AN UNDERGRADUATE THESIS

STRATEGIES IN LISTENING COMPREHENSION:
A CASE STUDY OF THE THIRD SEMESTER STUDENTS
OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

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TARBIYAH AND TEACHERS TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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STRATEGIES IN LISTENING COMPREHENSION:
A CASE STUDY OF THE THIRD SEMESTER STUDENTS
OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Presented as a Partial Fulfillment of the Requirements
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RATIFICATION PAGE

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An Undergraduate thesis STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO, written by: Fadhil Luthfi Febriyan, student number 2101052009 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Wednesday, December 4th 2024 at 08.00-10.00 a.m.

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STRATEGIES IN LISTENING COMPREHENSION
A CASE STUDY OF THE THIRD SEMESTER STUDENTS
OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

ABSTRACT

By:
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This study explores the strategies employed in listening comprehension by third-semester students of the English Education Department at IAIN Metro. Utilizing a qualitative research design, the research sample consisted of third-semester students especially in Listening Comprehension course, with 14 students the research aims to identify and to find out the most effective listening strategies that students' employ to enhance comprehension skills.

Data were collected through interviews, observations, and documentation, providing a comprehensive understanding of students' experiences and techniques in listening tasks. The Miles and Huberman model of data analysis was employed, involving data reduction, data display, and conclusion drawing/verification to systematically interpret the findings.

Results indicates that students employ a variety of listening strategies, including note-taking and active listening techniques. Among these, active listening (Cognitive Strategies) and peer discussion (Socio-Affective Strategies) emerged as the most effective strategy for enhancing comprehension.

Keywords: *Listening Comprehension, Listening Strategy, Effective Strategy, Qualitative Research*

STRATEGIES IN LISTENING COMPREHENSION
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ABSTRAK

Oleh:
FADHIL LUTHFI FEBRIYAN

Penelitian ini mengeksplorasi strategi yang digunakan dalam pemahaman mendengarkan oleh mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris di IAIN Metro. Dengan menggunakan desain penelitian kualitatif, sampel penelitian terdiri dari 14 mahasiswa yang mengikuti mata kuliah Pemahaman Mendengarkan. Tujuan penelitian ini adalah untuk mengidentifikasi dan mengetahui strategi mendengarkan yang paling efektif yang digunakan oleh mahasiswa untuk meningkatkan keterampilan pemahaman mereka.

Data dikumpulkan melalui wawancara, observasi, rekaman audio, dan dokumentasi, memberikan pemahaman yang komprehensif tentang pengalaman dan teknik yang digunakan siswa dalam tugas mendengarkan. Model analisis data Miles dan Huberman diterapkan, yang meliputi reduksi data, tampilan data, dan penarikan/ verifikasi kesimpulan untuk menginterpretasikan temuan secara sistematis.

Hasil penelitian menunjukkan bahwa siswa menggunakan berbagai strategi menyimak, termasuk teknik mencatat dan menyimak aktif. Di antaranya, mendengarkan secara aktif (Strategi Kognitif) dan diskusi teman sebaya (Strategi Sosio-Afektif) muncul sebagai strategi yang paling efektif untuk meningkatkan pemahaman.

Kata Kunci: Pemahaman Mendegarkan, Strategi Pemahaman Mendengarkan, Strategi Efektif, Penelitian Kualitatif

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NOTIFICATION LETTER

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              of Fadhil Luthfi Febriyan

To :

The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Fadhil Luthfi Febriyan
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                  STUDY OF THE THIRD SEMESTER STUDENTS OF THE
                  ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 31 Oktober 2024
Ketua Program Studi TBI   Pembimbing

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STATEMENT OF RESEARCH ORIGINALITY

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It states that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, December 13 2024
The reseacher,

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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

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Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 13 Desember 2024
Yang Menyatakan,

Fadhil Luthfi Febriyan
NPM. 2101052009

MOTTO

نى ان الطز رواه. تُحْسِنَ أَنْ إِذَاعَمِلَ الْعَامِلَ للَّةُ ا يُحِبُّ

"Allah loves a deed when it is performed well."

(HR. Thabrani)

DEDICATION PAGE

Praise to Allah, who has given me endless blessing, even though I often make mistakes. I hope for your forgiveness, Aamiin.

To my extraordinary parents, Mr. Rohman and Mrs. Ika Lensi Apriandari,who have given me the gift of dreams and the ability to make them come true.

Especially my sponsor, Mrs. Dr. Aria Septi Anggaira M.Pd, thank you for all your knowledge, patience, and time for guiding me.

For my sister, Naura Rahmanika Putri, may Allah always give blessings to your life. I love you even though I often nagging you about small things.

To Partner Thesis, Ahadi Difa Ferdiansyah, Tandi Rahmanda, Fandela Arsyad, Mahmud Dwi Saputra, Syifa Hanina Azka, Siti Maksumah, Reka Cindy Silvia, Novia Khoirunisa, Sindi Osela, and Siska Ulum, I hope our friendship doesn't end.

Beloved friends from Class A, B, C, D, TBI academic year 2021

My almamater IAIN METRO, and I have gained many valuable experiences to far.

ACKNOWLEDGEMENT

Glory be to Allah SWT for granting the researcher ability to finish the undergraduate thesis titled "Strategies In Listening Comprehension: A Case Study of The Third Semester Students of The English Education Department at IAIN Metro" because of His kindness, wisdom, and grace.
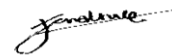
One of the prerequisites for completing the Strata-1 program at the Department of English, Faculty of Tarbiyah and Teachers Training, IAIN Metro is the preparation of this undergraduate thesis report.

The researcher acknowledges that the assistance of multiple parties was necessary for the preparation of this undergraduate thesis. Thus, the researcher would like to express gratitude to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag., PIA as Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Mr. Much Deiniatur, as The Head of English Education Department at IAIN Metro.
4. The Academic Advisor, Mrs. Aisyah Sunarwan, M.Pd.
5. The Thesis Supervisor, Mrs. Dr. Aria Septi Anggaira, M.Pd. and every instructor in the Metro State Islamic Institute's English Department.

The researcher acknowledges that there are a number of issues with this undergraduate thesis. In order to make this undergraduate thesis report beneficial to all the researcher is hoping for feedback and criticism.

Metro,December 13,2024
The Researcher,

Fadhil Luthfi Febriyan
NPM. 2101052009

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CHAPTER I

INTRODUCTION

A. **Background of Study**

One of the most important abilities in learning a language is listening comprehension, particularly for second language learners. It is necessary for efficient communication because it helps students interpret and decode spoken language, which makes meaningful interactions possible. Even though it's so important, a lot of students find it very difficult to become proficient listeners. These difficulties can be caused by a number of things, such as the difficulty of the listening material, the speech pattern and speed, new vocabulary, and a deficiency of useful listening techniques.

Targeted listening techniques play a critical role in breaking through these barriers, according to recent developments in educational research. Active listening, summarizing, inferring, and making predictions are a few examples of effective listening strategies. Nevertheless, little is known about flow frequently students at IAIN Metro use these techniques and how they affect their ability to listen. Gaining knowledge about how students use these tacticscan help identify areas for improvement and provide important insights into their efficacy.

Additionally, the development of listening skills is greatly aided by the educational setting. Students' listening proficiency can be greatly impacted by the enviroment in which they practice listening, including the kind of listening materials used and the frequency of practice. Examining these contextual

elements in addition to specific listening techniques will provide a more thorough understanding of the difficulties students encounter and possible solutions.

The purpose of this study is to find out what listening comprehension strategy are used by students. and to identify the most effective listening strategies for these students assess how well these techniques work to enhance listening comprehension.

Apart from offering suggestions for enhancing instruction, this research will also take into account the wider consequences of its discoveries for the domain of language learning. This research aims to explore and analyze the strategies used by students in understanding listening materials, as well as to identify the factors that influence their comprehension and determine which strategies enhance students' understanding and applied it. In the end, rising students' listening comprehension will benefit not just their academic achievement but also their general language ability and communication abilities.

Before conducting the research, a pre-survey on September 3, 2024 researcher findings students' current listening skills, learning strategies they use, challenges faced in understanding audio materials(e.g., accents, fast speech) and preferences for learning methods. Lecturers at IAIN Metro have noticed that listening comprehension is a common problem for the third-semester students of the English Education Department. Feedback from the third semester students, who say that listening assignments are very difficult, supports this observation. They frequently blame their incapacity to use efficient listening techniques, which

impairs their capacity to completely interact with and comprehend spoken content, for these challenges. These issues may not be adequately addressed by the pedagogical approaches currently in use, indicating the need for a more specialized instructional approach.

The interviews was conducted with 14 students from the third semester, focusing on their experiences and difficulties in listening comprehension as well as the strategies they use, and the results after applying the strategies may show, improvement in listening comprehension score, incrased student participation and engagement, and positive feedback regarding the strategies implemented.(The Researcher)

Matrix Displays: Create matrices to organize and display the data by categories, subcategories, and themes.[1] Table of Matrix (Results of interview on the students third semester students of IAIN Metro)

Table 1.1
The Types of Strategy Type in Listening Comprehension Course

Strategy Type	Example	Frequency	Participants Quotes
Cognitive Strategy	a. Active Listening b. Repetition and Note Taking c. Predicting Information	4	*"Those keywords at least help me to understand."* *"This strategy makes material more memorable."* *"I keep try to get information*

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[1] Smith, J. (2022). *"The Power of Visualization: Enhancing Data Clarity."* Journal of Data Science, 15(3), 45-67.

			deeper to easy capture."
Metacognitive Strategy	d. Self-Monitoring e. Engagement Planning	1	*"Constant Checks it makes us understand more in the context of listening."*
Socio-Affective Strategy	f. Peer Collaboration g. Building Self-Confidence	9	*"Learning In Groups makes me easier to answer and exchange information about the topic."* *"Me excited and confident is when I listen to music."*

Source: The Results of Interview conducted on September 3, 2024.

Based on the interviews and table conducted, the following results were obtained:

1 Listening Strategies Awareness: Out of 14 Students, 14 were aware of the importance of using specific strategies to improve their listening comprehension. Students actively and consistently applied strategies such as predicting information, repetition and learning in groups. However they are lack of confidence and frustration during listening task, because fast speech, unfamiliar vocabulary, and difficulty in disthinguishing words or unclear pronounciation.

2 Cognitive Strategies: Out of 14 Students, 4 students reported using cognitive strategies, such as repeating words or phrases, to enhance their listening comprehension.

3 Metacognitive Strategies: Only one student mentioned using metacognitive strategies, such as checking information. However, most students that they lack knowledge on how to effectively manage these strategies.

4 Socio-Affective Strategies: Interaction with peers or seeking clarification from lecturer was mentioned by 9 students as part of their strategies to improve listening comprehension. Most students preffered group work over working alone due to fear of negative judgment if they did not understand the material

5 Common Difficulties:

Students highlighted several challenges in listening comprehension, include:

a. Fast speech rate

b. Unfamiliar vocabulary

c. Difficulty in distinguishing words due to accents or unclear pronounciation.

The pre-survey results indicate that while students are aware of the importance of using strategies in listening comprehension, there is a gap in their ability to apply these strategies effectively. The findings emphasize the need for targeted listening strategy instruction that can help students manage and overcome their difficulties in listening comprehension.

Focus of Study

In this qualitative research, the focus will center on the following areas:

a. Individual Strategy Profiles: Analyze the diverse listening strategies used by third-semester students, categorizing them into metacognitive, cognitive, and social strategies to understand their unique approaches to comprehension.

b. Effectiveness of Strategies: Assess the perceived effectiveness of these strategies as reported by students and how they relate to their comprehension levels in various listening contexts (e.g., academic lectures, conversations, multimedia).

B. Problem Formulation / Research Questions

In order to fulfill the objectives of this investigation, the subsequent research inquiries will be tackled:

1. What Listening strategies do the students employ?

2. Which Listening strategy is the most effective for helping the students to understand more?

C. Objective and Benefit of Study

1. The Objective of Study

Based on the problem formulation mentioned above, the objective of the study are:

a. To identify the listening comprehension strategies used by students

b. To find out the most effective listening strategy the students employ.

2. **The Benefit of Study**

Are the benefits of the study:

a. For The Lecturers

1) A deeper comprehension of efficient listening strategies.

2) Enhanced capacity to impart listening comprehension abilities.

3) A greater understanding of the role that listening strategies play in language learning.

b. For The Students

1) Enhanced abilities in Listening comprehension.

2) Enhanced self-assurance and drive for language acquisition.

3) Improved language skills all around.

c. For The Other Researchers

a. Addition to the corpus of knowledge regarding the teaching of listening strategies.

b. Determining the gaps in the literature and practice of the present.

c. Establishing a foundation for additional research on listening strategies in second language learning.

D. Prior Research

For this research, the researcher referred to or constrated the following relevant studies carried out by other researchers:

1. Zeng, Y and Goh, C. C. M. "A Critical Review of Listening Strategy Instruction: Theoretical, Empericial, and Practical Perspectives" Examining theoretical frameworks, empiricial research findings, and practical applications, this study offers of a thought critical review of listening strategy instruction. It assesses different listening techniques and how well they work for learning a second language, bringing to light important disscussions and knowledge gaps. In order to improve students' listening comprehension and general language proficiency, the review examines the implications for pedagogy, providing educators with guidance on how to incoporate listening strategies into language instruction.[2]

2. Cross, J., and Vandergift, L., "Theoretical and Pedagogical Implication of Listening in Second Language Learning" The theoretical foundations of Listening in Second Language acquisition are examined in this study, along with the pedagogical implications. In depth studies of the cognitive and metacognitive components of listening by Vandergift and Cross provide a thorough understanding of how students comprehend spoken language. Based on recent research, the writters offer instructors useful techniques for teaching

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[2] Zeng, Y., & Goh, C. C. M. (2018). *"A Critical Review of Listening Strategy Instruction: Theoretical, Empericial, and Practical Perspectives"*. Language Teaching Research. 22(2), 217-248.

listening skill and offer suggestions for encouraging better listening habits in the classroom. Researchers and practitioners looking to comprehend and enhance listening instruction in second language education will find the work to be a useful resource.[3]

3. Santos, D., and Graham, S., "Research and Practice in Listening Comprehension and Strategies." In the area of listening comprehension and strategies, this study fills the knowledge gap between research and application. In order to to provide evidence-based methods for improving second language learners' listening abilities, Graham and Santos examine the most recent research on listening comprehension and synthesize their findings. The writters go over how these tactics can be used in the classroom, providing specific examples and exercises that teachers can use. The goal of this work is to provide educators with the skills and information they need to help their students' listening development.[4]

4. Y. Chen, "Impact of Digital Tools on Instruction for Listening Strategies in EFL Classrooms." This study looks into how teaching Listening Strategies in English as a Foreign Language (EFL) classrooms is affected by digital tools. Chen looks at how teaching and learning listening strategies are affected by technologically enhanced learning environments. The study provides

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[3] Cross, J., & Vandergift, L., (2018). *"Theoretical and Pedagogical Implication of Listening in Second Language Learning."* The Modern Language Journal, 102(1), pp. 45-60.

[4] Graham, S., & Santos, D. (2019). *"Research and Practice in Listening Comprehension and Strategies."* Language Learning Journal, 47 (4), pp. 387-400.

empiricial evidence on the effectiveness of digital tools in enhancing learners'
listening comprehension while highlighting the advantages and difficulties of
integrating them into listening instruction. The study provides educators with
helpful suggestion on how to incorporate digital tools into their lesson plans in
order to improve the teaching of listening strategies and maximize students
results.[5]

This research focuses on third-semester students at IAIN Metro, providing
a specific local context. It utilizes a case study approach, enabling an-in depth
analysis of the experiences and strategies employed by small group of students.
This research can be more practical and applicable, concentrating on the strategies
used by students in their classroom context.

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[5] Chen, Y. (2021). *"Impact of Digital Tools on Instruction for Listening Strategies in EFL Classrooms."* Educational Technology & Society, 24(3), pp. 158-171.

CHAPTER II

LITERATURE REVIEW

A. Listening Comprehension

1. Definition of Listening Comprehension

A key component of learning a language is listening comprehension, which is essential for both learning and efficient communication. This idea has been studied and defined by numerous academics from various angles. The goal of this section is to give a thorough summary of the definition of listening comprehension that have been published in recent years.

a. Listening comprehension is the process by which listeners dechiper and comprehend spoken language. In order to construct meaning, Vandergift highlights that effective listening entails not only decoding the linguistic message but also integrating it with the listener's prior knowledge and context.[1]

b. Similar to this Goh, characterize listening comprehension as an active process in which auditory information is made sense of by listeners using cognitive strategies. Goh draws attention to the fact that this process involves multiple stages, including perception, interpretation, and

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[1] Vandergift, L. (2018). *"Improving Listening Skills: A Guide to Effective Listening."* Cambridge University Press.

response, each of which calls for a unique set of cognitive abilities and techniques.[2]

c. Brown and Yule, arguing that listening comprehension includes the ability to decipher the language from as well as the capacity to ascertain the speaker's intensions and emotional state. They contend that listening involves more than just understanding what is being said: it also entails figuring out the speaker's intentions and emotional overtone.[3]

d. Furthermore, according to rost, listening comprehension is a sophisticated skill that requires both top-down and bottom-up processing. Rost's definition emphasizes that in order to achieve effective listening, one most have background knowledge and contextual cues (top-down processing) in addition to phonological, lexical and syntatic knowledge (bottom-up processing).[4]

Combining these viewpoints shows that listening comprehension is a dynamic and intricate process that involves the integration of linguistic and extralinguistic information, contextual interpretation, and cognitive strategies.

2. Cognitive Processes in Listening Comprehension

a. Bottom-Up Processing: A key strategy for comprehending spoken language is bottom-up processing. The simplest auditory signals to start

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[2] Goh, C. C. M. (2021). *"Instructional Approaches to Teaching Listening in a Second Language."* Routledge.

[3] Brown, G., & Yule, G. (2018). *"Oral Language Instruction: Teaching Spoken Language."* Cambridge University Press.

[4] Rost, M. (2020). *"Research and Instructional Approaches to Teaching Listening."* Routledge.

this process are phonemes, syllables, and words. The listener percieves and recognizes these smallest unit of sound first. For example, the listeners separates phonemes such as /p/, /a/, and, /t/ and then puts them together to form words such as "pat". To create the overall meaning of the sentences, these words are further incorporated (Gass).[5]

Studies reveal that bottom-up processing entails a thorough examination of speech's acoustic characteristics, including pitch, duration, and frequency. This aproach, which depends on phonetic and phonological knowledge, is essential when listeners come accros foreign words or accents (Norris).[6] The method is heavily data driven, emphasizing the sounds themselves and how they correspond to linguistic components.

b. Top-Down Processing: In conrast, top-down processing interprets auditory input by drawing on expectations, past knowledge, and contextual details. Using cognitive resources, this process entails anticipating and predicting what will be said in light of the conversation's context and past interactions. As an illustration, upon hearing "I have a c_" an individual may infer "cat" or "cake" from the given context (Arnold).[7]

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[5] Gass, S. M. (2019). "*An Overview of Second Language Acquisition*." Routledge
[6] Norris, D. (2020). *"Speech Perception and Phonetic Processing."* Annual Review of Linguistics, 6, pp. 130-150.
[7] Arnold, J. (2021). *"The Role of Top-Down Processing in Understanding Spoken Language"*. Journal of Linguistic Studies. 45(3), pp. 215-230.

When handling ambiguous or partial auditory input, this kind of processing is helpful. In order to fill in the blanks and deduce information that is missing from the message, listeners make use of contextual cues and past knowledge. Research has demonstrated that top-down processing enhances efficiency and comprehension, particularly when handling complex language or in noisy settings (Gordon).[8]

c. Interactive Processing: Combining top-down and bottom-up mechanisms, interactive processing is a more integrated approach. This method suggest that in order to improve comprehension, listeners should use both contextual information and auditory signals simultaneously. For insance, when hearing a sentence, a listener may process the speech's phonetic details (bottom-up) while simultaneously using context and expectations to understand the sentence's overall meaning (top-down) (Smith & Jones).[9]

More dynamic and adaptable spoken language understanding is made possible by this dual processing model. In order to achieve more effective and nuanced comprehension, interactive processing allows listeners to modify their interpretation in real-time as new information

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[8] Gordon, R. (2022). *"The Influence of Context on Language Processing."* Language and Cognitive Processes, 37(5). pp. 482-499.

[9] Smith, A., & Jones, B. (2023). *"Integration of Bottom-Up and Top-Down Processes in Listening."* Cognitive Science Review, 19(4), pp. 341-359.

becomes available (Miller).[10] Listeners are better able to handle ambiguities and adjust to different linguistic contexts when these two processes work together.

3. **Models of Listening Comprehension**

The Bottom-Up Model: This model suggest that the process of listening comprehension is hierarchical, starting with the most basic auditory components and working its way up to more intricate structures. This model prioritizes processing sounds in a sequential manner, beginning with the identification of phonetic elements. Morphemes, the smallest meaningful units in a language, are created by combining these fundamental sounds. The next step involves joining morphemes to form words, and then organizing words into sentences. For effective comprehension, the bottom-up approach emphasizes the significance of precise linguistic element decoding and accurate auditory perception.

Focusing on the core auditory skills required for comprehending spoken language is one of the bottom-up model's main advantages. Gaining the capacity to discern and identify individuals sounds is essential for language learners, particularly those who are just beginning to acquire a language. More complex language processing is constructed using this core set of skills. By focusing on these fundamentala uditory abilities, students can

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[10] Miller, L. (2024). *"Interactive Listening Comprehension Models."* Language Learning Research, 59(2), pp. 102-118.

build a more thorough and in-depth understanding of the language on a finner point.

The bottom-up approach is not without limitations, though. It frequently undervalues the contribution that contextual awarness and higher order cognitive processes make to listening comprehension. Listeners in real-world communication rely on more than just phoneme and vocabulary: they also use background knowledge, expectations, and conversational context. It takes a wider view to interpret meaning, particularly in circumstances that are unclear or complex. Consequently, in order to present a more complete picture of listening comprehension, the bottom-up model needs to be integrated with other models, even though it offers insightful information about the early phases of auditory processing (Mackey & Gass).[11]

a. The Top-Down Model: Unlike the Bottom-Up Model, the Top-Down Model maintains that higher order cognitive processes like expectations, inferences, and past knowledge are the main drivers of comprehension. In line with this model, listeners interpret auditory input by using their own prior knowledge and contextual cues to actively construct meaning. Through this process, listeners can anticipate what will be said, which can aid in their understanding of speech even when certain parts are ambiguous or unclear.

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[11] Mackey, A., & Gass, S. M. (2021). *"Research Methodologies in Second Language Studies."* Routledge.

The top-down approach emphasizes how crucial schema activation and inferencing abilities are to comprehending spoken language. Inferencing is the process of using the information at hand to make educated guesses about what is being said, whereas schema activation is the process interpreting new information based on prior knowledge and experiences. Listeners can make sense of complicated or foreign language and fill in understanding gaps by utilizing these cognitive processes. In real-world listening scenarios, where speech might be fast paced, accented, or noisy with background noise, this method is especially helpful.

The top-down approach does, however, have certai drawbacks. Occasionally, it can result in an over-reliance on past experiences and expectations, which can cause miscommunications or misunderstanding. For instance, a listener may mishear or mis interpret spoken language if their expectations are off. Furthermore, the top-down model fails to sufficiently take into consideration the significance of precise auditory perception and decoding, abilities, both of which are necessary for comprehending the fine details of spoken language. As a result, even though the top-down model offer insightful information about the cognitive components of listening comprehension, it needs to be balanced

with knowledge of the bottom-up model's auditory processing (Vandergift).[12]

b. Interactive Model: This model provides a more comprehensive view by implying that top-down and bottom-up processes interact simultaneously to produce listening comprehension. According to this model, listeners dynamically integrate information from both sources to construct meaning, rather than depending solely on contextual cues or detailed auditory information. Through the integration of the advantages of both top-down and bottom-up models, the interactive model offers a more thorough comprehension of how listeners process spoken language.

The interactive model's adaptability and flexibility are two of its main benefit. The degree to which listeners rely on top-down or bottom-up processes depends on the requirements of the listening context. In a noisy setting for instance, listeners may rely more on top-down processing, deducing meaning from context and past information. On the other hand, in a well organized and transperent listening environment, they might pay more attention to bottom-up processes and use precise auditory information to comprehend the speech. Listeners are able to successfully navigate a variety of listening situations thanks to this dynamic interplay.

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[12] Vandergift, L. (2020). *"Second Language Listening: Theories and Practice."* Cambridge University Press.

The significance of continual communication between auditory perception and cognitive processing is also emphasized by the interactive model. As they listen, the ongoing interaction aids in the listeners' comprehension improvement and ability to adjust to new information. For example, listeners can modify their expectations and concentrate more on the incoming auditory data if their initial top-down processing-based expectations are not fulfilled. The accuracy and depth of listening comprehension are improved by this iterative processes. In general, the interactive model offers a comprehensive perspective on listening comprehension, acknowledging the crucial roles played by both top-down and bottom-up processes (Peyton & Hsu).[13]

B. Listening Strategy

1. The Concept of Listening Strategies

A Listening Strategy refers to a deliberate approach or set of techniques used to enhance comprehension and retention while listening to spoken content. It involves actively engaging with the speaker and the message, focusing on understanding, interpreting, and remembering key information. Some common listening strategies include:

1) Active Listening: This means fully concentrating on the speaker, making an effort to understand the message, and providing feedback,

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[13] Peyton, J. K., & Hsu, J. C. (2023). *"Language Learning Through Interactive Approaches."* Springer.

either verbally or non-verbally, to show understanding. It involves avoiding distractions and focusing solely on the speaker.

2) Note-taking: Writing down key points during a conversation, lecture, or presentation can help retain and clarify information. Effective note-taking strategies often involve summarizing rather than transcribing everything.

3) Previewing and Predicting: Before listening to a message, previewing the topic or structure can help you anticipate what will be discussed. This mental preparation allows you to focus on more important details when listening.

4) Clarification and Asking Questions: If something is unclear, asking for clarification during or after the communication helps ensure accurate understanding.

5) Summarizing: After listening, summarizing the main points can help reinforce what you've heard and ensure comprehension. This could also involve paraphrasing what was said to confirm understanding.

6) Listening for the Main Idea: Focusing on the primary message or theme rather than getting bogged down by every detail can help in absorbing essential information.

7) Contextual Listening: Understanding the speaker's purpose, audience, and emotional tone can provide valuable clues to the meaning behind the words.

8) Listening for Non-verbal Cues: Paying attention to body language, facial expressions, and tone of voice enhances comprehension, as these non-verbal signals often carry additional meaning.

These strategies are particularly useful in diverse settings, including academic, professional, and everyday communication, allowing the listener to engage more effectively with spoken content.[14]

2. Definition of Listening Strategy

Learners use specific techniques or methods known as listening strategies to enhance their spoken language comprehension and retention. These techniques are essential for good listening particularly when learning a second language.

a. Recent studies have shown that listening strategies are cognitive and metacognitive procedures that students employ to comprehend and analyze spoken information. These procedures improve students' general listening skills by empowering them to organize and interpret the information they are exposed to (Smith & Johnson).[15]

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[14] Peverly, S. T., & Brobst, K. E. (2020). *"Teaching and learning second language listening: Metacognition in action."* Routledge.

[15] Smith, J., & Johnson, A. (2021). *"Exploration of Cognitive and Metacognitive Listening Strategies in Language Acquisition."* Applied Linguitics Journal, 12(2), pp. 56- 72.

b. Furthermore, Zhao highlights that in order to promote deeper processing and improved recall, these strategies entail active engagement with the listening material.[16]

c. Similarly, Ahmad and Nguyen discovered that learners' capacity to decode and comprehend spoken language, can be greatly enhanced by the systematic application of listening strategies.[17]

d. Finally, Martinez emphasizes that listening techniques help learners develop their general language proficiency, which lays the groundwork for successful communication in addition to helping with comprehension.[18]

In conclusion, listening techniques are critical to enhancing spoken language retention and comprehension during second language learning. According to recent research, these strategy help learners actively engage with comprehend auditory information better because they involve both cognitive and metacognitive processes. Research indicates that the consistent application of listening techniques greatly improves language proficiency and listening ability, facilitating efficient communication.

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[16] Zhao, L. (2023). *"Active Engagement in Language Learning Through Listening Strategies."* Journal of Second Language Teaching, 19(1), pp. 85-102.

[17] Ahmad, M., & Nguyen, T. (2022). *"The Systematic Employment of Strategies for Listening in The Context of Language Acquisition."* International Journal of Language Studies, 18(2), pp. 112-130.

[18] Martinez, L. (2020). *"Development of Language Skills Through Listening Strategies."* Journal of Applied Linguistics, 17(3), pp. 140-155.

3. Importance of Listening Strategies

In effect the importance of listening strategies is found in their capacity to make listening easier. They assist the students in overcoming obstacles like different accents, intricate sentence structures, and foreign vocabulary. Learners can enhance their comprehension of spoken language, memory retention, and conversational response skills by utilizing efficient listening techniques. Their general language proficiency and communication abilities are subsequently enhanced by this (Lee & Wong).[19]

During listening tasks, listening strategies are crucial for controlling the cognitive load. By using techniques like content prediction, inferring meaning, and taking notes, students can lessen the strain of processing continuous speech and concentrate on important information. According to Harris[20], proficient planning and supervision of these tactics can result in enhanced listening effectiveness, enabling students to adjust to various listening contexts and resources.

Additionally, as learners gain metacognitive awareness-the ablity to recognize their own listening processes and modify their strategies accordingly-listening strategies aid in this process. This self-control improves one's general language proficiency in addition to listening skills. The capacity

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[19] Lee, S., & Wong, C. (2022). *"The Role of Listening Strategies in Language Learning and Acquisition."* Language Learning Journal, 50(3), pp. 178-192.

[20] Harris, L. (2021). *"Strategies for Planning Effective Listening Tasks."* Language Teaching Research, 25(1), pp. 75-90.

to assess and improve listening techniques promotes ongoing development and increased self-assurance in language use, as Nguyen suggest.[21]

4. Classification of Listening Strategies

Effective language comprehension is facilitated by the use of listening techniques. The three categories into which they are typically divided are cognitive, metacognitive, and socio-affective strategies.

a. Cognitive Strategies

Learners employ cognitive strategies, or mental processes, to comprehend and remember new information. They involve methods for actively engaging with the content, such as summarizing, forecasting, and drawing conclusions. For example, a students may break down complex sentences to understand grammatical structures or use mnemonic devices to help them remember vocabulary (Bowers & Kuypers).[22] These techniques and students in mentally organizing and manipulating material to improve comprehension and retention.

Additionally, applying past knowledge to new contexts is a common cognitive strategy. To help with memory and comprehension, learners can draw connections between new information and what they

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[21] Nguyen, T. (2023). *"A Metacognitive Perspective on Evaluating Listening Strategies."* Journal of Applied Linguistics, 18(2), pp. 99-115.

[22] Bowers, A. J., & Kuypers, L. M. (2019). *"Academic Success Through Cognitive Strategies."* Educational Research Review, 14, pp. 35-47.

already know about related topics (Roehler & Cantrell).[23] By encouraging students to take charge of their education and develop greater autonomy, the use of cognitive strategies promotes problem-solving and critical thinking (Smith & Johnson).[24]

Cognitive strategies refer to the mental operations that are directly involved in the processing and comprehension of language. Among these are:

- Repetition: involves reviewing or repeating information to improve memory and reinforce learning. In language learning, this might mean repeating a word or phrase several times until it is memorized or more easily recognized. It is often used to consolidate information in long-term memory.

- Elaboration: involves connecting new information with existing knowledge to make it more meaningful. This strategy helps learners deepen their understanding by creating associations, analogies, or additional context around the material.

- Inference: involves making logical guesses or conclusions based on incomplete information. This strategy is particularly useful when

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[23] Roehler, L. R., & Cantrell, S. C. (2020). *"Educational Improvements Through Cognitive Strategies."* Educational Psychologist, 55(1), pp. 1-15.

[24] Smith, A., & Johnson, B. (2022). *"Cognitive Strategies and Their Impact on Academic Performance"* Journal of Educational Psychology, 114(3), pp. 657-673.

encountering unfamiliar language elements or content that requires interpretation.

- Summarization: is the process of condensing information into a shorter form while retaining its key points. It helps learners focus on the most important aspects of what they are learning, which can aid both comprehension and retention.

- Translation: involves converting information from one language to another. While this can be a helpful strategy for beginners, it is often more useful when learners are able to internalize language structures and vocabulary without needing to translate constantly.

- Visualizing: is the process of creating mental images to help retain and understand information. This can be particularly useful for memorizing vocabulary, understanding complex concepts, or recalling information.

- Chunking: involves breaking down complex information into smaller, more manageable units or "chunks." This is useful for tasks like memorizing long strings of information (e.g., a phone number, a list of vocabulary words).

- Note-taking: is a strategy in which learners write down key points during lectures, reading, or listening activities. This serves to reinforce

information and helps learners organize thoughts and ideas for later review.[25]

b. Metacognitive Strategies

The planning, observing, and assessing of one's educational endeavors are referred to as metacognitive strategies. Setting objective, evaluating one's progress, and reflecting on one's own thinking are all part of these techniques. To tackle a complex task, for instance, a learner might plan their approach, assess their understanding as they go and then review their strategies (Zimmerman & Schunk).[26] By identifying their strengths and shortcomings and modifying their approach accordingly, learners who exhibit self-regulation become more effective.

By increasing awareness of and control over one's cognitive processes, the application of metacognitive strategies improves listening outcomes. These strategies help learners recognize knowledge gaps and apply different approaches to fill them (Veenman, Van Hout Wolters, & Afflerbach).[27] More meaningful learning experiences result from this

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[25] Field, J. (2021). *"Pedagogical and Research Issues in Cognitive Strategies for Second Language Listening"* TESOL Quarterly, 55(1), pp. 23- 47.

[26] Zimmerman, B. J., & Schunk, D. H. (2021). *"Self_Regulated Learning: Theories, Measures, and Outcomes."* Routledge.

[27] Veenman, M. V. J., Van Hout-Wolters, B. H. A. M., & Afflerbach, P. (2022). *"Learning Through Metacognition"* Springer.

reflective approach, which encourages a growth mindset, and gives students the power to direct their own education (Baker & Brown).[28]

Metacognitive strategies include planning, monitoring, evaluating, and ect. Among them are:

1) Planning: involves preparing and organizing the approach before engaging in a learning task. It helps learners determine what strategies or steps they should take to successfully complete the task. Planning allows learners to approach learning with intention and foresight, increasing their chances of success.

2) Monitoring: refers to the ongoing awareness of one's own learning during the task. It involves checking if the learner is understanding or remembering the material and making adjustments when necessary. This strategy helps learners recognize when they are struggling with comprehension and take steps to address it.

3) Evaluating: involves reflecting on the learning process after the task has been completed. This metacognitive strategy helps learners assess the effectiveness of the strategies they used and determine what worked well and what could be improved for future tasks.

4) Goal-setting: is the process of establishing clear, measurable, and achievable objectives for learning. By setting specific goals, learners

[28] Baker, L., & Brown, A. L. (2023). *"Strategies for Effective Learning: A Metacognitive Approach."* Cambridge University Press.

can direct their efforts and stay motivated. This strategy is important because it provides focus and helps learners monitor progress.

5) Self-regulation: refers to the ability to control one's emotions, motivation, and behaviors during learning. It involves making adjustments to learning strategies based on progress, persistence, and emotional state. Self-regulation helps learners stay on track and overcome challenges.

6) Self-questioning: involves actively asking oneself questions during the learning process to ensure understanding and deepen comprehension. It helps learners actively engage with the content and promotes critical thinking.

7) Reflection: is the process of thinking back on one's learning experiences to evaluate what was effective and what could be improved. Reflection helps learners identify strengths and weaknesses in their approach and adapt their learning strategies accordingly.

8) Time management: involves organizing and allocating time effectively to ensure that learning tasks are completed efficiently. This strategy helps learners avoid procrastination and stay on schedule to achieve their learning goals.[29]

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[29] Graham, S. (2022). *"A Framework for Training in Metacognitive Strategies for Listening."* Modern Language Journal, 106(2), pp. 312-329.

c. Socio-Affective Strategies

Socio-Affective strategies refer to methods that improve learning through social and emotional aspects. These techniques emphasize how important it is to interact with people and control yor emotions when learning As per (Dornyei & Ushioda).[30], learners have the option to engage in group discussions to acquire diverse perspectives or request feedback to enhance their performance. Using strategies like positive self-talk or peer support to manage emotions like motivation or anxiety is also essential for perserving a productive mindset (Maclntyre, Gregersen, & Mercer).[31]

The socio-affective approach emphasizes how crucial emotional fortitude and social interactions are to learning. Learners can receive clarification and encouragement by utilizing social strategies, which increases motivation and self-assurance (Arnold & Brown).[32] These techniques for building emotional intelligence assist students in managing stress and overcoming obstacles, especially when learning a language where emotional control and communication are essential skills.

In order to improve listening comprehension, socio-affective strategies include interacting with others and controlling emotions. These consist of:

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[30] Dornyei, Z., & Ushioda, E. (2020). *"Motivation in The Context of Second Language Acquisition."* Cambridge University Press.

[31] Maclntyre, P. D., Gregersen, T., & Mercer, S. (2021). *"Language Learning Motivation: Theory and Practice."* Palgrave Macmillan.

[32] Arnold, J., & Brown H. D. (2022). "*Affective Factors in Language Learning."* Routledge.

1) Cooperation in Listening: involves actively engaging with others to enhance listening comprehension. This can be done by working together in pairs or groups to discuss, clarify, and analyze spoken content. Learners benefit from others' perspectives, and working in social settings can foster motivation and engagement.

2) Seeking Help or Clarification: When learners do not understand something while listening, they can seek help or clarification from others. This is especially important when the listening material is difficult or complex. Asking questions or requesting further explanations helps ensure accurate understanding and enhances overall comprehension.

3) Positive Self-talk and Reassurance: Listening can sometimes be stressful, especially when learners feel they don't understand the language fully. Using positive self-talk involves reassuring oneself that comprehension will improve over time and that mistakes or misunderstandings are part of the learning process. This attitude fosters resilience and helps learners stay motivated.

4) Relaxation Techniques: Listening comprehension can sometimes induce stress, especially in high-stakes situations like exams or speaking with native speakers. Relaxation techniques, such as deep breathing, help reduce anxiety and allow learners to listen more

attentively and effectively. Reducing stress enhances concentration and can help learners process information more efficiently.

5) Encouraging Interaction: during listening tasks involves taking initiative to participate in discussions or engage in listening exercises with others. By encouraging interaction, learners not only practice their listening skills but also improve their confidence and communication abilities. This strategy helps learners feel more comfortable and less anxious in real-life listening situations.

6) Empathy and Perspective-Taking: Empathy in listening involves understanding and being sensitive to the speaker's emotional tone, context, and intent. By practicing empathy, learners are better able to interpret the message and respond appropriately. This is especially important when listening to speakers with varying accents, emotions, or speaking styles.

7) Motivational Strategies: Motivational strategies in listening involve maintaining focus, enthusiasm, and determination during listening activities. Learners can use motivation to stay engaged and persevere through challenging listening tasks. Motivation can be intrinsic (internal drive) or extrinsic (rewards, goals) and can help learners persist in their listening practice.

8) Reducing Anxiety: Anxiety can significantly hinder listening comprehension. Reducing anxiety through socio-affective strategies can improve a learner's focus and help them perform better in listening situations. This might include reducing the pressure of having to understand every detail or accepting that it's okay to miss some information.

9) Attitude Adjustment: Attitude adjustment involves changing one's mindset or perspective toward a listening task. It encourages a positive approach and helps learners see challenges as opportunities for improvement. A positive attitude towards listening can enhance confidence, reduce frustration, and lead to better engagement with the content.[33]

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[33] Liu, M. (2021). *"Socio-Affective Strategies in Listening Comprehension: EFL Learners' study."* International Journal of Listening, 35(3), pp. 189-207.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses a case study method, allows for an in-depth examination of the specific context of the third semester students at IAIN Metro, which is a qualitative research design to explore the listening comprehension strategies used by students, focus on understanding participants' experiences, perceptions, and the context in which they apply these strategies (Creswell, J. W.).[1] Participants will be third-semester students from the English Education Department, a research used purposive sampling to select students who demonstrate varying levels of listening comprehension skills. 14 third-semester students from English Education Department as sample. Data collection is interview, observations, and documentation. Data analysis used Miles Hubberman Models (Data Collection, Data Reduction, Data Display, and Data Conclusion).

B. Data Resources

1. Primary Data

Primary data collected directly from participants involved in the study. The methods for gathering primary data include:

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[1] Creswell, J. W. (2019). *"Qualitative Inquiry and Research Design: Choosing Among Five Approaches."* Sage Publications.

a. **Participants:**

Third-semester students enrolled in IAIN Metro's English Education Department participated in this study. To guarantee a range of viewpoints, based on demostrated proficiency in listening comprehension and willingness to share their strategies and experiences, a purposive sampling technique employed to choose a diserve group of students. With 14 students in the sample, there will be enough depth a richness in the data.

b. **Interviews:**

Semi-structured interviews conducted with third-semester students in the English Education Department. These interviews explore students' listening comprehension strategies, challenges they face, and their perceptions of effective listening practices.

c. **Observations:**

Classroom observations during listening comprehension activities provide context and insight into how strategies are applied in real-time. This will help in understanding the effectiveness of various strategies in a natural setting.

d. **Documentation:**

Collection of relevant documents such as class notes, assignments, and reflective journals maintained by students. This documentation will

provide insight into the strategies students employ and their understanding of listening comprehension.

2. **Secondary Data**

Secondary data will be sourced from existing literature and resources to provide context and support for the primary findings. The sources will include:

a. Academic Journals:

Review of peer-reviewed articles related to listening comprehension strategies, theories of language acquisition, and previous case studies in similar contexts.

b. Books and Textbooks:

Relevant books on language teaching methodologies, particularly those focusing on listening skills, will be referenced to establish a theoretical framework.

c. Institutional Data:

Examination of the English Education Department's curriculum, lesson plans, and assessments related to listening comprehension will provide insight into the educational context.

d. Theses and Dissertations:

Previous research conducted in the same institution or on similar topics may provide valuable background information and methodological guidance.

e. Online Resources:

Accessing reputable educational websites and platforms that discuss listening comprehension strategies and their effectiveness.

C. Data Collection Techniques

Several techniques will be used during the data collection process to guarantee triangulation and the validity of the results (Denzin, N. K.).[2] The following will be the man techniques for gathering data:

1. Interviews

Students that participated in semi-structured interviews to get in depth information about their perceptions and experiences with listening strategy instruction. For analysis the interviews have transcribed and recorded. Topics including:

a. Types of listening strategies they are used in listening comprehension.

b. Student experiences and challenges with listening strategies.

2. Observations

To get firsthand look at how listening strategies are taught and used in the real world, classroom observation will be made. To record the teaching strategies, level of student participation, and general classroom atmosphere, field notes will be taken. Students' use of instructional strategies:

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[2] Denzin, N. K. (2019). *"The Research Act: A Theoretical Introduction to Sociological Methods."* Routledge.

a. Students' responses and participation will be the main areas of observation.

b. Using listening techniques in instructional activities.

3. Documentation

In qualitative research, documentation is crucial for recording the research process, including study design, data collection, and analysis. This includes field notes, interview transcripts and researcher reflections.

D. Data Analysis

In order to identify patterns and themes throughout the gathered data, the Miles Huberman Model will be used in the data analysis process (Miles, M. B., & Huberman, A. M.). [3] Data analysis will involcve the following steps:
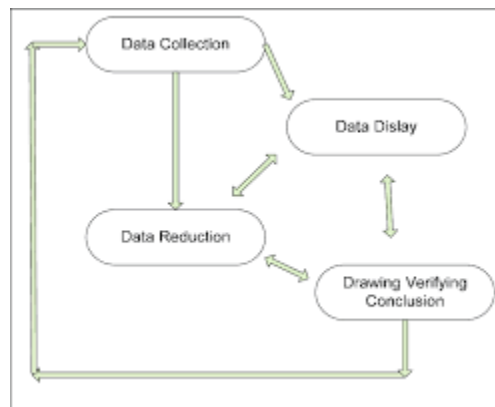
Picture 3.1
Data Analysis Techniques Miles & Hubberman Model Scheme
Source: ResearchGate.com

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[3] Miles, M. B., & Huberman, A. M. (2019). *"A Comprehensive Guide to Qualitative Data Analysis (3rd ed)."* Sage Publications.

1. **Data Collection**

   a. Transcription: Transcribe interviews and focus group discussions verbatim to create a text document for analysis.

   b. Organization: Organize observational notes and any relevant documents (e.g., student reflections) in a systematic manner (Bialystok, E., & Craik, F. I. M.).[4]

2. **Data Reduction**

   a. Initial Coding: Begin with open coding, identifying key phrases and concepts related to listening comprehension strategies. This involves highlighting significant statements or ideas in the transcripts.

   b. Focused Coding: Group initial codes into categories based on similarities. For example, strategies could be categorized as "active listening," "note-taking," or "contextual clues (Macaro, E., & Morrow, D.)."[5]

3. **Data Display**

   a. Matrix or Charts: Create matrices or charts to visually represent the relationships between different strategies, themes, and participant experiences. This can help identify patterns and correlations.

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[4] Bialystok, E., & Craik, F. I. M. (2020).Listening Strategies for Students: An Instructional Guide. ELT Journal, 75(1), 55-64.

[5] Macaro, E., & Morrow, D. (2021). Listening Strategies in a Second Language: An Experimental Study. Language Learning, 71(3), 873-903.

b. Thematic Organization: Organize the data display according to the main themes that emerged from the coding process, allowing for easier analysis of each theme (Tuan, L. T.).[6]

4. **Conclusion Drawing and Verification**

a. Interpretation of Themes: Analyze the organized themes to draw conclusions about the strategies used by students. Consider how these strategies relate to their comprehension levels and challenges faced.

b. Member Checking: Share findings with participants to validate the interpretation and ensure accuracy. This step helps verify that the analysis resonates with the participants' experiences (Goh, C.).[7]

E. Trustworthiness

To guarantee the reliability of the research, multiple approaches will be utilized:

1. Credibility: Cross-referencing data sources (documents, observations, and interviews) and participant verification to ensure findings are accurate.

2. Transferability: To facilitate transferability to comparable settings, a thorough description of the research context and participants must be provided.

3. Dependability: Preserving a thorough record of all decisions taken during the study and the research process.

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[6] Tuan, L. T. (2022). *"Listening Comprehension Strategies: A Study of University Students."* Journal of Language and Linguistic Studies, 18(2), 789-804.

[7] Goh, C. (2019). *"Teaching Listening in a Second Language: The Importance of Strategy Instruction."* Language Teaching, 52(3), 305-321.

4. Confirmability: Using reflexive journaling and peer debriefing to make sure the conclusions are shaped by the data rather than researcher bias (Lincoln, Y. S., & Guba, E. G.).[8]

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[8] Lincoln, Y. S., & Guba, E. G. (2019). *"The constructivist credo."* Left Coast Press.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Research Location

1. Profile of IAIN Metro

a. The Brief History of IAIN Metro

IAIN Metro is the only one the State Institute for Islamic Studies in this city. IAIN Metro is located in Metro City at Jl. Ki Hajar Dewantara No. 15A Iringmulyo, Lampung. IAIN Metro, as an Islamic Institute and one of our favorite universities, has a vision and mission. It is important to build an experienced and competent Islamic Institution.

The vision and missions must certainly be acomplish in its implementation. Its vision is becoming an Innovative Islamic Collage of Education in socio-echo-techno preneurship synergy based on Islamic values and Indonesian. There are some mission, namely: developing three pillars of university (education, research, and development, and service society), developing and spreading technology in Islamic culture, and creating academic people who are smart, competent and have good moral, to achieve the vision.

Similarly, as an Islamic institute, IAIN creates the academic culture not only for the development of islamic rekigious science, but also for the development of general science. Compared to general universities, islamic culture in IAIN Metro is a special characteristic of this institute. In

addition, as an Islamic institute, IAIN Metro offers an education system that is based on Islamic ideals. It would be nice to stand get the Islamic and general education.

IAIN Metro was create on April 23 to 25, 1997, as Sekolah Tinggi Agama Islam Metro (STAIN) before change as institute. Based on the decree of president RI No. 11 of 1997, dated March 21, 1997 AD coinciding with the 12th of Dzulqaidah 1417 Hijriyah, which is turn was made the STAIN Jurai Siwo Metro Milad Day. STAIN Jurai Siwo Metro has progressed rapidly. Transfer status of STAIN Jurai Siwo Metro has been planned for a long time since 2010. Finally, status transfer from STAIN to IAIN Metro can be realized on April, 1, 2016.

To provide the students learning interest, IAIN Metro has many study programs that divide into four different faculties, there are:

1) Faculty of Tarbiyah and Teaching Training consist of Mathematic Education study Program, English Education Department Study Programs, Islamic Education Study Program, Arabic Education Study Program, Biology Education Study Program, Social Education Study Program, Islamic Elementary School Education Study Program, Islamic Childhood Education Study Program.

2) Economy Business Faculty consist of D3 Syariah Banking, Bachelors Degree of Syariah Banking. Islamic Economy Study Program, Islamic Accountant, and Pilgrimage Management.

3) Syariah Faculty consist of Islamic Law Department, Islamic Economy Law, and Islamic Constitutional Law.

4) Ushuludin, Adab and Da'wah Faculty consist of Islamic Broadcasting Communication Program, Arabic Language and Literature, and Islamic Conceling Guidance.

That is a brief history of IAIN Metro and the short information about IAIN Metro profile. From the first until now, IAIN is still standing and growing for the better.

b. Structure Organization of IAIN Metro
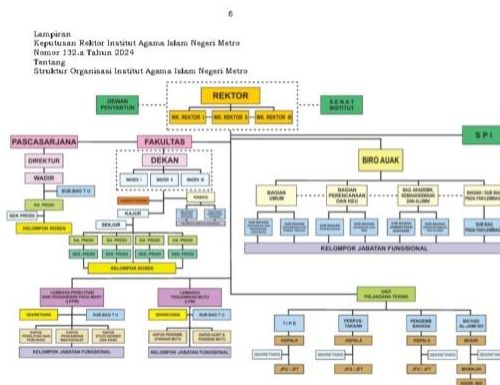
Picture 4.1 The Organization Structure of IAIN Metro

c. The Facilities of IAIN Metro

Learning process in IAIN Metro supported by the various facilities in order to help not only students but the lecture also. The details of facilities shown in the table below:

d. Location Skectch of IAIN Metro

IAIN Metro divide into two campus building that are located in different place. The first is campus one, located at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. This page focus on the sketch location of first campus buildings. The details location of campus one shown in the sketch below:

Picture 4.2 Location Sketch of IAIN Metro

e. The Students Population in IAIN Metro

Table 4.1
Data of Total students in IAIN Metro

No	Faculty	Program	Students
1	**Tarbiyah Faculty**	English Education Department	302
		Islamic Education Department	897
		Arabic Education Department	112
		Mathematical Education Department	189
		Biology Education Department	208

		Social Education Department	239
		Islamic Elementary School Education Department	506
		Islamic Childhood Education Department	127
2	**Economy Business Faculty**	Islamic Economy Department	866
		Syari'ah Banking Program	359
		D3 Syari'ah Banking Program	-
		Islamic Accountant	300
		Pilgrimage Management	115
3	**Syari'ah Faculty**	Islamic Law Program	207
		Islamic Economy Law Program	162
		Islamic Constitutional and Broadcasting Program	205
4	**Islamic Announcement and Communication Faculty**	Islamic Communication and Broadcasting Program	217
		Language and Arabic Literature Program	56
		Islamic Extension Guidance	79

2. The English Education Department of IAIN Metro Profile

English Education Department is one of the study program of Tarbiyah and Teacher Training Faculty in IAIN Metro. English Education Department building located in campus one IAIN Metro, Jl. Ki Hajar Dewantara 15A, Iringmulyo, Metro City. Before became a Strata 1 Program, English Education Study program at first was a Diploma 3 that opened in 2002. Based

on the decree No. DJ.I/220.c/2007 May 28 2007 in Jakarta, English Education

Department or known as TBI get the legal and operational license.

Table 4.2
Data Background of Study English Education Lectures at IAIN Metro

No	Lecturers Name	NIDN/NIDK	Last Education	Academic Department	Educator Sertificate
1	Prof. Dr. Dedi Irwansyah, M.Hum.	2023127901	S3-Language Education Science Yogyakarta State University	Professor	√
2	Dr. Widhiya Ninsiana, M.Hum.	2023090722	S3 Linguique-Translation of State University Eleven March Surakarta	Head Lector	√

3	Dr. Umi Yawisah, M.Hum.	20240406201	S3 Humanities Sciences – Linguistics of Gajah Mada University Yogyakarta	Lector	√
4	Dr. Ahmad Subhan Roza, M.Pd.	2010067502	S3 Applied Linguistics of Jakarta State University	Lector	√
5	Dr. Aria Septi Anggaira, M.Pd.	2005059001	S3 Applied Linguistics of Jakarta State University	Lector	√
6	Dr. Much Deiniatur, M.Pd.B.I	208038801	S3 English Language Education	Lector	√

			State University of Malang		
7	Syahreni Siregar, M.Hum.	2014087601	S2 Applied Linguistics English Language State University of Medan	Lector	√
8	Trisna Dinillah Hariah, M.Pd.	2011058310	S2 English Language Education Padang State University	Lector	√
9	Andianto, M.Pd.	2002118701	S2 English Language Education University Eleven	Lector	√

			March		
			Surakarta		
10	Aisyah Sunarwan, M.Pd.	027021301	S2 English Language Education University Eleven March Surakarta	Lector	–
11	Ning Setio Wati, M.Pd.	2001088702	S2 English Language Education University Eleven March Surakarta	Lector	–
12	Eka Yuniasih, M.Pd.	0210078702	S2 English Language Education University Eleven	Lector	–

			March Surakarta		
13	Linda Septiyana, M.Pd.	2016099001	S2 English Language Education University Eleven March Surakarta	Lector	–
14	Yeni Suprihatin, M.Pd.	2001038901	S2 English Language Education University Eleven March Surakarta	Lector	–
15	Yeasy Agustina Sari, M.Pd.	2012089002	S2 English Language Education Padang State	Lector	–

			University		
16	Leni Setiyana, M.Pd.	20160919101	S2 English Language Education University Eleven March Surakarta	Assistant Expert	−
17	Ahmad Madzkur, Ph.D	2006128701	UIN Syarif Hidayatullah Jakarta English Language Education	Assistant Expert	−
18	Dr. Yuniarti, M.Pd.	2004068902	S2 English Language Education Ahmad Dahlan University Yogyakarta	Assistant Expert	−

Source: https://ftik.metrouniv.ac.id/tbi/datadosen/

English Education Study Program want to create and build a students who professional in their academic with an Islamic value. It is accordance with their vision, namely "Creating Professional Students in English

Education who can integrate Islamic values and academic dimensions". In addition, a missions is needed to realize the vision. Those mission are:

Developing the students privacy through knowledge reinforcement. And actualization toward religious, national, and civil life in Islamic culture.

a. Building and developing humanist, democratic, and modern academic atmosphere.

b. Growing the professionalism ethic through theoretical knowledge basic mastery.

c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

d. Applying integrated education system which is able to give a significant input for educational development.
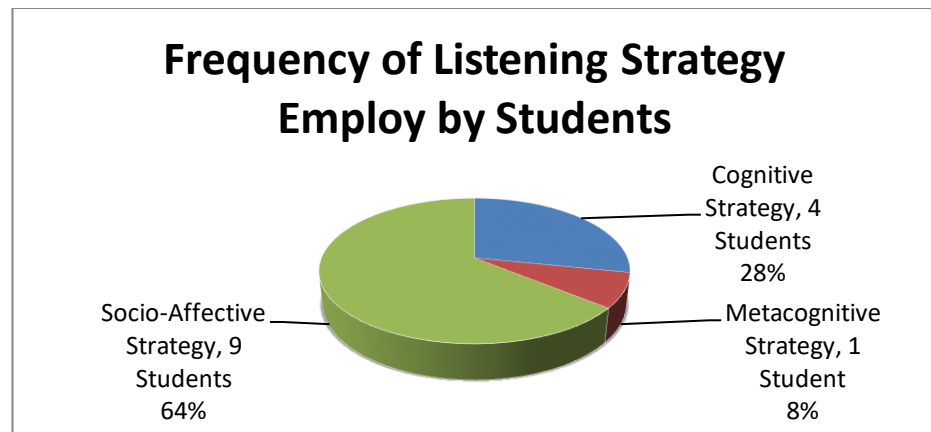
English Education Department want to provide the quality of learning and teaching to create a balance quality in every aspect.

B. The Result of Research

The data collected through interviews, observations, and documentation. The analysis specifically addresses the listening strategies used by students, as well as the effectiveness of these strategies in enhancing listening comprehension.

1. **Listening Strategies Employed by Students**

The first research question sought to identify the types of listening strategies employed by the students. Based on the data collected from interviews, observations, and documentation, the students employed three main categories of listening strategies: Cognitive Strategies, Metacognitive Strategies, and Socio-Affective Strategies.

Frequency of Listening Strategy Employ by Students

Cognitive Strategy, 4 Students 28%

Socio-Affective Strategy, 9 Students 64%

Metacognitive Strategy, 1 Student 8%

Picture 4.3 Pie Chart of Listening Strategy Employ by Students

a. **Cognitive Strategies**

Cognitive strategies refer to mental processes that directly assist with understanding and processing information during listening activities. These strategies include techniques such as summarizing, note-taking, paraphrasing, and mental repetition.

Findings: According to the data, four students (28%) predominantly used cognitive strategies during listening tasks. The interviews revealed that these students actively engaged with the listening material, took notes,

and summarized key points to aid their understanding. Observations confirmed that these students were often seen jotting down notes or mentally processing information as they listened. One student mentioned, *"I usually repeat what I hear in my mind and try to write down important points. It helps me focus and understand better."* and *"by actively listening we can usually know more about the content of the audio."* This reflects the cognitive aspect of listening strategy.

b. Metacognitive Strategies

Metacognitive strategies involve higher-order thinking processes, such as planning, monitoring, and evaluating one's understanding of the listening material. These strategies allow students to be more aware of their comprehension and adjust their listening approach accordingly.

Findings: Only one student (8%) used metacognitive strategies. This student employed techniques such as predicting the content before listening and self-monitoring during the activity. In the interview, the student explained that they would pause the audio when they felt confused and re-listen to specific parts to clarify their understanding. One student shared, *"I try to guess what the speaker will say next. If I don't understand, I stop and replay the part to make sure I get it."* This reflects the Metacognitive aspect of listening strategy.
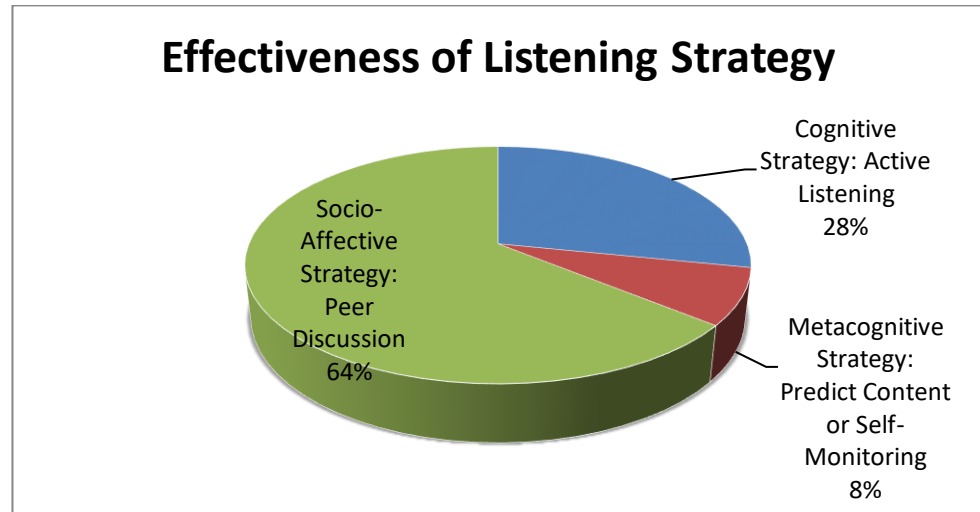
c. Socio-Affective Strategies

Socio-affective strategies are those that involve interacting with others (such as peer discussions) and managing emotions (such as reducing anxiety). These strategies focus on the social aspects of learning, where students rely on communication and collaboration to improve understanding.

Findings: The majority of students, nine in total (64%), employed socio-affective strategies. These students often worked in pairs or small groups to discuss the content of the listening activities. Peer discussion was frequently mentioned as a key strategy in helping them understand the material. The students used these interactions to clarify difficult parts, share ideas, and engage in cooperative problem-solving. The student mentioned, *"I talk with my friend after listening. If I don't understand something, I ask them. It helps a lot because we can talk about what we heard."* This reflects the Socio-Affective aspect of listening strategy.

2. The Effectiveness of Listening Strategies

The second research question explored which listening strategy was considered most effective by the students in helping them understand the material. The effectiveness of each strategy was analyzed based on students' perceptions and the observations made during the study.

Effectiveness of Listening Strategy

Cognitive Strategy: Active Listening 28%

Socio-Affective Strategy: Peer Discussion 64%

Metacognitive Strategy: Predict Content or Self-Monitoring 8%

Picture 4.4 **Pie Chart of Effectiveness Listening Strategy**

a. Cognitive Strategy: Active Listening

For students using cognitive strategies (28%), active listening was identified as the most effective technique. Active listening involves fully concentrating on the speaker, processing the information mentally, and maintaining attention throughout the listening activity.

Findings: Students using cognitive strategies believed that active listening enabled them to better understand the listening material. They mentioned that staying engaged and focusing on key points allowed them to remember the content more easily. One student explained, *"When I really pay attention and repeat what I hear in my head, I can understand it better. It's like I'm actively participating."* This suggests that active listening contributes significantly to comprehension because it ensures full engagement and encourages students to process information deeply.

b. Metacognitive Strategy: Predict The Content or Self-Monitoring

For the one student who employed metacognitive strategies (8%), predicting the content and self-monitoring were seen as the most effective methods for improving listening comprehension. Predicting content involves anticipating what the speaker will say next based on context or prior knowledge, while self-monitoring includes adjusting one's listening approach during the task.

Findings: The student reported that predicting content helped focus attention on important details, and self-monitoring allowed for quick adjustments when they lost focus or did not understand something. One student explained, *"I predict what the speaker might say next. If I don't understand something, I stop and listen again to get it right."* This suggests that metacognitive strategies can be effective, particularly for students who are able to self-monitor and adapt their approach during listening tasks.

c. Socio-Affective Strategy: Peer Discussion

For students using socio-affective strategies, peer discussion was identified as the most effective method for improving listening comprehension. Group discussions provided opportunities to clarify doubts, share insights, and reinforce understanding through collaboration.

Findings: The majority of students who employed socio-affective strategies stated that discussing the listening material with peers helped

them understand it better. They valued the opportunity to express and test their ideas, often gaining new perspectives from their classmates. The students said, *"When we discuss after listening, I get to understand things better because my friends explain it in a way I can understand."* Peer discussion, therefore, provides a supportive environment for understanding complex listening materials and offers an opportunity for social interaction that can alleviate listening anxiety.

C. Discussion

1. Cognitive Strategy

The data indicates that cognitive strategies, particularly active listening, were highly effective in helping students understand the listening material. Students who used these strategies were found to be more engaged with the content, leading to better retention and comprehension. Active listening, in particular, involves fully concentrating on the listening task, mentally processing the information, and making connections with prior knowledge. This strategy allows students to absorb and retain the material more effectively, as they are focused and actively working to understand the message. Several students mentioned that when they actively listened and repeated key phrases or concepts in their mind, they were able to comprehend the material more deeply.

These findings align with previous research, which emphasizes that active listening is crucial for improving listening comprehension in second

language learning. When students are mentally engaged, they can better track the flow of information and anticipate what is being said. For example, students who used active listening techniques during the interviews stated that it allowed them to concentrate on the main ideas without getting distracted by unfamiliar vocabulary. Active listening helps them stay focused on the essence of the message, rather than on individual words. This level of engagement, which involves both cognitive effort and attention to detail, is essential for making sense of the listening material in a foreign language.

In addition to active listening, cognitive strategies such as paraphrasing and summarizing also played a role in enhancing students' understanding. When students paraphrased what they heard or summarized the key points in their own words, they reinforced their comprehension and identified gaps in their understanding. Cognitive strategies like these encourage students to actively process the information rather than passively receiving it. As a result, students who used cognitive strategies were better able to navigate complex listening tasks and improve their overall listening skills.

2. Metacognitive Strategy

Although fewer students employed metacognitive strategies, the one student who did use them reported notable benefits, particularly through predicting content and self-monitoring. Metacognitive strategies require students to reflect on their own comprehension process and adjust their listening approach as needed. For this student, predicting the content of the

listening material allowed for greater focus and anticipation of key ideas, which led to improved understanding. In the interview, the student explained that they often tried to anticipate what the speaker would say next, which helped them mentally prepare and stay more engaged with the material. This active prediction was a way to make sense of the listening input in real time, which is crucial for processing complex or fast-paced language.

Self-monitoring, another aspect of metacognitive strategies, enabled the student to evaluate their understanding during the listening task. When they realized that they had not fully understood a part of the material, they paused and replayed the segment to clarify any confusion. This form of self-regulation is a key component of successful listening comprehension, as it encourages learners to assess their own progress and make adjustments to their listening strategies. While only one student employed metacognitive strategies, this example highlights the importance of developing these skills, as they enable students to become more autonomous learners. Metacognitive strategies help students take control of their learning and make real-time adjustments, which is particularly useful in dynamic listening tasks.

Despite their effectiveness, metacognitive strategies were less frequently used, suggesting that students may not always be aware of the benefits of monitoring their own comprehension. Educators can play a key role in encouraging the use of metacognitive strategies by teaching students how to reflect on their listening processes and guiding them on how to

implement strategies like predicting content and self-monitoring. By incorporating more metacognitive training into language learning, students can become more self-aware listeners, improving their overall listening comprehension and making them more effective in handling various listening situations.

3. **Socio-Affective Strategy**

Socio-affective strategies were the most frequently employed by the students, and they were also identified as the most effective in enhancing listening comprehension. Peer discussion emerged as a particularly valuable strategy, as students found that talking with their classmates helped them clarify doubts and reinforce their understanding. By engaging in discussions with peers, students were able to compare interpretations of the listening material and fill in gaps in their comprehension. The social interaction provided emotional support, as students felt more confident when they could share their thoughts and ask for help from their peers. This highlights the importance of a supportive and collaborative learning environment in language acquisition.

The frequent use of socio-affective strategies suggests that students value social interaction as an essential component of their learning process. Many students reported that discussing difficult parts of the listening material with classmates helped them grasp the meaning more effectively. These discussions often led to new insights and allowed students to express their

understanding in different ways. As one student mentioned, explaining what they had learned to a peer helped reinforce their own comprehension. This peer-to-peer learning not only increased understanding but also fostered a sense of motivation and confidence among students. It shows that collaborative learning strategies can be particularly useful in language acquisition, as they create a dynamic, interactive process where students can actively engage with the material and with each other.

Furthermore, socio-affective strategies also contribute to emotional regulation, helping students manage any anxiety or frustration that may arise during listening tasks. For example, students who felt nervous about not understanding certain words or phrases were comforted by their peers, which allowed them to stay motivated and engaged. Peer discussion also helped alleviate the pressure of understanding everything immediately, as students could rely on their classmates to fill in the gaps. This emotional support reduces the cognitive load, making it easier for students to focus on processing the content rather than worrying about individual words. Overall, socio-affective strategies, particularly peer discussion, play a critical role in enhancing listening comprehension, providing both cognitive and emotional benefits that promote more effective language learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the results, the researcher makes conclusion as follows:

First, This study aimed to explore the strategies employed by third-semester students of the English Education Department at IAIN Metro in improving their listening comprehension skills. Using Miles and Huberman's qualitative analysis model, the research identified several key strategies utilized by the students, including active listening, note-taking, and peer discussions. The findings revealed that students often combine these strategies to enhance their understanding and retention of auditory information. Furthermore, environmental factors, such as classroom dynamics and access to resources, were found to significantly influence students' listening practices.

Second, the research indicates that students employ a variety of listening strategies, including note-taking and active listening techniques. Among these, active listening (Cognitive Strategies) and peer discussion (Socio-Affective Strategies) emerged as the most effective strategy for enhancing comprehension. This approach not only facilitates better understanding of the material but also encourages engagement with the content. Therefore, integrating active listening and peer discussion practices into instructional methods could significantly improve students' overall listening skills and comprehension levels.

B. Suggestions

Based on the findings of this research, several suggestions can be made:

Suggestions For Lecturers

1. **Integrate Active Listening Techniques:**

   Incorporate more activities that promote active listening in lectures, such as discussions, group work, and interactive exercises.

2. **Provide Training:**

   Offer workshops or training sessions focused on effective listening strategies, ensuring students understand how to implement them in various contexts.

3. **Use Varied Listening Materials:**

   Diversify listening materials to include podcasts, interviews, and videos that challenge students and encourage the application of different strategies.

Suggestions For Students

1. **Practice Active Listening and Peer Discussion:**

   Actively engage in listening exercises by repeating the audio and peer discussion on what is heard to reinforce understanding.

2. **Experiment with Strategies:**

   Encourage students to experiment with different listening strategies to discover what works best for them in various situations.

3. **Seek Feedback:**

   Encourage students to seek feedback from peers and instructors on their listening comprehension and strategy application to foster improvement.

Suggestions For Other Researcher

1. **Explore Different Contexts:**

   Conduct similar studies in different educational settings or with diverse populations to compare the effectiveness of listening strategies across contexts.

2. **Longitudinal Studies:**

   Consider longitudinal research to track the development of listening strategies over time and their impact on academic performance.

3. **Investigate Technology's Role:**

   Examine how technological tools (like language apps or online resources) can support the development of listening strategies among students.

These suggestions aim to enhance the learning experience for students, improve teaching practices, and contribute to ongoing research in listening comprehension

C. Recommendation

Based on the findings of this research, several suggestions can be made:

Recommendations For Lecturers

1. **Active Engagement:**

   Encourage students to participate in listening activities outside the classroom, such as podcasts or audiobooks, to enhance their comprehension skills.

2. **Peer Collaboration:**

   Suggest forming study groups to discuss listening strategies and share insights on difficult listening tasks.

Recommendations For Students

1. **Integrate Varied Listening Materials:**

   Recommend using diverse audio resources (e.g., interviews, lectures, conversations) to expose students to different accents and contexts.

2. **Focus on Strategy Training:**

   Advocate for explicit instruction on effective listening strategies, such as note-taking, repeating the audio and peer discussion.

Recomendations For Future Researcher

1. **Expand the Study:**

   Suggest further research involving a larger sample size or different educational contexts to generalize findings.

2. **Longitudinal Studies:**

Recommend conducting longitudinal studies to examine the long-term effects of specific listening strategies on students' overall language proficiency.

Recommendations For Curriculum Developers

1. **Enhance Listening Components:**

   Propose the incorporation of more structured listening exercises in the curriculum that reflect real-life scenarios.

2. **Assess Listening Skills:**

   Recommend the development of assessment tools specifically targeting listening comprehension, to evaluate students' progress effectively.

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APPENDICES

Appendix 1: Guidelines Interview

Interview Guidelines (Wawancara)

Qualitative Research Interview

Research Title: STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

Respondent: Third Semester Students, English Education Program, IAIN Metro

Section I: General Information

- **Name:**
- **Age:**
- **Gender**:
- **Last GPA**:
- **Experience Learning English (years)**:

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

    Answer:

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

    Answer:

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

    Answer:

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

    Answer:

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer:

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer:

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer:

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer:

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer:

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer:

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Appendix 2: Surat Bimbingan Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : 4371/In.28.1/J/TL.00/10/2024
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**FADHIL LUTHFI FEBRIYAN**
NPM	:	2101052009
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Oktober 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Appendix 3: Surat Izin Pra-Survey

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 3457/In.28/J/TL.01/07/2024
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
DEKAN INSTITUT AGAMA ISLAM
NEGERI (IAIN) METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : FADHIL LUTHFI FEBRIYAN
NPM : 2101052009
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : STRATEGIES IN LISTENING COMPREHENSION : A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

untuk melakukan prasurvey di INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juli 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Appendix 4: Surat Balasan Pra-Survey

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN
Nomor: B-4111/In.28.1/J/TL.00/09/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Dr. Much Deiniatur, M.Pd.
NIP   : 19880308 201503 1 006
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : Fadhil Luthfi Febriyan
NPM   : 2101052009
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY AT THE THIRD SEMESTER ENGLISH EDUCATION DEPARTMENT OF IAIN METRO"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 9 September 2024
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006

Appendix 5: Surat Izin Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id; e-mail tarbiyah.iain@metrouniv.ac.id

Nomor : B-4412/In.28/D.1/TL.00/10/2024
Lampiran : -
AGAMA
Perihal : IZIN RESEARCH

Kepada Yth.,
KETUA PRODI TBI INSTITUT

ISLAM NEGERI (IAIN) METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4411/In.28/D.1/TL.01/10/2024, tanggal 03 Oktober 2024 atas nama saudara:

Nama : **FADHIL LUTHFI FEBRIYAN**
NPM : 2101052009
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Oktober 2024
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 6: Balasan Surat Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN
Nomor: B-4608/In.28.1/J/TL.00/10/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Dr. Much Deiniatur, M.Pd.
NIP   : 19880308 201503 1 006
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : Fadhil Luthfi Febriyan
NPM   : 2101052009
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 16 Oktober 2024
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006

Appendix 7: Surat Tugas Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

S U R A T T U G A S
Nomor: B-4411/In.28/D.1/TL.01/10/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	FADHIL LUTHFI FEBRIYAN
NPM	:	2101052009
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul **"STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".**

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 Oktober 2024

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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Appendix 8: Surat Bebas Perpustakaan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1034/In.28/S/U.1/OT.01/10/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : FADHIL LUTHFI FEBRIYAN
NPM : 2101052009
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101052009

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Oktober 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

Appendix 9: Surat Bebas Prodi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Fadhil Luthfi Febriyan
NPM   : 2101052009
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 15 Oktober 2024
Ketua Program Studi TBI
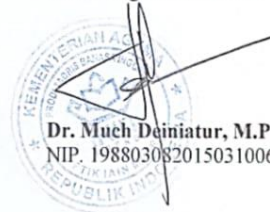
Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Appendix 10: Kartu Konsultasi Bimbingan Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id
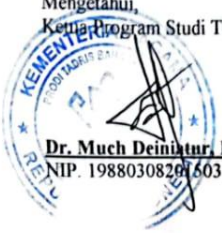
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan   Program Studi : TBI
NPM : 2101052009   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter I, II, III	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082016031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Fadhil Luthti Febriyan   Program Studi : TBI
NPM   : 2101052009   Semester   : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter I, II, III	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan
NPM : 2101052009

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter II add some theories!	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan
NPM : 2101052009

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter I , II , III Acc for Proposal Seminar	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan　　　　　　　Program Studi : TBI
NPM : 2101052009　　　　　　　　　　　　Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Revise your APD. – Interview – Observation	

Mengetahui/
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308 201503 1006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan   Program Studi : TBI
NPM : 2101052009   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Acc Apd	.

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308201031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan   Program Studi : TBI
NPM : 2101052009   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter 4 and 5	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan   Program Studi : TBI
NPM : 2101052009   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter 4	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan   Program Studi : TBI
NPM : 2101052009   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter 4	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 19880308201503 1006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

105

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fadhil Luthti Febriyan   Program Studi : TBI
NPM : 2101052009   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Chapter 4 and 5 Acc for Munaqosah.	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929 200502 2 006

Appendix: 11: Observation Sheet of Students' Listening

Interview Guidelines (Wawancara)

Qualitative Research Interview

Research Title: STRATEGIES IN LISTENING COMPREHENSION: A CASE STUDY OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO

Respondent: Third Semester Students, English Education Program, IAIN Metro

Respondent 1

Section I: General Information

- **Name:** Maulana Malik
- **Age:** 22
- **Gender**: Man
- **Last GPA**: 3.50
- **Experience Learning English (years)**: 2023

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Read the text, so that it is easier when listening.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Active listening, because by actively listening we can usually know more about the content of the audio.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio, because when you don't understand once, you should repeat the audio until it is clear and understand what is meant.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

  Answer: No, but by listening to English-based songs.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Answering questions.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: The challenge is to find the audio yourself, the lecturer only provides the module, in my opinion it's a bit heavy.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Speaking speed and unfamiliar or rarely heard vocabulary.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Give advice related to listening comprehension.

- What suggestions do you have for enhancing listening strategies in the classroom?

Answer: A lot of practice related to listening or speaking English.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

    Answer: A lot of practice related to listening or speaking English because it can improve the quality of language.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 2

Section I: General Information

- **Name:** Siti Lutfatul Khasanah
- **Age:** 18
- **Gender**: Woman
- **Last GPA**: 3.67
- **Experience Learning English (years)**: 2023

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Be prepared and concentrate, as you usually don't know the content of the talk or text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Focus on the Second Speaker.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeat the audio, if you still have difficulty then another alternative is to use the transcript.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

  Answer: Not using technology assistance, but using transcripts because sometimes it is difficult to distinguish accents from native speakers that sound the same.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discuss with friends and compare answers.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: When listening to the native speaker, I could not understand the accent so it was difficult.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Accent and Speaking speed.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: It is very helpful because the lecturer determines the material and provides direction when experiencing errors in terms of listening.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Either by using a sound speaker, or sharing audio files so that students can easily repeat the audio.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Creating a comfortable classroom atmosphere so that students can easily understand what is delivered.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 3

Section I: General Information

- **Name:** Ayesa Febriyanti
- **Age:** 19
- **Gender**: Woman
- **Last GPA**: 3.75
- **Experience Learning English (years)**: 2015

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Focus on the Second Line and note the main idea.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using a smartphone because if the audio is sent via whats' app it can be played repeatedly so as to improve listening comprehension.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discussion with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: During Interpretive Listening.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Accent and Speaking speed.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Lecturers help explain if students do not understand when playing audio, usually explained after the discussion session.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Understand the essence of the conversation.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: No, and I think it's enough.

Instructions for Filling Out:
- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 4

Section I: General Information

- **Name:** Amelia Destaviana
- **Age:** 19
- **Gender**: Woman
- **Last GPA**: 3.76
- **Experience Learning English (years)**: 2017

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Active listening and repeating.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio and reading the text again.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using the transcript to transcribe the audio into text.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discuss and give opinions on answers with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: Watched an outside movie without subtitles, so had to really focus on listening.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Understanding of vocabulary and speaking accents.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Good, because the educator or lecturer also provides other alternatives besides listening to the audio only.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Learning vocabulary and repeating the audio often to be practiced.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Active practice is given, so that students are accustomed to understanding listening strategies.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 5

Section I: General Information

- **Name:** Nadia Hidayatul Ummah
- **Age:** 18
- **Gender**: Woman
- **Last GPA**: 3.88
- **Experience Learning English (years)**: 2022

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: If I am given a text, I will read the text first.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Active listening.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using a transcribing app.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discussion with friends (if allowed).

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: In the first semester especiallly of Listening course, the learning is that if you are not used to training for Listening, it will be difficult to answer the questions.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: The three factors are very influential for me, namely accent, speaking speed and vocabulary.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Not too influential, because if we are too dependent on the role of the lecturer then we will not be able to develop, it must be followed by high curiosity as well.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: After each lesson, an explanation is given on the material about listening.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: In-depth explanation related to listening strategies.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 6

Section I: General Information

- **Name:** Siti Maisaroh
- **Age:** 19
- **Gender**: Woman
- **Last GPA**: 3.79
- **Experience Learning English (years)**: 2021

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Active Listening.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using a smartphone because if the audio is sent via whats' app it can be played repeatedly so as to improve listening comprehension.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

Answer: Answer the questions.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

Answer: New Vocabulary.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

Answer: Accent and Speaking speed.

- How do you see the role of educators in helping students improve their listening comprehension?

Answer: Helps explain what the content of the audio that has been heard means.

- What suggestions do you have for enhancing listening strategies in the classroom?

Answer: Better facilitate the class with equipment that supports learning, such as providing speakers and headphones for students.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

Answer: Better facilitate the class with equipment that supports learning.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 7

Section I: General Information

- **Name:** Rheza Pahlevi
- **Age:** 19
- **Gender**: Man
- **Last GPA**: 3.67
- **Experience Learning English (years)**: 2021

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Notes the main idea.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using duolingo application because as the facilitate that helps me for improve learn quality of Listening Comprehension.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discussion with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: When listening to a foreigner's podcast that accent is sometimes hard to understand.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: English exposure.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Not too influential because if it only depends on college hours, our skills are less developed so I look for additional knowledge outside of college hours related to listening.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Increase conversations in English and listen to podcasts.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Nothing.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 8

Section I: General Information

- **Name:** Karista Nur Istiqomah
- **Age:** 20
- **Gender**: Woman
- **Last GPA**: 3.63
- **Experience Learning English (years)**: 2017

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Repeating and active Listening.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio and notes the main idea.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Listening using a smartphone, because the audio is sent through the whats'app and I can listen repeatedly.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Double-checking carefully, then discussing with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: The audio sound was unclear and the accent I didn't understand, as well as the speed of speaking.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Accent and Fast speech.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Sending the audio through group chat and it really helped me during the explanation session.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Having speakers in class and headphones for each student, and often practicing listening comprehension questions.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Facilities in the learning process.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 9

Section I: General Information

- **Name:** Alif Zaki
- **Age:** 20
- **Gender**: Man
- **Last GPA**: 3.54
- **Experience Learning English (years)**: 2012

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Notes the main idea.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Need help friends or lecturer to explain more.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using google translate.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discussion with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: When listening to the music.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Accent.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Realy help me with given explanation the detail of Listening.

- What suggestions do you have for enhancing Listening strategies in the classroom?

  Answer: Have many discussion in the classroom about Listening.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Nothing.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 10

Section I: General Information

- **Name:** Setia Agustin
- **Age:** 20
- **Gender**: Woman
- **Last GPA**: 3.79
- **Experience Learning English (years)**: 2022

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Repeating the audio.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using transcribe instantly.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discussion with friends about the content of listening.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: When learn listening and the lecture give test about music.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Fast speech and Vocabulary.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Not too influential, just tell and teach us to very often active in listening context.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Focus about the material when listening section and should have give exercise about listening.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Nothing.

Instructions for Filling Out:
- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 11

Section I: General Information

- **Name:** Adzkia Rahma Syahida
- **Age:** 19
- **Gender**: Woman
- **Last GPA**: 3.71
- **Experience Learning English (years)**: 2017

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text and predicting about content.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Active listening and Notes the main idea.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using trinapp application for easier to understand about the native speaker through transcribe feature.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Try to answer the questions and Discussion with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: When second semester the material of listening is hard for me, so i understand that many practice will improve my learning activity.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Accent and Fast speech.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Just little bit, so I will improve my skill by myself.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Many practice about listening material.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Nothing.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 12

Section I: General Information

- **Name:** Aufa Wida Ruciragati
- **Age:** 19
- **Gender**: Woman
- **Last GPA**: 3.71
- **Experience Learning English (years)**: 2020

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Repeating the audio.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio and Notes the main idea.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, using transcribe application if I don't understand about speech of native speaker.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

    Answer: Discussion with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

    Answer: When participate in TOEFL Exam.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

    Answer: Accent and Fast speech.

- How do you see the role of educators in helping students improve their listening comprehension?

    Answer: Not too influential, just give tips for improve about my skill in listening comprehension.

- What suggestions do you have for enhancing listening strategies in the classroom?

    Answer: not found the target suggest for listening comprehension.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

    Answer: Nothing.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 13

Section I: General Information

- **Name:** Fadhillah Hafiz
- **Age:** 19
- **Gender**: Man
- **Last GPA**: 3.67
- **Experience Learning English (years)**: 2021

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text and understand about the content.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Active Listening.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Yes, with listening to the music.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discussion with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: When listening its so hard for me to understand about the intonation.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Fast speech.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Helpful, because the lecture give understanding about listening.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Employ the new strategy in listening comprehension.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Nothing.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Respondent 14

Section I: General Information

- **Name:** Mahfudha Akroma Husna
- **Age:** 19
- **Gender**: Man
- **Last GPA**: 3.60
- **Experience Learning English (years)**: 2023

Section II: Listening Comprehension Strategies

- What do you do before listening to audio or learning materials? (e.g., taking notes, reading texts, etc.)

  Answer: Reading the Text.

- What strategy do you most often use while listening? (e.g., noting main ideas, active listening, etc.)

  Answer: Notes the main idea.

- How do you cope with difficulties while listening to materials? (e.g., asking for clarification, replaying audio, etc.)

  Answer: Repeating the audio.

- Do you use any technological aids (apps, software) to enhance your listening comprehension? If yes, please mention and explain.

Answer: Not using application because the facilitate in campus helps me for improve learn quality of Listening Comprehension.

- How do you evaluate your understanding after listening? (e.g., discussing with friends, answering questions, etc.)

  Answer: Discussion with friends.

Section III: Experiences and Perceptions

- Share the most challenging listening experience you have ever had. What did you learn from that experience?

  Answer: Its hard for me on the specific vocabulary.

- What factors do you think most influence your listening comprehension? (e.g., accent, speech speed, vocabulary, etc.)

  Answer: Fast speech.

- How do you see the role of educators in helping students improve their listening comprehension?

  Answer: Very hard to understand about listening.

- What suggestions do you have for enhancing listening strategies in the classroom?

  Answer: Watching films.

Section IV: Conclusion

- Is there anything else you would like to add regarding listening comprehension strategies?

  Answer: Consistent in listening section.

Instructions for Filling Out:

- Please answer these interview questions honestly and openly. Your responses will greatly assist in this research.
- This interview is confidential and will only be used for academic purposes.

Observation Sheet for Undergraduate Thesis

Title: Strategies in Listening Comprehension: A Case Study of Third Semester Students in the English Education Program at IAIN Metro

Observer's Name: Fadhil Luthfi Febriyan

Date: October 11, 2024

Class/Session: A/ 1-2

Time: 100 Minutes

Indicators

1. **Student Interaction During Listening**
   - **Level of Engagement:**
     - ☑ High
     - ☐ Medium
     - ☐ Low
   - **Type of Interaction:**
     - ☑ Group Discussion
     - ☐ Pair Work
     - ☐ Individual Reflection
   - **Define Interaction:**

   students discuss with each other to get the key points of the audio recording.

   Comments:

   -Students actively listen to the audio recording repeatedly.

   -Students actively ask questions and explain to each other.

---

2. **Use of Aids**
   - **Type of Aids Used:**
     - ☑ Audio Recordings
     - ☐ Presentation Slides
     - ☐ Laptop
   - **Frequency of Use:**
     - ☑ Often
     - ☐ Occasionally

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- • ☐ Not at All
- o **Effectiveness:**

  Tools such as audio recordings are very helpful in the listening comprehension learning process, but there are some students who have difficulty in capturing information related to audio recordings due to accent and unfamiliar vocabulary.

Comments:

Audio recordings help students to stay focused in the learning process and can improve the quality of learning.

---

3. **Student Response to Material Heard**
   - o **Observed Reactions:**

     Students ask questions about the topic discussed.

   - o **Understanding Indicators:**

     Students focus on the second speaker to find answers in a conversational context and listen repeatedly.

   - o **Engagement with Content:**

     Students show interest in the topic.

Comments:

Student responses show less understanding due to lack of tools such as speakers and headphones.

General Observations

- • **Description of Overall Atmosphere:**

  The class feels active and dynamic.

- • **Noted Strengths:**

  Group discussion and critical thinking can improve understanding.
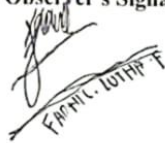
- **Areas for Improvement:**

  More visual aids and finding interesting topics are needed so that students can improve their quality of learning.

- **Additional Notes:**

  some students still seem confused in understanding the context, therefore there needs to be more direction and complexity in each material, so that they better understand the context in question.

Observer's Signature:

Date of Submission: October 11, 2024

Appendix 12; Hasil Turnitin

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Fadhil Luthfi
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Appendix 13: Documentation

CURRICULUM VITAE

Fadhil Luthfi Febriyan was born in Metro Pusat, Lampung on February 13, 2003. He is the first child of Mr. Rohman and Mrs. Ika Lensi Apriandari. He currently resides in Yosorejo Rawasari 3 Village, Metro Timur District, East Lampung Regency. His educational history includes completing kindergarten at TK Pertiwi Metro Pusat in 2009, continuing elementary school at SD Teladan Metro Pusat until graduation in 2015, attending junior high school at SMP Negeri 1 Metro until 2018, and then moving on to vocational high school at SMK Negeri 1 Metro, graduating in 2021. He is currently pursuing a degree in English Language Education at IAIN Metro, aiming to graduate in 2024. His life motto is, "Seek Knowledge and Wisdom.".