

STATEMENT OF ORIGINALITY

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Title. : Exploring Listening Strategies Applied by EFL Learners in
Listening Class

I hereby declare that my thesis entitled "Exploring Listening Strategies Applied by EFL Learners in Listening Class" is entirely the result of my own research/work, except for the parts referred to by the source.

Bojonegoro, 18 September 2023

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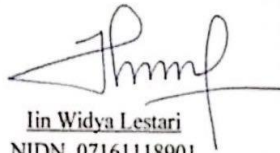
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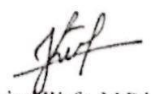
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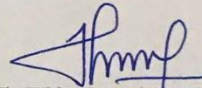
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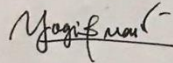
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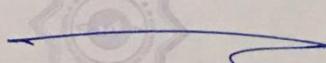
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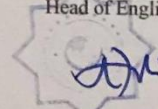
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MOTTO

Don't tell your dream to everyone
(Blackpink Lisa)

DEDICATION

For my self, Ka fina, Ka selvie, Ka ilmi, Ko Tio, Ka Vita, Ka
Muklis,(My Momy and My Oma in Heaven)
And all human to support me in this time

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Bojonegoro, Januari 2023

Researcher

ABSTRACT

Aenur Rohmad Kholil, 2023. *An Exploring Listening Strategies Applied by EFL Learners in Listening Class*. Thesis, English Language Education, Faculty of Teacher Training and Education, University of Nahdlatul Ulama Sunan Giri. Iin Widya Lestari, M.Pd as advisor I and Khoirul Wafa, M.Pd as advisor II.

Listening class is an important class to study, because Listening is the main subject of the 4 components of English which consist of Listening, Speaking, Reading and Writing. Among these components, listening is the most important thing to learn, because listening is the main communication tool when we are in a social environment, by listening to people. Otherwise, we can understand the intent of the person speaking to us. besides that listening lessons are also important for students but difficult to learn. This study aims to examine the Exploratory Strategies Applied by EFL Learners in Listening Classes. This study aims to find out what strategies are used by EFL students in listening classes. As for the formulation of the problem, what strategies are used by EFL students in the listening class? and what are the challenges and obstacles faced by EFL students when using listening strategies in listening class? This study uses a qualitative method. the use of this method is in accordance with the research objective to find out what strategies EFL students use in listening class. The data in this study were collected using a questionnaire and journal reflection. the questionnaire was filled out by 15 EFL students from various semesters and the reflective journal was filled out by 5 EFL students. From the research results, it is known that of the 6 strategies the researcher found that all strategies were used by EFL students, apart from that the obstacles faced by EFL students included understanding language, foreign words, use of accents, no motivation, boring class situations. . and among the strategies most used by EFL students are memory strategies and cognitive strategies, while the strategy that is rarely used is the Compensation Strategy. The results of this study revealed that the most common obstacles in listening learning were encountered by research students who had difficulty understanding the language used in listening material, so they used memory strategies and cognitive strategies. and from these two strategies many EFL students can use them to help in listening class.

Keywords : Listening Strategis, Obstacles in Listening Class, EFL Learners

ABSTRAK

Aenur Rohmad Kholil, 2023. *Exploring Listening Strategies Applied by EFL Learners in Listening Class*. Skripsi, Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri. Iin Widya Lestari, M.Pd sebagai pembimbing I dan Khoirul Wafa, M.Pd sebagai pembimbing II.

Kelas Listening merupakan kelas yang penting untuk dipelajari, karena Listening merupakan mata pelajaran utama dari 4 komponen bahasa Inggris yang terdiri dari Listening, Speaking, Reading dan Writing. Diantara komponen-komponen tersebut, mendengarkan merupakan hal yang paling penting untuk dipelajari, karena mendengarkan merupakan alat komunikasi yang utama ketika kita berada di lingkungan sosial, dengan mendengarkan orang. Jika tidak, kita bisa memahami maksud orang yang berbicara kepada kita. selain itu pelajaran mendengarkan juga penting bagi siswa tetapi sulit untuk dipelajari. Penelitian ini bertujuan untuk menguji Strategi Eksplorasi yang Diterapkan oleh Pembelajar EFL di Kelas Mendengarkan. Penelitian ini bertujuan untuk mengetahui strategi apa yang digunakan oleh siswa EFL di kelas mendengarkan. Adapun rumusan masalahnya, strategi apa yang digunakan oleh siswa EFL di kelas listening? dan apa saja tantangan dan kendala yang dihadapi siswa EFL ketika menggunakan strategi listening di kelas listening? Penelitian ini menggunakan metode kualitatif. penggunaan metode ini sesuai dengan tujuan penelitian untuk mengetahui strategi apa yang digunakan siswa EFL dalam kelas listening. Data dalam penelitian ini dikumpulkan dengan menggunakan kuesioner dan refleksi jurnal. kuesioner diisi oleh 15 mahasiswa EFL dari berbagai semester dan jurnal reflektif diisi oleh 5 mahasiswa EFL. Dari hasil penelitian diketahui bahwa dari 6 strategi peneliti menemukan bahwa semua strategi digunakan oleh siswa EFL, selain itu kendala yang dihadapi siswa EFL antara lain pemahaman bahasa, kata asing, penggunaan aksent, tidak ada motivasi, kelas membosankan situasi. . dan diantara strategi yang paling banyak digunakan oleh siswa EFL adalah strategi memori dan strategi kognitif, sedangkan strategi yang jarang digunakan adalah Strategi Kompensasi. Hasil penelitian ini mengungkapkan bahwa kendala yang paling umum dalam pembelajaran mendengarkan ditemui oleh siswa penelitian yang mengalami kesulitan dalam memahami bahasa yang digunakan dalam materi mendengarkan, sehingga mereka menggunakan strategi memori dan strategi kognitif. dan dari kedua strategi ini banyak siswa EFL yang dapat menggunakannya untuk membantu dalam kelas listening.

Kata Kunci : Strategi Listening, halanagn di Kelas Listening, Pembelajar EFL

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