

STUDENTS' LEARNING STRATEGIES IN LISTENING CLASS

(A Study at English Study Program IAIN Curup)

THESIS

This Thesis is submitted to fulfil the requirement

for the “Sarjana” Degree in English Tadris Study Program



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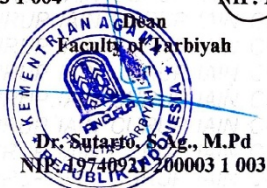
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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama Sonia Novalisa (20551069) sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul "**Student's Learning Strategies in English Listening Class (A Study at English Study Program IAIN Curup)**" sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing this thesis entitled "Student's Learning Strategies in English Listening Class (A Study at English Study Program IAIN Curup)."

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics. for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 20 June 2025

The Researcher

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Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school for acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin.

Curup, 20 June 2025

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MOTTO AND DEDICATION

“A Goal is Dream with a Deadline”

By: Sonia Novalisa

With heartfelt respect, I dedicate this thesis to:

1. To my father and mother—thank you for standing by me through every storm, for your unwavering love, and for being my closest friend. Your prayers and silent strength have carried me farther than words can say.
2. To my sister—thank you for being my constant source of support and laughter, for believing in me when I doubted myself, and for reminding me to stay strong. Your presence has been a light during my darkest days.
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6. To my beloved alma mater, IAIN Curup. The memories and lessons here will remain a part of me forever.

ABSTRACT

Sonia Novalisa, 2025 : **Students' Learning Strategies in Listening Class (A Study at English Study Program IAIN Curup)**
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This study aims to identify the learning strategies used by 56 second-semester students in listening classes and their reasons for employing these strategies. Using a quantitative descriptive design, data were collected via a questionnaire based on O'Malley and Chamot's taxonomy, categorizing strategies into cognitive, metacognitive, and socio-affective. Results show cognitive strategies, especially focusing on keywords (mean score 3.4), are most frequently used, followed by metacognitive (mean 3.0–3.3) and socio-affective strategies (mean 2.9–3.2). Students value cognitive strategies for enhancing understanding (29 responses) and focusing on key information (23 responses), metacognitive strategies for improving accuracy (17 responses), and socio-affective strategies for addressing weaknesses (24 responses). The dominance of cognitive strategies reflects their alignment with course objectives and students' developing proficiency. However, the lower use of metacognitive and socio-affective strategies indicates a need for explicit training to promote balanced strategy use, ultimately enhancing listening proficiency in the EFL context.

Keywords: *Listening Strategies, Cognitive, Metacognitive, Socio-Affective*

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CHAPTER I INTRODUCTION

A. Background of the Research

Listening is one of the most essential skills in English language learning. Among the four language skills listening, speaking, reading, and writing listening plays a crucial role because it provides the primary input for communication. In real communication, listening is often considered the first step that enables learners to comprehend the spoken language and respond appropriately. Listening is the key to receiving language input, and without listening comprehension, communication will break down. This indicates that listening is not merely a passive activity, but rather an active process in which learners construct meaning from spoken messages.¹

However, listening is often regarded as the most difficult skill for EFL (English as a Foreign Language) learners to master. Students frequently encounter problems when they listen to spoken English, such as difficulty in understanding fast speech, coping with unfamiliar accents, or recognizing words in continuous speech. In addition, limited vocabulary and lack of background knowledge often hinder learners from catching the main ideas and details of the spoken text.² Listening comprehension is a complex process involving not only the decoding of sounds but also the use of linguistic and non-linguistic knowledge to construct meaning. Therefore,

¹ Michael Rost, *Teaching and Researching Listening 4th Edition*, Michael Rost (Sample i-28)) (2024).

² Saliha Chelli, 'An Investigation of the Listening Strategies Used by Second-Year EFL Students at Biskra University', *Sciences de l'Homme et de La Société*, 6 (2013).

many students feel anxious and frustrated when dealing with listening tasks, especially in academic contexts.³

In order to overcome these challenges, students often employ learning strategies that can help them understand spoken texts better. Learning strategies are specific techniques, actions, or behaviors used by learners to facilitate their learning and improve comprehension. Oxford defines learning strategies as steps taken by learners to enhance their own learning,⁴ while O'Malley and Chamot classify learning strategies into three main categories: cognitive, metacognitive, and socio-affective strategies.⁵ Cognitive strategies refer to the mental processes involved in manipulating the language material, such as taking notes, summarizing, or guessing meaning from context. Metacognitive strategies involve higher-order thinking skills such as planning, monitoring, and evaluating one's learning process. Socio-affective strategies are related to the interaction and affective aspects of learning, including asking questions, cooperating with peers, and reducing anxiety. By applying these strategies, students are more likely to process listening materials effectively and improve their comprehension.

Previous studies have demonstrated that the use of learning strategies can significantly contribute to students' success in listening. For example, Keezhatta. et.al study explained learners who frequently use metacognitive strategies such as planning and monitoring tend to perform better in

³ Larry Vandergrift and Christine Goh, 'Teaching and Testing Listening Comprehension', *The Handbook of Language Teaching*, 2009, pp. 395–411.

⁴ Oxford's *Classification of Language Learning Strategies (LLS)* (1990) (n.d.).

⁵ J Michael O'malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition* (Cambridge university press, 1990).

listening comprehension because they are more aware of their learning process.⁶ Similarly, the use of socio-affective strategies helps learners to reduce anxiety and become more confident during listening tasks. However, the choice of strategies may vary depending on the learners' individual preferences, cultural background, and learning environment.⁷ This suggests that it is important to investigate the kinds of strategies used by students in specific contexts, particularly in EFL classrooms.

In general, listening difficulties are commonly experienced by EFL learners across various educational contexts. Numerous studies have shown that limited vocabulary, lack of exposure to authentic English input, and challenges in understanding different accents and rapid speech are among the major obstacles faced by students.⁸ In other words, listening comprehension issues are not only encountered by a small group of learners but represent a widespread phenomenon among EFL students. Similar conditions are also found in the context of IAIN Curup, where students, despite taking a specific listening course, continue to struggle in comprehending spoken English materials effectively.

In the context of IAIN Curup, *Interpretative Listening* is introduced as the first focused listening course in the English Study Program and is taken by students in the second semester. This course plays a pivotal role because

⁶ Muhammed Salim Keezhatta, Zahoor Hussain, and Muhammad Ajmal, 'The Effect of Language Learning Strategies on Learners' Achievement and Attitude', *International Journal of Psychosocial Rehabilitation*, 24.4 (2020), pp. 7066–83.

⁷ Eunike Putri Chriswiyati, *SOCIAL-AFFECTIVE STRATEGIES AND STUDENTS' LISTENING ANXIETY: A STUDY OF EFL LEARNERS IN INDONESIA* © U K D W (n.d.).

⁸ D Fadhly and F Z Rahmatunisa, 'Listening Comprehension Study: Difficulties and Strategies Used by College Students', *Indonesian Journal of Learning and Instruction*, 4.1 (2021), p. 55, doi:10.25134/ijli.v4i1.4345.

it functions as the foundation for more advanced listening and speaking subjects in subsequent semesters. However, based on preliminary observation and informal interviews by researcher, many students still face significant difficulties in comprehending spoken English materials. The following is an example of a student's experience in facing challenges during a listening class. The student expressed:

*"As a student with limited English skills, I find it quite challenging to keep up in the interpretative listening class. Since I don't know many vocabularies, I often struggle to understand what's being said in the audio and usually just guess the meaning from the words I recognize. I try to take notes, but the audio plays too fast, which makes me lose focus and end up not understanding the whole content. I've also asked my classmates for help, but it seems most of them are having the same problem too."*⁹

Interestingly from the informal interview, although students often try to cope with these challenges by using certain techniques such as guessing meaning from context, taking notes, or asking peers for clarification, they are generally unaware that these actions are part of structured learning strategies as classified by O'Malley and Chamot. This situation highlights a clear gap, while some studies on learning strategies exist, very few have been conducted in the context of IAIN Curup, and none have specifically investigated students' strategic approaches in *Interpretative Listening*.

Given this gap, it is important to further investigate what kinds of learning strategies are applied by students in listening class and why they

⁹ S. Personal interview by researcher. May 2025, Rejang Lebong.

use those particular strategies. Understanding these aspects will not only provide insights into students' learning behaviors but also help lecturers design more effective teaching techniques that align with students' needs. Furthermore, identifying the reasons behind the use of strategies can reveal students' motivations and preferences, which are crucial for fostering autonomous learning.

Based on this consideration, the researcher intends to conduct a study entitled **“STUDENTS’ LEARNING STRATEGIES IN LISTENING CLASS (A Study at the English Study Program of IAIN Curup).”** This study aims to identify the learning strategies employed by second-semester students in listening class and to explore their reasons for using such strategies.

B. Research Questions

Based on the background provided, the research problem is formulated as follows:

1. What learning strategies are applied by the students in the listening class at the English Study Program of IAIN Curup?
2. What reasons do the students have for applying these strategies in the listening class at the English Study Program of IAIN Curup?

C. Research Objectives

Based on the research questions, the objectives of this study are following:

1. To investigate the learning strategies employed by the second-semester students in the listening class at the English Study Program of IAIN Curup.
2. To explore the students' reasons for using these specific learning strategies in their listening comprehension process.

D. Delimitation of the Research

The scope of this research is limited to the students of the English Study Program at IAIN Curup. The participants are 56 second-semester students who have completed Interpretative Listening, which is the first listening course in the curriculum. The focus of this study is on identifying the types of learning strategies used by students in listening class and exploring their reasons for using such strategies. The study applies the framework of O'Malley and Chamot, which classifies learning strategies into three categories: cognitive, metacognitive, and socio-affective strategies. This study does not measure the students' actual listening proficiency, but rather emphasizes their reported use of learning strategies and the reasons behind their choice.

E. Operational Definition of Key Terms

In this section, key terms are defined to facilitate a clearer understanding of the context. The definitions of these terms are provided below:

1. Listening

An active process of interpreting and constructing meaning from auditory input. Clark defines communication as the active activity of hearing, interpreting, and building meaning beyond the uttered word. It is crucial for daily tasks and decision-making.¹⁰

2. Strategies

According to Paudel, in the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal.¹¹

3. Learning Strategies

Specific actions, techniques, or behaviors employed by students to enhance their understanding, learning, and retention of listening materials.¹² In the listening context learning strategies that facilitate and enhance the listening learning process for students. It describes the strategy or approach that students use to acquire listening in order to understand the subject matter.¹³

F. Significances of the Research

This research can offer contributions to both the lectures and students in teaching and learning context:

1. For lecturers

¹⁰ Alison Clark, 'A Hundred Ways of Listening.', *YC: Young Children*, 62.3 (2007).

¹¹ Pitambar Paudel, 'Learning Strategies Employed in English Language: Perceptions and Practices', *Journal of NELTA Gandaki*, 1 (2019), pp. 87–99, doi:10.3126/jong.v1i0.24463.

¹² O'malley and Chamot, *Learning Strategies in Second Language Acquisition*.

¹³ Thitipat Wathajarukiat, Monta Chatupote, and Panida Sukseemuang, 'An Investigation of English Listening Strategies Used by Thai Undergraduate Students in Public Universities in the South', *Journal of Liberal Arts Prince of Songkla University*, 4.2 (2012), p. 1.

This study may provide insights for lecturers to design teaching methods that align with the strategies commonly used by students.

2. For Student

The results of this study may help students become more aware of the strategies they use in listening activities and encourage them to adopt more effective strategies.

3. English Department

The result of this research can serve as valuable input for the English Department in evaluating and developing the listening curriculum, particularly the *Interpretative Listening* course. Furthermore, the results may provide a reference for future studies related to learning strategies, thereby contributing to the improvement of the overall quality of the English Study Program.

CHAPTER II LITERATURE REVIEW

A. Definition of Listening

Listening is one of the fundamental language skills in English learning. It is often regarded as a receptive skill because learners receive and interpret spoken messages before responding through productive skills such as speaking. According to Underwood, listening is the activity of paying attention to and trying to get meaning from what we hear.¹⁴ Similarly, Rost defines listening as a process of receiving, constructing meaning from, and responding to spoken or nonverbal messages.¹⁵

Howatt and Dakin as cited in *Improving Listening and Speaking Skills in Mixed Level Groups* defined listening was the ability to identify and understand what others are saying, and involved understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping the meaning.¹⁶ Brown state similarly definition of listening as a student's written or spoken response that demonstrates proper (or improper) auditory processing. One of the most crucial abilities for improving as a foreign language learner is listening. The act of gathering information from the outcomes that people communicate in daily life is known as listening.¹⁷

¹⁴ *Teaching Listening*, n.d.

¹⁵ *Teaching and Researching Listening Michael Rost Second Edition* (n.d.) <www.pearson-books.com>.

¹⁶ Mapruza Idrissova, Batagoz Smagulova, and Madina Tussupbekova, 'Improving Listening and Speaking Skills in Mixed Level Groups (on the Material of New English File)', *Procedia - Social and Behavioral Sciences*, 199 (2015), pp. 276–84, doi:<https://doi.org/10.1016/j.sbspro.2015.07.517>.

¹⁷ Steven Brown and Steven Randall Brown, *Listening Myths: Applying Second Language Research to Classroom Teaching* (University of Michigan Press, 2011).

Gilakjani & Ahmadi explain, in terms of language teaching, listening refers to activities that enable students to understand spoken language, which is a process of receiving what the speaker says, understanding and expressing meaning, reasoning and responding, and finally producing meaning through participation, imagination, and understanding.¹⁸

These definitions highlight that listening is not merely a passive activity of hearing sounds, but an active process that requires concentration, interpretation, and understanding. Vandergrift also emphasizes that listening involves not only decoding the sounds but also using background knowledge, linguistic knowledge, and contextual clues to comprehend the message. Therefore, listening plays an essential role in facilitating communication and language acquisition.¹⁹

B. Type of Listening

Listening activities can be categorized into several types. Broadly, listening is divided into extensive listening and intensive listening. Extensive listening refers to activities that focus on general and freer exposure to spoken language, where learners engage with utterances without the need for direct teacher guidance. In contrast, intensive listening involves activities that are carefully supervised and controlled in their implementation, usually requiring close attention to specific details.

¹⁸ Abbas Pourhosein Gilakjani and Mohammad Ahmadi, 'A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement', *Journal of Language Teaching and Research*, 2 (2011), doi:10.4304/jltr.2.5.977-988.

¹⁹ Vandergrift and Goh, 'Teaching and Testing Listening Comprehension'.

1. Extensive Listening

Extensive listening is a listening approach that aims to build fluency and motivation through large-volume exposure to authentic and varied audio materials. The main objective is not to understand every single word, but to grasp the general meaning and enjoy the process of listening. The materials used in extensive listening are typically longer and chosen based on the learner's personal interests, such as podcasts, audiobooks, or films. This approach seeks to create a natural and enjoyable listening experience that indirectly contributes to language acquisition and vocabulary growth.

Krashen argues that language acquisition occurs when learners receive "comprehensible input" that is slightly above their current proficiency level ($i+1$).²⁰ In the context of listening, extensive listening provides this abundant, engaging, and low-stress input, allowing learners to naturally develop comprehension and expand their vocabulary. Furthermore, Nation highlighting that a high volume of listening exposure is critical for both vocabulary acquisition and language fluency.²¹ Consequently, extensive listening is based on the principle that the quantity of input is a key factor in the process of language acquisition.

²⁰ Zixu Luo, 'A Review of Krashen's Input Theory', *Journal of Education, Humanities and Social Sciences*, 26 (2024), pp. 130–35, doi:10.54097/3fnf5786.

²¹ I. S. P.. Nation, *Learning Vocabulary in Another Language* (Cambridge University Press, 20022001).

2. Intensive Listening

Intensive listening is a highly focused and detail-oriented listening technique. Its primary goal is to enhance a learner's auditory comprehension by meticulously processing information from the smallest linguistic units, such as phonemes and individual words, up to the full meaning of a text. Common activities associated with intensive listening include transcription, dictation, and a thorough grammatical analysis of the audio content. This approach is typically used in academic settings to train specific listening skills and is often guided by a teacher or specific learning materials.

The theoretical basis for intensive listening is "bottom-up processing." According to Richards, this refers to the way a listener constructs meaning by starting with the smallest parts of the input, such as individual words and syntactic structures, and integrating them into a larger understanding. Richards emphasizes that detailed listening activities are crucial for building a strong foundational understanding, particularly for language learners. Thus, intensive listening is centered on developing a learner's ability to recognize and distinguish specific linguistic elements accurately.²²

C. Listening Comprehension

Brownell states that the effective communication begins with listening, not speaking. Unless you listen first, you have no way of knowing what to say. By listening people can understand the purpose of others speech and it

²² Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice* (n.d.).

is hoped that they can give responses properly. So listening is one of the important skills that should be mastered by english learners, because without having listening ability they will not be able to give responses to spoken english.²³

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved.

Listening holds a central position in second language learning. It is often the first skill that learners acquire before they are able to produce language. Krashen's Input Hypothesis also stresses that comprehensible input, which is mostly received through listening, is essential for language acquisition. Without sufficient listening comprehension, students will face difficulties in developing speaking, reading, and writing skills.

In classroom contexts, listening helps learners to understand the instructions from the teacher, follow classroom discussions, and engage in meaningful communication. Vandergrift notes that effective listening

²³ Judi Brownell, *Listening: Attitudes, Principles, and Skills, Sixth Edition*, in *Listening: Attitudes, Principles, and Skills, Sixth Edition* (2017), doi:10.4324/9781315441764.

ability is crucial because it serves as the foundation for other language skills.²⁴ Moreover, good listening comprehension enables students to acquire new vocabulary, improve pronunciation, and enhance their overall language proficiency.

D. Learning Strategies in Listening

In the process of language learning, students often adopt certain ways or techniques to facilitate their understanding and mastery of the target language. These techniques are commonly referred to as learning strategies. Oxford defines learning strategies as specific actions, behaviors, steps, or techniques used by learners to enhance their learning and make it easier, faster, and more enjoyable.²⁵ Similarly, Wenden and Rubin describe learning strategies as the mental or behavioral activities that learners use in order to learn more effectively.²⁶

Learning strategies are defined by Richards and Platt as "intentional behaviour and thoughts used by learners during learning so as to better help them understand, learn, or remember new information."²⁷

O'Malley and Chamot emphasize that learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. These definitions suggest that learning strategies are not random activities but are consciously chosen by learners to improve

²⁴ Laurens Vandergrift, 'The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study', *Foreign Language Annals*, 30.3 (1997), pp. 387–409.

²⁵ Oxford's *Classification of Language Learning Strategies (LLS)* (1990).

²⁶ Wenden, A. L., & Rubin, J. (1987). *Learner Strategies in Language Learning*. Englewood Cliffs, NJ: Prentice-Hall.

²⁷ Jack C Richards and Richard W Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Routledge, 2013).

their learning outcomes.²⁸ In the context of listening, learning strategies help students manage the difficulties they face, such as fast speech, limited vocabulary, or unfamiliar accents, by providing structured ways to process and understand spoken input.

Three categories of strategies were established by O'Malley and Chamot: cognitive Strategies that involve direct manipulation of the learning material, such as note-taking, summarizing, translation, or guessing meaning from context. Metacognitive Strategies – strategies that involve planning, monitoring, and evaluating one's learning process, such as predicting the content before listening or checking comprehension during the task. Socio-affective Strategies – strategies that involve interaction with others or managing emotional factors, such as asking for clarification, cooperating with peers, or reducing anxiety.²⁹ Furthermore, Brown et al. state that cognitive strategies typically work directly with incoming information, modifying it to improve learning, while their applicability may be restricted to the particular task type in the learning activity.³⁰ Organization, inferencing, summarizing, deduction, visualization, transfer, elaboration, and rehearsing are common cognitive strategies for listening comprehension. Higher order executive skills known as meta-cognitive strategies can involve organizing, observing, or assessing the effectiveness of educational endeavours. Social/affective strategies focus on how students engage with both native speakers and other students. They constitute a

²⁸ O'malley and Chamot, *Learning Strategies in Second Language Acquisition*.

²⁹ O'malley and Chamot, *Learning Strategies in Second Language Acquisition*.

³⁰ Ann L Brown, *Learning, Remembering, and Understanding. Technical Report No. 244.*, 1982.

comprehensive category that includes ideational control over affect or interpersonal interaction. Typical social/affective strategies include self-talk, self-questioning, and cooperation.

This classification is particularly relevant to listening comprehension, because it not only covers the mental processes involved in dealing with input but also addresses the emotional and social aspects of learning. Therefore, this study adopts the framework of O'Malley and Chamot to analyze the students' listening learning strategies.

E. Categories of Listening Learning Strategies

1. Cognitive Strategy

A cognitive strategy in listening is a unique method that students use to learn a lesson. For example, they may summarize or take key notes, or they may attempt to understand challenging phrases in order to understand the speaker's point of view.³¹ Top-down and bottom-up processing strategies are the two divisions of cognitive strategy.³² The term "top-down processing strategy" describes the use of the signal to forecast the speaker's words.³³

As part of the top-down processing technique, students summarize the speaker's points and infer the topic's meaning. According to Mukminin et al, the bottom-up processing approach is a method of

³¹ Laurens Vandergrift, 'The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study', *Foreign Language Annals*, 30.3 (1997), pp. 387–409.

³² Sara Nowrouzi and others, 'Self-Perceived Listening Comprehension Strategies Used by Iranian EFL Students', *International Journal of Applied Linguistics and English Literature*, 3.6 (2014), pp. 35–41.

³³ Yi-Jiun Jou, 'A Study of English Listening Strategies Applied by Technological University Students', *稻江學報*, 4.2 (2010), pp. 127–42.

deciphering the meaning of sounds by determining the grammatical level, semantic content, and word meaning.³⁴ This strategy focuses on helping students get ready for the listening process and to enhance their long-term learning, indicating that the strategy is intended to be used again and for a longer period of time. Students can therefore manage any difficulties they may encounter when they are given another listening task. Cognitive strategies help learners to focus on the content, organize information, and make connections between what they hear and what they already know.

2. Metacognitive Strategy

Metacognitive strategies in listening are management approaches that learners employ to regulate their learning by planning, checking, assessing, and altering, according to Rubin.³⁵ For example, when using metacognitive planning strategies, listeners identify the objectives of a listening task and use particular aspects of the auditory language input that facilitate comprehension. Students are therefore conscious while listening to the text using this strategy, and they also learn how to organize, track, and assess the data gathered from the listening portion. Additionally, students who employ metacognitive skills are able to learn more quickly and integrate the information exceptionally well, are consistent receivers and handle every situation, have the confidence to

³⁴ Amirul Mukminin and others, 'Learning Strategies Used by Efl Undergraduate Students Teachers for Listening Skill', *Ezikov Svyat*, 19.1 (2021), pp. 82–88.

³⁵ Joan Rubin, 'A Review of Second Language Listening Comprehension Research', *The Modern Language Journal*, 78.2 (1994), pp. 199–221.

ask for assistance from family, friends, or teachers, and are able to monitor and evaluate themselves.

The term "metacognitive strategies" refers to executive function. These strategies necessitate learning planning, thinking about the learning process while it is happening, keeping an eye on one's production or comprehension, and assessing learning following the completion of an activity.

According to the explanation given above, metacognition is the ability to recognize your strengths and weaknesses, comprehend what you will need to know to complete a task, and know how to apply your existing abilities to learn new information. Metacognitive strategies are important because they allow learners to become aware of their strengths and weaknesses in listening and to adjust their strategies accordingly.

3. Socio-Affective Strategy

According to Vandergrift, socio-affective strategies in listening are strategies that listeners employ to work with others, confirm knowledge, or reduce fear.³⁶ Therefore, non-academic socio-affective strategies were those that involved fostering empathy between the teacher and the student in order to stimulate learning. They included taking attitudes and feelings into account. It was crucial for listeners to understand how to lower their anxiety, feel comfortable doing listening exercises, and

³⁶ Vandergrift and Goh, 'Teaching and Testing Listening Comprehension'.

encourage self-motivation in order to increase their listening proficiency.

Socio-affective strategies it can be states that they have something to do with social mediating and interacting with other people. Socio-affective strategies are particularly important for EFL learners who often experience anxiety when listening to English. By applying socio-affective strategies, students can build confidence, reduce stress, and engage more actively in listening tasks.

F. Listening at English Study Program in IAIN Curup

In the context of English Study Program in IAIN Curup, listening is regarded as one of the core language skills that students in the English Study Program are required to master. In the second semester, students must take *Interpretative Listening*, which serves as the first formal course specifically designed to train their listening competence. At this stage, students are expected to develop fundamental listening skills that will serve as the foundation for more advanced language courses in the following semesters.

Despite its importance, listening is considered one of the most challenging skills for EFL students in English Study Program at IAIN Curup. Several factors contribute to students' difficulties in understanding listening material. One of the main problems is the speed of spoken language. Native speakers usually speak faster than learners expect, which makes it difficult for students to recognize individual words and catch the

meaning. In addition, the variety of accents in English also becomes an obstacle for students who are only familiar with one standard accent.

Another common difficulty is the limited vocabulary of learners. When students encounter unfamiliar words, they often lose concentration and fail to follow the rest of the message. Brown points out that listening comprehension is often hindered by a lack of vocabulary and inability to recognize words in connected speech.³⁷ Furthermore, learners may struggle with distinguishing sounds, identifying intonation patterns, and interpreting reduced forms in spoken English.

Psychological factors also play a role in listening difficulties. Many students feel anxious or nervous when listening to English, especially in testing situations. Anxiety reduces concentration and affects their ability to process information effectively. In addition, environmental factors such as poor audio quality or background noise may also disrupt listening comprehension.

In summary, listening is a complex skill that involves not only the ability to hear and decode sounds but also the mental effort to interpret meaning. The various challenges faced by students highlight the importance of providing strategies that can help them overcome these difficulties. This leads to the discussion of learning strategies that students may apply to support their listening comprehension.

³⁷ Jean E. Brown, 'Learning through Listening Strategies for Literature', *Language Arts Journal of Michigan*, 17.2 (2001), doi:10.9707/2168-149x.1316.

G. Review of Previous Related Studies

Several research have focused on studying listening learning strategies. A quantitative study by Fathi, Derakhshan, and Torabi examined how teaching listening strategies affected Iranian EFL learners' self-efficacy and listening anxiety. Following the use of metacognitive, cognitive, and socio-affective methods, the results demonstrated a significant decrease in listening anxiety ($p < 0.05$) and an improvement in self-efficacy levels. Their results showed that learners' performance on listening tasks was positively impacted by structured strategy instruction.³⁸

Keezhatta investigated the connection between students' academic achievement and their learning practices. The study, which used a survey-based methodology, found that students who regularly used metacognitive techniques, like self-monitoring and planning, performed better academically. They also reported a 20% improvement in their listening comprehension test scores when compared to students who used these techniques less frequently.³⁹

Lewier and Nendissa investigated the listening techniques employed by sixty Pattimura University students in Ambon. According to their mixed-method study, 46.6% of participants employed metacognitive techniques like goal-setting and progress tracking, whereas 76.6% of participants preferred social/affective methods like peer collaboration or seeking

³⁸ Jalil Fathi, Ali Derakhshan, and Saeede Torabi, 'The Effect of Listening Strategy Instruction on Second Language Listening Anxiety and Self-Efficacy of Iranian EFL Learners', *Sage Open*, 10.2 (2020), p. 2158244020933878.

³⁹ Keezhatta, Hussain, and Ajmal, 'The Effect of Language Learning Strategies on Learners' Achievement and Attitude'.

emotional support. It was discovered that these techniques greatly improved pupils' understanding and participation in listening lessons.⁴⁰

A recent study that examined listening tactics using O'Malley and Chamot's taxonomy was published in the *Reflections Journal*. According to the study, learners who used metacognitive techniques (such as self-evaluation and reflection) demonstrated a 15% increase in listening task accuracy, demonstrating the value of these techniques in enhancing understanding. In order to overcome listening challenges, cognitive and socio-affective methods were also found to be crucial.⁴¹

Compared with these studies, this research has two distinctive points, first it investigates all three categories of strategies cognitive, metacognitive, and socio-affective in the context of second-semester students at English Study Program in IAIN Curup, and second it explores not only what strategies students use but also the reasons behind their choices. Furthermore, this research provides a broader understanding of listening strategies by combining both the types of strategies and the motivations for using them.

⁴⁰ Christian Albert Lewier and Priska Nendissa, 'Listening Strategies of Students at English Education Study Program of Pattimura University Ambon; Implication for Teaching Listening', *Jurnal Tahuri*, 17.2 (2020), pp. 96–110.

⁴¹ Acharin Chitprarop, 'Cultivating Linguistic Listening: Unpacking EFL Accounting Undergraduates' Challenges and Empowering Strategies with Mobile-Assisted Language Learning.', *REFlections*, 31.1 (2024), pp. 235–54.

CHAPTER III RESEARCH METHODOLOGY

A. Kind of Research

This study employs a descriptive quantitative research design to systematically describe the strategies used by students in learning English listening, as Creswell explains that descriptive research aims to provide an accurate account of trends, attitudes, or behaviors within a population.⁴² Data were collected using close-ended structured questionnaire with a four-point Likert scale, developed based on O'Malley and Chamot's classification of learning strategies, and analyzed through percentage, mean, and standard deviation to reveal patterns of strategy use and the reasons behind students' choices. This design was considered appropriate because it provides a clear overview of students' learning strategies in listening and offers insights that can support the development of more effective teaching practices and instructional approaches.

B. Population and Sample

1. Population

Creswell defines a population as a collection of individuals who share a common characteristic.⁴³ The population of this research was the second-semester students of the English Study Program at IAIN Curup in the academic year 2022. They were chosen because they had

⁴² Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

⁴³ James E Cresswell, Nicolas Desneux, and Dennis VanEngelsdorp, 'Dietary Traces of Neonicotinoid Pesticides as a Cause of Population Declines in Honey Bees: An Evaluation by Hill's Epidemiological Criteria', *Pest Management Science*, 68.6 (2012), pp. 819–27.

already completed *Interpretative Listening*, which is the first listening course in the program. The population comprised students from different classes, representing a variety of academic backgrounds and learning experiences, as this course marked their first formal engagement with focused listening instruction. The total number of the population was 56 students

Table 3.1 *Population of the Research*

No.	Class	Population
1.	A Class	19
2.	B Class	18
3.	C Class	19
Total	56	

2. Sample

The sample is a component of the population, claim Ary et al.⁴⁴ According to Arikunto, the researcher would be better off taking all the population if there were less than 100.⁴⁵ Researcher use sample drawn from the entire population it includes all 56 students', since the number of students was relatively small and manageable. The method of sampling known as "total sampling" uses the same number of samples as the population.⁴⁶ Total sampling is particularly useful when the population is limited, as it allows the researcher to gather more comprehensive and accurate data without the risk of sampling bias.⁴⁷

⁴⁴ Donald Ary and others, 'Introduction to Research in Education 8th Edition', *Canada: Wadsworth Cengage Learning*, 8.8 (2010), pp. 1–320.

⁴⁵ Suharsimi Arikunto, 'Prosedur Penelitian Suatu Pendekatan Praktek', (*No Title*), 2010.

⁴⁶ Sugiyono, "Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D, dan Penelitian Pendidikan)". *I* Bandung: Alfabeta, 2019.

⁴⁷ Ilker Etikan, 'Comparison of Convenience Sampling and Purposive Sampling', *American Journal of Theoretical and Applied Statistics*, 5.1 (2016), p. 1,

By applying this approach, the researcher ensured that the findings would reflect the actual conditions of the entire population, thereby increasing the validity of the results.

C. Data Collection Technique

The data collection technique used in this research was a questionnaire. The questionnaire was designed to investigate the students' learning strategies in listening as well as their reasons for using those strategies.

1. Questionnaire

Questionnaire is an efficient instrument for collecting data from a large number of respondents. It consists of a series of written questions that the respondents answer by marking or writing their responses. In this study, the questionnaire was divided into two parts, the first part focused on students' listening strategies, categorized into cognitive, metacognitive, and socio-affective strategies following O'Malley and Chamot's taxonomy and the second part explored students' reasons for employing those strategies.⁴⁸ In addition to its efficiency, the decision to employ the questionnaire as the sole instrument in this research is also based on its appropriateness for a quantitative descriptive design, where the purpose is to systematically describe students' strategies and their underlying reasons rather than to explore subjective experiences in depth. As Creswell emphasizes, questionnaires are particularly suitable for descriptive studies because they enable researchers to collect

doi:10.11648/j.ajtas.20160501.11.

⁴⁸ John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (pearson, 2015).

quantifiable data from a relatively large number of participants in a standardized manner.⁴⁹ Ary et al.'s also view that questionnaires ensure uniformity in the way data is obtained from respondents making the data easier to compare, summarize, and analyze.⁵⁰ Considering these reasons, the use of a questionnaire alone was deemed sufficient and most effective for addressing the objectives of this research.

D. Research Instrument

The primary instrument for data collection is questionnaire adapted from previous studies on listening strategies, structured around O'Malley and Chamot's taxonomy of metacognitive, cognitive, and socio-affective strategies.⁵¹ Each item in the questionnaire specifically formulated to reflect behaviours and thoughts engaged in during or related to listening comprehension tasks.

1. Questionnaire

To gather information from the students or participants, a questionnaire was required. The purpose of the questionnaire is to provide the researcher with a way to collect information from wide range of respondents. The Likert scale, which typically has four possible responses (Strongly Disagree "SD" (1), Disagree "D" (2), Agree "A" (3), Strongly Agree "SA" (4)), and was used by the researcher to gather data for this questionnaire.

⁴⁹ John Cresswell, *Educational Research* (2012).

⁵⁰ Ary Donald, Jacobs Lucy, and K Sorensen Christine, 'Introduction to Research in Education Eight Edition', *Canada. Wdsworth*, 2010.

⁵¹ J Michael O'malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition* (Cambridge university press, 1990).

Closed-ended questions served to learn more about the listening strategies that students employ in class. The following methods were employed by the researcher:

1. Researcher determined the listening strategies used by the students in the IAIN Curup listening class.
2. Researcher then identified the results of the students' listening strategies during the listening class.
3. The researcher prepared the questionnaire based on O'Malley and Chamot theoretical framework of learning strategies.
4. To confirm the accuracy of each question, researcher consulted a validator.
5. Revising, conducting try out to random sample, and finalizing the questionnaire before distributing it to the students.

Table 3.2 *Questionnaire Blueprint of Students' Strategies Use in Learning English for Listening Class*

Aspect	Indicators	No	Items	SD	D	A	SA
Students Strategies Use in Learning English for	Cognitive	1.	I summarize key points while listening to enhance comprehension.				

Listening Class		2.	I take notes while listening to retain important details.				
		3.	I predict the meaning of unfamiliar words based on context.				
		4.	I focus on keywords to grasp the main idea of the listening material.				
		5.	I rely on tone, speed, and pauses to interpret the speaker's meaning.				
	Metacognitive	6.	Before listening, I set learning objectives for comprehension.				
		7.	After listening, I reflect on my understanding and identify areas for improvement.				
		8.	I maintain focus and avoid distractions during listening activities.				
		9.	I recognize my strengths and weaknesses in listening skills.				
		10.	I set specific goals to improve my listening skills.				
	Socio-Affective	11.	I discuss listening tasks with classmates to enhance comprehension.				
		12.	I ask for assistance from teachers or peers when I face listening difficulties.				

		13.	I actively participate in group discussions related to listening exercises.				
		14.	I motivate myself to keep improving my listening skills despite difficulties.				
		15.	I stay calm and manage anxiety when listening to difficult English content.				

The first table is designed to identify the strategies students use in learning English listening skills and to understand how they approach the process of comprehension. By categorizing strategies into cognitive, metacognitive, and socio-affective aspects, the table effectively highlights different dimensions of students' learning behavior. Rather than simply listing techniques, it provides a structured framework to see whether students rely more on processing information, planning and self-monitoring, or seeking social and emotional support. This makes the table effective for analyzing patterns in students' learning approaches and understanding which strategies are most commonly adopted.

Table 3.3 *Questionnaire Blueprint of The Reasons in Using the Strategies*

Aspect	Strategies	No	Reasons	SD	D	A	SA
The Reasons in Using the Strategies	Cognitive	1.	Create a better understanding				

		2.	Strengthens the ability to extract key information.				
		3.	Improves recall and analytical skills.				
		4.	Create a focus to the important information				
		5.	Deepens overall comprehension.				
	Metacognitive	6.	Boosts accuracy in tasks or understanding.				
		7.	Sharpens the ability to process spoken information.				
		8.	Facilitates understanding of new or unfamiliar content.				
		9.	Enhances the accuracy of what is heard.				
		10.	Helps maintain focus and improves grasp of a subject.				
	Socio-Affective	11.	Supports better focus and understanding.				
		12.	Provides a positive boost to overall capability.				

		13.	Assists in overcoming listening challenges.				
		14.	Develops abilities progressively over time.				
		15.	Offers opportunities to address and fix weaknesses.				

The second table focuses on the reasons behind using these strategies, making it effective in complementing the first table. Instead of only showing what students do, it explains why they choose certain approaches, such as improving comprehension, maintaining focus, or managing challenges during listening. This deeper insight helps educators and researchers evaluate not just the frequency of strategy use but also students' motivations and learning needs. Together, both tables provide a comprehensive view that links students' actions with their underlying goals, making the analysis more meaningful and practical for improving listening instruction.

E. Validity of Instrument

1. Validity

To ensure the instrument's robustness and accuracy, the researcher employed an expert validation process. Content validity was the primary focus, aiming to ascertain whether the questionnaire adequately covered all relevant aspects pertinent to the research questions and theoretical

arguments. The validation was conducted by one of a qualified expert alumna of IAIN Curup. Her qualifications include being an alumna of IAIN Curup and currently pursuing a doctoral degree. She also actively teaches at a private university, demonstrating practical and academic expertise relevant to this study.

Following a thorough evaluation by the validator, the initial questionnaire, which comprised 60 items, underwent a rigorous selection process. As a result, 30 items were meticulously chosen (15 per questionnaire) as appropriate and valid for data collection, ensuring the instrument's quality and focus.

2. Reliability

Reliability indicates that an instrument is dependable for data collection, and in this study, it was tested using Cronbach's Alpha, which ranges from 0 to 1 and classifies reliability into five categories. Each category corresponds to a certain score range and level of reliability, as presented in the following table.⁵² :

Table 3.4 Cronbach's Alpha Rate

Cronbach's Alpha	Internal Consistency
0.801 - 1.00	Excellent
0.601 - 0.80	Good
0,401 - 0.60	Acceptable
0.201 - 0.40	Poor
0.00 - 0.20	Unacceptable

The formula of Cronbach's Alpha as follow:

⁵² Nana Marlina Cahyani, Edo Indriyanto, and Siti Masripah, 'Uji Validitas Dan Reabilitas Terhadap Implementasi Aplikasi Penjualan Dan Pembelian', *INFORMATION SYSTEM FOR EDUCATORS AND PROFESSIONALS*, 1.1 (2016), pp. 21–34.

$$r_n = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_1^2}{\sigma_1^2} \right)$$

r_n = Instrument reliability

n = Question items $\sum \sigma_1^2$ = Number of question variants

σ_1^2 = Total Variants

Prior to distribution, both questionnaires were try out with 15 random sample, and the results showed that all 15 items in each questionnaire were valid, as the r-count values exceeded the r-table value (0.514). To strengthen the analysis, the researcher also examined reliability using Ms. Excel and IBM SPSS, where Questionnaire 1 scored 0.85 and Questionnaire 2 scored 0.84. These findings confirm that both questionnaires demonstrate strong internal consistency and are valid and reliable instruments for use in this research.

Table 3.5 Reliability Statistics Questionnaire 1 Try Out

Reliability Statistics	
Cronbach's Alpha	N of Items
.854	15

Table 3.6 Reliability Statistics Questionnaire 2 Try Out

Reliability Statistics	
Cronbach's Alpha	N of Items
.846	15

F. Data Analysis Technique

Three types of listening strategies are identified in the researcher's questionnaire for evaluating students' learning strategies in listening classes: cognitive, metacognitive, and socio-affective strategies. Descriptive statistics are therefore be used to describe these strategies. To figure out the mean and percentage of students who use listening strategies at English Study Program in IAIN Curup's listening class, researcher use the following formula:⁵³

a) Mean

$$\bar{x} = \frac{\sum xi}{n}$$

x = mean

$\sum xi$ = total scores

n = number of items

b) Percentage

$$P = \frac{F}{N} \times 100\%$$

P = Large percentage of alternative answers

F = Frequency of alternative respondents answers

N = Number of research samples

⁵³ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, 2013.

CHAPTER IV FINDING AND DISCUSSION

This chapter presents the results of the data collected through questionnaires distributed to 56 second-semester students at the English Study Program, Institut Agama Islam Negeri (IAIN) Curup, to investigate their learning strategies in listening classes and the reasons of using the strategies. The analysis integrates theoretical frameworks from O'Malley and Chamot to contextualize the findings within the broader literature on listening comprehension.

A. Finding

1. Students' Strategies Used in Learning English for Listening Class

To find out students' strategies used in learning English for listening class, this questionnaire consists of a number of indicators that are based on O'Malley and Chamot theory. This part of the chapter presents the results of research conducted from 12th to 28th May 2025. Researcher used a questionnaire which was distributed directly to students. The questionnaire was distributed and filled by 56 respondent and had 15 items. The questionnaires utilized a 4-point Likert scale (4 =Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree). For each item, the mean score and standard deviation (Std. Dev.) were calculated. The maximum possible score per item was 224 (56 respondents × 4), and percentages were derived using) the formula: $\text{Percentage} = (\text{Frequency} / \text{Total Respondents} \times 100\%)$

First questionnaire aimed to identify the strategies employed by students in the Listening class. The results are categorized into Cognitive,

Metacognitive, and Socio-Affective strategies, as presented in the following tables:

Table 4.1 Students' Strategies Used in Learning English for Listening Class

Indicators	Item	Mean	Deviation	%
Cognitive	I summarize key points while listening to enhance comprehension.	3,3	0,49	34,2%
	I take notes while listening to retain important details.	3,1	0,63	
	I predict the meaning of unfamiliar words based on context.	3,2	0,63	
	I focus on keywords to grasp the main idea of the listening material.	3,4	0,59	
	I rely on tone, speed, and pauses to interpret the speaker's meaning.	3,1	0,62	
Metacognitive	Before listening, I set learning objectives for comprehension.	3,1	0,71	33,2%
	After listening, I reflect on my understanding and identify areas for improvement.	3,1	0,55	
	I maintain focus and avoid distractions during listening activities.	3,3	0,60	
	I recognize my strengths and weaknesses in listening skills.	3,2	0,62	
	I set specific goals to improve my listening skills.	3	0,60	
Socio-Affective	I discuss listening tasks with classmates to enhance comprehension.	3,1	0,70	32,6%
	I ask for assistance from teachers or peers when I face listening difficulties.	3,1	0,69	
	I actively participate in group discussions related to listening exercises.	2,9	0,57	
	I motivate myself to keep improving my listening skills despite difficulties.	3,2	0,56	
	I stay calm and manage anxiety when listening to difficult English content.	3,1	0,64	

a. Cognitive

Cognitive strategies involve direct manipulation of the listening input to enhance comprehension. The mean scores range from 3.1 to 3.4, indicating frequent use. The highest mean score (3.4) was for "I focus on keywords to grasp the main idea of the listening

material”, suggesting that students prioritize extracting essential information, a strategy aligned with top-down processing.⁵⁴ For example, students might focus on words like “therefore” or “however” to understand the speaker’s main argument. The lowest mean score (3.1) was for “I take notes while listening to retain important details” and “I rely on tone, speed, and pauses to interpret the speaker’s meaning.” The lower score for note-taking may reflect the cognitive load of simultaneously listening and writing, particularly for second-semester students still developing their listening proficiency. The standard deviations (0.49–0.63) indicate moderate consistency, with the lowest variability for summarizing key points (0.49), suggesting broad agreement on its use.

b. Metacognitive

Metacognitive Strategies involve planning, monitoring, and evaluating the listening process. Mean scores range from 3.0 to 3.3, with “I maintain focus and avoid distractions during listening activities” scoring highest (3.3). This reflects students’ awareness of the need to concentrate during tasks like listening to audio monologues, a critical skill in listening class. The lowest score (3.0) was for “I set specific goals to improve my listening skills,” indicating that students may lack structured approaches to long-term skill development. For instance, students might not set goals like “understand 80% of a conversation” before a task. The standard

⁵⁴ Laurens Vandergrift, ‘The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study’, *Foreign Language Annals*, 30.3 (1997), pp. 387–409.

deviations (0.55–0.71) suggest slightly higher variability, particularly for setting objectives (0.71), possibly due to individual differences in metacognitive awareness.

c. Socio-Affective

Socio-Affective Strategies involve collaboration and emotional regulation. Mean scores range from 2.9 to 3.2, with “I motivate myself to keep improving my listening skills despite difficulties” scoring highest (3.2). This suggests students employ self-motivation to persist through challenges, such as unfamiliar accents. The lowest score (2.9) was for “I actively participate in group discussions related to listening exercises,” indicating lower engagement in collaborative activities. This could be due to cultural factors, such as reluctance to speak in groups, or limited opportunities for structured discussions in class. Standard deviations (0.56–0.70) show moderate consistency, with higher variability for collaborative items, reflecting diverse comfort levels with peer interaction.

d. Overall Result

The overall agreement indicates that students frequently employ a combination of cognitive, metacognitive, and socio-affective strategies, with cognitive strategies (34,2%) being the most prevalent. This aligns with O’Malley and Chamot’s findings that cognitive strategies are often the most intuitive for language learners due to their direct engagement with the material.⁵⁵

⁵⁵ J Michael O’malley and Anna Uhl Chamot, *Learning Strategies in Second Language*

2. The Reasons in Using the Strategies

The following table presents the results of the analysis regarding the students' reason in using of the listening strategies. The results of this research were obtained from data collection through questionnaires distributed to students, with the aim of identifying their reasons.

Table 4.2 *The Result of The Reasons in Using the Strategies*

Strategies	Reasons	Students' Answer
Cognitive	Create a better understanding	29
	Create a focus to the important information	23
	Improves recall and analytical skills.	20
	Strengthens the ability to extract key information.	19
	Deepens overall comprehension.	17
Metacognitive	Enhances the accuracy of what is heard.	17
	Facilitates understanding of new or unfamiliar content.	15
	Boosts accuracy in tasks or understanding.	12
	Sharpens the ability to process spoken information.	12
	Helps maintain focus and improves grasp of a subject.	6
Socio-Affective	Offers opportunities to address and fix weaknesses.	24
	Develops abilities progressively over time.	20
	Provides a positive boost to overall capability.	15
	Supports better focus and understanding.	11
	Assists in overcoming listening challenges.	10

a. Cognitive

Cognitive strategies received strong support, with the highest agreement (29 responses) for "Create a better understanding,"

indicating students value techniques like replaying podcasts to deepen comprehension and retention. The strategy "Create a focus to the important information" (23 responses) also garnered significant approval, suggesting students appreciate methods like noting key terms during lectures to organize information. "Improves recall and analytical skills" (20 responses) and "Strengthens the ability to extract key information" (19 responses) reflect confidence in cognitive strategies for enhancing memory and critical thinking. However, "Deepens overall comprehension" received the least agreement (17 responses), possibly due to challenges in applying these strategies consistently across varied contexts.

b. Metacognitive

Metacognitive strategies were also well-regarded, with "Enhances the accuracy of what is heard" leading at 17 responses, highlighting students' trust in goal-setting to improve precision in tasks, such as focusing on key lecture points. "Facilitates understanding of new or unfamiliar content" (15 responses) and "Boosts accuracy in tasks or understanding" (12 responses) indicate confidence in strategies like seeking clarification from peers. "Sharpens the ability to process spoken information" also received 12 responses, showing moderate support. The least agreement was for "Helps maintain focus and improves grasp of a subject" (6 responses), suggesting students may undervalue its immediate benefits for sustained attention and comprehension.

c. Socio-Affective

Socio-affective strategies were positively received, with "Offers opportunities to address and fix weaknesses" topping the category at 24 responses, emphasizing the motivational role of positive affect, such as engaging with enjoyable content like English songs or podcasts. "Develops abilities progressively over time" (20 responses) and "Provides a positive boost to overall capability" (15 responses) reflect steady support for strategies that foster gradual improvement and confidence. "Supports better focus and understanding" (11 responses) and "Assists in overcoming listening challenges" (10 responses) received the least agreement, possibly due to limited opportunities for group interaction or collaborative learning.

d. Overall Result

Students perceive cognitive strategies as the most effective for processing and retaining information, particularly through repetition and focusing on key details. Metacognitive strategies are valued for enhancing accuracy and understanding, though their benefits for focus are less recognized. Socio-affective strategies are appreciated for their motivational impact and ability to address weaknesses, but their effectiveness may be constrained by limited social engagement. Cognitive strategies lead in student preference, followed by metacognitive and socio-affective strategies, with note-

taking and structured learning seen as practical despite some skepticism about their immediate applicability.

B. Discussion

The findings indicate that students employ a combination of cognitive, metacognitive, and socio-affective strategies, with cognitive strategies being the most frequently used. The high reliance on cognitive strategies, particularly focusing on keywords (mean score 3.4), aligns with O'Malley and Chamot's assertion that cognitive strategies are intuitive for language learners due to their direct engagement with linguistic input.⁵⁶ This preference is likely driven by the structure of the listening courses, which emphasize tasks requiring students to extract main ideas and details from audio materials. For instance, focusing on signal words like "therefore" or "however" supports top-down processing, as described by Vandergrift, enabling students to efficiently process complex input by prioritizing essential information.⁵⁷ The moderate variability in responses (standard deviations 0.49–0.63) suggests a consistent application of cognitive strategies across the sample, with summarizing key points showing the least variability (0.49), indicating broad consensus on its utility.

However, the lower mean score for note-taking (3.1) may reflect the cognitive load of simultaneously listening and writing, particularly for second-semester students with developing proficiency. This finding is consistent with Rost's observation that novice learners often struggle with

⁵⁶ O'malley and Chamot, *Learning Strategies in Second Language Acquisition*.

⁵⁷ Vandergrift, 'The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study'.

multitasking during listening tasks due to limited working memory capacity.⁵⁸ Similarly, the lower score for relying on tone, speed, and pauses (3.1) suggests that students may not yet fully exploit paralinguistic cues, possibly due to unfamiliarity with varied accents or speech patterns, a challenge noted by Goh in EFL contexts.⁵⁹

Metacognitive strategies are the second most commonly applied, particularly maintaining focus during listening activities (mean score 3.3). This reflects students' awareness of the need for sustained attention in tasks such as listening to monologues, a critical skill in language learning.⁶⁰ However, the lower score for setting specific goals (3.0) indicates that students may not consistently engage in structured, long-term skill development. This could stem from limited metacognitive awareness, as second-semester students are still developing self-regulatory skills, or from a lack of explicit instruction in goal-setting, as highlighted by Vandergrift and Goh.⁶¹ The higher variability in responses for setting objectives (standard deviation 0.71) suggests individual differences in metacognitive awareness, which may warrant targeted instructional interventions.

Socio-affective strategies are the least utilized, with active participation in group discussions scoring the lowest (2.9). This finding may reflect cultural factors in the Indonesian educational context, where teacher-centered instruction predominates, potentially limiting opportunities for

⁵⁸ Rost, *Teaching and Researching Listening 4th Edition*, Michael Rost (Sample i-28)).

⁵⁹ Vandergrift and Goh, 'Teaching and Testing Listening Comprehension'.

⁶⁰ O'malley and Chamot, *Learning Strategies in Second Language Acquisition*.

⁶¹ Christine Goh and Larry Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action* (2021), doi:10.4324/9780429287749.

collaborative learning. Alternatively, students' reluctance to engage in group discussions could stem from shyness or discomfort with peer interaction, as noted by Richards and Rodgers in EFL settings.⁶² Conversely, the high score for self-motivation (3.2) indicates that students actively employ strategies to persist through challenges, such as unfamiliar accents, aligning with Oxford's emphasis on the role of affective factors in language learning.⁶³ The moderate variability in socio-affective responses (standard deviations 0.56–0.70) suggests diverse comfort levels with collaborative activities, highlighting the need for structured opportunities to foster peer interaction.

The predominance of cognitive strategies can be attributed to several factors. First, the listening course structure emphasizes tasks that align with cognitive strategies, such as identifying main ideas, which are reinforced through classroom activities and assessments. Second, as developing learners, students may find cognitive strategies more accessible due to their concrete, task-specific nature compared to the abstract processes of metacognitive strategies or the socially interactive nature of socio-affective strategies. Third, the Indonesian educational context, characterized by teacher-centered approaches, likely reinforces reliance on cognitive strategies, as students are trained to focus on immediate task outcomes rather than long-term skill development.

⁶² Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching* (1986).

⁶³ Oxford's *Classification of Language Learning Strategies (LLS)* (1990) (n.d.).

The reasons students provided for employing these strategies further illuminate their preferences and perceptions. Cognitive strategies are highly valued for creating better understanding (29 responses) and focusing on important information (23 responses), reflecting their direct impact on comprehension tasks. These findings align with Fathi et al.'s research, which highlights the efficacy of cognitive strategies like note-taking and summarizing in enhancing retention and analysis of auditory input.⁶⁴ The tangible outcomes of these strategies, such as improved recall and analytical skills (20 responses), provide immediate feedback, boosting students' confidence in their effectiveness, particularly for learners facing challenges like limited vocabulary or pronunciation difficulties.

Metacognitive strategies are appreciated for enhancing accuracy (17 responses) and facilitating understanding of unfamiliar content (15 responses). These reasons suggest that students recognize the value of planning and monitoring in improving task performance, as supported by Vandergrift and Goh⁶⁵. However, the lower support for maintaining focus and improving grasp of a subject (6 responses) indicates that students may undervalue the long-term benefits of metacognitive strategies, possibly due to their abstract nature or limited explicit instruction in their application.

Socio-affective strategies are valued for addressing weaknesses (24 responses) and fostering progressive skill development (20 responses), underscoring their motivational role. Engaging with enjoyable content,

⁶⁴ Fathi, Derakhshan, and Torabi, 'The Effect of Listening Strategy Instruction on Second Language Listening Anxiety and Self-Efficacy of Iranian EFL Learners'.

⁶⁵ Goh and Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action*.

such as English songs or podcasts, likely enhances students' persistence, as noted by Oxford.⁶⁶ However, the lower support for strategies supporting focus and understanding (11 responses) and overcoming challenges (10 responses) may reflect limited opportunities for collaborative learning, as group interactions are not consistently integrated into the curriculum.

The findings suggest that cognitive strategies dominate due to their alignment with the listening class objectives and the immediate feedback they provide, consistent with O'Malley and Chamot's framework.⁶⁷ However, the relatively lower use of metacognitive and socio-affective strategies indicates a need for instructional interventions to promote balanced strategy use. For instance, explicit training in goal-setting and reflective practices could enhance metacognitive awareness, while structured group activities could foster socio-affective engagement, as recommended by Vandergrift and Goh.⁶⁸ The Indonesian context, with its teacher-centered approach, may limit opportunities for such strategies, suggesting a need for pedagogical shifts toward learner-centered methods.

In conclusion, the students' frequent use of cognitive strategies reflects their accessibility and alignment with classroom tasks, while metacognitive and socio-affective strategies, though valued, are less utilized due to developmental and contextual factors. These insights provide a foundation for designing targeted interventions to enhance listening strategy use,

⁶⁶ Oxford's *Classification of Language Learning Strategies (LLS)* (1990).

⁶⁷ O'malley and Chamot, *Learning Strategies in Second Language Acquisition*.

⁶⁸ Goh and Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action*.

ultimately improving students' listening proficiency and overall language learning outcomes.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

This study investigated the listening strategies used by 56 second-semester students of the English Study Program at IAIN Curup. The findings show that students applied a mix of cognitive, metacognitive, and socio-affective strategies, with cognitive strategies being the most dominant (34.2%), followed by metacognitive second and socio-affective last.

Students primarily favored cognitive strategies as they directly supported comprehension (29 responses), while metacognitive strategies helped improve accuracy, and socio-affective strategies were used to manage difficulties. These results indicate that students rely heavily on strategies that focus on immediate understanding, suggesting the need for a more balanced pedagogical approach by incorporating training in metacognitive and socio-affective strategies to enhance overall listening proficiency.

B. Suggestions

Based on the findings, these suggestions are aimed at a better future, the following suggestions are proposed:

1. Lecturers

Lecturers should explicitly integrate training in metacognitive and socio-affective strategies through goal-setting and group activities. This could involve teaching students how to set specific

listening goals and encouraging reflective practices, such as self-evaluation. Designing structured group activities, like peer discussions, could also foster socio-affective strategies. Incorporating varied audio materials, such as podcasts with diverse accents, can help students practice cognitive strategies like relying on tone and context.

2. Students

Students are encouraged to adopt a balanced approach by practicing all strategy types. For example, they should practice setting clear objectives before listening tasks and reflect on their performance afterward. Engaging in peer discussions and seeking clarification from classmates or lecturers can enhance socio-affective strategies, helping to manage anxiety and build confidence.

3. Future Researchers

Future research should consider conducting longitudinal or qualitative studies to explore strategy development and contextual influences. Qualitative studies, such as interviews or focus groups, could provide deeper insights into students' perceptions and challenges. Additionally, comparative studies across different EFL institutions in Indonesia could investigate the influence of institutional and cultural factors on strategy use, offering broader implications for listening pedagogy.

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A P P E N D I C E S



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JUDUL SKRIPSI : Students Learning Strategies in Listening Class
A Study at English Study Program IAIN Curup
MULAI BIMBINGAN : 12 November 2024
AKHIR BIMBINGAN :

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	12/11/2024	Revisi Judul	
2.	12/12/2024	Bimbingan Bab I, II, III	
3.	11 Jan 2025	Revisi Bab III	
4.	03 Maret 2025	Bimbingan Instrument	
5.	24 Maret 2025	Revisi Instrument	
6.	7 Mei 2025	ACC Penelitian	
7.	2 Juli 2025	Chapter IV	
8.	16 Juli 2025	Chapter IV	
9.	21 Juli 2025	Chapter IV	
10.	28 Juli 2025	Chapter V	
11.	4 Agustus 2025	Chapter V	
12.	5 Agustus 2025	ACC	

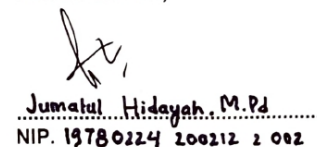
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- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



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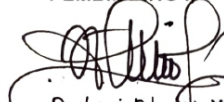
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MULAI BIMBINGAN	: A study at English Study Program IAIN Curup
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	12/10/2024	Bimbingan Bab I	k
2.	13/12/2024	Revisi Bab I, II, III	k
3.	11/01/2025	Revisi Bab III	k
4.	03/03/2025	Revisi Bab III	k
5.	22/03/2025	Bimbingan Bab IV	k
6.	08/04/2025	Revisi Bab IV	k
7.	07/05/2025	Revisi Bab IV	k
8.	03/06/2025	Revisi Bab IV	k
9.	17/06/2025	Revisi Bab V	k
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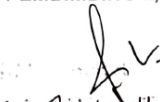
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Nomor : 763 Tahun 2024

Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan: Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Sonia Novalisa tanggal 18 November 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis tanggal 25 Juli 2024

MEMUTUSKAN :

Menetapkan

Pertama

1. **Dr. Leffi Noviyenti, M.Pd** **19761106 200312 2 004**
2. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Sonia Novalisa**

N I M : **20551069**

JUDUL SKRIPSI : **Exploring Students Note-Taking Strategies in Listening Comprehension**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 18 November 2024

Dekan,

Sutarjo



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan

No	Aspect	Indicators	Items	SD	D	A	SA
1.	Students Strategies Use in Learning English for Listening Class	Cognitive	1. I summarize key points while listening to enhance comprehension.				
			2. I take notes while listening to retain important details.				
			3. I predict the meaning of unfamiliar words based on context.				
			4. I create mental images to help understand spoken information.				
			5. I create mental images to help understand spoken information.				
			6. I focus on keywords to grasp the main idea of the listening material.				
			7. I pay attention to pronunciation and grammar structures while listening.				
			8. I use prior knowledge to infer the meaning of spoken content.				
			9. I rely on tone, speed, and pauses to interpret the speaker's meaning.				
			10. I mentally translate words into my native language while listening.				
		Meta Cognitive	11. Before listening, I set learning objectives for comprehension.				
			12. I check my understanding while listening and adjust my approach if needed.				
			13. After listening, I reflect on my understanding and identify areas for improvement.				
			14. I maintain focus and avoid distractions during listening activities.				
			15. I adjust my listening strategies based on the difficulty of the material.				
			16. I ask for clarification when I do not understand a part of the listening material.				

			17. I ask myself questions about the content to check my comprehension.				
			18. I recognize my strengths and weaknesses in listening skills.				
			19. I set specific goals to improve my listening skills.				
			20. I change my listening strategies depending on the type of listening material.				
		Socio Affective	21. I discuss listening tasks with classmates to enhance comprehension.				
			22. I ask for assistance from teachers or peers when I face listening difficulties.				
			23. I actively participate in group discussions related to listening exercises.				
			24. I motivate myself to keep improving my listening skills despite difficulties.				
			25. I feel confident when engaging in English listening activities.				
			26. I stay calm and manage anxiety when listening to difficult English content.				
			27. I use positive self-talk to encourage myself during listening tasks.				
			28. I actively participate in listening-related class activities.				
			29. I manage frustration when I do not fully understand a listening task.				
			30. I enjoy listening to English materials both inside and outside the classroom.				

QUESTIONNAIRE
THE REASONS IN USING THE STRATEGIES

Aspect	Strategies	Reasons	SD	D	A	SA
The Reasons in Using the strategies	Cognitive	1. Summarizes key ideas effectively.				
		2. Create a better understanding				
		3. Strengthens the ability to extract key information.				
		4. Helps grasp spoken content more effectively.				
		5. Improves recall and analytical skills.				
		6. Create a focus to the important information				
		7. Enhances comprehension through attention to detail.				
		8. Deepens overall comprehension.				
		9. Improves comprehension by recognizing speech nuances.				
		10. Influences comprehension speed.				
	Metacognitive	11. Boosts accuracy in tasks or understanding.				
		12. Helps adjust strategies effectively				
		13. Sharpens the ability to process spoken information.				
		14. Facilitates understanding of new or unfamiliar content.				
		15. Enhances performance through adaptable listening.				
		16. Enhances the accuracy of what is heard.				
		17. Helps check comprehension.				
		18. Allows for more effective listening.				
		19. Helps maintain focus and improves grasp of a subject.				
		20. Helps with better understanding through strategy changes.				
	Socio-Affective	21. Supports better focus and understanding.				
		22. Provides a positive boost to overall capability..				

		23. Assists in overcoming listening challenges.					
		24. Helps me become a better listener.					
		25. Improves comprehension ability through confidence.					
		26. Develops abilities progressively over time					
		27. Increases willingness to engage.					
		28. Enhances comprehension through active participation.					
		29. Helps in persisting in learning.					
		30. Offers opportunities to address and fix weaknesses.					

Q1

A. Cognitive

I strongly suggest to remove items number 4, 5, 7, 8 and 10 for its non-practical application in classroom

B. Meta-Cognitive

Items number 12, 15, 16, 17, and 20 are hard to apply in classroom for its difficulties

C. Socio Affective

Items number 25, 27, 28, 29, 30 are self-engage strategies which depends on students self-awareness, making it hard to apply

Q2

A. Cognitive

Items 2, 3, 5, 6, 8 measure core understanding and information processing. They focus on direct results like extracting key information and improving recall.

B. Meta Cognitive

Items number 11, 13, 14, 16, 18 assesses self-awareness and strategic thinking. They evaluate a person's ability to adapt listening methods and monitor their own comprehension.

C. Socio Affective

Items 21, 22, 23, 26, 30 address emotional and motivational aspects. They measure confidence, resilience, and the belief that listening skills can be developed.

Curup, 15 April 2025


HENTI AFRANTI S.Pd M.Pd

Q2 Try Out

No	Name	Cognitive					Meta-cognitive					Socio-affective					Total
		Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	
1.	Dwi Suryani	4	4	3	4	3	4	3	3	4	3	3	4	3	4	3	52
2.	Donna Sofri Ananda	3	3	3	3	4	3	4	3	3	3	3	3	4	2	3	46
3.	Hesti Adininggar Muhammad Farhan	3	3	3	3	4	3	4	3	3	3	3	3	3	3	4	47
4.	Pasha	3	4	3	4	4	3	4	3	4	4	4	4	4	3	4	55
5.	Lisna Ariani	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	43
6.	Tia Apanka	3	3	3	3	3	2	3	4	3	4	3	4	4	3	4	49
7.	Melca Putri Marleza	3	4	4	3	3	3	3	4	3	3	3	3	4	4	4	51
8.	Densi Adelya	4	3	2	3	3	2	3	3	3	3	4	3	3	2	3	44
9.	Abdullah Azam	4	4	4	4	4	3	3	4	4	3	4	3	3	3	4	54
10		4	4	4	3	4	3	3	3	3	3	4	3	4	4	4	53
11	Ajju Pangestu	4	4	4	3	4	3	3	3	3	3	4	3	4	3	4	54
12	Dea Kikka Alisyah	4	4	4	3	4	3	3	4	4	3	4	3	4	3	4	54
13	Chyrbhia Monicha	4	3	4	4	4	3	4	3	3	4	4	4	4	4	4	56
14	Bunga Febriana	4	4	3	4	4	4	4	3	4	3	4	4	4	3	4	56
15	Helza Maria Inda	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	58
	Olivcia Ausudion	4	3	3	3	4	3	3	4	3	4	4	4	3	3	4	52

[illegible]

Reliability																
Variant	0.25714 4.43809	0.26666 4.43809	0.38095 4.43809	0.23809 4.43809	0.23809 4.43809	0.23809 4.43809	0.35238 4.43809	0.17142 4.43809	0.26666 4.43809	0.23809 4.43809	0.25714 4.43809	0.20952 4.43809	0.35238 4.43809	0.40952 4.43809	0.4 4.43809	21.0952 4.43809
Variants	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Total Variant	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952	21.0952
Result	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Relabel																

Q2	Pearson	.289	1	.123	.444	.389	.389	.327	.444	.327	.444	.327	.167	.312
----	---------	------	---	------	------	------	------	------	------	------	------	------	------	------

Correlation	007	660	007	450	034	007	034	550
Size (2 tailed)								

[illegible]

Correlations

[illegible]

Q11	Pearson Correlation	.231	.312	.148	.089	.356	.134	.612	.089	.612	.312	1
	Sig. (2-tailed)	.407	.258	.599	.752	.192	.635	.015	.752	.015	.258	
	N	15	15	15	15	15	15	15	15	15	15	15
Q12	Pearson Correlation	.189	.327	.342	.600	.218	.491	.196	.055	.464	.327	.175
	Sig. (2-tailed)	.500	.234	.211	.018	.435	.063	.483	.847	.081	.234	.533
	N	15	15	15	15	15	15	15	15	15	15	15
Q13	Pearson Correlation	.199	.268	.127	.268	.115	.115	.338	.459	.150	.076	.245
	Sig. (2-tailed)	.478	.335	.652	.335	.684	.684	.218	.085	.593	.786	.378
	N	15	15	15	15	15	15	15	15	15	15	15
Q14	Pearson Correlation	.575	.380	.280	.142	.332	.332	-.031	.142	.202	.142	.076
	Sig. (2-tailed)	.025	.163	.311	.613	.226	.226	.912	.613	.470	.613	.787
	N	15	15	15	15	15	15	15	15	15	15	15
Q15	Pearson Correlation	.400	.000	.213	.577	.000	.289	.472	.289	.472	.289	.231
	Sig. (2-tailed)	.140	1.000	.446	.024	1.000	.297	.075	.297	.075	.297	.407
	N	15	15	15	15	15	15	15	15	15	15	15
TOTAL	Pearson Correlation	.560	.597	.565	.628	.530	.652	.565	.597	.615	.597	.547
	Sig. (2-tailed)	.030	.019	.028	.012	.042	.008	.032	.019	.015	.019	.035
	N	15	15	15	15	15	15	15	15	15	15	15

Correlations

	Q12	Q13	Q14	Q15	TOTAL
Q1	Pearson Correlation	.189	.199	.575	.400
	Sig. (2-tailed)	.500	.478	.025	.140
	N	15	15	15	15
Q2	Pearson Correlation	.327	.268	.380	.000
	Sig. (2-tailed)	.234	.335	.163	1.000
	N	15	15	15	15
Q3	Pearson Correlation	.342	.127	.280	.213
	Sig. (2-tailed)	.211	.652	.311	.446
	N	15	15	15	15
Q4	Pearson Correlation	.600	.268	.142	.577
	Sig. (2-tailed)	.018	.335	.613	.024
	N	15	15	15	15

Q5	Pearson Correlation	.218	.115	.332	.000	.530
	Sig. (2-tailed)	.435	.684	.226	1.000	.042
	N	15	15	15	15	15
Q6	Pearson Correlation	.491	.115	.332	.289	.652
	Sig. (2-tailed)	.063	.684	.226	.297	.008
	N	15	15	15	15	15
Q7	Pearson Correlation	.196	.338	-.031	.472	.555
	Sig. (2-tailed)	.483	.218	.912	.075	.032
	N	15	15	15	15	15
Q8	Pearson Correlation	.055	.459	.142	.289	.597
	Sig. (2-tailed)	.847	.085	.613	.297	.019
	N	15	15	15	15	15
Q9	Pearson Correlation	.464	.150	.202	.472	.615
	Sig. (2-tailed)	.081	.593	.470	.075	.015
	N	15	15	15	15	15
Q10	Pearson Correlation	.327	.076	.142	.289	.597
	Sig. (2-tailed)	.234	.786	.613	.297	.019
	N	15	15	15	15	15
Q11	Pearson Correlation	.175	.245	.076	.231	.547
	Sig. (2-tailed)	.533	.378	.787	.407	.035
	N	15	15	15	15	15
Q12	Pearson Correlation	1	.150	.435	.472	.615
	Sig. (2-tailed)		.593	.105	.075	.015
	N	15	15	15	15	15
Q13	Pearson Correlation	.150	1	.392	.397	.533
	Sig. (2-tailed)	.593		.148	.142	.041
	N	15	15	15	15	15
Q14	Pearson Correlation	.435	.392	1	.082	.528
	Sig. (2-tailed)	.105	.148		.771	.043
	N	15	15	15	15	15
Q15	Pearson Correlation	.472	.397	.082	1	.591
	Sig. (2-tailed)	.075	.142	.771		.020
	N	15	15	15	15	15
TOTAL	Pearson Correlation	.615	.533	.528	.591	1
	Sig. (2-tailed)	.015	.041	.043	.020	
	N	15	15	15	15	15

Correlations

Notes

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Correlations

		Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11														
		1	.327	.228	.289	.380	.068	.055	.289	.111	.739**					
Q1	Pearson Correlation Sig. (2-tailed)			.234	.413	.297	.297	.163	.810	.847	.297	.693	.002			
Q2	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.327	1	.523*	.378	.189	.590*	.134	.464	.661**	-.055	.342				

Q3	Sig. (2-tailed)	.234			.045	.165	.500	.021	.635	.081	.007	.847	.211			
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.228	.523*	1	.079	.395	.260	.280	.299	.316	.000	.084				
Q4	Sig. (2-tailed)	.413	.045		.779	.145	.349	.313	.279	.251	1.000	.765				
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.289	.378	.079	1	.200	.575*	.354	.094	.400	.289	.426				
Q5	Sig. (2-tailed)	.297	.165	.779		.475	.025	.196	.738	.140	.297	.113				
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.289	.189	.395	.200	1	.411	.354	.189	.200	.289	.533*				
Q6	Sig. (2-tailed)	.297	.500	.145	.475		.128	.196	.500	.475	.297	.041				
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.380	.590*	.260	.575*	.411	1	.058	.124	.329	.095	.456				
Q7	Sig. (2-tailed)	.163	.021	.349	.025	.128		.837	.659	.231	.737	.088				
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.068	.134	.280	.354	.354	.058	1	.134	.354	.612*	.302				
Q8	Sig. (2-tailed)	.810	.635	.313	.196	.196	.837		.635	.196	.015	.275				
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.055	.464	.289	.094	.189	.124	.134	1	.378	.491	.040				
Q9	Sig. (2-tailed)	.847	.081	.279	.738	.500	.659	.635		.165	.063	.887				
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.289	.661**	.316	.400	.200	.329	.354	.378	1	.000	.426				
Q10	Sig. (2-tailed)	.297	.007	.251	.140	.475	.231	.196	.165	1.000	.113					
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.111	.055	.000	.289	.289	.095	.612*	.491	.000	1	.185				
Q11	Sig. (2-tailed)	.693	.847	1.000	.297	.297	.737	.015	.063	1.000		.510				
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson Correlation	.739**	.342	.084	.426	.533*	.456	.302	.040	.426	.185	1				

Correlations

		Q12	Q13	Q14	Q15	TOTAL
Q1	Pearson Correlation	.380	.176	-.134	.356	.521**
	Sig. (2-tailed)	.163	.530	.635	.192	.046
	N	15	15	15	15	15
Q2	Pearson Correlation	-.031	.490	.394	.262	.673***
	Sig. (2-tailed)	.912	.064	.147	.345	.006
	N	15	15	15	15	15
Q3	Pearson Correlation	.130	.482	.549*	.549*	.638*
	Sig. (2-tailed)	.644	.069	.034	.034	.010
	N	15	15	15	15	15
Q4	Pearson Correlation	.164	.152	.231	.000	.521*
	Sig. (2-tailed)	.558	.587	.407	1.000	.047
	N	15	15	15	15	15
Q5	Pearson Correlation	.082	-.152	.483	.463	.563*
	Sig. (2-tailed)	.771	.587	.082	.082	.029

Reliability

Notes

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Scale: ALL VARIABLES

Case Processing Summary

Cases	Valid	Excluded ^a	Total
	15	0	15
	100.0	.0	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.854	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	49.27	19.067	.481	.846
Q2	49.33	18.810	.520	.844
Q3	49.20	19.171	.492	.846
Q4	49.33	18.667	.554	.842
Q5	49.53	19.124	.445	.848
Q6	49.53	18.552	.582	.841

Q7	49.40	18.971	.470	.847
Q8	49.33	18.810	.520	.844
Q9	49.40	18.686	.538	.843
Q10	49.33	18.810	.520	.844
Q11	49.53	18.552	.441	.849
Q12	49.40	18.686	.538	.843
Q13	49.53	18.267	.404	.854
Q14	49.67	18.810	.425	.850
Q15	49.27	18.924	.516	.844

Reliability

Notes

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	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax	RELIABILITY /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 /SCALE(ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.	
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,01

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.846	15

Item-Total Statistics

	Scale		Scale		Corrected		Cronbach's Alpha if Item Deleted
	Mean if Item Deleted	Variance if Item Deleted	Item Deleted	Item Deleted	Item-Total Correlation	Item-Total Correlation	
Q1	47.73	18.924		.434		.839	
Q2	47.80	18.171		.604		.830	
Q3	48.00	17.857		.548		.832	
Q4	48.00	19.000		.437		.839	
Q5	47.67	18.810		.484		.836	
Q6	48.40	18.114		.520		.834	

Q7	48.13	19.124	.497	.837
Q8	47.80	18.743	.466	.837
Q9	48.00	19.000	.437	.839
Q10	47.93	18.781	.468	.837
Q11	47.60	19.114	.443	.839
Q12	48.07	18.638	.411	.841
Q13	47.87	18.267	.442	.839
Q14	47.93	18.067	.489	.836
Q15	47.73	18.067	.489	.836

The Result (Raw Data) of Students' Strategies Use in Learning English for Listening Class Questionnaire

Name	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	Total
Abdul Karim Amrullah	4	4	4	4	4	4	3	4	4	4	4	4	3	4	3	57
Agnes Feronika	3	3	4	4	2	4	4	3	3	4	4	3	4	4	3	52
Ahsanu izi Tak wima	3	3	4	4	3	4	3	4	4	3	3	4	3	4	3	52
Aisyah Nurhidayah	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	48
Anne Adeliyah	3	3	4	3	4	2	3	3	3	2	2	3	2	3	3	43
Annisa Olimpia	3	3	4	3	4	3	3	4	4	4	4	3	4	4	4	54
Delfi Rara Anjesika	3	4	4	3	3	3	3	4	4	3	3	3	3	3	3	49
DIO PUTRA RAMADHAN	3	1	3	4	4	2	3	4	3	3	1	1	2	3	3	40
Dioba meliza karlita	4	1	4	4	3	4	4	4	4	3	4	2	3	2	4	50
Dwi Aninda Sari	3	3	3	4	3	3	3	4	3	3	4	4	3	3	2	48
Dwi Indah Sari	4	3	4	4	4	3	3	3	3	3	4	3	3	3	3	50
Dwiki Farhan Hafizh	2	3	4	3	4	4	3	3	3	4	3	4	4	3	3	50
Ester Rindi Prastika	3	3	3	3	3	3	4	3	3	3	4	3	3	3	3	47
Fahmi Alfarissi	4	4	3	2	3	3	2	3	3	3	3	3	3	2	3	44
Frinda Afrilia Maharani	4	3	2	3	3	3	4	4	4	3	2	2	2	3	4	46
Giita Indah Cahyani	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Gustiantara	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Irfan Hidayat	3	3	3	4	4	3	4	3	3	3	4	3	3	3	1	47
Jesi Nurani	3	4	3	4	3	3	3	4	3	3	3	3	3	3	3	48
Laras Ariani	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	46
Leza Melfia	3	3	3	4	3	2	3	2	2	4	3	4	2	3	3	44
Lova novriati	4	3	3	4	3	4	3	4	4	3	4	4	2	4	4	53
M Arya Nando	3	3	3	3	4	4	3	4	3	3	3	3	3	4	3	48
M. Ikhsan Fachrizal	3	3	4	4	1	4	4	3	3	3	4	4	3	4	4	51
Mar'atul hairiyah	3	3	1	3	3	4	3	3	2	3	4	3	4	3	3	45
Melati Puspita	4	4	4	4	4	3	3	4	4	3	2	3	2	3	3	50
Mercy Allillah	4	4	3	2	3	1	3	4	3	3	4	4	2	4	2	46

Mhita Rima Melati	3	3	3	3	3	2	2	4	4	2	3	3	2	3	3	43
Muhammad attila rois	4	4	4	3	4	4	3	2	4	3	3	4	3	3	4	52
Muhammad Razieq	4	2	4	4	3	2	4	4	4	3	2	2	3	4	4	49
Nafisah Kamal	4	3	3	3	4	3	3	3	3	3	3	3	3	3	2	46
Naila shafira putri	3	3	3	3	3	3	3	2	2	2	3	3	3	2	3	40
Nanda dwi masta	4	4	2	3	4	3	3	3	4	4	3	4	3	4	3	51
Nazlah	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Niko Anugrah	4	3	3	4	3	4	3	4	2	4	3	4	3	4	3	51
Nur Aulia Nesa Afifah	3	3	2	2	3	4	2	3	3	1	3	2	3	3	4	41
Rahma Madani	3	4	3	4	3	3	3	4	3	3	4	3	2	3	3	48
Rajes sadeva	3	4	4	4	3	4	4	3	4	4	3	4	4	4	4	56
Reni Diani Larasati	3	3	3	4	4	3	3	3	3	3	3	4	3	3	3	48
Repyan Rahayu	3	3	3	3	2	2	3	2	3	3	3	2	2	3	3	40
Resti Yolanda	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Rifki wijayani	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Rimalismadona	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	47
Samqina	3	3	4	4	4	3	3	3	4	3	3	3	3	4	2	49
Silvia Ralika Putri	4	3	3	3	2	4	3	4	3	4	3	2	3	4	4	49
Sinta Nia Yunisa	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Sintia	4	4	3	4	3	3	4	4	3	3	4	4	3	4	4	54
Sri Kusuma	3	2	4	4	3	3	3	3	2	3	4	2	3	3	3	45
Stefhanie Putri Cusa Gempar	3	4	3	3	3	4	3	3	4	3	3	3	3	3	3	48
Syefri Yanti	3	3	4	3	3	3	2	3	4	2	2	3	2	3	2	42
Titik sandora	3	3	3	3	2	3	3	3	2	2	3	3	3	2	3	41
Viona rosalia	3	3	3	4	3	2	3	4	3	3	3	3	4	3	3	47
Vioni Cahya Mutiara	3	3	3	3	3	4	4	3	3	3	4	4	3	4	3	50
Wlinsah Yusat Wika	3	3	3	3	3	2	2	3	3	2	2	3	3	2	3	40
Winda Lestari	4	3	4	4	3	3	2	4	4	2	4	4	3	3	4	51
Wulandari	3	3	3	4	3	3	3	3	3	3	2	3	2	3	4	45

The Result (Raw Data) of The Reasons in Using the Strategies Questionnaire

Name	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	Total
Abdul Karim Amrullah	4	4	3	4	4	3	4	4	4	3	4	4	3	4	4	56
Agnes Feronika	4	4	3	4	4	3	4	3	3	3	4	4	3	4	4	54
Ahsanu izi Tak wima	4	4	3	3	4	3	3	3	4	3	3	4	4	4	4	53
Aisyah Nurhidayah	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	46
Anne Adeliyah	2	3	3	3	3	2	3	3	4	3	3	3	3	4	4	46
Annisa Olimpia	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
Delfi Rara Anjesika	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	47
DIO PUTRA RAMADHAN	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	44
Dioba meliza karlita	2	3	4	4	4	4	4	4	4	4	2	4	4	4	4	55
Dwi Aninda Sari	3	3	3	4	4	3	3	4	3	3	3	3	3	3	3	48
Dwi Indah Sari	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	50
Dwiki Farhan Hafizh	2	4	4	3	3	4	4	4	3	3	4	4	3	4	4	53
Ester Rindi Prastika	4	4	3	3	3	4	3	3	3	3	3	3	3	3	4	49
Fahmi Alfarissi	4	3	4	4	3	4	3	3	3	3	3	3	3	3	3	49
Frinda Afrilia Maharani	4	4	3	4	3	3	3	3	4	3	2	3	2	4	4	49
Gita Indah Cahyani	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Gustiantara	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Irfan Hidayat	4	4	3	3	3	3	4	3	3	4	4	4	4	4	2	52
Jesti Nuraini	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	47
Laras Ariani	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	47
Leza Melfia	3	4	4	2	4	3	4	3	2	3	3	4	2	1	3	45
Lova novriati	3	3	4	4	4	4	4	4	3	3	3	4	3	4	4	54
M Arya Nando	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	47
M. Ikhsan Fachrizal	4	3	4	4	4	3	3	3	4	4	3	3	2	4	3	51
Mar'atul hairiyah	3	3	2	3	3	2	2	4	3	3	4	3	4	4	3	46
Melati Puspita	4	4	4	3	4	3	3	3	4	3	2	3	3	3	4	50
Mercy Alifillah	4	3	3	4	3	4	4	4	4	3	4	4	3	4	3	54

Mhita Rima Melati	4	3	3	2	3	3	3	3	3	3	4	3	3	2	3	3	3	45
Muhammad attila rois	4	3	4	3	3	3	3	3	3	3	3	3	3	3	4	4	4	50
Muhammad Razieq	2	4	4	4	4	3	4	4	4	3	3	3	3	3	4	4	4	54
Nafisah Kamal	4	4	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	49
Naila shafira putri	3	3	3	3	3	2	3	3	3	2	3	2	3	3	3	2	3	42
Nanda dwi masta	4	3	4	4	3	3	3	3	4	4	3	4	3	4	3	4	3	53
Nazlah	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Niko Anugrah	4	2	3	4	3	4	3	4	3	4	3	4	3	4	3	4	4	52
Nur Aulia Nesa Afrifah	3	2	3	4	4	3	3	3	2	3	2	3	3	3	4	4	3	46
Rahma Madani	4	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	43
Rajes sadeva	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	4	51
Reni Diani Larasati	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	47
Repyan Rahayu	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Resti Yolanda	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Rifki wijayani	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Rimalismadona	4	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	48
Samcina	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	47
Silvia Ralika Putri	4	3	4	4	3	3	3	4	4	3	4	3	3	4	3	4	4	53
Sinta Nia Yunisa	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Sintia	4	3	4	3	4	3	4	4	4	4	4	3	3	4	3	4	4	54
Sri Kusuma	4	3	4	4	4	4	3	3	3	3	3	4	4	3	3	4	3	53
Stefhanie Putri Cusa Gempar	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	46
Syefri Yanti	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Titik sandora	2	3	3	2	1	3	3	3	1	3	3	1	3	2	3	3	3	37
Viona rosalia	4	2	4	2	3	4	2	3	4	2	3	4	3	2	3	3	4	46
Vioni Cahya Mutiara	4	3	3	4	3	3	3	4	3	3	4	3	3	4	3	3	4	51
Welinsah Yusat Wilka	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	4	45
Winda Lestari	3	3	4	3	4	3	3	3	3	2	3	4	4	4	3	3	4	49
Wulandari	4	4	3	4	3	4	3	4	3	4	3	4	3	3	3	3	4	51

The Result of Students' Strategies Used in Learning English for Listening class

Indicators	Item	Mean	F	%	F	%	F	%	F	%	Avg	Dev
Cognitive	I summarize key points while listening to enhance comprehension.	3,3	17	30,4%	38	67,9%	1	1,8%	0	0,0%	82%	0,49
	I take notes while listening to retain important details.	3,1	13	23,2%	39	69,6%	2	3,6%	2	3,6%	78%	0,63
	I predict the meaning of unfamiliar words based on context.	3,2	18	32,1%	34	60,7%	3	5,4%	1	1,8%	81%	0,63
	I focus on keywords to grasp the main idea of the listening material.	3,4	25	44,6%	28	50,0%	3	5,4%	0	0,0%	85%	0,59
	I rely on tone, speed, and pauses to interpret the speaker's meaning.	3,1	14	25,0%	37	66,1%	4	7,1%	1	1,8%	79%	0,62
Metacognitive	Before listening, I set learning objectives for comprehension.	3,1	16	28,6%	31	55,4%	8	14,3%	1	1,8%	78%	0,71
	After listening, I reflect on my understanding and identify areas for improvement.	3,1	11	19,6%	39	69,6%	6	10,7%	0	0,0%	77%	0,55
	I maintain focus and avoid distractions during listening activities.	3,3	21	37,5%	31	55,4%	4	7,1%	0	0,0%	83%	0,60
	I recognize my strengths and weaknesses in listening skills.	3,2	18	32,1%	32	57,1%	6	10,7%	0	0,0%	80%	0,62
	I set specific goals to improve my listening skills.	3	9	16,1%	39	69,6%	7	12,5%	1	1,8%	75%	0,60
Socio-Affective	I discuss listening tasks with classmates to enhance comprehension.	3,1	17	30,4%	31	55,4%	7	12,5%	1	1,8%	79%	0,70
	I ask for assistance from teachers or peers when I face listening difficulties.	3,1	16	28,6%	32	57,1%	7	12,5%	1	1,8%	78%	0,69
	I actively participate in group discussions related to listening exercises.	2,9	6	10,7%	37	66,1%	13	23,2%	0	0,0%	72%	0,57
	I motivate myself to keep improving my listening skills despite difficulties.	3,2	16	28,6%	36	64,3%	4	7,1%	0	0,0%	80%	0,56
	I stay calm and manage anxiety when listening to difficult English content.	3,1	13	23,2%	36	64,3%	6	10,7%	1	1,8%	77%	0,64

Average Total

78,90%

Overall Percentage

Cognitive	Metacognitive	Socio-Affective
34,2%	33,2%	32,6%

The Result of the Reasons in Using These Strategies

Indicators	Item	Mean	F	%	F	%	F	%	F	%	Avg	Dev
Cognitive	Create a better understanding	3,4	29	51,8%	22	39,3%	5	8,9%	0	0,0%	86,0%	0,66
	Strengthens the ability to extract key information.	3,3	19	33,9%	34	60,7%	3	5,4%	0	0,0%	82,0%	0,56
	Improves recall and analytical skills.	3,3	20	35,7%	35	62,5%	1	1,8%	0	0,0%	83,0%	0,51
	Create a focus to the important information	3,3	23	41,1%	29	51,8%	4	7,1%	0	0,0%	83,0%	0,61
	Deepens overall comprehension.	3,3	17	30,4%	37	66,1%	1	1,8%	1	1,8%	81,0%	0,58
Metacognitive	Boosts accuracy in tasks or understanding.	3,2	12	21,4%	41	73,2%	3	5,4%	0	0,0%	79,0%	0,50
	Sharpens the ability to process spoken information.	3,1	12	21,4%	40	71,4%	4	7,1%	0	0,0%	79,0%	0,52
	Facilitates understanding of new or unfamiliar content.	3,2	15	26,8%	39	69,6%	1	1,8%	1	1,8%	80,0%	0,56
	Enhances the accuracy of what is heard.	3,3	17	30,4%	36	64,3%	3	5,4%	0	0,0%	81,0%	0,55
	Helps maintain focus and improves grasp of a subject.	3,1	6	10,7%	48	85,7%	2	3,6%	0	0,0%	77,0%	0,37
Socio-Affective	Supports better focus and understanding.	3,1	11	19,6%	39	69,6%	6	10,7%	0	0,0%	77,0%	0,55
	Provides a positive boost to overall capability.	3,2	15	26,8%	39	69,6%	2	3,6%	0	0,0%	81,0%	0,50
	Assists in overcoming listening challenges.	3,1	10	17,9%	43	76,8%	3	5,4%	0	0,0%	78,0%	0,47
	Develops abilities progressively over time.	3,3	20	35,7%	34	60,7%	1	1,8%	1	1,8%	83,0%	0,60
	Offers opportunities to address and fix weaknesses.	3,4	24	42,9%	31	55,4%	1	1,8%	0	0,0%	85,0%	0,53

Average Total

81,10%

Surat Pernyataan
(Informed Content)
Sebagai Rater Penelitian

Yang bertanda tangan dibawah ini, saya:

Nama : Meli Kusumaningrum, M.Pd

Tempat, Tanggal, Lahir : Air Duku, 24 Mei 1991

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul: "Student's Learning Strategies in English Listening Class (A Study at English Study Program IAIN CURUP)". Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas pemeriksaan hasil penelitian Student's Learning Strategies in Listening Class dari mahasiswa/i semester 4 English Study Program IAIN Curup.

Demikian surat pernyataan ini saya buat dengan sungguh- sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan sebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup, 20 Juni 2025

Rater



Meli Kusumaningrum, M.Pd

NIP.