

**FACTORS AFFECTING STUDENTS' LISTENING SKILL**

**THESIS**



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DARUSSALAM - BANDA ACEH  
2019 M/1440 H**

**THESIS**

Submitted to Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University, Darussalam Banda Aceh  
In Partial fulfillment of the requirements for *Sarjana Degree (S-1)*  
On Teacher Education

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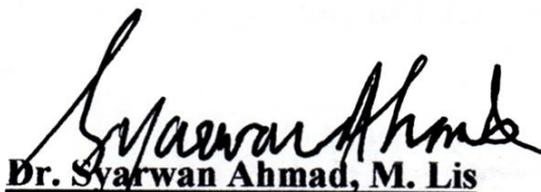
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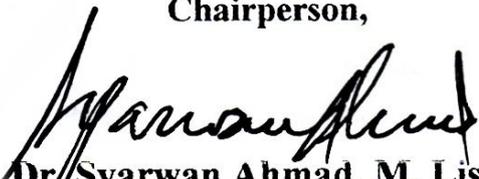
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## ABSTRACT

The present study was carried out to define factors affecting students' listening skill. This study aimed to identify the influence factors and to identify the most important strategy used by students to improve their listening skill. The research conducted in a unit of third semester students of English Language Education Department of Ar-Raniry State Islamic University who involve in listening class. The descriptive qualitative approach was implemented for exploring the students' experiences and opinions regarding to factors affecting and strategies that used by students to develop their listening skill. This study used purposive sampling by implementing listening comprehension test to select participants for the study. The overall result demonstrated that students' characteristics, classroom activities, and strategies implemented by students in practicing listening are the main affecting factors in improving students' listening ability. The majority of students believed that the diligence in practicing listening is the most important strategy.

**Keyword:** *factors affecting, listening skill.*

## ACKNOWLEDGEMENT



First of all, I would like to thanks Allah the Almighty for giving me strength, health, and capability to complete this thesis entitled “**Factors Affecting Students’ Listening Skill**”. Greeting and praying are also presented to Prophet Muhammad sallallahu ‘Alaihi wasallam who was struggled wholeheartedly to deliver the truth of human being and guide his ummah to the straight path.

This thesis would not have been completed without the support of some very special people. Their prayer and support have been so valuable. I would first and foremost like to thank my first supervisor Mr. Ahmad Syarwan for his encouragement, expert and timely feedback throughout the study. I would like also to thank my second supervisor Mrs. Fitriah for continues support of my study, for her advices, patience, and motivations. Her guidance helped me in all the time of research and writing this study. I could have imagined having a better advisor and mentor for my study.

I would especially like to thank the nine participants (the interviewee students) who gave their precious time after having class to share their experiences and opinions. I thank them for the honestly and richness accounts of their experiences. Without their participation and input, this thesis would not have been completed.

Throughout this study, I have been had the supports and prays of my wonderful parents, my father, Hasanuddin, my mother, Mariati, for sincerely encouraged in writing my thesis. To my sisters who continuously support, giving advice, and encouraged when things were difficult. Also, to my friends Jinan and Fitri, who accompanied in conducted the research, Husna, Icha, and Moli for their sincere support and cared enough to ask how things were going.

Banda Aceh, December 26<sup>th</sup>, 2018

Nurhayani

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, the research questions, the research aims, the significance of the study, and the terminologies to provide a better understanding of the study.

### **A. Background of the Study**

English is an international language. Many countries in the world consider that English language is necessary to be learned by students or society in general. Similarly Indonesia, English lesson is included in the curriculum which is needed to be taught intensively in school. This situation required students to master four basic skills in English. These basic skills are reading, writing, speaking, and listening which is essential to develop the communicative needs of the learners. Ardila (2013) pointed out that the four main skills are classified into two types: firstly is receptive, there are reading and listening skills, where language is developed through receiving ideas or message and secondly is productive, writing and speaking skills where the language is produced.

Furthermore, among those skills, listening has an important place in language learning as one of four major skills in language acquisition (Ranukadevi, 2014, p. 59). Listening is considered as one of the basis of communication and one of the main issue in language teaching. Currently, communication is a crucial tool for human and all the other social systems. The importance of communication has increased today because it is basic tool of providing and accepting

information. According to Mendelson ( as cited in Gilakjani & Ahmadi, 2011), among of the total time spend in communicating a day, listening takes about 40-50 %, speaking 25-30 %, reading 11-16 %, and writing about 9%. In other words, listening is an activity that mostly do by people in communicating.

Moreover, listening holds an important role in foreign language learning. Although the other skills such as reading, speaking, and writing are essential to develop language proficiency, listening contributes primary role in language mastery. Anderson and Lync (2003, p. 9) stated that listeners only become aware of spoken language when they are in unfamiliar listening environment, such as listening to a language which is not being mastered yet. Therefore, listening stimulates the awareness of language as it is a receptive skill that first develops in a human being. Learning to listen to the target language is certainly improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. Other than being the primary form of communication, listening helps the language learner to understand the beauty of the language (Renukadevi. 2014).

Listening is the active process of attending, perceiving, interpreting, and responding to the spoken language, such as messages or pieces of information which are delivered by a speaker. That is how listening skill requires more attention and interpretation toward the speaker. Besides, listening is a quite influenced skill in the mastery of English language. Due to the listening is receptive language skill that makes users understand the language in depth, making it easy and able to produce a language.

In addition, developing the students' listening skills is directly related to putting forward the factors that take part in the listening process. In other words, determining the factors that play role in the listening process is essential not only to the schools and families that educate students but also to the institutions that train teachers. For instance, some students in the listening course are obtained good score in listening test and some other are not. Thus the writer assumes there must be various factors that influence the success of listening achievement.

Since listening is an important skill for English learners, teachers have to consider the kind of teaching methodologies or teaching strategies to optimize learner's knowledge of target language to break their obstacles and develop their listening skill. Furthermore, students should learn and practice this skill to complete their mastery in English language and they should also obtain a high achievement in listening course. According to McClelland (as cited in Acquah, 2017), achievement defined as the scope which learners differ to attempt to attain reward, such as physical satisfaction, praise from others and senses personal mastery. In term of learning listening, achievement refers to student's personal mastery toward listening skill which assess through listening comprehension test.

Hence, the purpose of this study is to define the factors affecting listening skill and the most strategy used by students. The findings of the study are considered to contribute to the improvement of students' listening skills. It is hoped that the result of this study would give information about factors affecting high achievement in listening test.

Some study related to factors in listening skill had been conducted by Yanti, N. (2015) an undergraduate student of English Language Education Department at UIN Ar-Raniry. Her study focused on metacognitive listening awareness of English Department students. The field research was conducted in the third semester of English Department Students. The study was aimed to determine the listening strategies and the most strategies used by students. The finding presented there are direct and indirect strategy, moreover, indirect strategies is mostly used by students to improve their listening skill. The other studies related to the field of listening skill have been conducted by Gulec & Durmus (2014), the experimental study focused on the use of various methods and techniques to develop listening skill. This experimental study took place on second grade of elementary school with listening skill training lasted twelve weeks. The finding showed that children's literature product affect the development of their listening skill in a positive way.

Moreover, students' characteristics, activities in classroom, and strategies which students used in developing listening skill are potential factors influenced in listening achievement. Unfortunately, the research has never been done in English language education department of UIN Ar-Raniry yet, therefore, the writer is highly motivated to do the similar research with different topics.

Based on the elaboration above, the writer would like to conduct a research related to the listening skill. Thus, the students, lecturers, and society of English Education would know the important factors to obtain high achievement

in listening course. Hence, the writer is interested in conducting a research entitled *“Factors Affecting Students Listening Skill”*

### **B. Research Questions**

Based on the background of the study, the writer formulates the research questions as follows:

1. What are factors affect in listening skill of students in English Language Education Department of Ar-Raniry State Islamic University?
2. What are the most important strategies for improving listening skill used by students of English Language Education Department?

### **C. The Aims of Study**

Firstly, the aims of this study are to define the factors that affect students in the listening skill of students in English Language Education Department of Ar-Raniry State Islamic University. Secondly, this study aims to determine the most important strategies used by students to improve their listening skill.

### **D. The Significance of Study**

As the students of English Language Education Department, we are prepared to be good students and the next good teachers. This study will offer various solutions for successful English language learner, especially in listening skill. This study is highly recommended on how to obtain high achievement in listening course and to reach a good score in several kinds of listening tests. This study hoped to be beneficial to distinguish various factors that affecting high achievement in listening skill, with the purpose that students would be aware and

follow the suggestion of this study. Moreover, it is useful for the teacher to train and teach students to use and apply various strategies in listening practice. Then this study is hoped to be useful for other researchers, and the finding would be used as a reference for more discussion regarding to the factors in listening skill.

### **E. Research Terminologies**

To avoid misunderstanding about the terms used, the writer attempt to define and explain a clear definition related to the topic of this study. The explanation of this study was presented in the following:

#### **1. Factors Affecting**

The word “factor” can be defined as a fact or situation that influences the result of something or an action. While the word “Affecting” is derived from “effect” means an action that produces an effect or a change. Hence, factor affecting in this context is an effect of a certain action, which is what students do to obtain high achievement in listening skill.

In the context of learning the listening skill, there are various possible factors which can be the reason for the success in language learning. However, language learners through some factors their listening skill development. Yildiz1 & Albay (2015, p. 1). One of the factors is the intelligence of the learners which decides how much language input they receive. Background knowledge about the topic, another factor, enables the learners to comprehend the listening text better; in other words, prior knowledge facilitates comprehension and allows learners to make predictions.

Furthermore, the topic of the listening text is another factor that guide learners for better comprehension; for instance, a topic that draws the attention of learners is easier to understand, at the same time it can motivate the learners to obtain a better achievement. Metacognitive strategies of the learners is another factor influence in listening comprehension, for instance, the ability to use listening strategies and self-monitoring make a difference in understanding the listening tasks.

## 2. Listening Skill

Listening is an important part of communication and education process (Ozbay, 2008: 5). Listening is the ability to fully understand a message or information delivered by a speaker or a human being. According to Gunes (2007: 74), listening is not only done in order to set up communication but at the same time, it develops learning, understanding, and mental skills. According to this, listening is not just the process of hearing sounds correctly. Listening involves the whole of mental activities in order to understand what is being heard. That is to say, listening means making choices among what is being heard, organizing, structuring, and integrating what is transferred by the speaker with background knowledge.

Moreover, skill is the ability to master a field of a certain competence. So that listening skill is the ability in mastering listening in the field of English language. Listening is not only hearing but listening in educational communication includes carefully following and perceiving messages sent by the

speaker to the listener and making sense of them by retrieving relevant experiences from the memory.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter present a review of the related literature which involve the following main topics: definition of listening, types of listening, and potential factors that might affect students' listening skill.

#### **A. Definition of Listening Skill**

The concept of listening has been described by many researchers. Underwood in Gilakjani and Ahmadi (2011) defined listening as the activity of paying attention and trying to gain the meaning from something in spoken language. Howatt & Dakin (as cited in Guo) stated that listening is the ability to recognize and understand what others are saying. This process involves listener's understanding toward a speaker's accents or pronunciations, the speaker's grammar and vocabulary, and comprehension the meaning of what the speaker says. The listener should be able to do these things at the same time.

Besides, listening required the listener to combine some components during the listening performance. Rost (1994) draws a particular list of components to master when dealing with listening skill:

- 1) Discriminating between sound
- 2) Recognizing words
- 3) Identifying stressed words and grouping of words.
- 4) Identifying function (such as apologizing) in conversation

- 5) Connecting linguistic cues to paralinguistic cues (intonation and stress) and to nonlinguistic cues (gestures and relevant object in the situation) in order to construct meaning.
- 6) Using background knowledge and context to predict and then to confirm meaning
- 7) Remembering important words, topics, and ideas
- 8) Giving appropriate feed back to the speaker
- 9) Reformulate what the speaker has said

Successful listening involves combination of these component skills. In other words, listening is bringing together all of these component skills. The combination of these skills constitutes a person's listening ability. Thus, it can be said that listening skill is the listener's ability in receiving and understanding the meaning derived in spoken language from the speaker by involving components in the process of listening.

#### 1. The Difference Between Hearing and Listening

Hearing and listening are different, where a listener performs more attempt in listening instead of hearing process. Kline (1996) described that hearing is the process of reception sound, while listening is the process of addition meaning to the sound. Hearing is passive and listening is active. The terms of hearing and listening are often used as the same in everyday talk, there essential differences between them. Similarly, both of hearing and

listening involve sound reception in term reflects a degree of an intention (Rost, 2002, p. 11).

Hearing involves the vibration of sound on human's eardrums and sending the electrochemical implies from inner ear to the central auditory system of the brain, however, listening involve paying close attention and making sense of what we hear (Stephen Lucas, 1998, p 56). In short, listening and hearing are not synonymous. Hearing occurs when ears pick up the sound waves which being transmitted by the speaker, listening involves making sense out of what is being transmitted.

## 2. Listening is an Active Skill

Listening known as an active skill, where a listener not only hearing the sound but analyzing the meaning which delivered by the speaker as well. Vandergrift (1999, p. 168) related that listening is an active process in which the listener must differentiate between sounds, understand vocabulary and grammatical structures, interpret stress, intonation and keep these things together at the same time. In other word, a listener takes part actively in the process of listening, she/he needs to make connection between what she/he hears combined with her/his knowledge and in the same time she/he tries to comprehend the meaning negotiated by the speaker.

## **A. Types of Listening**

There are various types of listening ability. Brown (2004, p. 120) divided listening into four common types as follows:

### **1. Intensive Listening**

Intensive listening refers to listening closely. It focuses on component of discourse; such as phonemes, sounds, words, intonation, grammatical structures and components of spoken language. In intensive listening, an accurate perception is involved in higher level comprehension and listening.

### **2. Responsive listening**

Responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity. The listener's response in this type of activity is 'affective' expressing an opinion or point of view rather than 'informational' giving back facts based on what was heard. (Rost 2011, p. 189). Responsive listening constitutes listening to a relatively short stretch of language such as a greeting, question, and command in order to make a short response.

### **3. Selective listening**

Selective listening is the process of expands speaking such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is to comprehend selected information in a context of longer stretches of spoken language such as classroom direction

from a teacher, television or radio news item, and stories. Assessment tasks in selective listening for example, to listen for names, numbers, a grammatical categories, directions, or certain facts and events for purposes of developing students' selective listening ability, instructors may provide their requirements in note taking, such as writing down certain words or phrases, copying material on board in appropriate places in their notes, listing topics, or labelling parts of their notes

#### 4. Extensive listening

Extensive listening is the process to develop global understanding of spoken language. An extensive performance includes listening to long lectures and listening to conversation. This type of listening refers to listening for an extended period of time, while focusing on meaning. Extensive listening can include academic listening also known as listening for academic purposes and sheltered language instructions. It can also include extended periods of listening in the target language outside of classroom settings.

Moreover, Stephen & Lucas (1998) added four other types of listening that usually take place in daily communication. The types mentioned as follow:

##### 1. Appreciative listening:

Appreciative listening includes listening to music as enjoyment for the reason that the listener like the music performance styles which listener watch

in theatre, television, radio, or films. It is the response of the listener, not the source of the message that defines appreciative listening. For instance, in generally speaking, the audiences use appreciative listening when they seek for information which will be appreciated for example to help them to meet their needs and goals. Stephen & Lucas (1998, p. 57) defined this type of listening to be: "Listening for pleasure or enjoyment, as when we listen to music, to a comedy, or to an entertaining speech".

## 2. Empathetic listening

Listening empathetically means that the speakers is seeking for understand beliefs, emotions of other people in order to get them to expose these deep parts of themselves, so the listener need to demonstrate their empathy as the manner toward them. Empathic listening provides emotional support for the speaker, as when a psychiatrist listens to a patient or when someone lend a sympathetic expression to a friend in distress (Stephen, Lucas, 1998, 58)

## 3. Comprehensive listening:

Comprehensive listening occurred after the stage of discriminating between the different sounds of a message, it involves understanding the message that are being communicated. This kind of listening is further complicated by the fact that two different people listen to a same message but both of them may understand the message in different ways. Hence, when a speaker use comprehensive listening, they should able to gain the

understanding of listener first and use appropriate vocabulary as well as language skill.

#### 4. Critical listening

The ability to listen critically is essential. Critical listening is belonging to active behavior rather than informational listening which usually involves problem solving and decision making. This kind of listening involves analysis of information when receiving information and compare it to knowledge already known than the listener make an opinion and judgment toward the information. Hence, Rost (1994) described critical listening in classroom as follows:

- Separate facts from opinions and help students to prevent opinions from influencing their understanding of the facts.
- Test ideas for effectiveness and appropriateness in helping students to test ideas they learn.
- Recognize the speaker's intellectual and help students to understand the speaker's logic or lack of logic.

Therefore, based on the criteria of critical listening, it is appropriate to apply this kind of listening in debate or discussion forum where the listener deeply analyzing the information then making opinion, decision, and judgment whether accepting or rejecting an idea from a speaker.

## **B. Potential Factors Affecting in listening Skill**

The success language learner surely through certain ways to achieve the goal of learning input. The efforts of learner to develop language skill affect them to a better understanding and mastering toward the language, this affords are likely the factors which affect successful language learner. According to Boyle (as cited in Asriati, 2017) the factors affecting listening skill could come from listener characteristic; general and specific characteristics as follow:

### **1. Students' Characteristics**

Listener characteristics is considered as a vital impact on an individual listening achievement. The student ability in various cognitive aspects can help them understanding spoken language. For instance, the student who has a great memory capacity can easily comprehend more about what they hear in the listening audio.

Boyle (as cited in Asriati, 2017), classified the listener factor into two, they are general and specific which are explained as follows:

#### **a. General**

These are the general factor regarding the listener's aspect;

- 1) Experience/ practice the listening to the target language through the use of media (cinema, TV, radio, etc.)

The opportunity of the listener in experience or practice the listening activity whether in cinema, TV, radio, etc. give an influence in their listening achievement.

## 2) General intelligent

The intelligent of a student is also affecting the listening skill, especially in identifying the topic or the main of the text which is play in the audio.

## 3) General background knowledge

The general background knowledge is the knowledge that has been existed in the student's memory it helps them to connect what they hear and what they have known.

### b. Specific

#### 1) Physical and educational

- a) Age/gender
- b) Environment background
- c) Educational background
- d) Physical health and alertness

#### 2) Intellectual

- a) Knowledge of the target language in it various aspects; vocabulary, grammar, phonology, lexis, syntax, and cohesion.
- b) Power of analysis and selection; the ability to distinguishing between main and support points.

In addition, learner's motivation also impact in listening achievement. Motivation enables learner to listen attentively because they have desire to authorize listening skill. It is particularly concept to start or to take an action and it is considered

as one of determining factors of success in enhancing foreign language skill. In other word, willingness is basic potential to build learners confident to develop language skill.

## **2. Listening Classroom Activities**

Activity taught by lecturer in teaching listening impacted to student's listening skill. A lecturer may introduce the students to several strategies to improve students' ability in listening skill (Gilakjani & Ahmadi, 2011, p. 986). The lecturer may applied one activity usually focus on one strategy so that students can have a good practice of this certain strategy and make it full use in listening classroom. As a sequence, the activity that has been designed to integrate with this strategy, students will gradually have an effective process of being able to listen to the spoken language with listening strategy and thus greatly improve their listening ability.

According to Hadijah & Shalawati (2016, p. 79), teacher's role in teaching and learning activities in the classroom will also lead the students' success in improving their listening ability. Various effort that teachers can do such as running and presenting listening activities in the classroom with interesting way. Moreover, an English language teacher should be able to provide learner with intensive listening.

In brief, the activities practiced by students in classroom are considered to be influential in students' achievement. Some students fully rely themselves to material and instruction given by the lecturers. Because of that, lecturers in this

case should provide good instruction and apply appropriate strategy to optimize the teaching-learning process.

### **3. Strategies in Listening**

Strategies in learning listening refer to skills or methods that the listener directly or indirectly attain the target of listening. A certain strategies which learner use in learning process support them to mastering listening skill. At the moment when a learner faces a particular task, he/she would set his/her own purposes, systematically organizes certain strategies, and use them to attain the purposes of learning (Bandura, 2001). O'Malley and Chamot as cited in Yulisa (2018) claimed three types of learning strategy in listening, there are: metacognitive, cognitive, and social strategies.

#### **a. Metacognitive Strategy**

Metacognitive strategy is a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise and evaluated.

##### **1) Identifying the Purpose**

Setting purpose for learning help students to gain a well prepare before listening performance because the listeners have such mental plan to follow.

##### **2) Self-Monitoring**

Self-conscious of listener in improving their listening ability through monitoring themselves to do some exercises and behavior in

classroom or outside classroom by applying tricks to develop listening skill.

### 3) Self-Evaluation

After a listening perform or a test is done, some listener evaluate their overall comprehension progress and assess how well they skill in listening. They may find out the weaknesses and strength in listening process.

#### b. Cognitive Strategy

Cognitive strategies related to comprehending and storing input in working memory or long term memory for later retrieval. They are invested from the aspect of bottom-up strategies, top-down strategies. According to Cahyono & Widiyati (2009), successful listener are those who able to use bottom-up and top-down which is process by combining new information and the knowledge that listener already know.

#### c. Social-affective strategy

According to Vandergrift (2003), social-affective strategies as the techniques listener used to collaborate with others, to verify understanding or to lower anxiety. Language learning process is considered as a social activity rather than individual which the learner can develop language skill from sharing ideas and asking question. Habte-Gabr (2006) stated that social affective strategies were those which nonacademic in nature and involve simulated learning through establishing a level or empathy

between the lecturer/instructor and learner. Moreover, it is essential for listener to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (Vandergrift, 1997).

In conclusion, in order to obtain good achievement in listening class, students should practice some strategies to optimize their learning process. Students who use certain strategies in learning process can lead them to have better understanding and satisfying achievement, instead of students with no strategies used in learning process. Strategies that students use will help them to plan and organize their time to learn, find out a good way to develop understanding, familiarize themselves to target of learning by the use of media, apply positive habit to sharpen their language skill, and draw their attention toward the necessary skill to be improved in language learning.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter contains the research design, population and sample, methods of data collection, method of analysis data, time and location of research.

#### **A. Research Design**

Research design is the plans and procedures for research that elaborate decision from broad to detailed methods of data collection and analysis (Creswell, 2009). In this thesis, the writer used descriptive qualitative approach since it deal with defining factors that affect listening skill of English Department Students. The writer believes that descriptive qualitative approach would provide an accurate data to acquire factors affecting students' listening skill.

Descriptive qualitative research is an approach for understanding a phenomenon about what is deal by the subject of the research such as behavior, perception, motivation, and action by holistically and descriptively in words and languages, in a particular context and by using various methods (Vickie & Clinton, 2012).

#### **B. Population and Sample**

Population is field of generalization consists of object or subject which has certain quantity and characteristic decided by the researcher to be observed (Sugiono, 2009). In other word population is the total number of possible units or elements that are included in a study. Therefore, the population of this study was

comprised all of English students registered in 2017 of English Department of Ar-Raniry State Islamic University.

Sample is the group of participant in a study selected from the target population. Therefore, the writer chose the sample by using purposive sampling. Purposive sampling is a technique where the writer decides who most would be help in informing in constructing the study (Griffiee, 2012, p. 58). The goal of purposive sampling is to obtain rich information for the purpose of completing the data. The participants of this technique sampling selected from the sample which meet specific criteria, in this case, and they are assumed to be representative. In the perspective of qualitative methodology, participant who meet specific criteria and knowledge of phenomenon making them information-rich participants. Therefore, the sample in this study was nine students who obtain high score on listening comprehension test which conducted in a listening class of third semester students.

### **C. Methods of Data Collection**

Data collecting refers to identifying and selecting individuals for a study, obtaining their permission to examine them, and gathering the information by asking questions or observing their behavior. As qualitative study, test and interview are used as the instrument to gather the information. In test section, the writer asked permission to the lecturer of a listening class to conduct a listening comprehension test with the purpose to select participants to complete this study.

The participants selected based on those who obtain high score on listening comprehension test.

After conducted listening comprehension test, interview was conducted to find out deep information regarding to the study. Interview is a research tool which has structure, purpose, and form, and can be defined as a person to person structured conversation for the purpose of finding and creating meaningful data that should be collected, analyzed, and validated. (Griffie, 2012, p. 159). Therefore, face-to-face interview was the source of data collection in this study to gain a better understanding with various participants' experience and arguments.

Additionally, to answer the first research question, the writer asked four questions related to students' behavior to enhance their competencies of listening skill which categorized as factors affect their language skill mastering. Besides, to answer the second research question, the writer asked four questions concerning to the strategies used by students to improve their listening skill, strategies applied in classroom that being instructed by the lecturer as well as the most useful strategies involved on their listening skill development.

#### **D. Methods of Data Analysis**

Data analysis is the process of finding and organizing the data systematically which is obtained from interview result, field note, and the other materials with the purpose of presenting an understandable data and the finding could be informed to others. According to Miles & Huberman (1994, p 16), data

analysis consists of three procedures that occurred at a time, the procedures mentioned as follow:

1. Data Reduction

Data reduction is the process of selecting, reducing, organizing, simplifying mass qualitative data which the writer obtain from the interview so that the final conclusion might be drawn and verified. The approaches to simplify the data could be taken through coding, writing summaries, discarding irrelevant data and so on.

2. Data Display

Miles and Huberman confined a data display as an organized collection of information that allows the researcher to draw conclusion and take an action. Besides, data display is the process of combining an organized information in a solid form of matrix, graphic, and table so that the writer may see what is actually happened and take an appropriate conclusion.

3. Drawing and Verifying Conclusion

In this process, is where the writer begin to build conclusion regarding to the study. The conclusions are also being verified during the research is conducted. The meaning arose from the reliability of data can be examined and the conclusions can then be verified in order that result can be actually liable.

Thus, the technique of data analysis used in this study was a descriptive analysis. The collected data through interview were analyzed and

concluded narratively. The writer analyzed the data by reading it for several times to develop a deeper understanding toward the information given by participants.

#### **E. Time and Location of Research**

Location of research is the place related to the target or the problem of the research as well as one of information source which is capitalized by the researcher. The selection of research location is concerning to the determination of unit, component, group, and place where the individuals are involved in the certain action or event which will be studied (Sukmadinata, 2007, p. 102). This study took place at Department of English Language Education of Ar-Raniry State Islamic University which is located in Darussalam, Banda Aceh. The motive that this study is done in English Language Education Department of Ar-Raniry State Islamic University because this campus has English Department and English students who exactly take listening class. The study period started from 11<sup>th</sup> until 21<sup>st</sup> December 2018.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

The purpose of this study is to define factors affecting in students' listening skill and the most important strategies for improving students' listening skill. This chapter discusses the research findings based on the data obtained from the interviews and it attempted to answer the questions of the study.

#### **A. Brief Discussion of Research Location**

This study took place at the English Language Education Program of Ar-Raniry State Islamic University (UIN Ar-Raniry) which is located on Jl. Ar-Raniry Kopelma Darussalam, Banda Aceh. The university was established on October 5<sup>st</sup> in 1963. The status of this Islamic State University changed on October 1<sup>st</sup>, 2013, from IAIN Ar-Raniry to UIN Ar-Raniry. The university which is chaired by Prof. Warul Walidin, AK., MA. as the rector, has nine faculties; *Syariah* faculty of Islamic Law and Economics), *Tarbiyah* (Faculty of Education and Teacher Training), *Ushuluddin* (Faculty of Islamic theology), *Dakwah* (Faculty of communication and Mass Communication), *Adab* (Faculty of Literature and Humanity), Faculty of Economic and Business of Islam, Faculty of Political Science, Faculty of Psychology and Counseling, and Faculty of Science and Technology.

The Education and Teacher Training faculty was the research location of this study. The main goal of the faculty is to educate and train students to be educators. This faculty has nine departments: *PAI* (Department of Islamic

Education), *PBA* (Department of Arabic Language Education), *PBI* (Department of English Language Education), *PMA* (Department of Mathematics Education), *KI* (Department of Islamic Civilization Education), *PFS* (Department Physics Education), *PBI* (Department of Biology Education), *PKM* (Department of Chemistry Education), and *PGMI* (Department of Elementary Teacher Education).

The Department of English Language Education (*PBI*) which is currently led by Dr. T. Zulfikar, S.Ag. M.Pd. has 33 permanent lecturers and 12 non-permanent lecturers graduated from various domestic or overseas universities. The number of students are 796 who come from several regions of Aceh and other provinces in Indonesia. The data about the enrolled students at Department of English Language Education, is stated in the table below:

**Table 1.1: The number of active students at English Language Education Department of UIN Ar-Raniry.**

No.	Academic Year	Numbers of Students
1.	2014	215
2.	2015	175
3.	2016	192
4.	2017	214

## B. The Data Analysis Procedure

There were several interconnected step in the process of analyzing the data. The first step was organizing and preparing the data to be analyzed. This

process involved interviewing participant, transcribing the result of interviews, organizing and arranging the important data depending on the aims of the study.

In the interview section, the writer interviewed 9 students based on the highest score in listening comprehension test. The interviewees' answers and opinions recorded with an audio recorder. Then the writer transcribed the result of interview into the transcript. Each participant acquired the same questions to be answered. To discover deep information, several additional questions were asked to respond the interviewees' answers regarding to the topic. The selected students in this study as participants were:

**Table 2.1: List of participants**

<b>No.</b>	<b>Initials</b>	<b>Gender</b>
1.	CN	Female
2.	MNM	Female
3.	WM	Female
4.	UM	Male
5.	AR	Female
6	THF	Female
7.	HN	Female
8.	RP	Female
9.	DIP	Female

The second step began with the data analysis. The writer read the data as general sense of the information and enable the writer to reflect on overall meaning of the data. The writer tried to find out the general ideas of participants' explanation. In the final step of data analysis involved formulating the finding results. This step was done by summarizing the results, comparing the result with literature and theories in previous chapter, and completing with suggestion for future research.

### **C. The Analysis of Interview**

In the analysis of interview, the writer addressed two section based on the research question stated in chapter I. The section are affecting factors in listening skill which divided to three sub-sections and the most important strategies in learning listening.

#### **1. Affecting factors in listening skill**

According to all participants, there are three main factors that affect their ability in listening. They gave different range toward these factors, although, they considered these three main factors have impact in their listening development. The explanation provided as follows:

##### **a) Students' factors**

The writer found that almost all participants showed that their individual factors is quite influence in listening skill. As students of English Department, they had been facilitated by language skill learning through grammar, writing, and speaking class. This draws their attention toward language skill and become

students with beneficial cognitive skill. Some of student's factors in the success of listening are their background knowledge toward vocabulary and grammar. One of participants with initial UM said, "I think I do not deeply understand about phonology, lexis, or syntax, but I better in vocabulary and grammar".

AR added:

*I like to memorize several vocabulary for days such as three or five words a day, as how much I can memorize and as I have time to do it. This habit continued until now in this third semester. I do learn new vocabulary in classroom, I directly ask my friend when I do not know the meaning of certain words and memorize them.*

From the participant's explanation above, it can be concluded that their intellectual as listener such as vocabulary and grammar influence their skill in listening practice. This result was in accordance with what was said by (Yildiz & Albay, 2015), language knowledge such as the knowledge of vocabulary, grammar, and pronunciation facilitates learner to understand the contents of listening.

Moreover, in this case, students' experience in practicing listening by the use of media whether in movies, songs, radio, and YouTube also affected in students' listening skill. MW clarified, "Yes, I love both watching and listening west content. I still watching movies with subtitle when I was Senior High School but when I'm being university students, after having listening class, I already watching movies without subtitle".

b) Classroom activities

All participants indicated that classroom activities affected to their listening ability since they were in the same classroom for listening course. They appreciated the lecturer's strategy in teaching listening. CN said:

*Yes, I just want to say that every lecturer has different strategies in classroom setting. My lecturer now in Listening class give a small audio of TOEFL and also question in EILTS, then we write down of what we have heard and so the lecturer give us tips and tricks about how to answer TOEFL and EILTS questions.*

DIP argued:

*Yes. The strategies that lecturer implement in the classroom is firstly when she got to class, she give tricks to answer TOEFL that we usually learn as preparation to face upcoming TOEFL test. After giving tips and tricks we are instructed to listen the TOEFL audio then she explain again the trick she gave before. So it is direct practice so we can easily answer the questions.*

Similarly, participant with initial AR continued, "Yes, for example, the lecturer in my classroom firstly explain how to answer listening test questions then we are given several audios about TOEFL or IELTS. This is how we practice listening in classroom".

From the explanation above, it can be concluded that classroom activities such as strategies used by lecturer in teaching is particularly important in

developing students' listening skill. This is accordance with what said by Field (2008), the more teachers are aware of the stages in listening lesson, the more useful they would be to their students in terms of helping them related to their listening skill.

c) Implemented strategies

In term of implemented strategies, almost all participants pointed out the same strategies. Strategies for improving ears sensibility in listening through easy and enjoyable ways is possibly done by listening to western songs or movies. Additionally, this strategies give significant improvement for students' ability in listening. CN argued that:

*Of course, we should listen a lot of English conversation, maybe I can get it from the music or maybe watching for western movies or watching YouTube content. Especially when I watching for western movies or YouTube don't turn the subtitle on. So just listen and guess what the actress or the actors talk about.*

DIL added:

*Yes, I have some strategies. The first one we may listen to the song, when we listening to song which we do not know the lyric, so we start by listening the songs without knowing the content then we can see the lyric in the second playing so we can get the message from the song. And the second strategy I may say, when we watching movies in YouTube, try to not use the subtitle at first, just watch the movie and*

*test our understanding toward the speakers. When we really do not catch what they said, we can replay the movie and include the subtitle.*

In the same way, WM argued, “Yes, the strategies is like listen to English song over and over, I practice it in home”.

UW added, “For strategy in listening I usually listen to English songs. Because songs and listening TOEFL contain the same pronunciation I think.

Based from the explanation above it can be assumed that students used several strategies to improve listening ability such as monitoring and controlling themselves to achieve the purpose of language learning. This is accordance with what was said by Ranukadevi (2014), several of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting familiar to their listening behavior to deal with a variety of situations, types of input, and listening purposes.

## **2. The most important strategies in learning listening**

All participants have their own strategy in learning listening. From 9 participants, 6 of them indicated listening to western songs and watching western movies as their main strategies in improving listening ability. In this case CN argued that:

*The most influence strategy I usually practiced to my listening skill is listen a lot. Just like I have said before, when we watching to western movies try to not turn the subtitle on. Also speaking practice as well,*

*because when you do a speaking practice you will get feedback from your friends and how you use your eras to catch this feedback. And YouTube, I think this is really helpful for me to find out tips and tricks about listening skill and exactly how to answer TOEFL questions. So this is my own strategies to improve my listening skill.*

MNM added, “The most influence one is when I watching variety show, it improves my listening skill. Because watching English content continuously make us practice unconsciously”.

While AR added listening to TOEFL audios and speaking practice as strategy used to improve her listening mastery. She said, “The most important strategies for me is listening to English songs and watching movies as I said before. Then listen to TOEFL audios and speaking practice”.

As above explanations, it can be deduced that the most important strategies used by students in developing listening skill is by watching western movies and listening to western songs. Students used media such as Television, Laptop, Android, and Computer to support their listening practices. Hence, listening habit and the use of media is categorized as students’ self-monitoring in metacognitive strategy. This statement is accordance with what said by Stempleski (2003), movies are motivating media because they presented both audio and visual stimuli. The benefit of using them for language learning are the audios and visuals that help learner to deal with the scene of events and additional

information such as paralinguistic features provided as support listening comprehension (Guichon & Mclornan, 2008)

#### **D. Discussion**

The main purpose of this study was to determine factors affecting listening skill of English Department students. The writer successfully collected the data by using interview. After analyzed the interview, the writer found that those participants approximately gave the several preferences and experiences about their listening skill. Toward this, the writer elaborated several important points as part of research finding based on research question.

The first research question asked regarding to what are factors affect listening skill of English Department students of Ar-Raniry State Islamic University. The result of the research shows that there are three main factors to be influential in students' listening skill development; they are students' characteristics, classroom activities, and implemented strategies by students in listening practice. In students' characteristic, it refer to their background knowledge toward the target language such as the understanding about grammar and mastering of vocabulary. Classroom activities refer to lecturers' methods and particular strategies in teaching listening. Moreover implemented strategies used by students as personal exercise and drill to develop their listening ability.

The second research question asked about what are the most important strategies for improving listening skill of English Education students. The result of data collected show the majority of participants indicated that the most

important strategies they used in practicing listening is watching western movies and listening to English songs as they personal exercise to improve their listening skill and attempt to obtain high achievement in listening. This finding is relevant to Safrajn (2014), she reported in the study that using movies is an effective ways for students to improve their listening ability and obtain good understanding toward English culture. Additionally, students believe that they gained more vocabulary by watching movies as listening practice.

## **CHAPTER V**

### **CONLUSSION AND SUGGESTION**

This section is the last chapter of the study. Based on the discussion and the result of the study, the writer draws some conclusions and continuing by providing suggestions and implication.

#### **A. Conclusions**

Based on the discussion of the result in the previous chapter, there are several conclusion can be inferred as follows:

1. There are several factors affect listening skill of the third semester students of English Education Department who was taking listening III, they are; factors of students' characteristics, classroom activities, and implemented strategies to develop listening skill.
2. The writer found all participants argued that there are three main factors affecting in developing their skill; background knowledge such as grammar and vocabulary, activities in listening classroom as teacher's methods in teaching listening, as well as students' strategies in learning listening.
3. All participants showed that watching and listening to western songs is the most important strategies to practice and improve their listening skill. Moreover, through watching or listening to English content, students would find new vocabulary, pronunciation of

words, stress of certain sentences, language accent, and information regarding to topic in listening comprehension.

## **B. Suggestions**

The writer provided some suggestions for students and lecturers. She hopes that this suggestions could help them to solve several problems and solutions toward teaching and learning English especially in learning listening.

The suggestion that writer suggests for students and lecturers are; students should be skilled in listening since listening is not only receptive skill which used to receive information and develop the other skill such as speaking, but also listening is an active skill which a listener should pay attention toward the meaning of the information in spoken language. Students should be serious in learning listening by applying strategies to control and monitoring themselves as language learner, as well as lecturers, they should consider and apply appropriate approaches to students in order to achieve the purposes of language learning.

The implications for future research may include the use of finding for practice in learning process and the needs for further research regarding to factors in listening skill. for further research for example by completing more extensive data, by asking additional and specific questions for participant and by including the lecturers as additional participants since there were several limitations in this research.

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Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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Nomor : B-13519/Un.08/Tu-FTK/TL.00/12/2018

06 Desember 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nurhayani  
N I M : 140 203 091  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Kompleks Panteriek Timur 4 No.12 Lueng Bata Banda Aceh

Untuk mengumpulkan data pada:

**Di Kelas Listening III**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Factor Affecting Students' Listening Skill**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An Dekan,  
Kepala Bagian Tata Usaha,  
M. Saif Farzah Ali

BAG. UMUM BAG. UMUM

Kode 7714



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
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Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
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**Surat Keterangan**

Nomor: B-522/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-13519/Un.08/ TU. FTK/TL.00/12/2018 tanggal 06 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nurhayani  
NIM : 140203091  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Factor Affecting Students' Listening Skill.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 31 Desember 2018

Ketua Prodi Pendidikan Bahasa Inggris,



*T. Zulfikar*  
**T. Zulfikar**

## Appendix A

### Interview Questions

1. Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?
2. Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.
3. Is there anyone who speaks or uses English with you outside of class? If yes, give an example.
4. Do you like watching west movie or listening to English song? Do you think this impact to your listening ability? Why?
5. Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?
6. Which is better, listening practice in class or outside of class? Why?
7. Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?
8. Based on your experience, what strategies that influence most your listening skill? Can you explain?

## Appendix B

Interview with the student 1 (CN)

Date: December 13<sup>th</sup>, 2018 (14.30 WIB)

Location: Room 25 Tarbiyah A

Length: 15 minutes

Interviewee: Student 1 (CN)

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Of course, we should listen a lot of English conversation, maybe I can get it from the music or maybe watching for western movies or watching YouTube content. Especially when we watching for western movies or YouTube don't turn the subtitle on. So just listen and guess what the actress or the actors talk about.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.

P: Yes, I just want to say that every lecturer has different strategies. My lecturer now in Listening class give a small audio of TOEFL and also question in EILTS, then we write down of what we heard and so the lecturer give us tips and tricks about how to solve TOEFL and EILTS questions.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes, I have. In the collage, I have some friends who also in English Department. My friend and I have made a deal that we have speak in English when we go to library for example, we try to talk about a topic or a problem, we try hard to speak in English but not always

I: Do you like watching west movie or listening to English song? Do you think this impact to your listening ability? Why?

P: Yes, did. I really love to watching west movies and listen to the songs. So, I think it is impacted to my listening, especially when I listen to 1990s song. Why? Because the genre is slow, it has good melodies, contain a good meaning, and good pronunciation too. Different from music from current era which use more instrumental that makes we difficult to catch the lyrics or the words in the song.

I: Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?

P: Yes, but I not deeply understand. For vocabulary and grammar I can say I understand but not about the phonology, lexis, syntax because I not really learn linguistics yet.

I: Which is better, listening practice in class or outside of class? Why?

P: I think it has the same but I personally prefer to classroom practice. Because when we are in classroom, our friend will open their ability to speak in English and when we don't understand about something we can ask to the lecturer then the lecturer will give tips and tricks that we couldn't do this outside the class.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes, I have. A lot of my friend have good skill in listening and speaking, so when I have a conversation I asked them how a word is pronounced with stress and syllable.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: The most influence to my listening skill is listen a lot. Just like I have said before, when we watching to western movies try to not turn the subtitle on. Also speaking practice as well, because when you do a speaking practice you will get feedback from your friends and how you use your eras to catch this feedback. And YouTube, I think this is really helpful for me to find out tips and tricks about listening skill and exactly how to answer TOEFL questions. So this is my own strategies to improve my listening skill.

Interview with the student 2 (MNM)

Date: December 14<sup>th</sup>, 2018 (08.30 WIB)

Location: Room 26 Tarbiyah A

Length: 8 minutes

Interviewee: Student 2 (MNM)

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Yes, listen to song or west movies are the strategies I used.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.

P: Yes. Every lecturer has their own different ways in each semester to teach listening such as giving tips and tricks regarding how to be good listening. As well as showing TOEFL and IELTS videos.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes I have. Sometimes we speak in English when I meet her, then I practice English speaking with my sister.

I: Do you like watching western movie or listening to English song? Do you think this impacts your listening ability? Why?

P: I love both of them, watching and listening English content. It is very helpful to me in mastering listening skill.

I: Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?

P: I think I do not deeply understand about phonology, lexis, or syntax, but I am better in vocabulary and grammar.

I: Which is better, listening practice in class or outside of class? Why?

P: I think outside practice is better one because we have much time than in classroom?

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes I have. Just like asking solution to my friend and correcting me if I did wrong in listening task.

I: Based on your experience, what strategies influence most your listening skill? Can you explain?

P: The most influence one is when I watch variety show, it improves my listening skill. Because watching English content continuously makes us practice unconsciously.

Interview with the student 3 (WM)

Date: December 14<sup>th</sup>, 2018 (08.50 WIB)

Location: Room 26 Tarbiyah A

Length: 7 minutes

Interviewee: Student 3 (WM)

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Yes. The strategies is like listen to English song over and over, I practice it in home.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.

P: Yes, but more like giving instructions or advices to listening English Song and watching cartoon movies. Cartoon movies actually has clear pronunciation and it easier to be listened. The lecturer rather than giving suggestion than using certain strategies, like giving tricks to answer listening test.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: I personally not. Even though I am an English Department student I don't have friend to speak in English outside the class.

I: Do you like watching west movie or listening to English song? Do you think this impact to your listening ability? Why?

P: Yes, I love both watching and listening west content. I still watching movies with subtitle when I was Senior High School but when I'm being university students, after having listening class, I already watching movies without subtitle.

I: Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?

P: I not mastering all the knowledge about target language yet, but I have a little understanding about grammar and vocabulary.

I: Which is better, listening practice in class or outside of class? Why?

P: I think outside classroom is better. Because we have limited time in classroom, but we have much time to listening practice outside the class no matter it is day or night.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: No. Unfortunately I do not have friend to speak with, outside the class.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: I think the most importance factor is social factor. As English Department student I motivated to have good listening skill and I also found that my senior have good listening ability. This motivated me to try hard to master this skill.

Interview with the student 4 (UM)

Date: December 14<sup>th</sup>, 2018 (11.20 WIB)

Location: Room 28 Tarbiyah A

Length: 9 minutes

Interviewee: Student 4

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: For strategy in listening I usually listen to English songs. Because songs and listening TOEFL contain the same pronunciation I think.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.

P: For strategies in classroom, lecturer usually gives suggestion to watching YouTube content regarding to listening skill such as how to answer TOEFL question etc.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes I have. I have friends to speak in English then I also have a teacher from my Senior High School that we prefer speak in English than *Bahasa* when we meet each other.

I: Do you like watching west movie or listening to English song? Do you think this impact to your listening ability? Why?

P: I did watching west movies and listening to west songs. But I leaning to listen to English songs.

I: Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?

P: As third semester student, I only have good understanding toward vocabulary and grammar. Because have been learnt vocabulary since Junior and Senior High School.

I: Which is better, listening practice in class or outside of class? Why?

P: I think outside class is better. Because in classroom a lecturer gave unfamiliar audios which difficult to understand, while outside class we may find out the audio or video which easy to understand.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes, I asked my friend solution regarding to improve listening skill. And their answer are usually the same, “you can develop listening skill trough watching west movies over and over”. But I personally prefer to listen to songs.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: I think the most influence one is in classroom. For subject such as Grammar, Reading, or speaking because these skill also contributed to listening skill, I may say that there are lecturers or friends who would correct us if we make a mistake. The point is I rather to be involved in classroom practice because I can directly ask to the lecturer or being corrected by him/her.

Interview with the student 5 (AR)

Date: December 18<sup>th</sup>, 2018 (09.35 WIB)

Location: Front yard of UIN Ar-Raniry Museum

Length: 7 minutes

Interviewee: Student 5 (A)

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: For strategies, I habitually listen to English songs and audios in English contexts.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.

P: Yeah. For example, the lecturer in my classroom firstly explain how to answer listening test question then we are given several audios about TOEFL or IELTS. This is how we practice listening in classroom.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes, I have friends to speak in English outside class but no full English, as learners we talk by English language mixed with *bahasa*. For example, we talk about easy chats such as “what are you doing?” and so on.

I: Do you like watching west movie or listening to English song? Do you think this impact to your listening ability? Why?

P: Yes, but I prefer listening to the songs. Because we can listen it everywhere. And I think this have impact in my listening and other skill like speaking. By listen to music or songs we can imitate the how they pronounce a word correctly.

I: Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?

P: Yes. Especially in vocabulary. I like to memorize several vocabulary for days such as three or five words a day, as I can memorize and as I have time to do it. I do learn new vocabulary in class too, I directly ask my friend when I do not know the meaning of certain words.

I: Which is better, listening practice in class or outside of class? Why?

P: I think I better practice listening in classroom, because the situation in class makes me focus rather than being outside the class.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes. I often ask my friends about things I not understand yet.

I: Based on your experience, what factors that influence most your listening skill? Can you explain?

P: The most important strategies for me is listening to English songs and watching movies as I said before. Then listen to TOEFL audios and speaking practice.

Interview with the student 6 (THF)

Date: December 18<sup>th</sup>, 2018 (13.05 WIB)

Location: Front yard of UIN Ar-Raniry Museum

Length: 10 minutes

Interviewee: Student 6 (THF)

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: for strategies such as listening to trick in YouTube, there are many tutors who expert in English language in YouTube, I usually watch them.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.

P: Yes, for example the lecturer give tricks to easily answer TOEFL questions then we practice it with audios.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: For now I don't have. But used to speak in English when I was Senior High School, my friend often talked by English with me.

I: Do you like watching west movie or listening to English song? Do you think this impact to your listening ability? Why?

P: I prefer to listen the songs. For film, I only enjoy the story not the speaking content. If I asked whether this impact to my listening skill, I think not, it is more to mastering grammar for me personally.

I: Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?

P: No, I'm weak in these skill exactly.

I: Which is better, listening practice in class or outside of class? Why?

P: It is better in classroom for listening practice because there will be instructions from lecturers.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes, of course. We need friend for sharing and asking for help.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: For audio listening, it should be loud so that everyone can listen and the narrator or speaker in audio should be clear. In practice listening, I think my own strategies is the most important such as listening to west songs, watching west movies or YouTube.

Interview with the student 7 (HN)

Date: December 20<sup>th</sup>, 2018 (16.30 WIB)

Location: Front yard of UIN Ar-Raniry Museum

Length: 7 minutes

Interviewee: Student 7 (HN)

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill?  
If yes, can you explain?

P: Yes, when we going to face listening test, I have some strategies in listening TOEFL  
Firstly, we have to familiarize myself with listening TOEFL part A and part B, then  
predict the question that will be asked. But for practicing, I did it by searching listening  
practice in YouTube.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please  
give an example.

P: Yes, for example the lecturer gave tips and tricks in answering TOEFL or EILTS question  
for listening practice.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an  
example.

P: Unfortunately no.

I: Do you like watching west movie or listening to English song? Do you think this impact to  
your listening ability? Why?

P: Yes, I like watching west movies or listening to west songs because its enables me to find  
new vocabulary and improve my understanding with the target language.

I: Do you have a good understanding on the target language such as vocabulary, grammar,  
phonology, lexis, syntax, etc.?

P: Yes for vocabulary but I only mastering the basic knowledge about grammar.

I: Which is better, listening practice in class or outside of class? Why?

P: I personally prefer to have listening practice outside classroom. Because in classroom I  
think, the speaker sometimes not clear enough to be heard, but I can focus when I practice  
listening by myself.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in  
learning listening?

P: Yes, used to I asked my friends especially for answering EILTS question. I asked them  
detail tricks to answer a certain questions.

I: Based on your experience, what strategies that influence most your listening skill? Can you  
explain?

P: I thinks the important strategies is practicing listening by myself frequently. Yes, that what  
I think the most important one.

Interview with the student 8 (RP)

Date: December 20<sup>th</sup>, 2018 (16.40 WIB)

Location: Front yard of UIN Ar-Raniry Museum

Length: 9 minutes

Interviewee: Student 8 (RP)

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Yes, for example, doing listening practice repeatedly by listen to TOEFL questions and I tried to answers TOEFL questions that provided in YouTube channel, they provided audios and questions to be answer directly.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.

P: Yes, for example the lecturer gave tricks to answer EILTS questions, I mean how to answer certain questions by using easy and alternative ways, so we can easily answer the provided questions.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Unfortunately no...

I: Do you like watching west movie or listening to English song? Do you think this impact to your listening ability? Why?

P: I like listening to songs rather than watching the movies. I like listening to songs because it enables me to find new vocabulary, the vocabulary that I think it essential and I try to find the meaning, so it improve my mastery in vocabulary. Then sometimes they add some slank word in the song that makes me curious about it.

I: Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?

P: For grammar I think I do not mastering it very well because we still learn the basics. But rather to vocabulary mastery, because we are learn it long before we become university students, I mean since Junior High School so it increased by time.

I: Which is better, listening practice in class or outside of class? Why?

P: I would prefer listening outside the class. Because of the speaker is only one and it should be used together, then sometimes noises that I cannot clearly listen the speaker. While

outside class we only use media for us as personally so it enable us to focus while practiced listening.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: Yes, I used to do it. Because we need friend to share with, and sometimes I asked to the lecturer, but if sometimes I still not understood yet, I asked my friend to explain it.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: For me personally is practice listening by using YouTube as media. There are uncountable sources that can be used to practice listening.

Interview with the student 9 (DIP)

Date: December 21<sup>st</sup>, 2018 (10.00 WIB)

Location: Front yard of UIN Ar-Raniry Museum

Length: 7 minutes

Interviewee: Student 9 (DIP)

Interviewer and Transcriber: Nurhayani

[I] = Interviewer

[P] = Participant/Interviewee

I: Is there any strategies or instructions you try by your own to improve your listening skill? If yes, can you explain?

P: Yes, I have some strategies. The first one we may listen to the song, when we listening to song which we do not know the lyric, so we start by listening the songs without knowing the content then we can see the lyric in the second playing so we can get the message from the song. And the second strategy I may say, when we watching movies in YouTube, try to not use the subtitle at first, just watch the movie and test our understanding toward the speakers. When we really do not catch what they said, we can replay the movie and include the subtitle.

I: Is there any strategies implemented by the lecturer in the listening classroom? If yes, please give an example.

P: Yes. The strategies that lecturer implement in the classroom is firstly when she got to class, she give tricks to answer TOEFL that we usually learn as preparation to face upcoming TOEFL test. After giving tips and tricks we are instructed to listen the TOEFL audio then she explain again the trick she gave before. So it is direct practice so we can easily answer the questions.

I: Is there anyone who speaks or uses English with you outside of class? If yes, give an example.

P: Yes, sometimes if we meet my friends.

I: Do you like watching west movie or listening to English song? Do you think this impact to your listening ability? Why?

P: Yes, I like both of them, and I think it is quiet affect to my listening skill because by listening to song or watching movies we may know how to pronounce every single words. But I personally prefer to watch movies because we may know the meaning of the actors of actress said by their movement or body language.

I: Do you have a good understanding on the target language such as vocabulary, grammar, phonology, lexis, syntax, etc.?

P: Because we still in third semester we do not learn about phonology yet, but for grammar and vocabulary I can say I have got it through these semesters.

I: Which is better, listening practice in class or outside of class? Why?

P: I think both are influence, but I personally prefer to activity in classroom because we are all focus or pay attention more to face listening practice. While outside classroom is not intensive to practice listening.

I: Have you ever asked for or consulted to your friends about difficulties or solutions in learning listening?

P: I often do it, because it is usually in classroom which the lecturer give an audios that we do not understood, I directly ask my friends what are they think about this.

I: Based on your experience, what strategies that influence most your listening skill? Can you explain?

P: The most important strategies are listening to songs, watching YouTube videos, and repeatedly listening to TOEFL questions. That I think the most influence because TOEFL question is not only one type but there are much if we want to know it and it sharpen our abilities through this.

## AUTOBIOGRAPGY

1. Full Name : Nurhayani
2. Place/ Date Birth : Simpang Balik/ August 11, 1996
3. Gender : Female
4. Religion : Islam
5. Nationality/ Ethnic : Indonesia/ Acehnese
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  - b. Mother's Name : Mariati
11. Educational Background
  - a. Elementary School : SDN 2 Wihpesam, Graduated in 2008
  - b. Junior High School : SMPN 1 Wihpesam, Graduated in 2011
  - c. Senior High School : MAS Jeumala Amal, Graduated in 2014
  - d. University : English Department of Tarbiyah Faculty

Banda Aceh, December 26<sup>th</sup>, 2018  
The Researcher

Nurhayani