is one of skill that should be master in English. Lee (1993) stresses that listening is important for foreign language learning. While learners have study in class of listening subject, the first thing that they must get is listening. In this reasons, how to get the point is by listened to other. In brief, listening is essential for foreign language learners especially in English.

EFL learners must have been confused while listening. Some EFL listeners describe their frequent misunderstanding of the spoken texts to the improbability to process fast enough to comprehend the input (Chuang and Wang, 2015). Speed of speaker is one of weaknesses of EFL students. In short, because of those mistakes, it makes misinterpretation while learners are learning.

Learners may practice if they have problem in listening especially listening skill. But it based on their self, it works or not. However, no matter how carefully or how many times we listened, it was still difficult to comprehend the text (Ueda, 2014). Even though, learners have usage while they are learning, they still need understanding. In general, listening is to be understood in order to digest what the speakers are talking about.

Moreover, if the understanding has increased, there will be a sense of joy in itself. Better listening means better human relations, higher profits, and a happier life (Goss, 1982). People will be happy if listeners listen to the context well and understand its content. Furthermore, listening and understanding can make keep in touch is going on.

2.6 Listening Problems

Listening is the ability and key to receive messages in effective communication. In this case, it has role that is not make misunderstanding of meaning with other people. Moreover, listening has difficulties to confront the situation. Listening is felt comparatively much difficult by the learners, as it has its interrelated sub skills such as receiving, understanding, remembering, evaluating and responding (Renukadevi, 2014). Learners have difficult in accept and repeat what speaker says. Furthermore, learners have problem when they are teaching in hearing something to retell other people.

In addition, when learning process in class, learners have difficulty based on their environment when they are doing the task. The problems reported by students included the fast speed of delivery, new terminology and concepts, difficulties in concentrating and problems related to the physical (Chen, 2013). Learners matters are people around them do not silent and care each other. In short, they are not concentrating when teaching and learning process because they are not have relationship with surrounding, quickness of notification and themes.

Moreover, researchers have found other research that some problems of learners when they are want to comprehend something in listening. The result of problems in the research, they are learners find difficult remembering the meaning of a long listening text, difficult to reduce anxiety before doing the listening task and unclear sound (Nimehchisalem, 2016). Before studying with audio, learners have anxiety such as them afraid that they will not listen well what speakers say or they do not receive a message of the audio. In conclusion, learners have their own scary to face the audio such as they force their brain to understand the material, actually it makes their brain shock and do not approve something because of misunderstanding of communication or unequivocal sounds.

Based on that research, unclear sound is one of listeners' problems in listening subject when they are teaching and learning process. Based on other researcher in their research is the biggest deficiency in listening as problem is learning and teaching phonetics (Yilmaz and Yavuz, 2015). Phonetics is the way sound is delivering. The biggest problems is study about phonetics because it can make misunderstand when deliver something. Furthermore, if learners have misunderstanding about sound, it can make the answer is different.

However, the point of topic will understand if listeners hear the topic very well. Sense of listening difficulty comes not only from not being able to catch the sounds or the words but also from missing the gist or important details of the spoken text and also find completing the teacher prepared follow up tasks and worksheets frustratingly hard to do (Renandya and Farrell 2011). Hearing

something must all of the content not in just point. Furthermore, listeners have their own way to listen something in complete text not in little bit of the text.

In this case, students have their own comment when hearing the audio in teaching and learning process. Students' comments on challenge in recognizing words in speakers' accent due to inadequate exposure to authentic listening input (Rahimirad and Moini 2015). Students' comment because they not hear something well. In short, listeners misunderstand about the topic and critic the speakers.

2.7 Factors Affecting Listening Comprehension Problems

Nowadays, while listeners doing the process of listening, they will get some confusing. Especially when they get some material and will accept in memory they have some difficulties. Those difficulties must know by the listeners in order to identify and solve that problem in the future. There are three factors which affecting listening comprehension. They are listener factors, speaker factors, and speaker in the material and medium (Boyle, 1984). Also, there are psychological and environmental factor which was influence listening comprehension.

One of factors in listening comprehension is listener factors. Boyle (1984) explains that there are two parts in listener factors. First is a general factor. In general factors there are: experience/practice in listening to the target language: use of the media (tinema, TV, radio, etc.), general intelligence, general background knowledge of the world.

Then, in other aspects of listener factors is more specific than general. Those more specific factors are: physical and educational, age/sex, home background, size of family, educational background and type of school, physical health and alertness. After that intellectual also has role in listener factor which can affect listening comprehension of the students. Those factors are: knowledge of the target language in its various aspects: phonology, lexis, syntax, and cohesion, powers of analysis and selection: ability to distinguish between main and supporting points, knowledge of the specific topic or subject, memory (short term and long term). Furthermore, the other aspect of listener factor is intelligence which students could not memorize well, had problems in background knowledge during listening, and lack of vocabulary. The next aspect is that students had problems in their condition for example having fever.

Second factors of listening comprehension problems are psychological factors. In listening, psychological has role as a factors which can be affect in listening comprehension problems. According to Boyle (1984), in psychological factors have some parts such as motivation and sense of purpose while listening, attitude of the listener to the speaker, attitude of the listener to the message: level of interest, listener's powers of attention and concentration. Then, anxiety, mood, problems at home and motivation during listening also influence in listening comprehension.

Third factors of listening comprehension problems are speaker factors. In speaker factors there are pronunciation of speaker, speaker accent, words and sounds of the speaker, and speed of delivery of the speaker. Boyle (1984) argues

that there are four parts of speaker factors in listening comprehension. They are language ability of the speaker: native speaker—beginner-level non-native speaker, speaker's production: pronunciation, accent, variation, voice, etc, speed of delivery, prestige and personality of die speaker.

Moreover, the fourth factors affecting listening comprehension are factors in the material and medium. Boyle (1984) states that there are four parts in factors of material and medium. They are: the language used to convey die message: phonological features, including stress, intonation, weak forms (especially in conversation), lexis, syntax, cohesion, etc, difficulty of content and concepts, especially if the material is abstract, abstruse, highly specialized or technical, esoteric, lengthy, or poorly organized.

Furthermore, the last factors that affect listening comprehension problems are environmental factors. According to Boyle (1984), in acoustic environment there are noise and interference, amount of support provided by gestures, visuals, etc. Noisy class has influence in listening comprehension problem. Students will not concentrate during listening if the environment is noise.

However, other research from other author has their own result of factors that affect listening comprehension. Yildiz and Albay (2015) based on their research; they found that major factors that affect listening comprehension of Iraqi Language Learners are: speed of delivery, language level of the material, listening environment, content of the material, support of lecture, speaker accent, language knowledge, specific knowledge of the topic, motivation, overall intelligence.

In that study, the researcher found several factors which affect listener's comprehension while they are listening. Also, that affect comes from not only listeners' factors, but also other factors. Boyle (1984) found that some factors in listening comprehension. Speed of delivery becomes first factors. It means that while speaker are explain something, the way he deliver it so fast and miss while listener are listens. And last level of factors in comprehension is overall intelligence. It means that listeners have limit knowledge such as they have less vocabulary to remember.

Moreover, Chengxing (2005) in the article find three factors affecting listening comprehension, they are: incorrect and insufficient codes, lacking necessary listening skills, inappropriate listening material. Not only that, but also from other research find there are several other factors which reveal in the verbal reports of at least one-third of them in the research, such as: interest and purpose for listening, listener's physical psychological state, they do not know what the context of the input is, ability to concentrate, visual support, speaker's competence. Promhiran (2008) stress that listening comprehension problems divide into four accounts such as: listening text (message), speaker, physical setting, listener.

Some factors such already explain will disturb listeners while they are listening something. It is related to the listeners own self or speaker or that material that already thought by the researcher. It makes hope to the listeners to know that factors in order to avoid their problems while they are listening. Furthermore, the researcher wants to conduct deep research and find the related

factors affecting listening comprehension in order to help listeners develop their listening.

2.8 Strategies to Improve Listening Comprehension

2.8.1 Concept of Listening Strategies

While learners study, they thought with their brain. But, they also have purpose to achieve in the future. Learning strategies are the conscious thought and action which learners take in order to achieve a learning goal (Chamot, 2004). Learners plan action to be performing in class. Furthermore, while studying, listening plan their own strategies to improve skill in subject such as listening skill which has listening strategies.

In recent years, many EFL students have difficulties in listening. In order to make their listening improvement and solve the problems while they are listening, they need strategies for improvement. Listening strategies are techniques or activities which contribute directly to the recall of listening input (Renukadevi, 2014). However, to achieve EFL learners listening improvement, they need technique. In short, the way learners study can make better or bad result for them, so, learners must have strategy in the way they study while they are teaching and learning process in class.

2.8.2 Strategies of Listening

Taking the above factors into consideration, there are three stages of teaching listening such as pre-listening, while-listening and post-listening

(Underwood, 1989). In brief, there are three parts of listening that should be mastered such as before listening, during listening and post listening.

The first stages is pre-listening, effective listening requires that students be prepared for what they are about to hear so that they can remove the obstacles at the literal level. According to Chengxing (2005), pre-listening activities encourage students to listen at the interpretive and critical levels. The teachers should provide the students with some hints at the pre-listening stage (Nakao, 2000). To do so leads to the achievement of success in listening comprehension, because it makes the students motivated and gives them the confidence to try to listen. According to Underwood (1989), there are specific ideas in pre-listening activities such as looking at pictures before listening, making a list of item, reading a text before listening, labeling a picture, etc.

The second stages is while-listening, according to Underwood (1989), while-listening activities are what students are asked to do during the time that they are listening to text. The purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language. Nakao (2000) stressed that we need to provide some tasks which are relevant to the listening text and to make learners pay attention to listening at the while-listening stage. In listening class, teacher should support and manage the listening process, especially in whilst listening. There are some jobs to be done by the teacher such as choose appropriate listening material, teach listening skills, foster students comprehension of the speakers language and ideas by designing proper questions

(Chengxing, 2005). In brief, while-listening teacher and student have role to hold the process of listening.

The last stage of process in listening is post-listening. According to Chengxing (2005), in post listening has responding, reflecting, and reconstructing understanding. Also, the first step of this stages are design follow-up activities, and the last are cultivating a good environment. Underwood (1989) states that post-listening activities embrace all the work related to a particular listening text which are done after the listening is completed. Some post listening activities are extensions of the work done at the pre-listening and while-listening stages and some relate only loosely to the listening text itself.

One of the method learners can become actively involved in controlling their own learning is by using strategies. Nowadays, learners have goal to achieve the listening skill. In the process of learners reach, they need strategies to improve listening skill while they are learning. There are three major types of strategy are distinguished in accordance with the information-processing model such as cognitive strategies, metacognitive strategies and social/affective strategies. O'Malley and Chamot (1990), there are three classifications of strategies for foreign language students such as metacognitive, cognitive and socio / affective strategies.

First, cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning, while they may be limited in application to the specific type of task in the learning activity (Bao, 2017). Cognitive strategy is used in order to complete an immediate task. Also, cognitive

strategies rehearsing the language needed with attention to meaning for an oral or written task (O'malley and Chamot, 1990)

Second, Meta-cognitive strategies for receptive or productive language tasks include selective attention, planning, monitoring, evaluation etc (Bao, 2017). The activity of learners can be seen from metacognitive of the learners. And in listening, they have metacognitive strategies to help students by caring, seeing, doing, controlling, etc by the teacher. Metacognitive strategies are important because they oversee, regulate, or direct the language learning process (Vandergrift, 1999). Metacognitive strategies related to learning in general and often have long term benefits. For example students might choose to tune in BBC recording once a week as a strategy to improve their listening.

Metacognition is our ability to thinking or “cognition,” and, by extension, to think about how we process information for a range of purposes and manage the way we do it (Vandergrift & Goh, 2012). Metacognition is often seen as a process in the service of strategy use, rather than an overarching process that manages learning. Strategies are metacognitive in that they enable learners to purposefully change the way they learn and use language (Vandergrift & Goh, 2012). One of strategy to improve listening comprehension is prior knowledge. Prior knowledge include in the metacognitive strategies. Background knowledge about the topic of listening, enables the learners to comprehend the listening text better, in other words prior knowledge facilitates comprehension and allows learners to make prediction of listening comprehension in text (Yildiz and Albay,

2015). In conclusion, from previous knowledge, the learners will guess what the best answer is for that

Improving listening skill is not easy. Many ways of learners which are they do. In metacognitive strategy also have approach. Bottom up and top down approach are includes in metacognitive strategies. If listeners use linguistic knowledge clues such as phonemes, syllables, words, phrases and sentences to understand, it means that they use a bottom-up strategy (Solak, 2016). Linguistic intelligence has a role here. By using bottom up strategy, learners utilize their hearing and thinking. In accounts of foreign-language listening and reading, perceptual information is often described as 'bottom-up'.

In contrast to if they use context and prior knowledge such as topic, genre, culture and other schema to knowledge stored in long term memory to decide the meaning, learners use a top-down strategy (Solak, 2016). It means that top down strategy use right brain which is long term memory has big role here. Information provided by context is said to be 'top-down' (Field, 1999). Information will be digested and delivered by using top down.

Third, Social/affective strategies concern the ways in which learners interact with other learners and native speakers (Bao, 2017). The active student can be seen from the character of the student. How they interacts each other or environment can be one of the strategies in listening. It called social/affective strategy. Socio affective strategy is concern with the learners' interaction with other speakers and their attitude towards learning. For example students may

choose to rehearse a telephone conversation in L2 with another students in order to develop confidence.

In short, good listeners may use many strategies at the same time. They may listen regularly to a radio broadcast (metacognitive), take notes on the key points (cognitive) and then meet fellow students in the café and tell them all about what they just listened to (socio-affective).

In addition, there are advantages of using those strategies. It can make listening comprehension improve. For example, Thompson and Rubin (1996) investigated the effects of metacognitive and cognitive strategy instruction on the listening comprehension performance of university students learning Russian. Gain scores in the pre- and post-test after the two year period demonstrated that the students who receive strategy instruction in listening to video-recorded texts improved significantly over those who had receive no instruction.

2.9 Previous Related Studies

In the way to support this study, the research that previously examine is require. Yildiz and Albay (2015) conducted a research which title “Factors Affecting Listening Comprehension and Strategies for Improvement: A Case Study”. Then, its aims was found out the most important factors affecting listening comprehension of Iraqi foreign language learners at Ishik University and identified about the most useful strategies to improve listening comprehension of the learners. It used mix method of this study which researcher found out those factors with quantitative studies and those strategies with qualitative studies. Participants in this study were Ishik University Preparatory School students. The

number of participants involved in this study was 65. Participants were selected from different proficiency levels. The result of this study were speed of delivery from speakers (80%), language level of the material (82%), listening environment 50%, content of material (69%), support of lecture (40%), Overall intelligence (58%), motivation (85%), specific knowledge of the topic (43%), language knowledge (38%), and speaker's accent (35%). The same of our study is the purpose of the study where is to find out some factors affecting listening comprehension problems and strategies for improvement. However, the differences of Yildiz and Albay's research with my research are the design, they used mix method research and I use descriptive qualitative research.

Another research, Gilakjani and Ahmadi (2011), have investigation which entitle "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement". Thus, the objectives were to find the factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. This study used descriptive qualitative types. The results of this study about strategies to improve listening comprehension were: there were three types of strategies: metacognitive, cognitive and social cognitive. Some of teaching methods for improving students listening comprehension skilled were as followed: cultivating students listening skill, textbook based learning and other listening context, passing on cultural knowledge in language teaching, combining "intensive listening" with "extensive listening"; focusing on listening, and combining listening with other skill.

Furthermore, the same of our study is the use of descriptive qualitative types of research. However, the difference of our study is the results and objectives.

Then, Teng (1998) examined a research which entitle “A Study of EFL Listening Comprehension Strategies”. The aim of this study was to investigate the EFL listening comprehension strategies used by college students in Taiwan. This study used quantitative study for the type. Participants in this study were students from National Yunlin University of Science and Technology. In that case, 51 students were chosen as sample for this research. The main intent of the present study was to systematically investigate the EFL listening comprehension employed strategies used by college students in Taiwan. The result of this study is there were six listening comprehension strategy categories such as: memory, cognitive, compensation, metacognitive, affective, and social. First, results indicated that taking notes was the strategy least often used by subjects in the cognitive category. Next, EFL listening instruction could have students placed in the English speaking environment as often as possible. Besides, in the present study, the strategy of delaying speech production to focus on listening ranks first for frequent used by effective listeners and 3rd by all subjects. Moreover, the studied indicated that EFL learners have the lowest average frequency for the affective category among the six listening categories. Finally, the most important thing was to incorporate strategy teaching in EFL listening instruction. The similarity of this study with my study is objective. The objective is wanted to know the strategies used by learners to improve their listening comprehension.

However, the difference is types of study. This study used quantitative types, meanwhile I used qualitative types.

Besides, Chengxing (2005) research identified which entitle “Factors Affecting Listening Comprehension and Strategies for Listening Class”. Then, the purpose of this research was to find out whether there were factors affecting listening comprehension and strategies while they were studying in class. Descriptive design is used in this study. This study has two results. First, they found three factors affecting listening comprehension; they were incorrect and insufficient codes, lacking necessary listening skills, and inappropriate listening material. Second, taking above factors into consideration, researcher could divide the listening class process into three stages such as pre-listening (purpose might be given at this stage), during (in while) listening, and post listening. Furthermore, the similarity of the study with my study is objective. The objective is to know the factors affecting listening comprehension problems and the strategies. However, the difference is the result.

In addition, Lee (1993) conducted a research which the title “Factors Affecting Listening Comprehension”. In addition, the purpose of this study was identified what kinds of factors could influenced foreign language listening comprehension. The subjects that participants in the present study were compose of one hundred fifty eight freshmen students attending Korea Maritime University. This study used quantitative study. The result of this study is this study found ten most important factors mentioned by fairly a large number of the students as facilitating listening comprehension were: knowledge of vocabulary or

idiom, concentration on the subject, preparation for the lesson, interest in English, confidence in English, complete understanding of pronunciation, repetition of listening to the tape, face to face conversation with native speakers of English, memorization of many English sentences, and repetition of daily study. The similarity of this study with my study is objective. The objective is to know some factors affecting listening comprehension. However, the difference of this study with my study is type of study. This study used quantitative study, meanwhile I used qualitative study.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) research methodology, (2) operational definitions, (3) participants of the study, (4) data collection, (5) data analysis, and (6) establishment of the trustworthiness.

3.1 Research Methodology

In line with this study, I used qualitative research design. According to Fraenkel, Wallen and Hyun (2012), the term qualitative research refers to study that investigate the quality of relationships, activities, situations or contributions. This research used when the phenomenon is coming in community. A descriptive qualitative research selected because it deals with the phenomenon of the listening comprehension problems in real life situation that happened to EFL students while they were listening English. The result of this research was described descriptively on the problems faced by students while listening and how to improve listening of the students through depth interview by using a recorder and any other appropriate utilities such as interview protocol and students attendances.

3.2 Operational Definitions

In order to avoid the misunderstanding in interpreting the data, I provided some terms that supported the reader to comprehend well this research. There were some key words that were really necessary to be explained. They were listening, comprehension and listening strategies.

Listening Comprehension was the way speaker deliver their aim to the listener and the process of listener understands and replays what speaker means. If the listener can respond, it means they comprehend what the information was about.

Listening Strategies were the ways of listeners make their self-improvement their skill in listening by doing the strategies. In this study used interviewed data of undergraduate EFL Students at UIN Raden Fatah Palembang.

Undergraduate EFL Students were students which studies in the college about other language but not their first language in their country. They used English as their foreign language to communicate among each other in class. The participants of this study were undergraduate EFL students at UIN Raden Fatah Palembang.

3.3 Participants of the Study

The participants of this research were students from EFL Undergraduate Students of UIN Raden Fatah Palembang. The participants of the study were chosen by using purposeful sampling technique. Creswell (2012) stresses that in purposeful sampling, researchers select individuals and sites to learn or know the central phenomenon. Because the depth and extent of the information sought in qualitative studies, purposeful sampling was typically small. Furthermore, I specifically used maximal variation sampling. According to Creswell (2012) maximal variation sampling was a purposeful sampling strategy where the

researcher samples cases or individuals who differ on some characteristic. Furthermore, I chose the sample that has rich information.

In this study, participants were third semester undergraduate EFL students of English Education Study Program of UIN Raden Fatah Palembang who had poor listening skill in their class. I asked every lecturer of listening course in third semester undergraduate EFL students at UIN Raden Fatah Palembang to get the score of students who had poor listening skill in their class. Also, I asked them who were willing to be participants in this study voluntarily. In addition, I chose 20 students as participants in this study. Five students were chosen from every class in third semester such as A, B, C and D Class. They were chosen from different classes as they had different characteristic such as being taught by different lecturers in listening course. Different characteristic provided various insights to the result of this research.

3.4 Data Collection.

3.4.1. Interview

In data collection, I found out the qualitative data through the student's interview were the instrument for answered the first and second research problems of this study. In addition, I used one on one interview method. In one on one interview method, I asked around 21 questions and record their answers from only one participant in the study at that time. The interviewees were 20 students of the third semester EFL students at UIN Raden Fatah Palembang based on recommendation of the lecturers in that time. Furthermore, I used open ended interview.

3.5 Data Analysis

In data analysis, I used four processes based on Miles and Huberman (2012) steps in Sugiyono books (2014). First, I prepared the data from transcript of interview. After that, I made some groups and give sign text in themes to analyze the data. This process called coding. Then, I displayed the data into description. Lastly, I made the finding interpretation to answer the research problems of this study.

3.5.1 Analyzing Students' Listening Comprehension Problems

In analyzing students' listening comprehension problems, the data were obtained through interview from the third semester students of UIN Raden Fatah Palembang. The first analysis was about listening comprehension problems. I collected the data from interviewees and record with tape recorder. After that, I transcribed those data according to interviewee says appropriately. Then, I reduced and simplified the data according to learner's means. The data categorized and divided in themes based on literature review about factors affecting listening comprehension problems. Next, I displayed the data into description which was exploring the facted by interviewee answers. Furthermore, I made conclusion to make the research complete. After all the steps were doing, I verified the data based on the students problems using member checking.

3.5.2 Analyzing Students' Listening Strategies to Improve Listening Comprehension

In analyzing students' listening strategies to improve listening comprehension, the data obtained through interview from the third semester

students of UIN Raden Fatah Palembang. I collected the data from interviewee and record with tape recorder. After that, I transcribed those data according to interviewee says appropriately. Then, I reduced and simplified the data according to learner's means. The data were categorized and divided in themes based on literature review about strategies to improve listening comprehension. Next, I displayed the data into description which was exploring the facted by interviewee answers. Furthermore, I made conclusion to make the research complete. After all the steps were doing, I verified the data based on the students problems using member checking.

3.6. Establishment of the Trustworthiness

The trustworthiness of result was the bedrock of high quality qualitative research. In this study, the data from interview was validated by member checking technique. In member checking, I asked questions to one or more participants for the purpose of ascertaining whether the interpretation and findings of the research were accurate. If their answer were accordance what they mean, I checked it, but, if it was not accordance, I asked the students answers before and I asked them again what they hear. After the data was mutually agreed, I asked the participants to sign as proof that I had done a member check. This was done to validate the data and check the correctness and trustworthiness of the data.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents the following subtopics: (1) findings and (2) discussion.

4.1. Findings

This study aimed to know factors affecting listening comprehension problems and strategies for improvement of the undergraduate EFL Learners at UIN Raden Fatah Palembang. Based on the findings gained from interview, fifth factors affecting listening comprehension problems were found: listener factor, psychological factor, speaker factor, material factor and environmental factor and three strategies to improve listening of the students were found: cognitive strategy, metacognitive strategy and socio affective strategy.

4.1.1. The Kinds of Factors Affecting Listening Comprehension Problems at State Islamic University of Raden Fatah Palembang.

Based on the data that have already been collected, many students at State Islamic University of Raden Fatah Palembang had problems in listening. Those data were analyzed and showed results such as students have different perceptions about problems in listening. There were students having many problems in listening, also there were students showed the other way around. In spite of those reasons, the fact would be analyzed by interviewed. One of participants named JN thought that she had problems with English listening lecturer who rarely came to her class when there was a listening course. The effect of this case, she had lack of

understanding in listening material, also she felt less understand in many kinds of material. It means that the arrival of the lecturer influenced the comprehension of students listening. However, the students which initial Ls had problems with her self during listening. She thought that she could not understand about all of listening materials because she thought that she was not smart enough. She always cheated with her friends during listening process. Furthermore, her problems were based on their self because of her mindset.

Therefore, from students perception, I conclude that most of students had different perceptions about factors affecting listening comprehension problems. There were problems in listener factor, speaker factor, psychological factor, material factor and environment factor. The themes and the codes of qualitative data gained from interview are summarized as follows.

Table 4.1: Theme, sub theme and code for the kinds of factors affecting listening comprehension problems.

The themes and codes describe in table 4.1 were fully explained as follow:

Theme	Sub Theme	Code
1. Listener Factor	1. Intelligence	A. Most of students had problems in listening because they could not memorize well.
		B. Small numbers of students had problems in background knowledge during listening.

		C. Small numbers of students faced problems because they were lack of vocabulary.
	2. Physical Condition	A. Most of students would be disturbed during listening when they have problems in physical health
2. Psychological Factor	1. Anxiety	A. Most of students felt anxiety when listening because they felt worried and sweat during listening.
	2. Mood	B. Most of students had problems in mood during listening and it makes students did not concentrate.
	3. Problems at Home	C. Small numbers of students had problems in listening when they had bad happened in their home, so it could disturb their feeling.
	4. Motivation and Purpose while Listening	D. Small numbers of students had problems in motivation and sense of purpose while listening because it influences their understanding of material.
3. Speaker Factor	1. Pronunciation of Speaker	A. Most of students faced problems in pronunciation of speaker because they used similar language and could not identify clear pronunciation
	2. Speaker Accent	B. Most of students had comprehension problems with the way speakers deliver the material because of speaker accent was different, so the

		students did not know the meaning.
	3. Words and Sounds of the Speaker	C. Most of students had comprehension problems in words and sounds of the speaker because they lacked of knowledge vocabulary
	4. Speed of Delivery of the Speaker	D. Small numbers of students had problems in the pace of speaker deliver the material during listening because speaker said was too fast or too slow
4. Material Factor	1. Book's Exercise	A. Most of students had difficulty of content and concepts especially if the exercise material was abstract
5. Environmental Factor	1. Noisy Class	A. Most of students would be not concentrated during listening if the environment was noise.

The theme, sub theme and code describe in table 4.1 were fully explained as follow:

4.1.1.1 Listener Factor

I collected the data by interviewing 20 students of undergraduate EFL Students at UIN Raden Fatah Palembang and I found that they had problems in listening. The first problem in listening which they had was listener factors. It was due to their own themselves. In listener factor, they were intelligence and physical condition of the students. Intelligence of the students in this research had some problems such as student's memorizing, background knowledge and lack of

vocabulary. Furthermore, physical condition of the students was the condition of the students during listening.

4.1.1.1.1 Intelligence

Based on the interview data that have already been collected, I found 12 students who had problems in memorizing during listening. Memorizing was an important part in listening because it helped them to remember questions or text to answer it. It needs concentration to make it clear, but some students that I already asked said that memorizing was a difficult part in listening and they have comprehension problems with that. For example, student initial LS stated that memorizing in listening was indeed difficult and it needed to explain again (personal communication, December 21st, 2018). Another student initials WD also claimed that she was had problems in memorizing during listening because she could only remember several points (personal communication, December 19th, 2018). Furthermore, student initial SK argued that she had problem memorizing in listening, for example, she only understood some words (personal communication, December 19th, 2018).

After that, I found 2 out of 20 participants in this research who had problems in background knowledge during listening and it was based on my interview data. They were students initial EL and NN. For example, students initial NN stated that background knowledge could affected because if we did not have possible experience (list) the listening material could be very difficult and very difficult to understand (personal communication, December 13th, 2018).

In addition, I found 3 out of 20 participants in this research who had lack of vocabulary based on interviewed data. They were AN, ND and ST who have same thoughts that they had vocabulary barriers in listening. They also thought that vocabulary was important in listening to make a better paragraph and understand what speakers said. For example student initial AN explained that she could not understand vocabulary well in listening material so that it influenced her and make her difficulties during listening (personal communication, December 13th, 2018). Student initial ND stated that she had barrier in vocabulary doing listening and it disturbs her to complete the task (personal communication, December 13th, 2018). Furthermore, student initial ST stressed that she had so much lack knowledge of vocabulary during listening and it was a problem for her (personal communication, December 19th, 2018).

4.1.1.1.2 Physical Condition

I collected the data by interviewing 20 students of undergraduate EFL Students at UIN Raden Fatah Palembang and I found that they had problems in listening. The second problem in listening which they had was Physical Condition. It was caused because of themselves, they had problems in physical health.

Then, based on the data gained from the interview, it showed that most of students (13 out of 20 participants) agreed that they had problems in physical health during listening comprehension. They were EL, ND, NN, XO, MN, LS, JN, E, DW, ST, AN, SK, N who have problems in physical health during listening. In

fact, students would not concentrate if they had bad physical condition. If they were unhealthy, it make them difficult to get information from listening. For example students initial EL argued that she did not focus if her body was not healthy enough (personal communication, December 19th, 2018). Additionally, students initial MN reported that if she got flu, it gave a little affect such disturb her (personal communication, December 13th, 2018). Furthermore, students initially AN claimed that sometimes dizziness continues to be concentrated, so it breaks (personal communication, December 13th, 2018).

4.1.1.2. Psychological Factor

I collected the data by interviewing 20 students of undergraduate EFL Students at UIN Raden Fatah Palembang and I found that they had problems in listening. Next problem in listening which they had was psychological. They had problems in anxiety, mood, bad happened in their home and motivation and sense of purpose while listening.

4.1.1.2.1 Anxiety

Based on interview data, most of students of 11 out of 20 participants agree that they had problems in anxiety during listening. They were EL, XO, MN, LS, LQ, ST, AN, WN, SK, and N. Moreover, anxiety was one of factors in listening comprehension problem. Anxiety makes students felt nervous during listening and it makes them hard to get important information. Then, if they had material which requires them to memorize during listening but they felt anxiety, it made them forget what they thought. After that, they felt nervous to complete the

task. For instance, students initial LQ stated that when she was in the test, sometimes native speaker were quickly and make her worried (personal communication, December 13th, 2018). Then, students initial WN claimed that if she missed something or did not listen, she would felt anxious or others were blanked (personal communication, December 19th, 2018). In brief, student initial ST argued that when she had final examination, if she listen to the value automatically that must be worried if she did not answer it. If the word was wrong, she was wrong or cannot answer it (personal communication, December 19th, 2018).

4.1.1.2.2. Mood

Moreover, based on interview data, I found some students who had problems in mood while listening because mood could influence the way they study in class. If they mood were not good, they felt it could disturb them. They were could not concentrate during listening. Actually, they would think other things because they do not focus. For example student initial JN stated that mood could influence her if she had problem at home such as fight with her brother, it affect to her listening comprehension (personal communication, December 13th, 2018). Student initially Xo added that she must stayed focus while listening, because if her focus was broken, it could make her became bad mood doing something especially in listening comprehension (personal communication, December 13th, 2018). Furthermore, student initially EA explained that if her mood was not good, it would make her comprehension especially in listening became chaotic (personal communication, December 19th, 2019).

4.1.1.2.3. Problems at Home

In addition, based on the interview data, I found 5 out of 20 students who had problems in listening comprehension if they had problem at home. They were NN, XO, MN, LS and INT. Most of them expressed that home background could influence in listening comprehension. They did not concentrate during listening if they still thought what problems in home. They thought would be divided into home problems and material in listening comprehension. Moreover, student initial Ls explained that she could not concentrate in listening comprehension if she had problem at home because she fight with her brother (personal communication, December 21st, 2018). Student initial MN added that if she had problem at home it could disturb her mood to do something especially when listening (personal communication, December 13th, 2018). In conclusion, student initial INT stated that home problems could influence her listening comprehension because it could broke her concentration.

4.1.1.2.4. Motivation and Purpose in Listening

Furthermore, based on data interviewing, small number of students 4 out of 20 as a participant in this research, they had problems with motivation and sense of purpose while listening. They were EL, XO, F, INT. In that data interview, most of them expressed that motivation and sense while listening is important, so that if it broken, it will influence their activity during listening. Motivation and purpose in listening could influence in listening comprehension because it could make understanding of listening was improved and make better

in English listening. For example student initial INT explained that she had problem with motivation, she must be alarmed from other people for instance her lecturer so that her motivation would be increase and make her listening be better (personal communication, December 13th, 2018). Another student initial XO stressed that she cannot control her mind because she could not had motivation during listening so her listening could not expressed well (personal communication, December 13th, 2018). Furthermore, student initial EL stated that if her mood was happy it could influence her motivation, and vice versa (personal communication, December 19th, 2018).

4.1.1.3 Speaker Factor

After analyzing data gained from interview, I found the next factor was pronunciation of the speaker. This factor was affected by the messenger of information. There were three problems that was often faced by students when listening such as pronunciation of speaker: speaker's accent, and words and sounds and speed of delivery of the speaker

4.1.1.3.1 Pronunciation of the Speaker

Based on interviewed data, I found 7 out of 20 participants in this research who have problems in pronunciation of speakers. Most of students faced problems in speaker's production like pronunciation of speaker and they were students initial MN, LQ, F, E, DW, ND, LS. Students face this problem because speakers of this material used similar language so they could not identify clear pronunciation. For example student initial Ls stated that she had problem with

pronunciation of speaker because she listen like this, but the truth was like this (personal communication, December 21st, 2018). Additionally student initial ND explained that the pronunciation of speaker was too fast and sometimes it was only played once and it could not be repeated again so it make incomprehensible (personal communication, December 13th, 2018). Furthermore, student initial E stressed that from the beginning it's been like it's already difficult so what else was it that finding a difficult vocabulary that she didn't understand was what she like (personal communication, December 19th, 2018).

4.1.1.3.2 Speaker Accent

Then, based on interviewed data of the participants in this study, I found small number of students who had problems in accent while listening. They were JN and ND. They probably had problems during comprehension in listening. They could not understand what speaker said because of speaker accent. Speakers deliver the material with their own accent and it makes difficult to know what did it means. For example, student initial JN stated that the accent of the speaker was different (personal communication, December 13th, 2018). Furthermore, student initial ND explained that she didn't understood because she couldn't identify speaker was using American or British style, especially if speaker used British, it would be more difficult to understand (personal communication, December 13th, 2018).

4.1.1.3.3 Sounds and Words of the Speaker

In addition, there were 6 out of 20 participants of this research who had problems in sounds and words of speakers during listening. Those data was based on interviewed data of the students. They were INT, AN, WN, EL, FT and WD. Actually, they had problem in sounds and words of speaker during listening because they lacked of knowledge vocabulary. For instance student initial FT stated that she had problem with speakers' sounds in listening because sounds and words of listening almost same (personal communication, December 13th, 2018). Additionally, students initial WD argued that she also had problems with sounds and words in listening because the words and sounds were same for example "foot" and "food" so, she totally confused with this (personal communication, December 19th, 2018). In brief, students initial WN claimed that if the sound was too big it would not be clear, too small sounds, so I mean people who talked about it also need to be clear (personal communication, December 19th, 2018).

4.1.1.3.4 Speed of Delivery of the Speaker

Based on interviewed data of the students, I found 6 out of 20 participants in this research who had problems in pace of speaker while deliver the message during listening. I found it based on interviewed data of the students. They were students initial: NN, LQ, KK, F, and E. They difficult to comprehend because the speakers deliver the information too fast. Then, if the speaker also speak too fast while deliver the message of listening, it make students confused to think and understand. For example, student initial F claimed that it was very problematic

for her because it was difficult hearing (difficult to hear), because many words were the same but it turns out different meanings make it difficult for us to understand what the speaker was talking about if it was too fast (personal communication, December 14th, 2018). Then, student initial KK explained that she had problems with speaker's pace because she couldn't get main idea of the material and she was difficult to understand about its grammar, also difficult to understand to fill the answer (personal communication, 21st, 2018). In brief, student initial NN argued that if the speaker talks too fast, there was no point and coma, it was also difficult to listen to and capture what the essence of the audio (personal communication, December 13th, 2018).

4.1.1.4 Material Factor

Based on the interviewed data of the participants in this research, the next factor was about material factor. This was about books exercise of the students, because in that book there was content and concept material of listening, most of students had problem with that. Students who had problem with material, they clarified that material of listening was too difficult because they must read long text and understood what the main idea of those material was. Students also review the content of material in listening to get the information and fill the answer of the questions.

4.1.1.4.1 Book's Exercise

Then, I found most of students in the participants of this research were 7 out of 20 people. They had problems with content and concept of listening comprehension. They were EL, NN, F, ST, AN, WN, and SK. Material was one of

important thing in listening comprehension. But some students had problem with that because they concentration would be broken if they hear long listening content and difficult concept to understand. They couldn't found the main idea of the content and concept because they had problem with that factors. For instance, students initial AN assumed that the material of listening was too difficult which was given by the lecturer and she had problem with that (personal communication, December 13th, 2018). Then, student initial WN added that Most of the listening material was for example filling out words that were blank and not in our papers, look for the words, so we have to understood the contents first and then we focus on listening, but if we didn't understood the contents of the question, it was useless (personal communication, December 19th, 2018). Furthermore, students initial SK expressed that she had problems with content and concept material in listening because it was too difficult and needed an analysis (personal communication, December 19th, 2018).

4.1.1.5 Environmental Factor

Based on data interviewed of the participants, I found that the last factors affected listening comprehension of students was environment factor. It clarified by most of students during interviewed. They announced that they had problem with environment. The reason because the situation and condition of the class was too noisy to did something like study English listening.

4.1.1.5.1 Noisy Class

Next, After I gained the data from interview, there were only small number of students who had strange and problem with environment during

listening. They were EL, ND, XO, E, ST, and WN. It disturbed students because it makes their concentration lost. It caused by noisy situation, disturbed by friends, or voice of other people at outside. For example student initial ST stated that if the environment was crowded condition, it made not concentration (personal communication, December 19th, 2018). Another student initial WN explained that it could be affected, the environment support the learning process because it made not focused on learning when it was noisy (personal communication, December 19th, 2018). In conclusion, student initial ND added that because it was noisy and it could be made me not concentrate (personal communication, December 13th, 2018).

4.1.2 Strategies to Improve Listening Comprehension

Based on the data that have already been collected, many students had problems in listening comprehension and need strategies to improve their listening comprehension. Those data were collected by interviewed of the students with some questions to answer.

After collecting the data from students, I identified, analyzed and classified the students' statements consisting of cognitive strategy, metacognitive strategy and socio affective strategy to improve listening comprehension of students. The themes and the codes of qualitative data gained from interview were summarized in table 4.2:

Table 4.2: Theme and codes for strategies to improve listening comprehension

Theme	Code
1. Cognitive Strategies	<p>A. Almost students wrote the important thing during listening or taking notes or summarized the tasked to remember what speaker said.</p> <p>B. Some students got new idea quickly during listening comprehension</p> <p>C. Some students analyzed listening text by using translated to understand the listening text</p> <p>D. Some students received messages by other resources to complete and to understand their listening tasked.</p>
2. Metacognitive Strategies	<p>A. Some students relate their previous knowledge to listening tasked in order to remember in the past and make it easy to understand it.</p> <p>B. Some students used planning before listening, monitoring during listening and evaluating after listening to control their listening tasked.</p>
3. Socio Affective Strategies	<p>A. Almost students used work team in listening to comprehend their tasked.</p> <p>B. Some students used interact with other people to open their mind during listening</p> <p>C. Some students clarify their confused by asking others.</p> <p>D. Small of students asked help from their friend in listening.</p>

Based on the themes and codes listed in table 4.2 were described in order to find out the strategies to improve listening comprehension of the students. It

was found that students having some strategies to improve their listening comprehension by using three strategies. The descriptions are as follows:

4.1.2.1 Cognitive Strategy

From the student's statement by interview, I found some ways or tricks of students to make listening comprehension of students better. They used taking notes, translated, received messages by other resources or getting idea quickly as strategy to improve their listening comprehension.

Based on data interviewing of students, I found almost students wrote the important thing during listening or taking notes or summarized the tasked to remember what speaker said. They were INT, ST, DW, LQ, NN, WD, WN. The function of taking notes was if the students forgot what speaker said, they could see it again and they could repeated it again. Also, they could know what the important information in their notes that already took it. They could review important thing what speaker said in the audio. For example, student initial INT explained that she taking notes what were important information in the audio for example if she listen word of "set", then she wrote it (personal communication, December 13th, 2018). Then, student initial ST said that she wrote in other paper, so, when she copied it to her paper it would not absurd (personal communication, December 19th, 2018). Furthermore, student initial WN stressed that when speaker explained a lot, there might be important information like he lived in America, or his wife's name, it must be take a notes, maybe it come out on question (personal communication, December 19th, 2018).

From data interviewing of students, I found some of them getting new idea quickly. They were INT, EL, LQ, XO, ND, WD and WN. They get a new idea that was with many listeners, from a lot of listening it would get a lot of knowledge from friends who seemed to have worked on it and make want to be like them. For example, student initial EL expressed that she got new idea quickly from hearing the text that was read earlier (personal communication, December 19th, 2018). Next, student initial LQ said that she got idea quickly by remembered the words that were heard that closer to the material (personal communication, December 13th, 2018). In brief, student initial ND argued that understood vocab a lot, kept understanding the contents of the material so it could understand what was meant and got new ideas during listening quickly and it one of her strategy in listening comprehension (personal communication, December 13th, 2018).

In addition, I found that some students (4 people out of 20 participants) in this research, they were ST, JN, NN and ND, they used translate to make easier in listening comprehension. Many students had lack of vocabulary so that they thought if they prefer to use translate, it would make them not confused again. For instance, student initial JN claimed that if she translating, listening was easier, if not translating she might be confused (personal communication, December 13th, 2018). Additionally, student initial NN argued that if she did not translate the material first, she would not understand what the purpose of the material was (personal communication, December 13th, 2018). Furthermore, student initial ND stated that after listening, she definitely translated, because how did she

understand if she did not translate the material of listening (personal communication, December 13th, 2018).

In line with the interviewed data, small of students used other resources to analyzed the data of listening. They were 2 participants out of 20 people in this research used this strategy. They were JN and LS. This strategy they used to make easier when they did the assignment. They thought that it would be better if they used many resources of material in listening, it would had new knowledge too. For example, student initial LS stated that she would ask her friends as another resources to complete the tasked of listening well (personal communication, December 21st, 2018). In brief, student initial JN explained that she would listen the material first, after that she added new media such as YouTube as her another resources of strategy she used when listening to improve her listening comprehension (personal communication, December 13th, 2018).

4.1.2.2 Metacognitive Strategy

Based on data interviewing, I found some tricks to improve listening comprehension of EFL students at UIN Raden Fatah Palembang. The trick was called metacognitive strategy. In this case, the students would feel helped because they could analyze listening material by relate their previous knowledge, planning monitoring and evaluating.

Subsequently, I found 4 people out of 20 participants in this research who had their own strategy to improve listening comprehension. They were INT, JN, LQ, MN. They used relate previous knowledge to listening task in order to make it easier to complete the task. For example, student initial JN argued that she

related the knowledge in the past after that she matched with the new knowledge to comprehend the listening material (personal communication, December 13th, 2018). Additionally, student initial LQ stated that having at least had a basis for continuing it was easier (personal communication, December 13th, 2018). Furthermore, student initial MN claimed that she has previous information, it make her easier to fill the tasked (personal communication, December 13th, 2018).

Furthermore, based on data interviewing, I found small number of students or 4 students out of 20 participants in this research used planning, monitoring and evaluating as strategy to complete listening task of them. They were AN, INT, ST, and JN. Using planning, monitoring, and evaluating as strategy to complete the task would make easier in listening comprehension. It could influence to improve listening of them. For instance, student initial AN stated that she employed planning of metacognitive strategy in the form of material listening books to prepare well of her listening, also If before listening, usually learned to listen to news programs (personal communication, December 13th, 2018). Additionally, student initial JN claimed that she used planning as strategy to improve listening comprehension for example she learned with her friend, after that she learned with YouTube, also she opened the book or search on YouTube about material what would be discussed to make easier (personal communication, December 13th, 2018). In brief, student initial ST argued that she used planning, monitoring and evaluating as strategy in listening, first she wrote the material, after that she prepared for next week, then for the monitoring, in quick ways, she

saw her questions back, and she evaluated her listening task because she afraid of her score (personal communication, December 19th, 2018).

4.1.2.3 Socio Affective Strategy

Based on the data gained from interviewed, I found that students had tricks which was socio affective strategy related to English listening in order to reduce their problems and improve their listening comprehension. This strategy had some parts such as situation to interact with other people, asking help for other people, clarifying confusing, or working team in listening material. Almost student of this research used this strategy because they thought it would help their listening comprehension.

Based on data interviewing of students, half of students (10 people out of 20 participants) in this research used work in team while listening to comprehend the material. They were INT, EA, F, JN, XO, NN, ND, NI, SK and WD. They thought that work in team make listening easier than alone. Work in team also could share opinion with others; it could make less mistake in listening. Looking for new idea with others who had brilliant idea to complete the task was one of benefit work in team during listening. Then, learning with team also could make mind became more logic to share something. For instance, student initial JN stated that friend could help when listening and she would know the way being good listener and focus (personal communication, December 13th, 2018). Then, student initial XO explained that if for discussion, maybe it was necessary. Everyone was different from hearing, different opinions too, so what she get was probably not necessarily 100 percent true, she need to exchange ideas like that (personal

communication, December 13th, 2018). Furthermore, student initial NI claimed that working together with the team means that you have to be able to understand together (personal communication, December 13th, 2018).

In line with this study, I found some students or 5 people out of 20 participants in this research which used situation to interact with other people as their strategy. They were WN, WD, ND, JN, EL. They thought the situation to interact with other was learn to enjoy, from simple things, in everyday conversation, to other conversations, though wrong in English but understand. In addition, they also thought that if they had smart friend, it would have benefit to them to learn English listening well. For instance, student initial WD stated that she used situation to interact with other during listening to complete the listening task well when quiet place, it was quiet and did not make a fuss (personal communication, December 19th, 2018). Additionally, student initial ND claimed that she used the situation was serious but was not playful as situation to interact with other people to complete listening task (personal communication, December 13th, 2018). Furthermore, student initial JN explained that calm situation, a situation that could make focus to listen native speaker deliver the information, was one of situation to interact with other people to complete the task of listening comprehension and make it easier (personal communication, December 13th, 2018).

Based on data interviewing of students, most of students or 6 people out of 20 participants in this research used strategy which called clarify confused during listening with their own way such as ask their friends or ask their lecturer or

others. They were AN, F, KK, LQ, WD, WN. They thought that ask their lecturer was one of way to clarify their confusion. Not only that, but also there were students who passed it and did another task in listening because they could not clarify their confusion. But, there were students who tried to remember what was said by the native speaker. For example student initial F stated that working together on the team was actually a little good, it might be because it could take turns looking for what things what she was looking for exchanging ideas (personal communication, December 14th, 2018). Next, student initial LQ argued that find a solution first or ask the other who knows better or asks the lecturer (personal communication, December 13th, 2018). Furthermore, student initial WN explained that she would look for herself, or looking for in books and on Google. If she still found it confusing, she would ask friends who had finished those assignment (personal communication, December 19th, 2018).

Furthermore, one student (out of 20 participant) in this research asked her friends to improve listening comprehension of her. She was student initial DW. She asked for help from her friend to complete the task during listening. DW explained that she would not be confused because she had friend to ask help (personal communication, December 13th, 2018). In conclusion, these students asking for advice to help her got new knowledge or clarify the confused to complete the tasked.

4.2 Discussion

After I analyzed the data from students' through interviewed, I found that all of participants in this research had problems in listening which was caused by different factors in accordance with students' own listening problems. Those factors were found by other researcher too. It would be fully described as follow:

First factor was caused by listener factor. There was study which showed same result. Boyle (1984) found that listener factor was one of factors which influence students learning in English because students had problem with their own self. There were some problems in listener factors such as intelligence and physical condition of students. In intelligence, there were problems such as students could not memorize well, student's anxiety, background knowledge of students, and lack of vocabulary.

In line with listener factor, there was problem in listening faced by students in this research. The problem was about memorizing. This was student could not memorize well during listening process. It was based on interview data of students. The researcher asked students other factors that influence their listening comprehension problem, and they said that memorizing was one of it. Student could not memorize well listening text was too long. It was in line to Nimehchisalem (2016) researches who found that they were learners found difficult remembering of a long listening text. It could make them did not understand the listening material, also it could make them did not focus it.

The next factor was caused by background knowledge of students. Students would feel they did it well if they had background knowledge especially in that material. They could get main idea of the task if they understood material. This result was similar to the result conducted by Lee (1993) who found that listeners' interests and background knowledge strongly affected the way in which they interpreted the passage.

After that, small of students in this research faced problem because they had limited of vocabulary in listening process. Vocabulary was one of important in listening because it could help students know the text and meaning of listening. This result was in line with Boyle's (1984) research who found that if students know the words, they know what it was all about. Any analysis of the listening process which gives semantic features priority over semantic features would probably confirm the students' view and put knowledge of vocabulary high on a list of important factors. Also it had same results with Gilakjani (2011) which found that had a limited vocabulary. The speaker might choose words the listener did not know.

Furthermore, in listening comprehension students also had problem in physical health. It was evidence by data interviewing of the students in this research. Most of students felt physical health became one of important thing in listening because if they got fever or any other kinds of disease, it would influence their concentration during listening process. Not only that, but also they would feel anxious because they could not focus during listening process and completed their task.

Second factor was caused by psychological factor. Psychological factor was one of factors which influence students learning in English because students had problem with their own psychology. There were some problems in psychological factors such as anxiety, mood, problems in home, and motivation and purpose while listening.

In line with psychological factor was anxiety which would be the most problems in listening of students. Most of students had problems in anxiety of listening because they thought that they were afraid to face the material of listening. It would be because of the material were too difficult for them. This result was in line with Gilakjani and Ahmadi (2011) who found that students tend to become worried if they failed to understand a particular word or phrase and they would be discouraged by the failure.

Moreover, most of students had listening problem because of their mood during listening process. This was based on data interviewing of students. They said that their mood would be changed randomly. They could not control it during listening; also it would affect their concentration during listening. It was bad effect of their listening process, because it could be barrier of their listening. This was in line with (Febrillia, Warokka and Abdullah, 2011) researches who found that students were too keen to enjoy their feeling of joy, so they did not concentrate and they felt lazy to do other activities, except those who were able to foster their positive mood. In addition, Randall and Rickard (2015) found in that research was emotional reasons for listening produced both listener enjoyment

and negatives changes in mood. So that if students felt better it caused good mood, on the other hand if students felt bad it means that they had bad mood.

Next, there was significant problem in listening which influenced listening process was bad happened in student's home. This problem found from data interviewing of students. Most of students felt difficulties during listening process because they had problem in home. They thought that they could not concentrate if they had bad happened in their home, for example they fight with one of member in their home. It was similar with Boyle (1984) studies who found that students could not focus during listening process if there was activity which not good for students in their home. They thought that they mind would be divided into their problem in home or their task of listening, so that problem in home could influence their listening comprehension.

Additionally, motivation and purpose while listening became one of factors that influenced in listening of students. Motivation allows students to concentrate on the topic and enables them to listen to attentively. So that, if students did not have motivation they could not felt better during listening. This was the same result with Yildiz and Albay (2015) research's result which found motivation could make concentrate better of students but in this case most of students have problem with that. Boyle (1984) also showed that motivation and sense of purpose while listening, attitude of the listener to the speaker, attitude of the listener to the message: level of interest and listener's powers of attention and concentration could play an extremely important role in listening comprehension development. The results of the present study strongly suggested that instructors

should paid very much attention to the learner's psychological aspects as well as linguistic knowledge. Motivated learners stand a better chance of developing listening comprehension.

Third factor was caused by speaker factor. This factor happened because of speaker problem during listening. There was same result of research who found that speaker factors being one of influenced in listening problem. Boyle (1984) stated that speaker factor became one of influence in listening problem because some activity of speaker could not be understood. There were some problems in speaker factor during listening such as pronunciation of speaker, speaker's accent, words and sound of the speaker and speed of delivery of the speaker.

In line with speaker factor, the crucial factor was speaker's pronunciation of speaker which became one of factors that influenced listening comprehension. Most of students in this research had problem in speaker's factors while listening. For example, native speaker delivered information with not familiar pronunciation or difficult to understood. The result of this research was similar to Boyle (1984) who found that another factor hampering the effectiveness of listening comprehensions was difficulty of pronunciation. Additionally, Yildiz and Albay (2015) who found that wrongfully pronounced words affect comprehension. Thus, pronunciation of the speaker was one of important thing in listening process.

Then, speaker's accent was one of factors that influenced listening comprehension problem of students. Most of students in this research had problem with speaker's accent based on interviewed data. The way speaker deliver the

information was one of factors in speaker accent. It was influenced in comprehension especially listening. This result was similar to Yildiz and Albay (2015) who found that accent of speaker was significant factors to receive the messages accurately. If the speaker's accent was not clear, it make students difficulty during listening process.

After that, words and sound of the speaker was one of factors that influenced listening comprehension of students. Most of students in this research had problem with words and sound of the speaker during listening. They expressed in interview of this research. They stated that if they did not know about words in listening, they could not complete the task well, also if the sound was not familiar or not clearly it would make students difficult to understand the information from the speaker. It was similar with the result of research by Ur (1984) who found that the reason for foreign language learners' having difficulty hearing the English sounds. First, the foreign learners of English actually do not perceive certain English sounds with any accuracy because these do not exist (at all or separate phonemes) in their own language. Second, sometimes foreign learners of English may have difficulty with the sequences of sounds typical of English words.

Furthermore, pace of speaker also been listening comprehension problem of students. Small of students in this research had problem in speed of delivery of the speaker. It would be students could not remember well because speed of speaker was too fast or too slow. It was similar to result of the research by Griffiths (1990) who found that where speed of delivery, rather than structural and

lexical complexity, makes a text difficult to understand, it could be rate-reduced through a number of stages until maximum comprehension was achieved. Additionally, Lee (1993) found that the important factor mentioned by a large number of the students was fast speed of delivery. Furthermore Yildiz and Albay (2015) found that fast delivery has always been source of difficulty for foreign language learners because learners could not receive the messages clearly so they fail to understand the text.

Fourth factor of listening comprehension problem was material factor. There was same result of research who found that material factors being one of influenced in listening problem. Boyle (1984) states that material factor became one of influence in listening problem because material was one of important in listening process. There were some problems in material factor during listening such as book's exercise. In book's exercise had content and concept, so that it could influence student's comprehension in listening and most of students had problem with that.

Then, learning of material also being listening comprehension problem of students. Small of students in this research had problems in learning material. It was known based on data interviewing of the students. They thought that material in listening was too difficult to understand. It was similar with the Yildiz and Albay (2015) who found that listening texts that draw attention of learners motivate them. Interesting listening materials helped learners develop their language skills because learners did them eagerly. On the other hand, uninteresting and very long listening texts might demotivate learners. Difficult

and easy listening texts might lead to boredom and do not provide any benefits for learners.

Furthermore, the last factor influencing listening comprehension problem was caused by environmental factors. Most of students had problem with environment during listening. It known based on interviewed data of students. It caused by noisy place, so it could make students did not concentrate during listening. It was in line to Yildiz and Albay (2015) researches who found that the environment where listening activities were carried out facilitates comprehension. In a quite learning environment, learners can concentrate better. This would influence their understanding.

Based on the factors mentioned above, there are actually strategies in dealing with them. There were three strategies based on interviewed data of students which could be improved student's listening comprehension. They were cognitive strategy, metacognitive strategy, and socio affective strategy. Those strategies had their own function and it based on what students need. It could be only one strategy which could improve listening comprehension of students; also it could be two or more.

First strategy which helped student's to improve their listening comprehension was cognitive strategy. It based on what students needed in listening comprehension. According to O'malley and Chamot (1990) cognitive strategy was used in order to complete an immediate task. Also, cognitive strategies rehearsed the language needed with attention to meaning for an oral or

written tasks. In cognitive strategy there were taking notes, getting new idea quickly, translated, receive message by other resources as kinds of ways to improve listening comprehension of students.

In line with cognitive strategy, there was taking notes to improve listening comprehension as students needed. Most of students used taking notes while listening process. It based on interviewed data in this research. They thought that using taking notes make listening became easy and fast to remember the main idea of the material even it was from the speaker deliver the information or listening task by written assignment. According to O'malley and Chamot (1990) using taking notes was one of ways to improve listening comprehension of students and could make remember the point of listening. In brief, using takes notes could provide students to comprehend in listening process because they could know the point of that purpose.

Then, getting new idea quickly also was one of characteristic in cognitive strategy. Most of students used this strategy in order to help them in listening process. The researcher found that from data interviewing of students. This strategy provides skimming and scanning ways to get new idea quickly during listening process. It was similar with Teshome (2012) study who found this listening strategy help learners to focus on what they want to understand from a listening text. The two techniques involved in this strategy were skimming and scanning. Skimming involves searching for the central idea the speaker wants to get across, whereas scanning means searching for specific details of interest to the listener.

After that, there was translated as equipment in cognitive strategy which could improve listening comprehension of students. Most of students used this strategy based on interviewed data because they thought that they could understand after they knew the meaning of listening text. It should be making listening easier for them. After they heard or read listening text, they translate it to their mother tongue language in order to understand the meaning of that listening text. It was in line with Oxford (1990) found that as long as it was used with care, this strategy which called translating could be helpful in early language learning.

Furthermore, receive message by other resources was one of way to improve listening comprehension of students. Most of students used this strategy based on interviewed data of students. Students who used this strategy thought that many resources could help them to complete the task of listening. They asked for other resources such as from electronic media, written resources, or other people resources. It was similar with Oxford (1990) who found that this strategy involves using resources to find out the meaning of what was heard in the target language. For better understanding of what was heard, printed resources such as dictionary, grammar book, encyclopedias etc. could provide important background information so that students could better understand the spoken language. Non printed resources like TV, tape, video cassettes and radio were among other resources. Additionally other resources could make them found new knowledge also experience in their listening process.

Second strategy which helped student's to improve their listening comprehension was metacognitive strategy. It based on what students needed in

listening comprehension. According to Bacon (1992) metacognitive strategy helped listener who was learning listening skill in a foreign language coordinate their own learning process. They occur pre-listening, during listening and post listening and they increased listeners' levels of listening comprehension and better develop an awareness of listening. In metacognitive strategy provide relate previous knowledge, planning monitoring evaluating, and goals and objective of students.

In line with metacognitive strategy, there was relating previous knowledge to improve listening comprehension as students needed. Most of students used it while listening process. It based on interviewed data in this research. They thought that relate knowledge in past could help them remember important information to complete the task of listening. It was similar with Yildiz and Albay (2015) researches who found that background knowledge about the topic, another factor enables students to comprehend the listening text better, in other words prior knowledge facilitates comprehension and allowed students to make prediction.

Then, metacognitive strategy also had planning, monitoring and evaluating ways in order to provide students to improve their listening comprehension. This strategy helped them in order to make listening easier. Teshome (2012) expressed that planning include being aware of what needs to be accomplished in a listening task and developing appropriate plans to overcome listening difficulties. In addition Oxford (1990) stated that monitoring and evaluating were the two strategy types in this set of metacognitive listening strategy. They related to

monitoring one's own error and evaluating one's overall progress in learning listening skill. Most of students used this strategy to improve their listening comprehension based on interviewed of students. They thought that had list was the important in listening for example they prepare before listening, they monitor in listening process, and repeatedly and check after listening what they had lost.

Furthermore, metacognitive also provide goals and objective as equipment to improve listening comprehension of students. Most of students used this strategy to increase their listening comprehension and solve the problem during listening. They thought that goal and objective was important thing in listening. it was in line to Oxford (1990) who found that if goals and objectives were set properly earlier, learners might had opportunities to self-monitor their learning and self-evaluate their listening progress. Thus, Bacon (1992) stated that setting a purpose help them be better prepared before listening because they would probably had a kind of mental plan to follow.

Third strategy which helped student's to improve their listening comprehension was socio affective strategy. It based on what students needed in listening comprehension. According to Oxford (1990) social listening strategies enable language learners to learn with others by making use of strategies such as asking questions, cooperating with others, and empathizing with others, also the affective side of the learner was probably one of the very biggest influences on language learning success or failure. In social affective strategy there were work team, the situation of students to interact with others, student's clarify their confused and asking help of students.

In line to socio affective strategy in listening, there was a strategy in which the students were cooperating with others. Most of students in this research used this strategy and it was also found from interviewed of students. They thought that cooperate with others make a relationship to improve listening process. Team work could share new ideas from one person to others. It would get new knowledge, also team work could share new experience of students. This result was the similar to Oxford (1990) who found that language in all aspects was a social activity, learners had the chance to learn from their peers. If they were put into groups to work on a particular listening task, there was a possibility that less successful listeners make use of some of the strategies used by successful listeners as they work together cooperatively and observed how their peers manage to succeed. However, in socio affective strategy also had situation to interact with others in listening. It had their own function to improve listening skill of students and it based on what students needed. Students thought the situation to interact with other learn to enjoy, from simple things, in everyday conversation, to other conversations, though it was considered wrong in English but understandable. In addition, they also thought that if they had smart friend, it would had benefit to them to learn English listening well.

Then, students could clarify their confusion with their own way, it was also considered in socio affective strategy. Most of students used this strategy based on interview data of students. Students clarified asking to repeat the audio to make sure what they have heard to satisfy their curiosity. This was similar study to Oxford (1990) who found that as listener could ask for clarification when

they want the speaker who could be the teacher or other more proficient speaker, to slow down, repeat or explain something. They could ask verification to check that they have understood something heard correctly. Furthermore, in this strategy the new strategy of students listening comprehension was found, asking help to other students. They could ask lecturer or peers to know the right answer to clarify what the meaning of listening text was.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the following sub topics: (1) conclusions and (2) suggestions of the study.

5.1 Conclusions

Based on the results, it could be concluded that all of participants EFL learners of third semester in Islamic University of Raden Fatah Palembang had problems in listening. I found that there were some factors influence listening comprehension of student and some strategies to improve listening comprehension of the students. There were three factors which influence student's listening comprehension such as; (1) listener factors, consist of: (a) intelligence (b) physical health; (2) psychological factor, consist of: (a) anxiety, (b) mood, (c) problems at home, (d) motivation and purpose while listening; (3) speaker factor, consist of: (a) pronunciation of speaker, (b) speaker's accent, (c) words and sounds of the speaker, (d) speed of delivery of the speaker; (4) material factor, consist of: (a) exercise book's; (5) environmental factor, consist of: (a) noisy class.

In line with it, the students choose strategies to improve their listening comprehension. Those strategies were; (1) cognitive strategy, consist of: (a) taking notes, (b) getting new idea quickly, (c) translated, (d) receive message by other resources; (2) metacognitive strategy, consist of: (a) relate previous knowledge, (b) planning, monitoring and evaluating, (3) socio affective strategy,

consist of: (a) work team, (b) interact to other people, (c) clarify student's confused, (d) asking help

5.2 Suggestions

This research focused to find out what were the factors affecting listening comprehension problem of student and strategies to improve listening of students. From the conclusion stated above, I would like to give some suggestions for the learners, the lecturers, and the further research, and for myself.

Firstly, the learners were expected to know their own problems during listening. Those problems were it could from learner's self, speaker, psychological, material or environment or learners could explore more problems in listening comprehension. By knowing their problems, they would resolve their problem by strategies to improve their listening skill. Those strategies were cognitive strategy, metacognitive strategy and socio affective strategy, it based on what they need, it could help learners to improve their listening comprehension problem. For the lecturers, I hope that they could help students to found what student's problem in listening comprehension by asking them some question related to this research in order to know what were their weaknesses or problem in listening comprehension. And give learners strategies like in this research to deal with learners problems in listening comprehension and told them how to improve their listening by this strategy. For the further research, I hope that they were could explore more about factors affecting listening comprehension and strategies for improve listening because listening is broad and every people have different

problems in listening comprehension. Also, they would have their own ways to deal with listening comprehension. Lastly, for me, I would like to thank for this research because from this, I could know and explore about some factors affecting listening comprehension problem, also, I could have the way to improve my problems in listening such as I could use those three strategies to make my listening comprehension better.