

**EFL LEARNERS' LISTENING STRATEGIES TO  
IMPROVE LISTENING SKILLS**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Bachelor's Degree of English Language  
Education



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## ABSTRACT

Title : EFL Learners' Listening Strategies to Improve Listening Skills

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This study aims to examine the listening strategies employed by EFL learners to comprehend spoken English, focusing on the types of strategies used and the challenges learners encounter. Using a qualitative descriptive method, data were collected through interviews with eight senior high school students at SMAN 8 Semarang during the 2024/2025 academic year, employing an interactive model that involves data reduction, data display, and conclusion drawing. The findings reveal that learners employ cognitive, metacognitive, and social-affective strategies, often supported by authentic materials such as songs, movies, and podcasts. These strategies help improve vocabulary, confidence, and overall comprehension, especially when aligned with students' interests. However, challenges such as fast speech, unfamiliar accents, and limited vocabulary remain common. Despite this, students adapt through repetition, using subtitles, and seeking peer support. The study concludes that the use of interest-based and consistent strategies enhances listening comprehension. It implies that teachers should integrate explicit strategy instruction and authentic materials into learner-centered listening activities. Future research may involve broader contexts to deepen understanding of strategy use across EFL settings.

**Keywords:** *EFL learners, listening skills, listening strategies*

## **ACKNOWLEDGMENT**

*Bismillahirrahmanirrahim,*

All thanks and prayers will be directed to Allah SWT until this research is completed. Then prayers and salutations are always directed to our beloved Prophet Muhammad SAW. The writer realized she couldn't finish this without the advice, motivation, guidance, assistance, and encouragement of those around her. Therefore, she would like to express her wholehearted gratitude and appreciation to:

1. The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang, Prof. Dr. Fatah Syukur, M.Ag.
2. The Chief of the English Education Department of Walisongo State Islamic University (UIN) Semarang, Dra. Nuna Mustikawati Dewi, M.Pd.
3. Mrs. Lulut Widyaningrum, M.Pd., as the secretary of the English Language Education Department of Walisongo State Islamic University (UIN) Semarang.
4. Thanks to Mr. Daviq Rizal, M.Pd, my advisor, who has been patient in guiding, giving advice, correcting, suggesting, and motivating me throughout the arrangement of this thesis.
5. The researcher would like to thank all lecturers from the Education and Teacher Training Faculty, especially those

from the English Language Education Department, for sharing their knowledge and providing learning facilities during the study.

6. Thanks to my beloved parents, Mr. Ngatiran and Mrs. Asrikah, who always give me love and support and pray for my successful life. My brother, Amin Wahyudi, always cheers me up and supports me in all situations. My cousin Fania always listens to my complaints.
7. Thanks to all my friends in the English Language Education department, especially PBI 21C, who always support and help me in everything and bring happiness to me, and have already walked together to achieve the same goals.
8. To any other people who cannot be mentioned one by one, for all the contributions and support until the writer reaches this level and finishes this research.
9. Last, but not least, I'd like to thank myself for believing in myself. I'd like to thank myself for putting in so much effort. I'd like to thank myself for not taking any days off. I'd like to thank myself for never giving up.

Finally, the author will gladly accept constructive criticism to improve this thesis. She hopes that this research will be useful to anyone who requires additional reading material related to this topic.

## MOTTO

*“This moment, this unwavering first step, will mark the beginning of something great.”*

- *Kim Mingyu*

قَالَ لَا تَخَافَا إِنِّي مَعَكُمَا أَسْمَعُ وَأَرِي

*(Allah) said, “fear not. Indeed, I am with you both; I hear and I see.”*

- *Qs. Thaha: 46*

وَلَنْ تَنْبُوَنَّكُم بِشَيْءٍ مِّنَ الْحَوْفِ وَالْجُوعِ وَنَصِّ مِنَ الْأَمْوَالِ وَالْأَنْفُسِ وَالثَّمَرَاتِ  
وَبَشِّرُ الصَّابِرِينَ

*There is no struggle that is not grueling. “And give glad tidings to the patient ones, those who, when afflicted with calamity, say: surely we all belong to Allah and surely to Him we shall return”.*

- *Qs. Al-Baqarah: 155*

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## **CHAPTER I**

### **INTRODUCTION**

Listening comprehension is one of the essential skills in learning English as a foreign language (EFL). Senior High School learners must access spoken or oral language, both in academic contexts and in real life. Nevertheless, EFL learners often encounter difficulties due to insufficient input, differing proficiency levels, and ineffective use of listening strategies. This study investigates the listening strategies that can enhance high school EFL learners' comprehension and listening abilities.

#### **A. Background of The Study**

The research gathered data on how learners utilize listening strategies to improve their comprehension. Each learners listening strategies are certainly different and influenced by their level of proficiency. Some EFL students struggle to understand English listening, especially due to accent differences and pronunciation speed. Learners often encounter various difficulties in learning English. However, with appropriate strategies and skills, they can overcome these challenges. Personalized and adaptive strategies and their integration with other language skills could provide deeper insights into enhancing EFL listening comprehension. After practice

and use, learners will know how and when to apply listening strategies to address their language problems. Therefore, appropriate and targeted guidance should be provided to students to develop listening skills.

Listening is an important skill for English learners because verbal communication requires us to listen to and understand what the speaker is saying. In addition, one must listen to and understand what an English speaker says at a normal pace. Listening is the most fundamental of the four language learning skills, but understanding certain information is less stressful. These strategies are typically designed to assist learners in other academic areas. It is claimed that using instructional techniques is one of the most effective ways to help learners. Learners who understand what they hear will not have difficulty speaking. Furthermore, if learners do not understand the material they are given, the learning process cannot begin (Wah, 2019).

The study of listening strategies that can improve comprehension in English as a Foreign Language (EFL) learners is multifaceted. It emphasizes the importance of practical listening skills in language acquisition. Listening strategies are essential for EFL learners because they directly affect comprehension, motivation, and language

proficiency. Listening is the cognitive process whereby we attach meanings to aural signals. It is the active intellectual process of decoding, understanding, interpreting, and evaluating messages. It is a particular way of communication that is as important as speaking, reading, and writing. Today's world is changing into a global village, and where communication is highly developed, the need to improve our listening skills is high. (Wah, 2019).

First, educators understand the importance of teaching listening strategies. According to research, effective listening strategies can help EFL learners improve their listening skills, confidence, and motivation. (Tuan Minh & Van Tuyen, 2018). For example, incorporating technology, such as Student Response Systems (SRS), into listening instruction has improved critical listening skills necessary for English proficiency levels. (Aly & Diyyab, n.d.). Furthermore, activating prior knowledge before listening tasks can help learners better understand the material, addressing common challenges EFL learners encounter, such as understanding the intended message despite knowing the vocabulary. (Zur, 2020). Additionally, specific strategies, such as note-taking and summarizing, have improved listening comprehension among EFL learners. Not only do note-taking strategies help you retain

information, but they also allow you to engage more deeply with the listening material. (Al-Ghazo, 2023). Furthermore, using various listening strategies, such as listening for main ideas and details, can help learners tailor their listening approach to the context and purpose of the listening task. (Dugassa et al., 2015). This adaptability is essential for developing practical listening skills.

The role of metacognitive strategies in listening comprehension is essential to EFL education. Research has shown that learners who are aware of and can effectively apply metacognitive strategies such as planning, monitoring, and evaluating their listening processes tend to achieve better outcomes in listening (Alzahrani, 2021; Vahdany et al., 2016). One prominent approach is incorporating metacognitive strategies, which have been shown to significantly aid learners in organizing their learning activities and developing better listening skills. Emphasize that metacognitive strategies enhance listening comprehension and improve language efficiency among EFL learners, particularly in diverse classroom settings like Kuwait (Al-Azzemy et al., 2019). This awareness can be fostered through explicit instruction, linked to improved listening performance and increased motivation among learners (Hidayanti & Suhartoyo, 2022). Moreover, using

authentic materials in listening exercises has been recognized as crucial in improving comprehension skills. Integrating such materials not only aids in comprehension but also helps learners connect their learning to real-world contexts, thereby increasing motivation and engagement (Nur et al., 2023).

Another effective strategy is implementing collaborative learning environments. It points out that when EFL learners perceive a connection between their listening tasks and future needs, they exhibit higher levels of motivation and engagement. This suggests that collaborative work among educators to design listening tasks relevant to learners' real-life experiences can foster a more engaging learning atmosphere. (Nur et al., 2023). Additionally, integrating mobile-assisted listening instructions has enhanced listening skills by providing realistic audio content and opportunities for practice outside the classroom. (Rababah et al., 2023). This flexibility allows learners to practice their listening skills in various contexts, further solidifying their comprehension abilities.

It is essential to consider the relationship between motivation and listening strategies. According to studies, motivated learners are more likely to engage with listening

materials and employ effective strategies, resulting in improved comprehension (Alzahrani, 2021). This suggests that creating a positive learning environment and meeting learners' motivational needs can help them improve their listening skills.

On the other hand, understanding the listening process can lead us to reconsider our listening teaching strategies. Two key components are used to clarify the listening process: bottom-up processing and top-down processing. Listening is an active process for constructing meaning in which two types of processes are involved: a) Bottom-up processing allows learners to recognize lexical and pronunciation features to understand the text. Bottom-up exercises are especially beneficial for learners who want to expand their language repertoire because they focus directly on language forms at the word and sentence levels. b) Top-down processing uses prior knowledge and experience to construct the meaning of a listening text from information provided by sounds and words. To determine the meaning of a text, the listener applies her knowledge of the context, topic, speakers, and situation, and compares it to the audio input. Top-down listening skills include listening for the gist, main ideas, topic, and setting of the text; listening for specific information; sequencing the

information; prediction, guessing, and inferencing (Wah, 2019).

Effective listening strategy instruction for EFL learners necessitates a multifaceted approach that incorporates metacognitive, cognitive, and socioaffective strategies. The evidence from these studies suggests that tailoring instruction to individual learning styles and incorporating technology-enhanced environments can result in significant improvements in listening comprehension. Future research should focus on the relationship between strategy instruction and learner characteristics, ensuring that pedagogical frameworks are adaptable to diverse EFL contexts and evolving educational technologies.

## **B. Research Question**

Based on the explanation above, the researcher provides the research question as follows:

1. What listening strategies do EFL learners currently use?
2. What challenges do EFL learners face when employing these strategies?

### **C. Research Objectives**

Based on the problem of the study, the objectives of this study are as follows:

1. To explain current strategies used by EFL learners
2. To describe learners' challenges when implementing listening strategies

### **D. Research Gap**

Despite numerous studies on listening strategies in EFL learning, there remains a gap in understanding the strategies that seniorhigh school learners find most effective. Previous research has primarily focused on university students or adult learners, with limited exploration of how younger learners adopt and benefit from these strategies. Additionally, existing studies often emphasize general listening comprehension but do not address how different levels of proficiency influence strategy effectiveness. This study seeks to bridge this gap by focusing on high school learners and evaluating the effectiveness of various listening strategies in real-world classroom settings.

### **E. Limitations of the Study**

The research is limited to maintain its focus and depth. This study involves only learners from grades 10 and 11 at SMAN 8 Semarang during the 2024/2025 academic year in

the EFL classroom context. It focuses solely on learners' perspectives and experiences in applying listening strategies, without incorporating the viewpoints of English teachers or including direct classroom observations. Additionally, data collection relied solely on semi-structured interviews, which may result in subjective responses influenced by learners' memory, emotions, or perceptions, as no supporting instruments such as classroom observations were employed.

## **F. Significance of the Study**

The findings of this research are expected to contribute to English Teaching in the following ways:

### **1. Theoretical Significance**

This study aims to understand effective listening strategies and assist EFL learners in improving their listening comprehension and overall language acquisition, particularly in the difficult listening category. The findings will also benefit EFL educators by outlining strategies to implement in teaching practices, resulting in more tailored and effective lesson plans.

Moreover, the study will address common listening challenges like speed, unfamiliar accents, and

complex vocabulary, increasing learners' confidence and competence in real-world listening situations. Beyond EFL contexts, the identified strategies may have broader implications for other learners, promoting improved listening comprehension across multiple linguistic complexes. Furthermore, the study will provide valuable insights into the cognitive processes involved in language comprehension, advancing our understanding of second language learning and the role of listening strategies in language skills. Finally, this study can improve our knowledge of listening comprehension and the practical applications of language teaching and learning.

## 2. Pedagogical Significance

### a. The teacher

Findings from this study will help teachers adopt more effective listening strategies in their instruction, leading to improved student outcomes.

### b. The learners

This research raises awareness among learners regarding effective listening strategies, enhancing their comprehension skills and overall language proficiency.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the literature review relevant to listening strategy in understanding listening skills, particularly for EFL learners. At the end of this chapter is a literature review of previous research studies.

#### **A. Previous Research**

In arranging this research, the researcher provides several related previous studies conducted by other researchers to support this research:

First, research by Nu Nu Wah entitled “Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies” (Wah, 2019). This paper discusses how to teach listening so that EFL learners can develop a listening ability that is useful in the real world, not just in the classroom. It asserts that if teachers know the processes involved in listening comprehension and some features of spoken English, they can provide students with appropriate advice and effective listening practice. The conversation will take place when we can understand what the speaker says. Listening is an important input. EFL students who are learning English face problems in listening due to anxiety and a lack of strategies to deal with listening. This paper is intended to reduce listening

difficulties and improve listening skills effectively for EFL learning through effective strategies and skills. In this paper, some effective listening strategies, skills, and the use of new techniques are presented. The main aim of this study is that it can be helpful to share and teach listening strategies to EFL learners, as it can give them more confidence to try new ways to enhance their listening skills.

The paper explores effective strategies for teaching listening skills to English as a Foreign Language (EFL) students, highlighting the significance of listening in real-world communication and addressing common challenges such as anxiety and a lack of strategies. It differentiates between bottom-up and top-down processing and categorizes types of listening while presenting cognitive and metacognitive strategies to enhance listening abilities. Additionally, a study conducted with second-year engineering students at the University of Technology (Thanlyin) demonstrates the positive impact of socio-affective strategies on listening skills, revealing that over 90% of students felt an improvement due to targeted instruction, thus emphasizing the need for a supportive learning environment to boost confidence and fluency in English listening.

Second, research by Siti Hadijah and Shalawati entitled “Enhancing English Language Learners’ Listening Comprehension through Listening Strategies Instructions” (Hadijah & Shalawati, 2018). This paper is part of a research project that aims to improve English learners’ listening comprehension through instruction using listening strategies. In the first cycle, students could answer 25 out of 40 questions, which is four points lower than their performance in cycle 2. Then, 24 students could provide correct answers to questions ranging from 10 to 25 in cycle 1, whereas 32 students provided correct answers in cycle 2. Furthermore, six students answered fewer than ten questions correctly, and there were only three students in cycle two. Finally, there has been an improvement in students’ performance on listening tasks provided in all meetings during cycles 1 and 2. Although they struggled to complete the tests, the teachers’ assistance in guiding them to apply some strategies helped them improve their listening performance.

This research focused on enhancing listening comprehension among English language learners through structured instruction in listening strategies over two instructional cycles. Results indicated a gradual improvement in students’ performance, with some students

scoring higher in listening tests, although challenges such as vocabulary limitations and pronunciation issues persisted. The research underscored the significance of teaching cognitive, metacognitive, and social strategies to foster independent learning and improve overall listening skills, while also highlighting the need for continued support and practice.

Third, research by Alla Fridrikh, Svitozara Bihunova, and Dmytro Bihunova entitled “Some Thoughts On Key Listening Strategies In EFL Classroom” (Fridrikh et al., 2023) The authors believe that one way to improve listening skills is to teach students listening strategies, among which cognitive strategies, metacognitive strategies, and socio-affective strategies are the most important. It is worth noting that at the beginning of the experiment, students said that although they had previously been familiar with listening strategies in theory, they used them non-systematically, not considering them important and useful. Thus, the authors conclude that students should be taught listening strategies, as it develops their listening skills and helps future teachers teach them these strategies.

The text emphasizes the significance of teaching listening strategies in English as a Foreign Language (EFL) to enhance students’ listening comprehension skills. It

highlights learners' challenges, such as vocabulary limitations and anxiety, and categorizes strategies into cognitive, metacognitive, and socio-affective types. Research involving third-year BA students at Rivne State University revealed that while students recognized listening strategies, they often applied them inconsistently. The study concludes that systematic instruction on these strategies can improve listening skills and boost confidence in both learners and future educators, indicating that developing listening abilities is a long-term endeavor requiring continuous practice.

Fourth, research by Ali Kazemi and Soraya Kiamarsi entitled “An Investigation into Listening Comprehension Strategies and the Relationship between Listening Comprehension Strategies and Overall Proficiency Level of Intermediate and Advanced Learners” (Kazemi & Kiamarsi, 2017). Research into the role of listening strategies in acquiring knowledge of language has attracted increasing attention over the decades. The current study sought to determine the strategies used by intermediate and advanced learners. It also attempted to investigate the relationship between learners’ overall language proficiency and their choice of strategy. The data analyzed through descriptive statistics showed that advanced

learners employed more listening comprehension strategies than intermediate learners did. It was shown that advanced learners employed meta-cognitive strategies more frequently than cognitive and social/affective strategies. However, intermediate language learners employed cognitive and social/affective strategies more frequently. The findings of the present study indicated that there was a relationship between the overall listening proficiency of language learners and the listening strategies employed by them.

The studies collectively examine the listening strategies employed by intermediate and advanced language learners, highlighting that higher proficiency is associated with a greater use of metacognitive strategies such as self-monitoring and self-management. Advanced learners tend to utilize a wider variety of strategies overall, especially metacognitive ones, while intermediate learners rely more on cognitive strategies like note-taking, translation, and imagery. The research underscores the importance of fostering strategic listening skills, particularly metacognitive strategies, to enhance overall language proficiency and listening comprehension.

## **B. Listening Strategies used by EFL learners**

Two learning strategies that second language learners regularly report using are metacognitive and cognitive. (Michael O’Malley et al., 1985). Metacognitive strategies involve knowing about learning and controlling through planning, monitoring, and evaluating the learning activity. Metacognitive strategies are generally applicable across various tasks. In contrast, cognitive strategies are executive processes associated with the regulation and management of learning and include strategies used to plan for tasks, monitor a task in progress, and evaluate the success of a task after completion. Cognitive strategies are used during the execution of a task to facilitate comprehension or production. Cognitive strategies involve active manipulation of the learning task and include Rehearsal, repeating the names of objects or items that have been heard, or practicing a longer language sequence. Organize or group information to be retained to enhance comprehension and retention. Elaboration, relating new information to previously stored information in memory, or interconnecting portions of the new text (Michael O’Malley & Chamot, 1989)

Metacognitive strategies, including planning, monitoring, and evaluating, have been shown to enhance

listening comprehension among EFL learners. Research indicates that learners who are aware of and actively apply these strategies achieve better outcomes in listening tasks. Explicit instruction in metacognitive strategies fosters self-regulated learning and improves listening efficiency (Alzahrani, 2021; Vahdany et al., 2016). Additionally, active listening strategies, such as note-taking, summarizing, and predicting, are essential for understanding and retaining spoken language. Learners highlight the benefits of using these techniques to engage with listening material, allowing students to focus on the main ideas and contextual details. Note-taking and summarizing strategies help learners organize and retain information, facilitating better recall and application of listening skills (Al-Ghazo, 2023; Khavazi et al., 2018). These strategies also help learners tailor their approach to different listening tasks, promoting adaptability.

Metacognitive strategies include directed attention, which is the conscious focus of one's attention on the learning task, and self-evaluation, which is the appraisal of one's learning successes and difficulties. Learners who do not use metacognitive approaches are essentially learners who lack direction and the ability to reflect on their progress, achievements, and future learning directions.

Cognitive learning strategies are frequently tailored to specific learning activities and include operations or steps in learning or problem-solving that necessitate direct analysis, transformation, or synthesis of educational materials. Cognitive strategies involve referencing or guessing meaning from context, elaborating, or connecting new information to other concepts in memory.

The social/affective strategies are less commonly reported by second language learners but play an important role in instructional systems designed for them. These strategies include cooperative learning, questioning for clarification, effective control over learning experiences, collaborating with peers on a language learning task, and using effective controls such as positive self-talk to lower anxiety (Michael O’Malley et al., 1987). Also, collaborative learning environments, where students work together to analyze and interpret listening tasks, are effective in increasing engagement. Real-life contextual tasks in group settings not only enhance comprehension but also build communication skills (Nur et al., 2023). Mobile-assisted and digital tools have transformed listening instruction by providing learners with flexible, realistic audio content. These tools offer additional opportunities for practice outside the classroom, which strengthens

comprehension and supports diverse learning styles (Rababah et al., 2023).

The innovative strategies, such as negotiation and problem identification, have also been effective in bolstering active listening skills. (Ali, 2021) demonstrated that negotiation strategies facilitate a more interactive listening environment, enabling learners to confirm and clarify understanding through back-and-forth dialogue while fostering active engagement. Chen & Tseng (2017) further showed that fostering metacognitive awareness through explicit strategy instruction can significantly change students' perceptions of listening, consequently encouraging a more proactive approach to overcoming listening challenges.

The effectiveness of listening strategies in enhancing students' experiences in language learning has been a focal point of research in recent years. Listening strategies, particularly metacognitive and cognitive, have significantly improved learners' listening comprehension and overall language proficiency. For instance, Alkhelaiwi emphasizes explicitly teaching proficiency levels, as these strategies facilitate better listening comprehension and self-regulation during listening tasks. (Alkhelaiwi, 2023). Similarly, effective listening strategies can reduce listening

anxiety, suggesting that addressing emotional issues can improve the learning experience. Metacognitive learning strategies, described by Brown and Palincsar (1982), generally apply to various learning tasks and include knowledge about cognition or applying thoughts about the cognitive operations of oneself or others. Regulation of cognition, planning, monitoring, and evaluating a learning or problem-solving activity (Brown & Palincsar, 1982).

Several studies have demonstrated that metacognitive strategies are vital for effective listening performance. For example, Shaojie et al. (2024) investigated the mediation effects of learning style and self-efficacy on listening performance via metacognitive strategies, finding that explicit strategy instruction fosters better listening comprehension. This finding is supported by research that highlights learners' awareness of listening strategies concerning their specific learning styles. Mulyadi (2018) shows that visual, auditory, and kinesthetic learners can benefit from explicit strategy instruction in an extensive listening class. In a digital context, the use of both metacognitive and cognitive strategies via mobile-assisted language learning has been shown to enhance listening ability, as evidenced by the work of Xiong & Hiew (2024). Together, these studies suggest that instructing EFL

students in metacognitive strategies by guiding them in planning, monitoring, and evaluating their listening processes is crucial for developing robust listening comprehension skills.

Wah (2019) argues that many factors, including cognitive, metacognitive, and social elements, influence listening strategies in language acquisition. Cognitive strategies involve the mental processes learners engage in while listening, such as focusing on the main ideas and summarizing information. Cognitive strategies are problem-solving techniques that learners use to handle learning tasks and facilitate the acquisition of knowledge or skills. Cognitive strategies are related to a learning task and involve direct manipulation or transformation of the learning materials (Wah, 2019). Listening strategies have demonstrated effectiveness in improving comprehension by helping students focus on relevant information and adapt to varying linguistic contexts. For example, activating prior knowledge before listening tasks enables learners to connect new information with existing knowledge and enhances their ability to understand complex audio inputs. (Zur, 2020). Additionally, incorporating metacognitive strategies into classroom

instruction has resulted in significant improvements in students' listening performance and motivation.

Moreover, the social context in which listening occurs greatly affects comprehension. This social aspect is crucial, as effective communication strategies can create a conducive atmosphere for language acquisition. Additionally, the use of task-based activities has been shown to improve active listening skills as learners engage in meaningful, practical contexts. (Julia Blancaflor et al., 2020).

### **C. Challenges faced by learners when implementing listening strategies**

Listening is a complex and difficult concept to analyze. Listening can be beneficial for most learners, but most learners also have challenges in their listening process, such as catching the meaning of the words or the sentences when listening to videos or audio in English. (Listiyanti & Listyani, 2023). Also, EFL learners often struggle with unfamiliar vocabulary, accents, and fast-paced speech, which hinder the application of listening strategies. These linguistic barriers can reduce comprehension and limit the effectiveness of strategies such as predicting or summarizing. Low motivation and lack of confidence are common issues that affect learners' ability to engage with

listening tasks. Studies indicate that motivated learners are more likely to employ effective listening strategies and achieve better comprehension outcomes.

According to Pratiwi & Andriyanti (2019), There are several challenges to the listening process, including low recording quality, which makes it difficult for students to understand the speakers' meaning. Limited access to authentic audio materials and tools can limit learners' ability to practice listening strategies. The lack of diverse listening contexts also impedes the development of adaptive listening abilities. Other issues include students' cultural differences, unfamiliarity with native speakers' accents, unfamiliarity with native speakers' vocabulary, and the length and speed of listening are also inhibiting factors for students in the learning process of listening. Furthermore, challenges in listening can arise from the students themselves, where they have to process the words spoken by native speakers in real-time. The inhibiting factors for learners' challenges in the listening process can also come from poor audio quality (Listiyanti & Listyani, 2023).

#### **D. Listening Skills in English Language Learning**

Listening skills are a fundamental component of effective communication and play a crucial role in language acquisition and overall educational success. Effective listening embodies not just the ability to hear what is spoken, but also involves understanding, interpreting, and responding appropriately to the information provided. This multifaceted skill is especially important in educational contexts where interaction and comprehension are key to learning.

Listening is a fundamental skill in second language acquisition, serving as the foundation for communication and comprehension. It is a receptive skill that involves sounds, understanding vocabulary and grammar, and interpreting meaning from spoken input (Goh, 2014). Listening is not only a passive process but an active one, where learners use both bottom-up and top-down processing to understand messages (Field, 2019).

According to Nation & Newton (2020), Bottom-up processing involves recognizing individual sounds, words, and grammar, while top-down processing involves using prior knowledge, context, and expectations to construct meaning. Effective listening skills enable learners to

comprehend the words and their intended meaning, which is crucial in real-world communication.

There are two types of listening typically discussed in language learning: a) Extensive listening used for enjoyment or general understanding, such as listening to music, podcasts, or movies. b) Intensive listening is used for focused tasks, such as listening for specific information or completing comprehension exercises. Listening comprehension requires a variety of micro-skills, including listening for the main idea (gits), listening for specific information, drawing inferences, recognizing discourse markers, and determining the speaker's tone and attitude. Developing listening skills is essential for EFL learners as it enhances their ability to engage in authentic communication, supports vocabulary growth, and improves overall language proficiency (Field, 2019).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The primary emphasis of this chapter is on the research methodology applied to this research. The research design, research participants, research instrument, data collection, and data analysis techniques are some of the subchapters.

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

This research uses a qualitative approach with descriptive methods, which aims to describe in depth the listening strategies used by learners in understanding English as a foreign language (EFL) listening skills. The qualitative approach was chosen because it is appropriate to explore the understanding, experiences, and strategies individuals use in their natural context. In this case, data were collected through in-depth interviews with eight students who had been selected as participants. Data analysis was conducted using the *interactive analysis model*, an interactive model is a qualitative data analysis model that describes the data analysis process as continuous, interrelated, and non-linear. This means that researchers do not have to complete one stage before moving on to the next, but can move back and forth between stages as needed and as the data develops to Miles and Huberman, which consists of three main stages: data

reduction, data presentation, and conclusion drawing and verification. Data reduction is the process of selecting and simplifying data that is relevant to the focus of the research. Data presentation is done by compiling the reduction results into a systematic narrative format to make it easier to understand the relationship between the data. The final stage, namely concluding, is done by interpreting the data that has been analyzed to find patterns, meanings, and main strategies used by learners (Huberman & Miles, 1994).

## **B. Research Participant**

The participants of this study were English as a Foreign Language (EFL) learners in SMA N 8 Semarang during the 2024/2025 academic year. Eight learners were selected based on data saturation, gender representation, and English proficiency level, with input from English teachers. Consisting of 2 males and 6 females from 10th grade and 11th grade who have a beginner to intermediate level of English proficiency, to have in-depth conversations with individuals to explore their experiences, perspectives, or opinions on specific topics based on their willingness and level of English proficiency. The sample will be selected using purposive sampling to ensure that they are learners who have attended the

listening class and have an intermediate level of English proficiency. It will also be based on recommendations from English teachers whom the researcher has interviewed.

### **C. Research Instrument**

The main instrument in this research was the researcher as the key instrument (human instrument). In qualitative research, the researcher plays a central role in designing questions, gathering data, adapting approaches to field conditions, and interpreting findings reflectively. In addition, the researcher used an interview guide as a supporting instrument, which consisted of a list of open-ended questions developed based on the focus of the research, namely, listening strategies in understanding English listening materials. This guide was designed to ensure that the interviews remained aligned with the research objectives while still allowing further exploration during the process.

### **D. Data Collection**

Data collection in this study was carried out through semi-structured interviews with eight learners who were selected as participants based on specific criteria (purposive sampling). Semi-structured interviews were chosen because they offer flexibility for the researcher to

explore deeper and more open information while still adhering to pre-determined topics. During the interviews, the researcher used an interview guide containing questions related to listening strategies in learning English. The interviews were recorded (with participants' consent) and then transcribed verbatim for further analysis. This technique allowed the researcher to obtain rich, detailed, and contextual data, following the characteristics of qualitative research.

## **E. Data Analysis**

The data were analyzed using the *interactive model* of analysis by Huberman & Miles (1994). The term *interactive* in Miles and Huberman's data analysis model refers to the non-linear, dynamic, and reciprocal nature of the analytical process. Unlike linear models that follow a fixed sequence of steps, the interactive model emphasizes continuous movement between the stages of data reduction, data display, and conclusion drawing/verification. Each component is not performed only once or isolation but is interconnected and repeatedly revisited throughout the research process.

This interactivity enables the researcher to refine interpretations, return to earlier data, reorganize displays,

to reassess conclusions based on new insights that emerge during analysis. For example, after drawing preliminary conclusions, the researcher may revisit the raw data to validate or revise them, ensuring the findings are grounded and accurate. This dynamic process enhances the credibility and depth of qualitative analysis.

In this study, the researcher employed Miles and Huberman's *interactive model* of qualitative data analysis, the data obtained from learners' interviews. According to Miles and Huberman (1994), qualitative data analysis is not a linear process, but rather an interactive and cyclical one, where each stage is interconnected and may occur simultaneously. This model consists of three main components: data reduction, data display, and conclusion drawing and verification.

The first component, data reduction, involves selecting, simplifying, and focusing on the data that are considered relevant to the research objectives. In this stage, the researcher filtered the interview transcripts by removing information that was not related to the listening strategies used by students. The remaining data were then organized into meaningful categories based on the types of strategies applied by participants, such as cognitive, metacognitive, and social-affective strategies.

The second component, data display, is the process of organizing and presenting the reduced data in a systematic and comprehensible form. In this study, the data were presented in narrative format and supported by direct quotations from the learners to illustrate how the strategies were used. This display allowed the researcher to identify emerging patterns, similarities, and differences among the responses, making it easier to interpret the data.

The final component, conclusion drawing and verification, is where the researcher interprets the meaning of the data, draws initial conclusions, and then verifies them by rechecking the data for consistency and validity. In this study, conclusions were drawn about the effectiveness of various listening strategies and the challenges students faced. These conclusions were then validated by comparing different participants' responses and linking them to existing literature and theory.

Overall, this interactive model ensured a rigorous and systematic analysis process, allowing the researcher to explore deeply how EFL learners apply listening strategies in real learning contexts. The cyclical nature of the model also provided flexibility, as the researcher could return to earlier stages whenever necessary to refine or clarify findings.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter delivers research findings and discussion, including an explanation of the listening strategy that can improve their listening comprehension.

#### **A. Findings**

This study was conducted with eight senior high school learners who attended English classes with English proficiency levels from beginner to intermediate. To achieve the objectives of this study, a methodical data collection was undertaken to provide a significant interpretation of the findings. Transcripts of the study learners' interviews were obtained through interviews conducted with the learners. These findings are organized into three main themes according to the research questions: (1) listening strategies by learners, and (2) the challenges learners face in employing them.

##### **1. Listening strategies used by EFL learners**

At the data reduction stage, the researcher filtered out various statements from the eight interview participants that were directly related to the strategies they used in listening to English. Irrelevant information, such as entertainment genre preferences or comments outside the context of listening

comprehension, was eliminated. The results of this reduction show that EFL learners use a combination of cognitive, metacognitive, and social-affective strategies in understanding listening material.

At the data presentation stage, researchers found that most learners relied on entertainment media such as songs, movies, YouTube videos, and English podcasts as the main means to improve their listening skills. Strategies such as repetition or repeated listening were mentioned by almost all learners as a way to capture meaning and improve pronunciation. In addition, students also apply note-taking strategies, namely recording important information from the audio heard, both in the form of key points and contextual notes. Some learners also mentioned the habit of reading the questions first before listening as part of the planning that falls into the realm of metacognitive strategies. Meanwhile, social-affective strategies are evident from the tendency of students to discuss with friends or ask the teacher after listening, as well as the use of favorite content such as songs or movies to maintain motivation and reduce stress.

The interview's findings were to find out what listening strategies learners often use for listening

lessons and which help their understanding. The interview was conducted by interviewing eight senior high school English learners at SMAN 8 Semarang. The first is Cognitive strategies. Learners commonly use repetition, note-taking, and summarizing to support their comprehension.

*“I usually write down the key points that I hear so that I can remember and understand better.”* -Anindya

*“I just write down what I hear....then after I finish, I look it up, so I can get new vocabulary too.”* -Fairuz

Metacognitive strategies play a crucial role in enhancing EFL learners' listening comprehension, as they involve learners' awareness and regulation of their learning processes. Based on the interview findings, most learners demonstrated active use of planning, monitoring, and evaluating their listening activities. For instance, several learners mentioned the importance of ensuring they are in a focused state before engaging with listening tasks, acknowledging that concentration is essential for effective comprehension. Moreover, learners said deliberately replaying unclear parts of the audio or noting down unfamiliar vocabulary to review later, reflecting a structured and intentional approach to listening.

*“I usually focus first before I start listening... if I don't focus, I won't get it.” – Fairuz*

*“If there are parts I don't understand, I usually repeat myself.” – Alifia*

Furthermore, learners described how they evaluated their understanding after listening by writing summaries, paraphrasing the audio content in their own words, or discussing unclear sections with peers. Some even reflected on their progress, expressing satisfaction when they were able to comprehend spoken English without relying on translation. These behaviors indicate a relatively high level of learning awareness, which is at the core of metacognitive strategy use. These findings align with previous literature, suggesting that learners who effectively apply metacognitive strategies tend to perform better in listening tasks, as they can manage and assess their learning independently.

*“I listen from beginning to end in its entirety, then I note down the key points, then I summarize.” – Mikhita*

Social-affective strategies are essential in helping EFL learners regulate their emotions, build confidence, and engage in meaningful interaction to support listening comprehension. From the interview data, it was evident that learners often relied on both

social collaboration and emotional self-regulation as part of their listening process. Several learners reported engaging in peer discussions to clarify parts of the audio they did not understand. These interactions not only provided opportunities for deeper comprehension but also fostered a sense of shared learning, particularly when occurring in study groups, English clubs, or classroom discussions. Learners emphasized that exchanging ideas with peers aided them in interpreting difficult vocabulary and grasping the overall context of spoken texts more easily.

*"I discuss with my friends when there is listening material... we ask each other." – Anindya*

*"I like to discuss with my friends in English extracurricular activities." – Fairuz*

*"If I don't understand, I ask my friends or look up the meaning on Google Translate." - Lovely*

In addition to peer support, many students expressed that emotional factors significantly influenced their listening experience. To cope with anxiety or lack of motivation, students used strategies such as listening to their favorite songs in English, watching films that interest them, or singing along with lyrics. These activities made the learning process more

enjoyable and less stressful, helping them to stay consistent in practicing listening without feeling pressured. The emotional connection to music and entertainment content served as a motivator and reduced the fear of making mistakes during listening practice.

The use of social-affective strategies contributed to a more relaxed and engaging learning environment. Learners were able to combine interpersonal interaction and emotional self-awareness to sustain their listening habits. This supports existing research that emphasizes the importance of affective variables, such as motivation, confidence, and anxiety, in language acquisition, particularly in listening skills. Social-affective strategies thus serve not only as complementary tools to cognitive and metacognitive ones but as key enablers of long-term engagement and persistence in developing listening proficiency. Also, all students emphasized using real-life audio content, particularly songs, films, YouTube videos, and podcasts key to their strategy.

*“I have a playlist of English songs and I listen to it properly” -Mikhita*

*“I watch English movies without subtitles to get used to it” – Anidya*

Learners gravitate towards familiar, enjoyable, and personalized materials when developing listening strategies. These materials also serve as motivation, lowering affective barriers and increasing exposure.

Learners reported that regular exposure to English through enjoyable and meaningful content, such as songs, films, and podcasts, allowed them to improve their listening skills naturally and engagingly. By consistently listening to English media, they became more familiar with different accents, improved their vocabulary, and learned to grasp the overall meaning of spoken language without relying heavily on translation. This repetitive exposure helped build their auditory memory and enhanced their ability to follow fast-paced speech.

*“At first, I had trouble understanding the different accents, but after watching movies from different countries, I am more adaptable” -Alifia*

*“I love listening to English songs. Every day I listen to them, memorize the lyrics, and learn correct pronunciation” – Mikhita*

Moreover, the use of specific strategies such as summarizing, note-taking, and identifying contextual clues significantly supported their understanding. Students who used these strategies expressed that they

were able to focus better and extract important information during listening tasks. They also became more confident in interpreting the meaning, even when they did not understand every single word. Many learners described how applying these strategies made them feel more independent and capable in their listening practice, as they no longer felt the need to translate word-for-word or pause frequently.

*“I feel happy because I can understand English just by listening, without subtitles” – Fairuz*

*“I understand better when I watch a movie. Even without subtitles, I can guess the meaning.” - Vela*

The learners' reflections revealed that the combination of strategic listening with personal interest played a vital role in their progress. Engaging with content that matched their interests kept them motivated and made the learning process more enjoyable. As a result, these strategies were not only effective in enhancing comprehension but also in promoting consistency, persistence, and a positive attitude toward listening activities in English.

Consistent practice and engagement with real-world English input, combined with personal interest,

not only improve comprehension but also build confidence and long-term motivation among learners.

Learners also stated that fun strategies (such as listening to their favorite songs or watching movies) make them more motivated to practice consistently. This supports previous findings showing that emotional engagement can strengthen the learning process.

At the conclusion and verification stage, it was found that the listening strategies used by EFL Learners vary greatly but are patterned. They tend to choose strategies that suit their learning style and comfort. The use of bottom-up strategies, such as focusing on keywords and pronunciation, combined with top-down strategies, such as understanding the context, shows students' ability to integrate two approaches to comprehension. Verification was done by examining the consistency of strategy patterns among different learners, as well as reinforcing it with relevant literature.

## 2. Challenges faced by learners when implementing listening strategies

The data reduction stage for this section focused on student statements that revealed obstacles,

constraints, or difficulties in applying listening strategies. Various challenges were filtered from the interview transcripts and categorized into linguistic challenges (such as speaking speed and unfamiliar vocabulary), cognitive (difficulty focusing, multitasking), and environmental (lack of classroom practice or limited learning resources).

At the data presentation stage, it was seen that the most dominant challenges were the speaking speed of native speakers, unfamiliar accents (such as British or Australian), and new vocabulary that was difficult to guess from context. These challenges often make students unable to grasp the meaning thoroughly, and even feel like giving up on the listening process. On the other hand, the difficulty of taking notes while listening is also an obstacle, especially because students feel their attention is divided between understanding and writing. Some learners also stated that they were easily distracted while listening, both due to external distractions and due to emotional conditions such as boredom or lack of motivation. In addition, the limited listening practice at school and the focus on learning more about reading and writing made them lack exposure to authentic contexts.

While learners employed a variety of strategies to support their listening comprehension, they also encountered several challenges that hindered the successful implementation of these strategies. One of the most frequently reported difficulties was the speed of spoken English, which made it hard for students to keep up with and fully grasp the content. Fast-paced speech often caused learners to miss key information, especially when combined with unfamiliar vocabulary or foreign accents, such as British or Australian English, which they found particularly challenging to understand.

*“British accent is very difficult... so I repeat myself a lot.” – Mikhita*

*“If the native speaker speaks fast, I give up.”*  
- Aiko

Another significant obstacle was the difficulty of multitasking during listening activities, particularly in taking notes while simultaneously trying to understand the audio. Some learners admitted that attempting to write down important points distracted them from fully processing what they were hearing, leading to reduced comprehension. This was especially evident during more complex listening tasks, such as podcasts or academic dialogues.

*“Sometimes I find it hard to take notes and listen at the same time” -Anindya*

In addition to linguistic difficulties, environmental and instructional limitations also played a role. Several learners expressed that their classroom learning primarily emphasized reading and writing, with minimal focus on listening and speaking. As a result, they had fewer opportunities to practice listening in varied and authentic contexts, making it harder for them to develop consistent habits. Moreover, maintaining motivation and consistency was another challenge. Despite knowing the importance of regular listening practice, learners admitted feeling bored or overwhelmed at times, which affected their commitment to applying strategies consistently.

These challenges reflect both internal factors, such as limited vocabulary and lack of focus, and external factors, including the school environment and limited instructional support. Addressing these issues requires a combination of improved pedagogical approaches and the creation of more engaging and supportive listening experiences for learners.

*There's not much listening practice in class, so I often study on my own.” – Mirza*

Learners face challenges not only from the material itself (e.g., speed, accents) but also from internal factors (like attention and motivation) and external factors (like limited classroom practice). Supporting students through engaging materials, strategy training, and positive peer environments can help mitigate these obstacles.

Although learners reported using various listening strategies, the data also showed that they faced various challenges. The most common challenges include high speaking speed, unfamiliar accents (such as British or Australian English), as well as difficulties in understanding new vocabulary. Some learners, such as Mirza and Aiko, also experienced difficulties in multitasking, such as taking notes while listening, which could potentially disrupt their concentration.

External factors such as a lack of listening practice in class, limited audio facilities, and a non-conducive learning atmosphere are also obstacles. Beginner students, in particular, showed a need for more intensive support from teachers as well as access to more varied learning resources such as learning apps or online-based exercises.

At the conclusion and verification stage, it was concluded that these challenges are complex and multidimensional. Not only from the characteristics of the listening material itself, but also from internal factors such as working memory capacity, time management, and student emotional regulation. Students try to overcome these challenges in various ways, such as repeating audio, using subtitles, looking up word meanings in the dictionary, and discussing with friends. Verification was done by matching student reports against common challenges found in the literature, and the results showed high consistency. Therefore, understanding these challenges is an important foundation in designing listening learning interventions that are more adaptive and responsive to student needs.

## **B. Discussion**

### **1. Listening strategies used by EFL learners**

The findings of this study show strong alignment with the learning strategy classification framework developed by (Michael O’Malley et al., 1985), who proposed three major categories of learning strategies used by language learners: cognitive, metacognitive, and socio-affective

strategies. These three types of strategies provide a comprehensive understanding of how learners process, manage, and emotionally engage with learning tasks, particularly listening skills, which is often perceived as one of the most challenging skills in EFL contexts.

This study investigated the listening strategies used by EFL learners and the challenges faced in their implementation. The findings reveal a strong preference among high school students for authentic, interest-based materials such as songs, movies, and online content, alongside the use of cognitive, metacognitive, and social-affective strategies. These findings are largely consistent with, yet also extend, prior research on EFL listening strategies. This research aimed to investigate the listening strategies employed by EFL students, their perceived effectiveness, and the challenges faced in using these strategies. The analysis from eight interview transcripts reveals several key themes: cognitive, metacognitive, and socio-affective strategies, all of which were employed in varying combinations depending on learners' preferences and listening situations.

First, regarding cognitive strategies, (Michael O’Malley et al., 1985) define them as the mental processes used by learners to directly manipulate or transform learning materials. These include repetition, note-taking, summarizing, translation, and inferencing. In this study, cognitive strategies were the most commonly used among participants. Several learners reported frequently taking notes while listening to English audio materials such as songs, podcasts, or videos. For instance, one learner mentioned that she “usually writes down what she hears and then looks up the meaning afterwards,” which reflects both note-taking and inferencing. Another learner described the habit of “listening to English songs repeatedly and memorizing the lyrics,” which represents repetition and elaboration. These examples confirm that learners are actively engaging in direct manipulation of input material, which supports (Michael O’Malley et al., 1985) cognitive strategy domain.

The use of cognitive strategies such as repetition, note-taking, and summarizing was evident among the participants, supporting the findings of Al-Ghazo, (2023), who concluded that note-taking during listening significantly improves students’ ability to

retain and comprehend information. The consistent application of repeated listening, especially with English songs and movies, aligns with Nur et al., (2023), who emphasized the value of authentic materials in promoting listening comprehension among EFL learners. These strategies not only fostered a better understanding of vocabulary and pronunciation but also increased learners' comfort and confidence in engaging with English media.

Second, metacognitive strategies were also evident in learners' responses. According to (Michael O'Malley et al., 1985), these strategies involve planning, monitoring, and evaluating one's learning process. In this study, several learners mentioned that they "mentally prepare to focus" before listening tasks, a form of planning. Others expressed that they "repeat unclear parts until they understand," which demonstrates monitoring. Some learners also reported summarizing what they had heard, showing evidence of evaluation. One learner explained: "I listen from beginning to end, then I write down the important parts and summarize it." This sequence of actions reflects a conscious management of the learning process starting with planning (focusing), continuing with monitoring

(repetition), and ending with evaluating (summarizing), which is consistent with the core concepts of metacognitive strategies in the (Michael O’Malley et al., 1985) framework.

The application of metacognitive strategies, such as planning before listening, monitoring comprehension, and evaluating performance, also mirrors the results of (Alzahrani, 2021), who found that metacognitive awareness significantly contributes to learners' performance in listening tasks. In this study, students demonstrated the ability to regulate their focus and learning habits, such as replaying difficult audio segments and reflecting on their comprehension. These practices show students' growing autonomy in managing their learning processes, in line with the conclusions of Hadijah & Shalawati (2018), who noted that structured listening strategy instruction enhances both learner autonomy and motivation.

Third, the use of socio-affective strategies was also reflected in the participants' experiences. (Michael O’Malley et al., 1985) Describe these as strategies related to social interaction and the regulation of motivation, emotions, and attitudes toward learning. In this study, some learners revealed that they often “ask

friends about difficult listening materials,” or “discuss what they heard in class or in extracurricular English activities,” which aligns with the social interaction aspect of socio-affective strategies. Others mentioned using music or movies to make listening more enjoyable and engaging, helping them reduce anxiety and improve focus; one learner stated, “I always listen to my English playlist before sleeping; it makes me enjoy the language more.” This indicates that learners are actively creating a positive emotional environment to facilitate learning, a core idea in the socio-affective domain.

Social-affective strategies also played a vital role. Peer discussions, emotional self-regulation through engaging content, and the use of familiar and enjoyable media were prominent across interviews. These findings reflect the insights of Rababah et al., (2023), who underlined the importance of motivation and social interaction in EFL listening development. However, this study provides a more nuanced contribution by highlighting the role of interest-driven engagement, particularly through daily digital exposure to platforms like YouTube, Spotify, and TikTok. While previous research generally

acknowledges the role of technology, this study emphasizes the impact of personal media routines in fostering listening habits and reducing anxiety, especially among Indonesian learners.

In addition, while the data collected in this study support the validity of (Michael O’Malley et al., 1985) The theoretical framework, the findings also suggest some extensions and contextual variations. For example, learners’ listening strategies were often influenced by digital habits and media preferences. The frequent use of YouTube, TikTok, and Spotify as learning tools reflects how modern EFL learners blend everyday digital consumption with strategic language practice. This kind of learner behavior was not covered in the original 1985 model, since technology and digital media were not as integrated into education at that time. Therefore, this study contributes to the existing literature by showing how traditional strategic categories (cognitive, metacognitive, and socio-affective) are being applied in new digital forms, reflecting current EFL learning realities.

Moreover, while (Michael O’Malley et al., 1985) work was developed primarily from classroom-based observations, the participants in this study often

practiced listening independently, outside of formal classroom contexts. This suggests that learners today are developing a higher level of autonomous strategic behavior, which complements but also extends the teacher-guided models suggested in past research.

This is aligned with Alzahrani (2021), who found that EFL learners who actively apply metacognitive strategies (planning, monitoring, and evaluating) tend to perform better in listening tasks. Students in this study also expressed increased confidence and motivation, echoing findings from (Hadijah & Shalawati, 2018), where structured listening strategy instruction led to measurable progress and enhanced learner motivation.

## 2. Challenges faced by learners when implementing listening strategies

These challenges mirror the issues highlighted by Listiyanti & Listyani (2023), who reported that EFL students often struggle with accents, speech rates, and insufficient authentic listening practices. Moreover, (Zur, 2020) emphasized that background knowledge and prior familiarity with a topic significantly affect comprehension, which correlates with students' struggle in interpreting unfamiliar content. Unique

contributions of this study, students emphasized the importance of interest-based listening (e.g., songs and movies they enjoy) in sustaining long-term motivation, a factor not deeply explored in previous research. Students suggested that daily, informal exposure (like TikTok, YouTube, and Spotify) had a cumulative positive effect on their listening proficiency, showing the importance of digital media as modern EFL tools.

Learners frequently use familiar media, such as movies, music, and serials, to improve their comprehension, pronunciation, and vocabulary, with regular practice fostering better recognition and enjoyment. Digital tools like YouTube, Spotify, podcasts, and language learning apps support autonomous practice outside the classroom, boosting confidence and motivation. However, challenges such as unfamiliar vocabulary, fast speech, environmental noise, poor internet connectivity, and lack of motivation or partners can impede progress (Waloyo & Info, 2024). This study confirms previous findings while providing deeper insight into the individualized and practical approaches Indonesian EFL students take to listening. Their use of blended strategies, cognitive, metacognitive, and socio-affective, demonstrates that

learners are actively managing their listening comprehension, even amid resource and contextual limitations. Their challenges also serve as a reminder for educators to support these strategies more systematically in the classroom.

However, what distinguishes the current findings is the learners' adaptive responses. Despite limited institutional support, learners proactively devised coping mechanisms such as using subtitles, replaying audio, seeking peer assistance, and customizing their learning environment with materials they found engaging. This reveals an important insight: EFL learners can effectively manage their listening development when empowered to choose strategies that align with their interests and habits, even in resource-constrained environments

The results of this study confirm the relevance and applicability of (Michael O'malley et al., 1985) strategy classification in the context of Indonesian high school EFL learners. However, the findings also highlight that students' strategy use is dynamic and context-sensitive, especially regarding media use, motivation, and digital learning environments. Future research may continue to explore how classic learning

strategies are transformed in modern digital contexts and how they influence the overall development of listening skills in independent learning settings.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The final chapter presents a conclusion from findings and discussion supported by previous chapters. Suggestions for learners, teachers, and next researchers.

#### **A. Conclusion**

This study investigated the listening strategies used by senior high school EFL learners and their challenges in improving listening comprehension. Based on interviews with eight learners, it was found that learners employed a variety of strategies categorized as cognitive, metacognitive, and social-affective.

Cognitive strategies such as note-taking, repetition, and summarizing were the most frequently applied, helping students retain vocabulary and understand spoken texts. Metacognitive strategies, including planning before listening, monitoring understanding, and evaluating performance, reflected learners' ability to manage their learning. Social-affective strategies played a supportive role by reducing anxiety and enhancing motivation, often through peer interaction and the use of enjoyable media like music or films.

These strategies were used flexibly according to individual learning preferences and were seen as effective

when aligned with learners' interests and used consistently. learners reported improvements in their confidence, comprehension, and ability to interpret meaning even from fast or unfamiliar audio. However, several challenges persisted, such as unfamiliar vocabulary, fast-paced speech, multitasking difficulties, and limited classroom exposure to authentic listening practice.

Despite these challenges, students showed adaptive efforts such as repeating audio, using subtitles, consulting dictionaries, and engaging in peer discussions. These findings emphasize the importance of learner-centered, strategy-based instruction that incorporates digital tools and authentic materials relevant to learners' interests.

## **B. Suggestion**

Based on the findings and conclusions, the researcher offers the following suggestions. First, for English teachers, it is important to pay more attention to the development of learners' listening comprehension by integrating strategy-based instruction in the classroom. Teachers are encouraged to not only provide listening exercises but also explicitly teach students how to use strategies such as note-taking, repetition, contextual guessing, and self-monitoring during listening activities.

Incorporating authentic materials such as English songs, podcasts, and movies that align with learners' interests may also increase engagement and comprehension. Teachers should provide a supportive and low-anxiety environment that allows learners to feel confident while practicing their listening skills.

Second, for learners, it is highly recommended that they develop greater awareness and autonomy in choosing and applying effective listening strategies that suit their learning styles. Students are encouraged to expose themselves to English listening materials outside the classroom, such as through YouTube videos, language apps, or English conversation clubs. This consistent exposure can gradually improve their ability to recognize spoken language patterns, adapt to different accents, and understand meaning without relying solely on translations or subtitles.

Third, for future researchers, it would be beneficial to conduct further qualitative or mixed-methods research involving a larger and more diverse group of participants. Future studies could also explore in more detail the influence of specific strategies, such as metacognitive training or peer collaboration, on listening comprehension. Moreover, comparative studies across different educational

settings (e.g., public vs. private schools or urban vs. rural students) may provide deeper insight into how context influences learners' listening behaviors and needs.

Listening is a fundamental skill in language acquisition, and its development requires intentional strategy use, engaging materials, and consistent practice. the suggestions above are intended to help improve pedagogical practices and learner outcomes in English as a Foreign Language (EFL) contexts.

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## APPENDICES

### APPENDIX I

#### Interview Guidelines

##### A. Personal Information

1. What is your name?
2. How old are you?
3. What grade are you?
4. English proficiency level (self-assessed)
  - Beginner
  - Intermediate
  - Advanced

##### B. Explain current listening strategies used by EFL learners

1. Can you describe your typical approach to listening comprehension tasks?
2. What strategies do you rely on the most and why?
3. What role do teachers and learning environments play in helping you develop effective listening strategies?
4. What note-taking techniques do you use while listening to highlight key points?
5. How do you use context clues to predict the meaning of unknown words while listening?
6. How do you practice active listening by focusing on tone, speed, and intonation?
7. How do you summarize what you have heard after listening?
8. Which listening strategies have helped you in the most understanding of English?
9. How do you feel about your progress in listening comprehension using these strategies?
10. Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?

11. How do you engage with peers to discuss listening materials and reinforce understanding?
12. What do you do when you do not understand something while listening? How do you seek clarification?

**C. Describe learners' challenges when implementing listening strategies**

1. What are the most common challenges you face when listening to English?
  - Fast speech speed
  - Unfamiliar vocabulary
  - Different accents
  - Background noise
  - Lack of motivation
  - Difficulty focusing
2. What strategies do you find difficult to implement? Why?
3. How do you overcome difficulties when understanding spoken English?
4. What support or resources would help you improve your listening skills?
5. What advice would you give other EFL learners struggling with listening comprehension?
6. How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?

## APPENDIX II

### Transcript of Interview

#### Interview 1

| Role   | Interview   |
|--|---|
| <b>Part A. Personal Information</b>                                      |   |
| Nurma  | What is your name?  |
| Anindya  | Anindya   |
| Nurma  | How old are you?  |
| Anindya  | 15 years old  |
| Nurma  | What grade are you?   |
| Anindya  | 10 SMA  |
| Nurma  | English proficiency level (self-assessed)   |
| Anindya  | intermediate  |
| <b>Part B. Explain current listening strategies used by EFL learners</b> |   |
| Nurma  | Can you describe your typical approach to listening comprehension tasks?  |
| Anindya  | Yes, I can. I usually try to focus completely on the given recording or audio. I listen attentively from beginning to end, then I will take notes on the important things that I hear so that I can remember and understand better later if I feel that I don't understand, I will also replay the part so that I understand better       |
| Nurma  | What strategies do you rely on the most and why?  |
| Anindya  | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning |

|         |   |
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| Nurma   | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning |
| Anindya | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning |
| Nurma   | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning |
| Anindya | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning |
| Nurma   | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly   |

|         |   |
|---------|---|
|         | without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning   |
| Anindya | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning |
| Nurma   | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning |
| Anindya | Getting used to listening to songs or watching movies in English without using subtitles, I do this because by listening to English regularly without using subtitles, I become more familiar with pronunciation, intonation, and sentence structure. This method is also fun and not boring, so I am more motivated to continue learning |
| Nurma   | How do you summarize what you have heard after listening?   |
| Anindya | After I finish listening, I try to write down the gist of the topic discussed and elaborate on the summary by explaining according to the points  |

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|         | previously noted. This way, I can recall the information and understand it better   |
| Nurma   | Which listening strategies have helped you most understand English?   |
| Anindya | The strategy that helped me the most was careful or active listening. By really focusing on the audio, I can capture more information and understand the context of the conversation better   |
| Nurma   | How do you feel about your progress in listening comprehension using these strategies?  |
| Anindya | I feel proud of the progress I have made so far, although it is not perfect I can feel the improvement in my ability to understand spoken English, especially when listening to conversations in movies or songs                        |
| Nurma   | Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?   |
| Anindya | I don't currently have a specific example that stands out, but I'm sure my regular listening habits have gradually made me more familiar with English   |
| Nurma   | How do you engage with peers to discuss listening materials and reinforce understanding?  |
| Anindya | I usually discuss with my friends about the listening topics when I have school assignments, we also exchange opinions about the topics discussed in the audio, and help each other if there are parts that are difficult to understand |

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| Nurma   | What do you do when you do not understand something while listening? How do you seek clarification?  |
| Anindya   | If I don't understand something, I will listen twice and look at the overall context of the conversation. If I still don't understand, I will look up the meaning of the word or phrase online or ask a friend   |
| <b>Part C. Describe learners' challenges when implementing listening strategies</b> |  |
| Nurma   | What are the most common challenges you face when listening to English? <ul style="list-style-type: none"> <li>• Fast speech speed</li> <li>• Unfamiliar vocabulary</li> <li>• Different accents</li> <li>• Background noise</li> <li>• Lack of motivation</li> <li>• Difficulty focusing</li> </ul> |
| Anindya   | The biggest challenge I experience is accents that are different from what I'm used to hearing   |
| Nurma   | What strategies do you find difficult to implement? Why?   |
| Anindya   | The difficult strategy is to improve the habit of listening to English every day. Sometimes I feel tired or bored, so it is difficult to maintain the habit regularly  |
| Nurma   | How do you overcome difficulties when understanding spoken English?  |
| Anindya   | I try to overcome these difficulties by asking friends or learning new vocabulary from context, I also use a dictionary or translator app if necessary   |

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| Nurma   | What support or resources would help you improve your listening skills?   |
| Anindya | I think talking to friends or having a partner to practice English with would be helpful, but also having access to resources such as podcasts, movies, or learning apps is also very   |
| Nurma   | What advice would you give other EFL learners struggling with listening comprehension?  |
| Anindya | Listen often or get used to listening to material in English. The more you listen, the more accents and vocabulary you will become accustomed to, and your skills will improve  |
| Nurma   | How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?   |
| Anindya | Very often, or every day English materials outside of class, I listen to songs, watch movies. It is very helpful and beneficial to be familiar with a lot of English vocabulary, understand the correct pronunciation, as well as improve my ability to understand English conversation naturally |

## Interview 2

| Role                                | Interview              |
|-------------------------------------|------------------------|
| <b>Part A. Personal Information</b> |                        |
| Nurma                               | What is your name?     |
| Mirza                               | Mirza                  |
| Nurma                               | How old are you?       |
| Mirza                               | 16 years old           |
| Nurma                               | What grade are you in? |
| Mirza                               | 10 SMA                 |

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|---|--|
| Nurma   | English proficiency level (self-assessed)  |
| Mirza   | Intermediate   |
| <b>Part B. Explain current listening strategies used by EFL learnerss</b> |  |
| Nurma   | Can you describe your typical approach to listening comprehension tasks?   |
| Mirza   | If I watch a video   |
| Nurma   | What strategies do you rely on the most and why?   |
| Mirza   | Probably watching people speak English, listening to people speak English, and listening to podcasts or music  |
| Nurma   | What role do teachers and learning environments play in helping you develop effective listening strategies?  |
| Mirza   | Maybe I think the role is very big anyway, because if, for example, teachers or the learning environment often use English, we will be more accustomed to using English and understand it more easily                                      |
| Nurma   | What note-taking techniques do you use while listening to highlight key points?  |
| Mirza   | I usually note down the important points that I don't know yet   |
| Nurma   | How do you use context clues to predict the meaning of unknown words while listening?  |
| Mirza   | Maybe for me, for example, when I'm listening and I don't know what it means, I stop first and then think about what it means, so that we don't get confused, because who knows if we don't know the meaning, we won't understand it later |
| Nurma   | How do you practice active listening by focusing on tone, speed, and intonation?   |
| Mirza   | Just listen carefully  |

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| Nurma   | How do you summarize what you have heard after listening?   |
| Mirza   | Write down the important points   |
| Nurma   | Which listening strategies have helped you most understand English?   |
| Mirza   | For me, it's listening to people speak English and then taking notes  |
| Nurma   | How do you feel about your progress in listening comprehension using these strategies?  |
| Mirza   | Probably happy to feel like the practice is paying off  |
| Nurma   | Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?                         |
| Mirza   | Yes, maybe for example listening to music, maybe some people like listening to music so they understand some English words                  |
| Nurma   | How do you engage with peers to discuss listening materials and reinforce understanding?  |
| Mirza   | Yes, I usually help if they don't know the meaning, and if they don't understand what I'm talking about, I explain it again                 |
| Nurma   | What do you do when you do not understand something while listening? How do you seek clarification?   |
| Mirza   | Maybe I usually repeat the song, and then I look up what it means.  |
| <b>Part C. Describe learners' challenges when implementing listening strategies</b> |   |
| Nurma   | What are the most common challenges you face when listening to English? <ul style="list-style-type: none"><li>• Fast speech speed</li></ul> |

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|-------|--|
|       | <ul style="list-style-type: none"> <li>• Unfamiliar vocabulary</li> <li>• Different accents</li> <li>• Background noise</li> <li>• Lack of motivation</li> <li>• Difficulty focusing</li> </ul>  |
| Mirza | <ul style="list-style-type: none"> <li>- Fast speech speed</li> <li>- Difficulty focusing</li> </ul>   |
| Nurma | What strategies do you find difficult to implement? Why?   |
| Mirza | Honestly, listening to music because some music has a fast beat, so we get confused about what it means  |
| Nurma | How do you overcome difficulties when understanding spoken English?  |
| Mirza | I usually practice a lot or often speak English, then I multiply words   |
| Nurma | What support or resources would help you improve your listening skills?  |
| Mirza | For me, technology because I can look for answers from various sources   |
| Nurma | What advice would you give other EFL learners struggling with listening comprehension?   |
| Mirza | The important thing is that if you listen carefully then you take notes, or increase vocabulary, then you have to practice English because to be good at a language, we have to practice it, because if you don't, it will disappear over time |
| Nurma | How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?  |

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| Mirza | Often, because if I listen to music/songs, it must be in English anyway |
|-------|---|

### Interview 3

| Role   | Interview   |
|--|---|
| <b>Part A. Personal Information</b>                                      |   |
| Nurma  | What is your name?  |
| Aiko   | Aiko  |
| Nurma  | How old are you?  |
| Aiko   | 15 years old  |
| Nurma  | What grade are you in?  |
| Aiko   | 10  |
| Nurma  | English proficiency level (self-assessed)   |
| Aiko   | Beginner  |
| <b>Part B. Explain current listening strategies used by EFL learners</b> |   |
| Nurma  | Can you describe your typical approach to listening comprehension tasks?  |
| Aiko   | I usually read the question first before listening, then try to focus on the keywords while the audio is playing  |
| Nurma  | What strategies do you rely on the most and why?  |
| Aiko   | I rely on listening for keywords and main phrases the most because it helps me understand the gist of the talk, even if I don't understand every word                               |
| Nurma  | What role do teachers and learning environments play in helping you develop effective listening strategies?   |
| Aiko   | The teacher provides guiding exercises on how to look for important information. The actual classroom environment was not very supportive in making me comfortable while practicing |

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| Nurma  | What note-taking techniques do you use while listening to highlight key points?  |
| Aiko   | I note down the main points in the form of bullet points or short abbreviations so that I don't miss the next part of the audio. I also focus on the material and ask questions if necessary |
| Nurma  | How do you use context clues to predict the meaning of unknown words while listening?  |
| Alifia | I pay attention to the words around the word I don't understand and try to guess based on the context of the conversation  |
| Nurma  | How do you practice active listening by focusing on tone, speed, and intonation?   |
| Aiko   | I try to recognize whether the speaker sounds happy, confused, or angry through intonation, and that helps me understand what they mean  |
| Nurma  | How do you summarize what you have heard after listening?  |
| Aiko   | I rewrite the main information in my own words or explain it back to a friend  |
| Nurma  | Which listening strategies have helped you most understand English?  |
| Aiko   | Repeated listening and noting important points helped me a lot   |
| Nurma  | How do you feel about your progress in listening comprehension using these strategies?   |
| Aiko   | I feel quite satisfied because I started to understand the audio material more easily than before  |
| Nurma  | Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?  |
| Aiko   | I use English subtitles when watching movies or TV shows. By viewing the text and listening to   |

|   |  |
|---|--|
|   | the audio simultaneously, I can strengthen my understanding of vocabulary and grammar  |
| Nurma   | How do you engage with peers to discuss listening materials and reinforce understanding?   |
| Aiko  | We often discuss after the listening exercise in class to share answers and opinions   |
| Nurma   | What do you do when you do not understand something while listening? How do you seek clarification?  |
| Aiko  | I usually repeat the audio if possible, or ask the teacher or look up the meaning of a confusing word  |
| <b>Part C. Describe learners' challenges when implementing listening strategies</b> |  |
| Nurma   | What are the most common challenges you face when listening to English? <ul style="list-style-type: none"> <li>• Fast speech speed</li> <li>• Unfamiliar vocabulary</li> <li>• Different accents</li> <li>• Background noise</li> <li>• Lack of motivation</li> <li>• Difficulty focusing</li> </ul> |
| Aiko  | <ul style="list-style-type: none"> <li>- Fast speaking speed</li> <li>- Unfamiliar vocabulary</li> <li>- Different accents</li> <li>- Difficulty focusing</li> </ul>   |
| Nurma   | What strategies do you find difficult to implement? Why?   |
| Aiko  | Predicting the content of the conversation from the tone of voice is difficult because sometimes the intonation is not very clear or too fast  |

|       |   |
|-------|---|
| Nurma | How do you overcome difficulties when understanding spoken English?   |
| Aiko  | I listen to the audio repeatedly, watch videos with subtitles, and take notes on new vocabulary to learn  |
| Nurma | What support or resources would help you improve your listening skills?   |
| Aiko  | Listening to practice apps, English subtitles, and teachers   |
| Nurma | What advice would you give other EFL learners struggling with listening comprehension?  |
| Aiko  | Listen to something you like, like a song or movie, and then repeat it a few times. Don't be afraid of being wrong, the important thing is to keep practicing |
| Nurma | How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?                         |
| Aiko  | I listen to songs about 3-4 times a week. It helps me recognize new vocabulary and get used to different accents  |

#### Interview 4

| Role                                | Interview                                 |
|-------------------------------------|---|
| <b>Part A. Personal Information</b> |   |
| Nurma                               | What is your name?                        |
| Lovely                              | Lovely                                    |
| Nurma                               | How old are you?                          |
| Lovely                              | 16 years old                              |
| Nurma                               | What grade are you in?                    |
| Lovely                              | 10  |
| Nurma                               | English proficiency level (self-assessed) |

|  |  |
|--|--|
| Lovely   | Beginner   |
| <b>Part B. Explain current listening strategies used by EFL learners</b> |  |
| Nurma  | Can you describe your typical approach to listening comprehension tasks?   |
| Lovely   | I usually practice regularly, even if it's just listening to a song or movie, so that I get or add words that I don't know what they mean  |
| Nurma  | What strategies do you rely on the most and why?   |
| Lovely   | I usually practice regularly, listen carefully and note down the important points that I think are important because with this strategy we can already deduce from what we heard earlier |
| Nurma  | What role do teachers and learning environments play in helping you develop effective listening strategies?  |
| Lovely   | The teacher is very important in providing adequate audio facilities and motivating students to practice more  |
| Nurma  | What note-taking techniques do you use while listening to highlight key points?  |
| Lovely   | I usually use outline note-taking  |
| Nurma  | How do you use context clues to predict the meaning of unknown words while listening?  |
| Lovely   | First I find out the word I already know, then guess which word is more complete to complete the word I already know earlier   |
| Nurma  | How do you practice active listening by focusing on tone, speed, and intonation?   |
| Lovely   | I have to stay focused and practice regularly to get used to the speed of people's tone and intonation   |
| Nurma  | How do you summarize what you have heard after listening?  |

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| Lovely | From the important points that I have noted earlier by using the outline note-taking technique, I immediately design or develop the important points that I have noted earlier into a sentence |
| Nurma  | Which listening strategies have helped you most understand English?  |
| Lovely | Maybe it's practicing regularly, because practicing regularly really helps me to get used to the listening class   |
| Nurma  | How do you feel about your progress in listening comprehension using these strategies?   |
| Lovely | Of course, I'm happy because it shows I've worked hard and succeeded   |
| Nurma  | Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?  |
| Lovely | I actually don't have a special strategy for listening or oral tests, I just practice regularly to get used to and recognize vocabulary that I didn't know before                              |
| Nurma  | How do you engage with peers to discuss listening materials and reinforce understanding?   |
| Lovely | My friends and I will share the words that we already know, if there are words that we don't know at all then we will work together to determine what word is more appropriate                 |
| Nurma  | What do you do when you do not understand something while listening? How do you seek clarification?  |
| Lovely | I will ask my teacher if there can be repetition, if not then I will look for words that are similar to the word and emphasize which one is more appropriate                                   |

| <b>Part C. Describe learners' challenges when implementing listening strategies</b> |   |
|---|---|
| Nurma   | <p>What are the most common challenges you face when listening to English?</p> <ul style="list-style-type: none"> <li>• Fast speech speed</li> <li>• Unfamiliar vocabulary</li> <li>• Different accents</li> <li>• Background noise</li> <li>• Lack of motivation</li> <li>• Difficulty focusing</li> </ul> |
| Lovely  | <ul style="list-style-type: none"> <li>- Fast speaking speed</li> <li>- Unfamiliar vocabulary</li> <li>- Different accents</li> </ul>   |
| Nurma   | What strategies do you find difficult to implement? Why?  |
| Lovely  | Maybe focus on intonation speed and tone, because I still get distracted a lot, and I still don't know the vocabulary mentioned earlier   |
| Nurma   | How do you overcome difficulties when understanding spoken English?   |
| Lovely  | I will look for words that have similar pronunciations or perhaps similar meanings  |
| Nurma   | What support or resources would help you improve your listening skills?   |
| Lovely  | Maybe my fighting spirit that wants to always understand and be able to speak English   |
| Nurma   | What advice would you give other EFL learners struggling with listening comprehension?  |
| Lovely  | Always be enthusiastic and practice   |
| Nurma   | How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?   |

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| Lovely | I quite often listen to English audio material, maybe for example songs, or podcasts from which I know how to spell words correctly, and I can add new vocabulary |
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## Interview 5

| Role   | Interview  |
|--|--|
| <b>Part A. Personal Information</b>                                      |  |
| Nurma  | What is your name?   |
| Alifia   | Alifia   |
| Nurma  | How old are you?   |
| Alifia   | 16 years old   |
| Nurma  | What grade are you in?   |
| Alifia   | 11   |
| Nurma  | English proficiency level (self-assessed)  |
| Alifia   | Beginner to Intermediate   |
| <b>Part B. Explain current listening strategies used by EFL learners</b> |  |
| Nurma  | Can you describe your typical approach to listening comprehension tasks?   |
| Alifia   | I usually use movies as a means of learning to listen. Initially, I used the movie as mere entertainment, but over time, I became accustomed to understanding English naturally because I may have been introduced to English movies since childhood, from the age of 5 th maybe |
| Nurma  | What strategies do you rely on the most and why?   |
| Alifia   | The strategy I rely on the most is to understand the context of the situation and pay attention to intonation, so I don't have to translate word for word to capture the meaning of the sentence   |

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| Nurma  | What role do teachers and learning environments play in helping you develop effective listening strategies?   |
| Alifia | They play a role in providing practice opportunities that are more focused on reading and writing, but some time ago, I had the opportunity to take a listening test from Mr. Duta, and that was quite helpful in training my focus |
| Nurma  | What note-taking techniques do you use while listening to highlight key points?   |
| Alifia | I also rarely take notes when listening, more often using memory or repeating parts that I think are not clear  |
| Nurma  | How do you use context clues to predict the meaning of unknown words while listening?   |
| Alifia | I also use the context of the conversation or situation to guess the meaning of words that may be unfamiliar to me, and it's really useful, so I don't have to think hard to guess the meaning of unfamiliar words                  |
| Nurma  | How do you practice active listening by focusing on tone, speed, and intonation?  |
| Alifia | I also practice active listening by paying attention to tone, speaking speed, and intonation, especially in the movies and videos I watch   |
| Nurma  | How do you summarize what you have heard after listening?   |
| Alifia | After listening, I usually summarize the meaning mentally or try to explain it in my own words if it's a discussion.  |
| Nurma  | Which listening strategies have helped you most understand English?   |

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| Alifia  | For the most helpful strategies, I think the first is to get used to hearing English in everyday life without the need to emphasize or force yourself to understand every word directly. In my opinion, getting used to listening to English more and more often in everyday life will be very, very helpful |
| Nurma   | How do you feel about your progress in listening comprehension using these strategies?   |
| Alifia  | I also feel that my comprehension has improved because I can understand English contextually   |
| Nurma   | Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?  |
| Alifia  | A significant example is that initially, I had difficulty understanding various accents, but after watching movies from various countries, I am more adaptive and more familiar with the different accents that exist  |
| Nurma   | How do you engage with peers to discuss listening materials and reinforce understanding?   |
| Alifia  | I also sometimes discuss with my friends at school if there is listening material from places where they study, like English tutoring, so it is more familiar  |
| Nurma   | What do you do when you do not understand something while listening? How do you seek clarification?  |
| Alifia  | If there is a part that I don't understand, I usually repeat it or look for similar words so that I can understand the meaning of the words or the part that I don't understand  |
| <b>Part C. Describe learners' challenges when implementing listening strategies</b> |  |

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| Nurma  | <p>What are the most common challenges you face when listening to English?</p> <ul style="list-style-type: none"> <li>• Fast speech speed</li> <li>• Unfamiliar vocabulary</li> <li>• Different accents</li> <li>• Background noise</li> <li>• Lack of motivation</li> <li>• Difficulty focusing</li> </ul> |
| Alifia | <p>The challenges I experience in listening are probably like I said earlier, different accents and unfamiliar vocabulary, because English is not my daily language, so there must be unfamiliar words</p>  |
| Nurma  | <p>What strategies do you find difficult to implement? Why?</p>   |
| Alifia | <p>Taking notes while listening, because I am not the type of person who likes to take notes, because if I take notes while listening, I will not focus on what is conveyed during the listening</p>  |
| Nurma  | <p>How do you overcome difficulties when understanding spoken English?</p>  |
| Alifia | <p>I often repeat the parts that are unclear or look for translations if I can</p>  |
| Nurma  | <p>What support or resources would help you improve your listening skills?</p>  |
| Alifia | <p>If the support helps, maybe more listening practice at home or anywhere from various sources, so it doesn't have to be from school, it can be from tutoring</p>  |
| Nurma  | <p>What advice would you give other EFL learners struggling with listening comprehension?</p>   |
| Alifia | <p>Maybe start with content that is interesting to them, so they will be interested and enjoy the</p>   |

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|        | learning process, because it will not make them feel burdened, so they will enjoy learning  |
| Nurma  | How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?   |
| Alifia | I also quite often listen to English materials such as podcasts, songs, or movies outside of school because I feel that by doing so, my skills in listening, talking, writing, and so on will improve gradually without having to rely on word-for-word translations, so I don't always need to translate |

## Interview 6

| Role   | Interview   |
|--|---|
| <b>Part A. Personal Information</b>                                      |   |
| Nurma  | What is your name?  |
| Fairuz   | Fairuz  |
| Nurma  | How old are you?  |
| Fairuz   | 17 years old  |
| Nurma  | What grade are you?   |
| Fairuz   | 11 SMA  |
| Nurma  | English proficiency level (self-assessed)   |
| Fairuz   | Intermediate  |
| <b>Part B. Explain current listening strategies used by EFL learners</b> |   |
| Nurma  | Can you describe your typical approach to listening comprehension tasks?  |
| Fairuz   | Maybe from me, usually, for example, before listening, I am already in a focused position, so if I'm not in a focused position, I won't get it. Then I usually also prepare notes if there is a |

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|        | word that is usually unclear, I usually just write the word that I hear, then later after I finish, I will look for it, I look for what it is so I can get new vocabulary as well and also be able to understand and follow the speed of the native speaker.  |
| Nurma  | What strategies do you rely on the most and why?  |
| Fairuz | For myself, I rely more on the entertainment world such as movies and music, for example music or songs so usually I prefer to listen to songs and if for example the song seems good to me, I also want to sing along with the song so usually I look for the lyrics so I look for example on spotify, I usually listen to it while reading the lyrics so now I listen to it while adding vocabulary too and then like "oh it turns out the pronunciation is like this" if people there say so then if for example I find another song in English then I listen to it but I don't listen to it. like this" if people there say so then if for example I find another song in English and I listen to it but I don't know what the lyrics are but usually if I listen to it "oh it turns out the singer said this this this this" because I've heard that word in a song that I've previously heard so like in movies if for example in movies I usually look for movies that have subtitles but the subtitles are still English so there I also keep listening between the subtitles and the movie the same, so like what he's saying I know "oh this is so right" so like for example if I meet native speakers in other movies if for example there are no subtitles I know like "oh he said this is this" because it's familiar |

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| Nurma  | What role do teachers and learning environments play in helping you develop effective listening strategies?  |
| Fairuz | If the role of the teacher himself is probably yes because English teachers advise us to learn English through something we like so well then after that if from the learning environment itself, actually if learning English is from our desires, yes, but if the environment around the learning environment is friends, usually well that's because some also like western songs especially now that western songs are everywhere so that also affects me to be interested in a song and can add new vocabulary, then it can also increase understanding |
| Nurma  | What note-taking techniques do you use while listening to highlight key points?  |
| Fairuz | So the note-taking technique that I use when listening is that usually I write handwritten most like briefly or maybe I take notes in English but according to my understanding, maybe I understand the context of what is being explained but I usually write it in my language and if for example what is the name there is the most important or more important part, I usually underline it or usually I highlight it  |
| Nurma  | How do you use context clues to predict the meaning of unknown words while listening?  |
| Fairuz | For example, if we listen to a topic or theme even though there are some vocabulary words that we are not familiar with or we don't know the meaning of but certainly the words or vocabulary will not be far from the theme or topic that has been discussed so topic that has been discussed so, so usually if I listen to   |

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|        | something together listening together, for example, if I notice a word that I think is unfamiliar, I write it down as randomly as possible. I usually write down what I hear, along with the next words after the vocal, along with the next words after vocabulary I don't know. So usually after that I just write down eeeee.... I look for the meaning of what it means. so what does it mean, and what is the food  |
| Nurma  | How do you practice active listening by focusing on tone, speed, and intonation?   |
| Fairuz | If to practice it, usually start first from what is easy to understand, find a video or a light discussion, and the tempo is maybe, if for the beginning it is medium or maybe not slow, but like yes, the important thing is that you can still catch what is being said. And the longer it goes on, try to increase the speed, yes, look for something more varied, from the intonation we might be like from a formal way of speaking to non-formal, so like the material is broader like that, gradually don't jump right in, so you don't get shocked |
| Nurma  | How do you summarize what you have heard after listening?  |
| Fairuz | For me, I usually take notes in a language that is easy for me to understand and easy for me to remember, so maybe the discussion is what he is talking about, maybe the words are a little complicated but usually if I write it down it is more concise and uses words that are easier to understand so that if for example I review the material, maybe when I easily "oh yes I remember that" so that I don't make it difficult for myself   |

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| Nurma  | Which listening strategies have helped you most understand English?   |
| Fairuz | For myself, usually through music, through songs, because I also like to listen to songs, maybe besides songs, I also like to watch movies, or maybe also from TikTok or Instagram videos   |
| Nurma  | How do you feel about your progress in listening comprehension using these strategies?  |
| Fairuz | For me, I am happy if I can understand something from English just by listening because it is a progress that I think is proud of because surely before it was like English is confused but like if for example we are getting used to it without seeing subtitles or text by listening to it, we can understand it, it is proud and pleasing to ourselves  |
| Nurma  | Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?   |
| Fairuz | For example, in the beginning of 7th grade of junior high school where I started to be interested in learning English, I was learning English. Still, I was interested because I liked listening to western songs, so if for example some songs have a fast tempo, it's complicated to follow it because my tongue was not as flexible as it is now. Still, for a few years I learned usually from YouTube or short videos on TikTok like that. Then I knew hacks or ways to say a word like a native speaker and there I paid attention. I followed it, or not like I often watch western movies also in English or like podcast videos and usually while peeking at the subtitles after that I usually pay more attention |

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|   | or listen to "oh this person said the word like this" and then I finally followed it. After I always practiced what I saw and heard, I became more able to pronounce English, so it became more flexible, not stiff like before  |
| Nurma   | How do you engage with peers to discuss listening materials and reinforce understanding?   |
| Fairuz  | For my friends, I'm in the English extracurricular club at school so if for example there is listening material, usually I ask my friends if for example I don't understand like what he was talking about earlier, if I don't understand it, I usually ask my friends around so that people if they are in the club in the extracurricular club, it must be the same goal to learn English so yes, one goal so that we can understand each other and ask each other too |
| Nurma   | What do you do when you do not understand something while listening? How do you seek clarification?  |
| Fairuz  | Here usually if we are in the context that I am asked to take notes, I write it down as it is, if for example I hear it, I write it down, but if the context is that I am just listening and I don't understand it, like for example when I listen to a video "eh what was that talking about?" I usually repeat it, or if the teacher who is talking asks for repetition, I can usually get a clue from the words before or the words after it                          |
| <b>Part C. Describe learners' challenges when implementing listening strategies</b> |  |
| Nurma   | What are the most common challenges you face when listening to English?  |

|        |   |
|--------|---|
|        | <ul style="list-style-type: none"> <li>• Fast speech speed</li> <li>• Unfamiliar vocabulary</li> <li>• Different accents</li> <li>• Background noise</li> <li>• Lack of motivation</li> <li>• Difficulty focusing</li> </ul>  |
| Fairuz | <ul style="list-style-type: none"> <li>- Fast speech speed</li> <li>- Unfamiliar vocabulary</li> <li>- Different accents</li> <li>- Difficulty focusing</li> </ul>  |
| Nurma  | What strategies do you find difficult to implement? Why?  |
| Fairuz | For myself, it is the most difficult to practice directly, to talk to native speakers, because yes, I play games that can talk directly with outsiders, so that's where I have the opportunity to practice my English skills to talk directly with native speakers. And of course it will be different because it's outsiders who are talking, so we have to focus on their accents and we have to understand so that we can answer the questions |
| Nurma  | How do you overcome difficulties when understanding spoken English?   |
| Fairuz | The way is to continue to practice yes and continue to be practiced in learning English, and also maybe add friendships with people who have the same interest in learning English, so they can help each other to understand English so that they can understand English   |
| Nurma  | What support or resources would help you improve your listening skills?   |
| Fairuz | For support, maybe from people around me, like encouraging me to participate in English   |

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|        | competitions. As for resources that support my skills, most are online applications because I learn English online more often than offline, because online has a wide range, it can be from the internet, games, or other platforms that can support my English learning  |
| Nurma  | What advice would you give other EFL learners struggling with listening comprehension?  |
| Fairuz | My advice is to keep practicing, keep learning, if, for example, there are still difficulties, find where the difficulties are and find your way to solve the difficulties. don't make learning English too dizzy, indeed learning English is a headache, but we can find ways for ourselves to learn English more fun and easier to understand. If my advice is to look for media sources like videos or something like that for your listening exercises, so that you can understand native speakers better |
| Nurma  | How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?   |
| Fairuz | For myself, I often watch YouTube videos in English when I have free time, at home or wherever, usually the themes are related to history, general knowledge. And if asked about the benefits, yes, of course, it can improve our listening comprehension skills, continue to train our focus, continue to increase general knowledge, add vocabulary or new terms in English, it help in learning our listening comprehension  |

## Interview 7

| Role   | Interview   |
|--|---|
| <b>Part A. Personal Information</b>                                      |   |
| Nurma  | What is your name?  |
| Mikhita  | Mikhita   |
| Nurma  | How old are you?  |
| Mikhita  | 18 years old  |
| Nurma  | What grade are you in?  |
| Mikhita  | 11 SMA  |
| Nurma  | English proficiency level (self-assessed)   |
| Mikhita  | Intermediate  |
| <b>Part B. Explain current listening strategies used by EFL learners</b> |   |
| Nurma  | Can you describe your typical approach to listening comprehension tasks?  |
| Mikhita  | The approach I usually take is to listen to English songs that I like whenever I have free time, I often listen to the song over and over again to train my listening comprehension of each vocabulary of each lyric  |
| Nurma  | What strategies do you rely on the most and why?  |
| Mikhita  | My strategy is that I listen to English songs and I even make a playlist of English songs so that every day I am trained to listen to vocabulary in English, now every time I listen I always listen to how the pronunciation of the lyrics and then I practice then I take notes if there are lyrics that I don't understand |
| Nurma  | What role do teachers and learning environments play in helping you develop effective listening strategies?   |
| Mikhita  | Alhamdulillah, my teacher often uses several methods to develop listening skills in class, such   |

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|         | as listening to podcasts and being given a list of questions to answer related to the content of the podcast, then once also listening to a friend's presentation in class using English and as listeners we are required to ask questions about the material that has just been presented, well besides that we have also been trained to listen to movie dialogs in English then we also sing together in class using English   |
| Nurma   | What note-taking techniques do you use while listening to highlight key points?   |
| Mikhita | I like to take notes every time I hear vocabulary that might sound unfamiliar when I listen, maybe from a song or a movie dialogue, or a podcast. After I take notes, I will find out what the vocabulary means, so that when I listen to the song again, I already understand what the lyrics mean   |
| Nurma   | How do you use context clues to predict the meaning of unknown words while listening?   |
| Mikhita | Honestly, it often happens when I listen to songs or podcasts or movie dialogues that sometimes use accents that are difficult to understand, like British accent, it's very difficult, maybe there are foreign words that I might not know, so I usually use the method of understanding some words that I know when I listen to "oh I know this word" well I translate it, so not all the words I hear I translate, so then I assemble them and I know the meaning of the sentence without translating the words I don't know, so that's how it works |
| Nurma   | How do you practice active listening by focusing on tone, speed, and intonation?  |

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| Mikhita | For related to tone and intonation, maybe often yes when I might listen to podcasts, movie dialogs or maybe songs there I even understand how I pronounce English sentences or English words correctly, in English there must be different pronunciation between ordinary sentences, command sentences or question sentences, well if the question sentence, the intonation at the end might be a bit high, well I even learn to listen to "oh, the pronunciation is like this?" "the tone should be like this?", because in language also the tone of intonation is also needed, well for speed I usually often in dialog and podcasts very often because if people who are already proficient the speed in speaking will be faster, because he is already proficient, while I'm still a beginner, it's often a problem related to speaking speed because sometimes I speak too fast, finally I often to be able to understand the meaning of the English sentences that are stated, I repeat the podcast from the beginning again, if I still don't get it, I repeat it, and so on with songs too like that, well the goal is to eeee..... Train my ee.... what is it? for my hearing to be sharp or not, because if for example maybe I have difficulty then I finally give up and use google translate or ask a friend who is already proficient, my listening skills will not develop, maybe if I'm stuck, I finally ask my friend whose listening skills in English are more proficient, but I try to avoid google translate so that I can train my eee.... listening power in English |
| Nurma   | How do you summarize what you have heard after listening?  |

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| Mikhita | Well, I usually listen from beginning to end first. Oh first I listen from beginning to end, oh usually I immediately understand "oh what does it mean like this?" even though I can't translate in detail from a-z, but at least in a macro outline "oh the discussion is like this" well then I repeat it from the beginning usually eeee..... what's his name I really like if from a podcast maybe quotes that I might be interested in I write it down, well later I just summarize it finally like that. So I listen first from beginning to end as a whole so I understand "oh what does this mean?" then I note the important points "oh like this" well if for example there are unfamiliar words I also note them later I will interpret them or maybe I am a friend "here I heard it like this, is it right or not?" to a friend who is already proficient, then only after that I summarize it |
| Nurma   | Which listening strategies have helped you most understand English?  |
| Mikhita | For the listening strategy that helps me the most in understanding English, to be honest, I think it's more about songs because eee... because I happen to be a person who likes to listen to songs in English and I really like to sing in English when I have free time especially so I feel that this strategy is suitable for me because I really like listening to songs, I really like international singers and I really like to sing so I chose songs as the most helpful strategy in understanding English in listening skills  |
| Nurma   | How do you feel about your progress in listening comprehension using these strategies?   |
| Mikhita | I feel happy to be honest because I started to realize to listen to English songs then "oh it turns  |

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|         | <p>out that listening to English songs is also one of the strategies to learn to add new vocabulary in English", maybe since elementary school grade 6. After all, it happened that at that time I knew a friend who liked listening to English songs so from there I became fond of it. I remember the first time I learned English with a song was Ed Sheeran's song called perfect, and I repeated it every day, maybe even for a month I really remember it, I even memorized the lyrics and knew how to pronounce the lyrics correctly. Then I also understood the correct pronunciation, tone, intonation like this, and noted "oh what does this sentence mean?", so that's how I got motivated to learn English from songs from the 6th grade. Finally, in junior high school I routinely listened to English songs, even now I have also made a playlist of English music whose genre I really like, so I am very happy that I can practice English with songs, I am also entertained by the music or songs</p> |
| Nurma   | Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?  |
| Mikhita | A significant example is that initially I had difficulty understanding various accents, but after watching movies from various countries, I am more adaptive and more familiar with the different accents that exist well maybe one example of that strategy is listening to music eee..... honestly yes compared to podcasts or movie dialog I am still not suitable because eeee.... what yes sometimes if for podcasts it is indeed full English yes and there is no translation, well sometimes people who podcast   |

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|         | <p>often use English very quickly how to talk like that while I am still a beginner so I really tried to listen to podcasts on BBC news I felt like giving up yes because it already uses a British accent right which is really difficult to understand well coupled with no translation if the podcast, so I feel "oh podcasts are really difficult to be my strategy in learning English speaking or listening", So that's why I choose movie dialogues sometimes, but sometimes I also feel that it doesn't fit, I really prefer songs because songs are more relaxed using slank language which is suitable for Gen-Z young people, that's why I am more comfortable with learning English through songs, so I finally write down each of these words if there are words that I don't know, I will look for the meaning and then I also practice "oh this is how the correct pronunciation is". Then usually every English word has a synonym, for example, like beautiful/beautiful can use wonderful/beautiful/pretty "oh so this is what the English words I found from the song are called"</p> |
| Nurma   | How do you engage with peers to discuss listening materials and reinforce understanding?   |
| Mikhita | It's probably often during English lessons, I really often my teacher assigns discussions between friends or in groups. So usually there my teacher sometimes likes to assign like "here listen to this podcast then you answer the questions that are here", so finally I discuss with my friends and alhamdulliah my classmates are already really proficient in English, maybe they are already pros because they are from bilingual  |

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|         | <p>junior high school so that's why in high school I can learn a lot from them in terms of strengthening English listening comprehension. So sometimes if I find difficult words I often ask him "eh what does this mean?", I also crosscheck if for example I listen to English "eh is it true that in the podcast it says this?" yes I often ask him too so crosscheck whether what I hear is true or not. Then if for example what's the name there is a presentation, sometimes it's also like that, if there are wrong words or maybe in stringing sentences, sometimes the teacher always involves, for example if a friend comes forward so yes, if there is something wrong, other friends correct it, finally we know "oh the right one is like this" well that's a form of peer cooperation in class in discussing material to strengthen understanding in English like that. Including in terms of pronunciation too, if, for example, we are presenting, oh the pronunciation is wrong, it will also be corrected by the teacher or peers like that</p> |
| Nurma   | <p>What do you do when you do not understand something while listening? How do you seek clarification?</p>  |
| Mikhita | <p>I sometimes listen first from A-Z about what I understand and what I don't understand I note down first, now after I listen to the whole thing I understand "oh the point is this", now if for example there is something I don't understand I will ask someone who is more advanced or my teacher or maybe to my friend who is an expert, for example "uh this is me from the beginning to the middle I understand what the mascot is but at the end how come I don't understand what it</p>  |

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|  | <p>means?", finally he teaches "oh this means this is how it is pronounced", finally he teaches "oh this is what it means".", finally he taught me "oh this means this is how it is pronounced". Then, sometimes, if I'm desperate and my friend can't do it, I finally use Google Translate to understand what it means</p>   |
| <p><b>Part C. Describe learners' challenges when implementing listening strategies</b></p> |  |
| Nurma  | <p>What are the most common challenges you face when listening to English?</p> <ul style="list-style-type: none"> <li>• Fast speech speed</li> <li>• Unfamiliar vocabulary</li> <li>• Different accents</li> <li>• Background noise</li> <li>• Lack of motivation</li> <li>• Difficulty focusing</li> </ul>  |
| Mikhita  | <ul style="list-style-type: none"> <li>- Fast speech speed</li> <li>- Unfamiliar vocabulary</li> <li>- Different accents</li> </ul>  |
| Nurma  | <p>What strategies do you find difficult to implement? Why?</p>  |
| Mikhita  | <p>Then for my strategy, yes, in my opinion, what I always apply is that listening is indeed the most difficult, to be honest, in learning English because at school I am more into reading, more into writing, if for listening then speaking it is still rare for my class. Because my class is only compulsory English, there is no advanced English, so we are only limited to reading and writing. So because we are facilitated by LKS, so because we are only fixated on LKS, we are only trained to read and write to listen and then pronounce it is still rare, so I feel that this high</p> |

school I have decreased in English language skills because I rarely practice pronouncing and listening. After all, it is often more about reading and writing, well but fortunately my teacher now because maybe he is still young, so he uses several methods that do not only focus on reading and writing. So because in English, the most important thing is to communicate, namely by listening and speaking. So, my teacher often holds presentations, indeed the child is required to present in front of the class in English as best he can later, if for example something is wrong, it will be corrected by classmates and also from the teacher. Well, not only with these presentations, then maybe if there are games that we are required to say in English or maybe sing songs in front of the class, it trains us to listen in English "Oh, vocabulary like this is pronounced this way" Then "oh, it turns out that with different accents it has a different meaning too, huh?". Well, we learn from there, well, for example in Listening, yes, in my opinion there are three methods, with podcasts, movies or dialogs, or songs, if there are three things, the most difficult in my opinion is podcasts because the first podcast has no pictures, no translation and speaks quickly, that's the most difficult if the song sometimes still has lyrics, maybe if for example there is no translation, at least the lyrics are written lyrics like this, Then if the song is also more relaxed because the duration is also only three minutes and it's fun too, there is a music backdrop so we only sing while singing too, then if the film does have visualization so it's easier because my learning method is more

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|         | visual not listening so sometimes when playing English I also need visualization   |
| Nurma   | How do you overcome difficulties when understanding spoken English?  |
| Mikhita | I usually listen to people speak, then especially when my teacher enters the class, she often greets me in English, then warming up, asking how I'm doing, or maybe discussing light things first. Well, sometimes I like to pay attention to my teacher in using English "oh, what does the teacher mean by this?". Then when, what's his name, my friend is presenting, I also really pay attention, oh what's his name, he said in English, "oh it means this". Yes, the point is to often listen to people speaking English with songs anyway, that's what, how to overcome these difficulties, so then I practice it when I talk to my friends, I often really try to talk in English even though it's a bit sloppy but thank God my friends understand it and even support it, it's okay, it's still a beginner so it's okay if my English is still sloppy, Then when there is a dialog assignment in front of the class, my teacher always appreciates every progress, even if it's a little bit or an inch, my teacher always appreciates it, meaning that I can already express it in dialogue, in my opinion it is already extraordinary, then the support of the teacher is also very important |
| Nurma   | What support or resources would help you improve your listening skills?  |
| Mikhita | Well then the support or resources that help me to improve my listening skills are first maybe from the learning media then maybe from friends the surrounding environment and also  |

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|         | <p>maybe from the teacher it is very important to support children or students to develop skills in English it is indeed very necessary because without any media we also have difficulty in learning English but thankfully now there is digitalization so you want to learn English anywhere you can go through Youtube can go through maybe Netflix if you want to watch movies in English. or maybe through Spotify to listen to songs in English or maybe podcasts can also be because now there are lots of podcasts in English that are already on social media that are already there, or maybe through Spotify to listen to songs in English or maybe podcasts can also be because now there are lots of podcasts in English that are already on social media that we can browse more easily</p> |
| Nurma   | <p>What advice would you give other EFL learners struggling with listening comprehension?</p>   |
| Mikhita | <p>Then a supportive environment is also necessary, because if for example what yes, we type maybe this, right English is in recommunication which is not only listening, which we also need to practice our oral skills so, so that what yes, can be more, what's the name, complex, more optimal because if for example we listen and speak at the same time it will improve our communication in English, so a sportive environment is also necessary because we must have an environment that both want to learn English, so tehat it can be easier to learn. Maybe my advice for other students in facing difficulties in understanding English skills, one of the first is the intention first if for example English is important for life, especially for the</p>                                 |

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|         | <p>world of work in this day and age, especially for the world of work in this day and age English is very necessary then the second thing is don't give up easily there is a boss yes don't give up easily because the name of learning a language cannot be in an instant or short time even I often see motivational motivators who do learn English which takes the longest time at the fastest it's a year so we can't one month immediately be able to speak English it's impossible so what yes appreciate the process not the results so that's what my most important advice is so first is the intention, the second is don't give up easily and the third is don't listen to what other people say because when we try to develop ourselves, sometimes there are also people who don't like us. For example, we are trying to learn English, we are like trying to speak English, we for example post something in English, there must be friends who don't like it like Eh you're so pretentious, don't listen to it, it's okay to be pretentious because we want to learn English so we have to be pretentious like that</p> |
| Nurma   | <p>How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?</p>  |
| Mikhita | <p>I also quite often listen to English materials such as podcasts, songs, or movies outside of school because I feel that by doing so, my skills in listening, talking, writing, and so on will improve gradually without having to rely on word-for-word translations, so I don't always need to translateyes then for listening to English audio materials I most often listen to songs, yes</p>   |

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|  | <p>music songs, one of the most like the song perfect ed sheeran, the first song I learned to practice my English was the song asiran, I would like to thank asiran for helping me at the beginning to improve my English skills, then I really like Adele's songs, then I also listen to Olivia Rodrigo's songs, then I also listen to Lady Gaga and Maroon 5's songs, then I also like, Maroon 5's My Universe, My Universe has which is with BTS that I really like so what's the point, I think it's very useful when we listen to English songs so yes Because we can relieve stress we can also learn new vocabulary from English songs. So, as the saying goes, once rowed 2-3 islands are surpassed, so maybe that's all from me</p> |
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### Interview 8

| Role   | Interview  |
|--|--|
| <b>Part A. Personal Information</b>                                      |  |
| Nurma  | What is your name?   |
| Vela   | Vela   |
| Nurma  | How old are you?   |
| Vela   | 18 years old   |
| Nurma  | What grade are you in?   |
| Vela   | 11   |
| Nurma  | English proficiency level (self-assessed)                                |
| Vela   | Intermediate   |
| <b>Part B. Explain current listening strategies used by EFL learners</b> |  |
| Nurma  | Can you describe your typical approach to listening comprehension tasks? |
| Vela   | Usually, I have to focus and identify keywords                           |

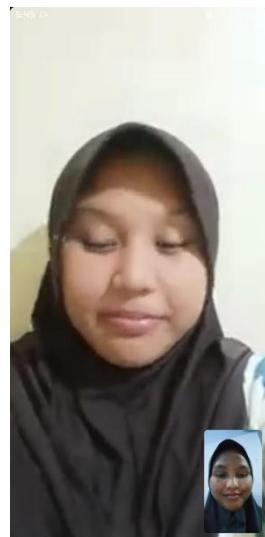
|       |   |
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| Nurma | What strategies do you rely on the most and why?  |
| Vela  | Listen carefully and do not be distracted by other things   |
| Nurma | What role do teachers and learning environments play in helping you develop effective listening strategies?                                       |
| Vela  | The teacher repeats the audio so that students can listen better  |
| Nurma | What note-taking techniques do you use while listening to highlight key points?   |
| Vela  | Usually, I use a different color ballpoint pen so that it is clearer, and I can study it  |
| Nurma | How do you use context clues to predict the meaning of unknown words while listening?   |
| Vela  | I ask the teacher to repeat and try to understand the writing of the word, then I look up the meaning through Google Translate                    |
| Nurma | How do you practice active listening by focusing on tone, speed, and intonation?  |
| Vela  | I identify the speaker's purpose and pay attention to the intonation emphasis; besides that, I also practice listening through podcasts and songs |
| Nurma | How do you summarize what you have heard after listening?   |
| Vela  | I summarize through my understanding, and study further   |
| Nurma | Which listening strategies have helped you most to understand English?  |
| Vela  | Listen to a variety of sources and take notes on key points to identify and increase vocabulary comprehension                                     |
| Nurma | How do you feel about your progress in listening comprehension using these strategies?  |

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| Vela  | It is very enjoyable and helpful for me in learning English  |
| Nurma   | Can you describe an instance where a specific strategy significantly improved your understanding of spoken English?  |
| Vela  | Through these strategies, I have learned many new vocabulary words that I did not know before  |
| Nurma   | How do you engage with peers to discuss listening materials and reinforce understanding?   |
| Vela  | Usually, we exchange ideas and together look for the meaning of vocabulary that we don't know yet  |
| Nurma   | What do you do when you do not understand something while listening? How do you seek clarification?  |
| Vela  | What I do is try to repeat it until I can focus, or I can usually ask my friends who understand it   |
| <b>Part C. Describe learners' challenges when implementing listening strategies</b> |  |
| Nurma   | What are the most common challenges you face when listening to English? <ul style="list-style-type: none"> <li>• Fast speech speed</li> <li>• Unfamiliar vocabulary</li> <li>• Different accents</li> <li>• Background noise</li> <li>• Lack of motivation</li> <li>• Difficulty focusing</li> </ul> |
| Vela  | <ul style="list-style-type: none"> <li>- Fast speech rate</li> <li>- Unfamiliar vocabulary</li> <li>- Difficulty focusing</li> </ul>   |

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| Nurma | What strategies do you find difficult to implement? Why?   |
| Vela  | Listening with focus, because sometimes there is noise, and the speed of speech  |
| Nurma | How do you overcome difficulties when understanding spoken English?  |
| Vela  | I try to find new vocabulary to add to my understanding  |
| Nurma | What support or resources would help you improve your listening skills?  |
| Vela  | Listening to audio through various sources such as movies, podcasts, and songs   |
| Nurma | What advice would you give other EFL learners struggling with listening comprehension?   |
| Vela  | Learn to focus and understand more new vocabulary  |
| Nurma | How often do you listen to English audio materials (e.g., podcasts, songs, lectures) outside of class? Can you describe any benefits?          |
| Vela  | I usually listen to songs and watch movies because through these media, I can find out about unfamiliar vocabulary and try to find its meaning |

### APPENDIX III





## APPENDIX IV



### SURAT KETERANGAN

Nomor: 000.9/607/VI/2025

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Semarang,menerangkan bahwa Saudara tersebut di bawah ini:

Nama : Nurma Cahyani

NIM : 2103046122

Program Studi : Pendidikan Bahasa Inggris

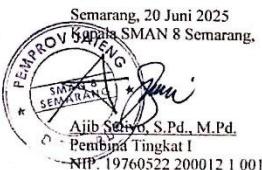
Telah melakukan penelitian skripsi di SMA Negeri 8 Semarang untuk memenuhi tugas akhir Program Studi Pendidikan Bahasa Inggris:

Waktu : Tanggal 21-28 Februari 2025

Judul Skripsi : Listening Strategies in Understanding Listening Skills of EFL Learners.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Semarang, 20 Juni 2025



# CURRICULUM VITAE

## A. Personal Data

Name : Nurma Cahyani  
Born : Lamongan, 06 November 2002  
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## B. Education Background

1. TK Aisyiyah Bustanul Athfal Sugihan
2. MI Muhammadiyah 07 Sugihan
3. MTs Muhammadiyah 06 Sugihan
4. SMA Manarul Qur'an Boarding School Paciran
5. English Education of UIN Walisongo Semarang