

**CHALLENGES STUDENTS FACE AND STRATEGIES THEY  
APPLY IN LEARNING ENGLISH LISTENING SKILLS OF  
ELEVENTH GRADE STUDENTS OF SMAN 6 PALEMBANG**

**A Thesis by**

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English Listening Skills of Eleventh Grade Students of SMAN 6  
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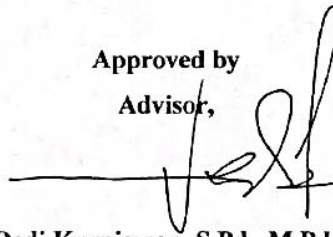
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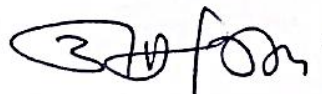


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# CHALLENGES STUDENTS FACE AND STRATEGIES THEY APPLY IN LEARNING ENGLISH LISTENING SKILLS OF ELEVENTH GRADE STUDENTS OF SMAN 6 PALEMBANG

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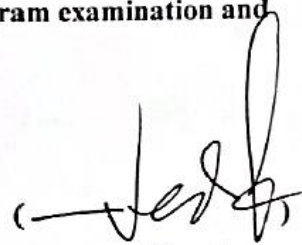
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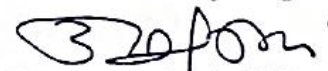
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## DECLARATION

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Certify that the thesis entitled “Challenges Students Face and Strategies They Apply in Learning English Listening Skill of Eleventh Grade Students of SMAN 6 Palembang.” is my own work and I did not do any plagiarism and inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in the higher education. Therefore, I deserve to face court if I found to have plagiarized this work.

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A handwritten signature in black ink is written over a 10,000 Rupiah postage stamp. The stamp is orange and yellow, featuring the Garuda Pancasila emblem and the text 'REPUBLIK INDONESIA', '10000', and 'METRAL TEMPEL'. The serial number '5A545AJX01720/510' is visible at the bottom of the stamp.

Haura Adietyana

## **DEDICATION**

*This thesis is dedicated to:*

*My dearest parents, Bubu and Baba who always take care of me, believe in me, and support me through my ups and downs. Thank you so much for being such a great parents, and for all the love to your only daughter.*

## **MOTTO**

*“Do not say you are too tired to fight. It is just a matter of time. Up there is the finish line. So run and run and run”*

*(Taylor Swift)*

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**Challenges Students Face And Strategies They Apply In Learning English  
Listening Skills Of Eleventh Grade Students Of SMAN 6 Palembang**

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**ABSTRACT**

In learning listening skills, students may face several challenges and they need appropriate learning strategies to have a good proficiency. The challenges students face and strategies they apply may caused a huge impact on their listening comprehension. The aims of this study are; (1) to find out the challenges students face and the strategies they apply by the students, (2) to describe the challenges students face and strategies they apply by the students. This is a descriptive study. The sample of 75 students from grade eleven which were chosen purposively from the population of all students at SMAN 6 Palembang. The total of 100 items of questionnaire were given to the students, and the additional of 7 interview questions were asked to the eight students (four female and four male). The result showed that (1) students face various kind of listening challenges, and the most challenges face by the students was the listening problem related to the physical setting, (2) the most listening strategies used by the students was socio-affective strategies, followed by cognitive strategy and metacognitive strategy.

**Keywords:** Listening skills, challenges, strategies.

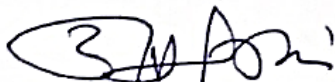
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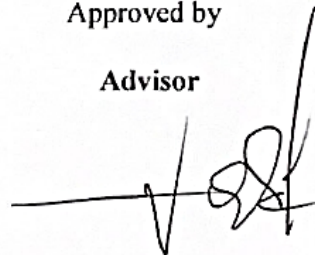
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# **CHAPTER I**

## **INTRODUCTION**

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

### **1.1 The Background**

English is an international language with the most widely spoken language all around the world. Crystal (2012) stated that nowadays, English is spoken by more people than any other language in recorded history. Approximately, English become the first language for 380 million people all around the world, however, English is spoken by more than a billion people as a second language. English is not only used in daily life but has also become an important part of education, business, politics, society, and others. In Indonesia, English is the second language after Bahasa Indonesia or even the third or fourth language after the local language.

In learning English, students are expected to master all of the English skills and there are listening skills, speaking skills, reading skills, and writing skills. Mendelsohn (1994) as cited on Gilakjani and Ahmadi (2011) stated that more than 50% of the time students spend communicating or learning a foreign language will be devoted to listening. That is why, to master English, listening becomes the first skill to learn because in communicating and gaining information or knowledge students have to listen. Anderson and Lynch (2003) emphasized the significance of listening, stating that speaking and listening abilities are equally crucial for face-to-face communication since people are unable to interact effectively without both types of skills being developed. Students need good listening skills in their daily life and academic life. To understand the meaning of the interlocutor while in conversation, and understand the instructions from the teacher, therefore students are expected to be proficient in listening skills. According to Wallace et al. (2004), listening skills are essential for learning because they allow learners to process information and build understanding.

However, students are often faced with challenges and they also need the right learning strategies.

In learning listening skills, students are often faced with challenges. According to Yagang (1993), four factors contributed to listening difficulties such as the message, the speaker, the listener, and the physical setting. Furthermore, to investigate the challenges students face in learning listening skills Hamouda (2013) did research entitled *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in The EL Listening Classroom*. From that research Hamouda (2013) found that the students might face various challenges in learning listening skills, there are the speaker's speed rate, unfamiliar accents, lack of vocabulary, environmental issues (the weather and noise), and students' anxiety. These challenges that face by the students will affect their difficulty in learning listening skills.

There are five main reasons why students feel listening is difficult. The first reason is a failure to attempt to understand each word while listening. Sometimes, students find it difficult to easily transfer their L1 skills to a second language, particularly when learning L2. The second factor is students' carelessness in gradually growing their vocabulary, which has a significant impact on their ability to hear and keeps them unmotivated in acquiring language skills. The third reason is students will have difficulty with varied pronunciations and accents since they only use one articulation. Next, students' attention strength or listening stamina has a significant impact on their listening skills, which is not the case while learning other language skills (reading, speaking, and writing), even when carried out over a longer length of time. Last, the distraction is caused by the physical setting or atmosphere in which listening is to take place. Faridah (2014) as cited in Kusumawati (2020) also stated that it will be hard if listening in English there is a lot of noise, so, students need a quiet situation while listening. This becomes an additional hurdle for the average student and a major challenge even for good listeners.

Strategies become the most important part of language learning A learning strategy is an individual's approach to organizing and employing a specific set of skills



with the aim to acquire material or accomplish various assignments more effectively and efficiently in both academic and non-academic environments, as defined by Schumaker and Deshler (1992), as cited in Boudah and O'Neill (1999). While language learning strategies refer to the procedures and behaviors that language learners undertake consciously to help them learn or speak a language more effectively. So, we can conclude that the learning strategy is a personal method and behavior used to help learners achieve their own goals in the learning process. Oxford (1990) defined learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations”.

Oxford (1990) classifies learning strategies into 6 types: and differentiates them into 2 types: direct and indirect. According to Oxford, the direct technique entails using the target language or the language being studied directly to aid in the learning process and the direct strategies are, memory strategies, cognitive strategies, and compensation strategies. Indirect strategies assist language learning indirectly by focusing attention, planning, evaluating, reducing anxiety, seeking opportunities, enhancing cooperation, and empathy. The indirect strategies are meta-cognitive, effective, and social. For some students, it might be difficult to choose the best learning strategies for listening skills.

Furthermore, many experts believed that listening strategies are divided into three types. O'Malley and Chamott (1990) and Vandergrift (1997) as cited in Golchi (2012) agreed that learners use metacognitive strategies, cognitive strategies, and socio-affective strategies while listening in order to make it easy in understanding the listening material and to make the learning process more effectual. Vandergrift (1999) stated that in metacognitive strategies students tend to make a plan in the learning process, students also monitor their performance, and students evaluate the result of the learning process. Meanwhile, in cognitive strategy students tend to the inference which uses some information in the spoken text to guess the meaning, students also tend to use their prior knowledge and elaborate it with the knowledge they just got. In

cognitive strategy, students also like to make summarize the information they just heard, translate it into other languages, transfer their knowledge into other languages, and students usually repeat the word or phrase while listening. In the socio-affective strategy, students tend to collaborate with others in order to have a better understanding of the learning process. Besides, students who use socio-affective strategies may be lowering their level of anxiety in their process of learning listening comprehension.

In the research by Kusumawati (2020) with 11<sup>th</sup> graders students at SMA N 3 Boyolali, she found that students sometimes use all 6 strategies. But the most used strategy is the metacognitive strategy which learners' behavior is centering, arranging, planning, and evaluating. Besides memorizing vocabulary, students also listen to the dialogue and make a dialogue that is easy to remember. Different from the result of the study by Kusumawati (2020), the study by Kassem (2015) showed that the most used listening strategy applied by a group of Egyptian EFL college sophomores is a cognitive strategy followed by metacognitive strategy and socio-affective strategy.

For most students, listening is the most challenging skill to learn and improve because in listening, students must pay attention and be focused, and it makes them feel tired. Akbar (2020) in his research entitled *Investigating The Challenges in Listening Skill Faced by The Fifth Semester Students of English Education Study Program of Muhammadiyah University Palembang* stated that the most dominant challenge in learning the listening skill was the students' perception of the listening problem related to the psychological characteristic. Faridah (2014) as cited in Kusumawati (2020) stated that it will be hard if listening in English there is a lot of noise, so, students need a quiet situation while listening. Some students are also having problems choosing the best strategies for themselves.

From the explanation above, we can conclude that there are many challenges students face while learning the listening skill and there are some strategies that they could use in the learning process. Those challenges may impact their listening capability. According to EF EPI 2021, the English score in Indonesia is relatively low. The score was 466, which means that Indonesia is ranked 80 of 112 countries in the

world. Although English is a compulsory subject in elementary school, junior high school, senior high school, and also in university, there are a lot of students who are struggling in English.

A study by Isroka (2016) entitled *The Correlation Between Foreign Language Listening Anxiety and Listening Comprehension Achievement on The Tenth Grade Students of MAN 2 Palembang* investigated the correlation between foreign language listening anxiety and listening comprehension achievement of the tenth-grade students of MAN 2 Palembang. The result showed that there are 52,1% of students at MAN 2 Palembang had high anxiety levels while listening to English. The mean of listening comprehension achievement for high anxiety levels was 477.06, while the mean for low anxiety levels was 499.3. Furthermore, the researcher classified the students into three categories based on their scores on the listening comprehension achievement test. The researcher used the CEFR (Common European Framework of Reference) scale to measure the score of the listening comprehension achievement level. The categories are 200-245 interval score for the basic user, 250-300 for the independent user, and above 300 for the proficient user. The results of the study showed that there are 174 students who are on the level of basic users, 14 students on the level of independent users, and none of them had been proficient users. In the listening comprehension achievement test, the majority of the tenth-grade students at MAN 2 Palembang fell into the category of basic users. Furthermore, statistical analyses revealed a significant and negative relationship between foreign language listening anxiety and listening comprehension achievement of MAN 2 Palembang tenth-grade students. This means, the higher the level of anxiety, the lower the level of listening comprehension achievement.

Based on the preliminary study that the researcher did by interviewing the teacher, she found that the students learn listening from a textbook that contains a barcode that will be scanned using a smartphone to access the listening audio. Furthermore, the students would answer the question provided by the textbook after listening to the spoken text.

Based on the problems and discussion above, the researcher decided to conduct a study that focused on the challenges students uses and the strategies they apply in learning English listening skill. Therefore, the title of this study is "Challenges Students Face and Strategies They Apply in Learning English Listening Skills at The Eleventh Grade Students of SMAN 6 Palembang".

### **1.2 The Problems of The Study**

Concerning the background of the problem above, the following problems can be identified:

1. What are the challenges students face in learning English listening skills?
2. What are the strategies students use in learning English listening skills?

In line with the identification of the problem, the focus of the research was on the challenges students face and the strategies they face in learning listening skills. The decision was taken by considering the importance of the way students improve their listening skills and the way they face difficulty in learning. The researcher assumed that there should be different challenges and different strategies for every student.

### **1.3 The Objectives of The Study**

Based on the formulation of the problems above, the objectives of the research are as follows :

1. To find out what are the challenges students face and the strategies they apply by the students of SMAN 6 Palembang
2. To describe the challenges face and strategies used by the students of SMAN 6 Palembang

### **1.4 The significance of the study**

The result of the study is expected to be information for the readers what are the challenges face and the strategies used by students in learning listening skills, and the researcher hope this study could be a guide for teacher and students in improving their ability in the teaching and learning process.

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