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THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA

The 63rd TEFLIN International Conference 2016

8 - 10 September 2016
University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

"Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond"

BOOK 2

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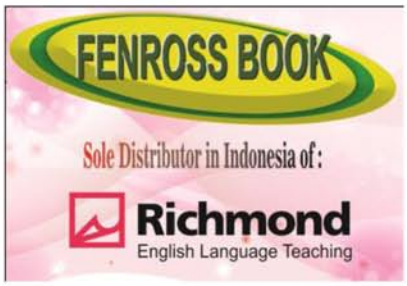

FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond."* Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

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COVER

Tantra Sakre

LIST OF INVITED SPEAKERS

No.	Name	Affiliation
1	Prof. Lesley Harbon	University of Technology, Sydney
2	Dr. Lindsay Miller	City University of Hongkong
3	Christine C.M. Goh, PhD	Nanyang Technological University, Singapore)
4	William Little	Regional English Language Officer, US Embassy
5	Dr. Willy A Renandya	Nanyang Technological University, National Institute of Education, Singapore
6	Joseph Ernest Mambu, PhD	Satya Wacana Christian University, Salatiga, Indonesia
7	Made Hery Santosa, PhD	Ganesha University of Education, Bali, Indonesia

LIST OF FEATURED SPEAKERS

No.	Name	Affiliation
1.	Dr Chan Yue Weng	RELC
2.	Payupol Suthathothon	Thai TESOL
3.	Ted O'Neill	JALT
4.	Colm Downes	British Council
5.	Lai-Mei Leong	MELTA
6.	Nicholas Millward	CamTESOL
7.	Sothearak Norng	CamTESOL
8.	Brad Hughes	University of Technology Sydney
9.	Dr. Aurora Murphy	University of Technology Sydney
10.	Dr. Neil England	University of Technology Sydney
11.	David Akast	British Council
12.	Ann Eastlake	British Council
13.	Michael Little	British Council
14.	Itje Chodidjah	British Council
15.	Aslam Khan Bin Samahs Khan	Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia
16.	Zoe Kenny	IALF Surabaya, Indonesia
17.	Wendy George	Aliansi Lembaga Bahasa Asing

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THE PROBLEMS AND STRATEGIES IN LEARNING LISTENING COMPREHENSION

Muhammad Lukman Syafii
s.muhammadlukman@yahoo.com
Muhammadiyah University of *Ponorogo, Indonesia*

ABSTRACT

Listening as one of language skills plays significant roles in the teaching English as a foreign language. In line with the importance of listening for the students, teacher has great challenge how to lead the students, as the second language listener, to comprehend the listening effectively. Since the reseracher still finds the students' problems and strategies, the descriptive qualitative should be obtained. So, researcher should overcome the problems, explore and develop new strategies to encourage the students to be productive in the task of listening in order that they can identify those problems and apply those strategies in constructing their comprehension in listening independently and autonomously. The problems and strategies in listening comprehension that can trigger the students to attain those purposes are in the form of descriptive qualitative. It used the data obatained from 24 eleventh graders through questionnaire and interview. The results of this study showed that 100% students who got the problems of interpretation, then the strategy used to overcome this problem was that 100% students tried to understand the situation. This will benefit EFL teachers to know the students problems and strategies in learning listening comprehension.

Keywords: the problems and strategies, listening comprehension

INTRODUCTION

One who learns a language should be able to know what the language, exactly, means in order that the learners won't be getting misconception, misinterpretation and misunderstanding in catching that term. However, language is a part of culture; it is a part of human behavior. Language is an acquire habit of systematic vocal activity representing meaning coming from human experiences. One can also say simply that language is an acquired vocal system for communicating meaning (Nasr, 1984).

In Indonesia, nowadays, mastering English as a foreign language is increasingly crucial. English, an international language, in education is claimed to be inevitable to apply and one of the human resource development programs to create the Indonesian able to compete with other people in the entire world (Gunawan, 1988).

The objective of English teaching is that the students are able to use English for communication (Saukah, 2000). The content standard 2006 states that mastering English involves four English skills, namely listening, speaking, reading and writing. Listening is one of four English skills which must be taught at secondary school. Most of people assume that listening is a passive skill. But this assumption is not truly right. Listening is an active skill as long as it produces some stages to do the answer sheets based on the guidelines of the listening comprehension. There are many different types of listening task (Nunan, 1989).

Nowadays, listening is a neglected skill. However, it is a very important skill that must be achieved for the English learners. It's illustrated that listening is the first acquisition language like baby who gets the language from what his mother or father talks about and then, the baby can imitate what his parents say. It is a fact that the utterance is usually learned through listening and imitation. Consequently, the example or model listened or recorded by the children is really necessary in mastering speaking skills (Tarigan, 1981).

Listening basically has a different meaning from hearing (Lerner, 1985). Listening is always an active process, while hearing can be thought as a passive condition. Listening is an active process in which the listener tries to identify the sound, decodes and understands the meaning of the words by a means of context. Listening to a foreign language may be analyzed as involving two levels of the activity that must be taught. The first, the recognition level, involves the identification of words and phrases in their structural interrelationships, of time

sequences, logical and modifying terms. The second is the level of selection, where the listener is drawing from the communications those elements seem to him to contain the gist of the message(Rivers, 1987).

Tarigan divides listening activity into extensive and intensive listening (Tarigan, 1990). Extensive listening is defined as listening activity that emphasizes the activity on listening general utterances in which the listener does not need to understand in detail. This type of listening is usually used to listen to something new to the listener. In other words, extensive listening can also be used to listen to new vocabulary or structural points in an utterance. He further classifies the extensive listening into 1) social listening, 2) secondary listening, 3) aesthetic listening, and 4) passive listening. According to Rivers, the teaching purpose of extensive listening practice is to give the learner plenty of opportunities to develop and train his listening skill in a natural way as well as possible. Extensive listening need not be tested in any detail, but will be done for its own sake.

Another type of listening is intensive listening. This type of listening emphasizes the capacity of the listener to understand in detail on what the speaker utters. This type of listening covers 1) critical listening, 2) concentrative listening, 3) creative listening, 4) explorative listening, 5) interrogative listening, and 6) selective listening (Howatt and Dakin, 1987).

Brown and Yule state that there are four factors which can affect the difficulty of oral language tasks: these relate to the speaker (how many they are, how quickly they speak, what type of accent they have); the listener (the role of the listener, the level of response required) the content (grammar, vocabulary, information structure); and support (whether there are pictures, diagrams or other visual aids to support the text) (Nunan, 1980).

However, the students, nowadays, get many difficulties to catch what the native speakers talk about. In addition, it happens due to lack of vocabularies, media or facilities, a considerable attention to the subject, motivation and strategies. So, in overcoming these complicated problems, this research is done to get much more information about the problems and strategies of the eleventh graders in learning listening comprehension.

METHOD

A research was designed and led to solve a certain problem. A research design was a strategy to arrange the setting of research in order to get the valid data that were appropriate to all variable characteristics and the objectives of the research. This research was designed to obtain much more information concerning with the current status of phenomenon and directed toward determining the nature of situation, as it existed at the time of the study. Related to the purposes, a descriptive qualitative study was adopted in this research. Ary describes:

> *Descriptive studies are designed to obtain information concerning the current status of phenomenon. They are directed toward determining the nature of situation, as it exists at the time of the study. There is no administration or control of a treatment as it is found in experimental research. The aim is to describe "what exists" with respect to variables or conditions in a situation. (Ary, 1979)*

This study was done to describe information on the students' problems and strategies inlearning listening comprehension. Therefore, there was no administration or control or treatment as it is found an experimental study. Since there was only one institution namely *MA Al-IslamNganjuk*researched by researcher, this study was a case study. In a descriptive qualitative study, the quality of the subjects of investigation was the main emphasis, not die quality of the subjects of investigation.

In addition, the writer used a qualitative approach by describing information from the students' problems and strategies in learning listening comprehension and calculates the percentages of the questionnaire results.

The data obtained through questionnaire and interviews were then, analyzed in some ways and classified and identified based on the problems the students face and the strategies they applied to overcome their problems in learning listening comprehension. Each problem and strategy was then, analyzed descriptively and classified into classification and percentages. The formula used was called simple percentage. The formula is as follow:

P= F x 100% (Sudijono, 1991:40)
N

Where:

- P : Percentage
- F :The frequency (a number of the students fulfilling the questionnaire)
- N : Total number of the students in the class XI-2

The category of the percentage shows the level of the scores and the students' difficulties in learning listening comprehension.

Table 1 The Score Category of The Data Analysis Results

No	Score (%)	Category
1	85%-100%	Very high
2	70%-84%	High
3	50%-69%	Adequate
4	30%-49%	Low
5	0%-29%	Very low

To support the data gained through questionnaire, a structured interview was administrated to give contribution on it. In this case, the data gained through questionnaire was then, combined with the data obtained through interview.

FINDINGS AND DISCUSSION

Students' Problem in Learning Listening Comprehension

Underwood states that potential problems might be faced by the students in learning listening comprehension in English are a) lack of control over the tempo at which the speakers speak, b) not being able to get things repeated, c) the learners' limited vocabulary, d) failure to recognize the signals, e) Problem of interpretation, f) inability to concentrate, and g) established learning habits (Underwood, 1989).

The Problems faced by the students in learning listening comprehension were classified into two parts based on the questionnaire, namely part A that consists of 11 problems and part B that consists of 11 problems.

The problems faced by the students in learning listening comprehension in part A of the questionnaire were those first, the studets were lack of control over the speed at which speakers spoke. When the students learned to listen, they felt that the speakers speak too fast. Or when they were learning to listen, they could not keep up. They were also busy working out the meaning of one part that they miss the next part. Second, they got inability to get things repeatedIn the situation of learning to listen, the decision about whether or not replay a recording was not in the hands of the learners. Besides, the learners were not in the position to get the speaker to repeat an utterance. Third, theygot limited vocabulary. When the students were learning to listen, they sometimes did not understand some words the speaker spoke because they were lack of vocabulary. Besides, choices of vocabulary were in the hands of the speaker, not listeners. Fourth, theygot failure to recognize the signals. When the students were learning to listen, they were sometimes confused because the speakers did not give the signals that could make them easier to understand the utterances, whereas, the signals were important to give when the speaker wanted to move to other points or topics. Fifth, theygotproblems of interpretation. Sometimes, the students understood the meaning of the utterances but they got difficulty to interpret the utterances. Sixth, theygotinability to concentrate. When listening class took place, the students sometimes got difficulty to concentrate because of some things, such as uninteresting topic, the classroom condition, etc. Seventh, theygot establish learning habits. To understand the sentences, the students usually did repetition. So if they did not do the repetition, they would feel difficult to understand the utterances. Eighth, theygot inability to understand stories with noisy background. This problem happened when the background of listening materials is out of class situation. Ninth, theygot inability to understand long stories without any repetition. The students were confused if the content of the material was about long stories

which were not repeated. Tenth, theygotinability to understand certain expressions. There were also certain expressions that the students felt difficult to understand. Eleventh, theygot problems related to distinguishing between British and American English.English is divided into two big groups, namely British and American. The students often felt difficult to distinguish between them.

The problems faced by the students in part B of the questionnaires are first; theygotinability to understand the dialogue because of getting lost on the previous one. The students often got lost the last part of the long dialogue. Second, theygotproblems related to unclear pronunciation. Unclear pronunciation of the speaker also influenced the students' ability in interpreting the utterance. Third, theygotinability to understand idiomatic expressions
For the students, Idiomatic expression was difficult to understand because it was a combination from more than one word that had different meanings if it was separated. Fourth, theywerelack of practice. Practice to listen could also influence the students' ability in listening comprehension. Fifth, theygotinability to understand conversations through TV, radio or tape recorder. When the students were listening to the TV, radio or tape recorder, they got difficult to understand the utterances because the speaker spoke too fast or they could not see the movement of the speakers' mouth. Sixth, theygotinability to understand others' speaking. Sometimes, the students felt difficult to understand others' speaking. Seventh, theygot problems related to number. The utterances related to number were seldom to be used by the students. So, when they listened to something related to numbers, they often thought more and more. Eighth, theygotinability to understand lecture's speaking. Sometimes, the lecture gave unclear command. However, it made the students confused to understand. Ninth, theygot inability to understand recorded materials. The recorded materials determined by others were difficult for the students to understand. Tenth, theygot problems on similar pronunciation of different words.Some words had similar pronunciation but different meanings. The similarity of pronunciation made the students difficult to understand. Eleventh, theygot inability to understand native speakers' speaking. This problem occured when native speaker spoke so fast with unclear pronunciation.

The frequency and percentage of the problems in part A faced by the students in learning listening comprehension was presented in table 2.

Table 2 The Problems Faced by The Students in Learning Listening Comprehension

No	Problems	Frequency	%	Category
1.	Lack of control over the speed at which speakers speak	23	96%	Very high
2.	Inability to get things repeated	22	92%	Very high
3.	Limited vocabulary	23	96%	Very high
4.	Failure to recognize the signals	21	88%	Very high
5.	Problems of interpretation	24	100%	Very high
6.	Inability to concentrate	22	92%	Very high
7.	Establish learning habits	20	83%	High
8.	Inability to understand stories with noisy background	21	88%	Very high
9.	Inability to understand long stories without any repetition	23	96%	Very high
10.	Inability to understand certain expressions	23	96%	Very high
11.	Problems related to distinguishing between British and American English.	23	96%	Very high

Based on the table above, the most frequent problems faced by the students were problem number 5 (problems of interpretation). This problem covered 100%. It meant that all of the students faced this problem. The second most frequent problems faced by the students were problem number 1 (lack of control over the speed at which speakers spoke), number 3 (Limited vocabulary), number 9 (Inability to understand long stories without any repetition), number 10

(Inability to understand certain expressions), and number 11 (Problems related to distinguishing between British and American English) each of which covered 96%. The third most frequent problems faced by the students were problems number 2 (Inability to get things repeated) and number 6 (Inability to concentrate) both of which covered 92%. The next most frequent problems faced by the students were problem number 4 (Failure to recognize the signals) and number 8 (Inability to understand stories with noisy background) both of which covered 88%. While the problem number 7 (Establish learning habits) covered 83%.

The Students' Strategies in Learning Listening Comprehension

Before coming to the specific description on some possible strategies in learning listening comprehension, it would be better to pay attention firstly to what is meant by learning strategy taxonomy. Learning strategy taxonomy is classified into analytic and experimental strategy. In the practice of teaching and learning of a second or foreign language, learning strategy taxonomy usually applied is what Chamot suggests that can be further classified as follow (Chamot, 1987).

The strategies applied by the students to figure out their problems in learning listening comprehension were categorized into three parts namely: Meta-Cognitive, Cognitive and Social-Affective Strategy.The strategies applied by the students in learning listening comprehension categorized into Meta-Cognitive strategies were to concentrate on what they listened, to record the listening materials and study it at the dorm, pay attention to respite between one sentence to another, try to know the end of each sentence, try to understand the situation, pay more attention to the structure, try to concentrate fully, try to encounter the problems before, make the situation relax, ignore the interfering situation which did not support, try to put in mind that the material was very important, to learn to understand a conversation immediately without any repetition, to learn not to be accustomed to repeating when learning to listen, to try not to be influenced by the lecture's repetition of the listening materials, to concentrate fully on what was spoken only, to learn to listen to stories out of class context, try to ignore the disturbing sounds, understand the ideas based on the plot of the stories , try to understand the stories generally, try to understand the main ideas only, try to possess the cassette, try to find the meaning of the expression after the class, concentrate fully when they were listening, learn more new vocabulary and to be accustomed with British and American styles.

The strategies applied by the students in learning listening comprehension categorized into cognitive strategies were to try to understand the context, to repeat several times and focus on their meaning, to imagine the situation on what they listened to, try to guess the main point intelligently, to take notes on what was considered important, to pay attention fully on each word or sentence, ask the lecturer to repeat several times, to imagine the situation on what they listened to, guess the meaning of a word based on the context intelligently, to try to understand sentence by sentence, write the difficult words and then look up the meaning in the dictionary, pay attention to the intonation, take notes on what was uttered, guess the meaning of the conversation intelligently, listen to each word carefully, to understand the expression based on the context, and write the expressions then, look them up in the dictionary.

The students in figuring out their problems number 1 to 11 apply those strategies. Clearly, the frequency and percentage of strategies used by the students to solve their problems in learning listening comprehension for problem 1 to 11 are shown in table 3.

Table 3 The Strategies Applied by The Students in Learning Listening Comprehension

Problem	Strategy	Frequency	%	Category
1	A. to concentrate on what they are listening to	18	75 %	High
	B. to try to understand the context	7	29 %	Very low
	C. to repeat several times and focus on their listening	2	8 %	Very low
	D. to imagine the situation on what they are listening to	19	79 %	High

Problem	Strategy	Frequency	%	Category
2	A. to take notes on what is considered	10	42 %	Low
	B.to pay attention fully on each word or sentence	22	92 %	Very high
	C.to ask the lecturer to repeat several times	1	4 %	Very low
	D. to imagine the situation on what they are listening to	17	71 %	High
3	A. to guess the meaning of a word based on the context intelligently	20	90%	Very high
	B. to try to understand sentence by sentence	4	17 %	Very low
	C. to write the difficult word and then look up the meaning in the dictionary	8	33 %	Low
	D. to ask the lecturer to explain the meaning of difficult words	0	0 %	Very low
4	A. to pay attention to the intonation	17	71 %	High
	B. to take notes on what is spoken	5	21 %	Very low
	C. to pay attention to respite between one sentence to another	1	4 %	Very low
	D. to try to know the end of each sentence	13	54%	Adequate
5	A. to try to understand the situation	24	100 %	Very high
	B. to guess the meaning of conversation intelligently	9	38 %	Low
	C. to pay attention to the structure	10		Low
	D. to ask friends	1	42 %	Very low
			4 %	
6	A. to try to concentrate fully	4	17 %	Very low
	B. to try to take the problems out before	17	71 %	High
	C. to make the situation relax	12	50 %	Adequate
	D. to ignore the interfering situation which does not support	3	13 %	Very low
7	A. to learn to understand a conversation without any repetition immediately	1	4 %	Very low
	B. to learn not to be accustomed to repeating when learning to listen	8	33 %	Low
	C. to try not to be influenced by the lecturer's repetition of the listening materials	20	83 %	High
	D. to ask friends	1	4 %	Very low
8	A. to concentrate fully on what is spoken only	6	25 %	Very low
	B. to listen to each word carefully	6	25 %	Very low
	C. to learn to listen stories out of class context	1	4 %	Very low
	D. to try to ignore the disturbing sounds	17	71 %	High
9	A. to understand the ideas based on the plot of the stories	15	63 %	Adequate
	B. to try to understand the stories generally	1	4 %	Very low
	C. to try to understand the main ideas only	13	54 %	Adequate
	D. to try to possess the cassette	11	46 %	Low

Problem	Strategy	Frequency	%	Category
10	A. to understand the expression based on the context	17	71 %	High
	B. to try to find the meaning of the expression after class	1	4 %	Very low
	C. to write the expression and then look them up in the dictionary	14	58 %	Adequate
	D. to ask friends	6	25 %	Very low
11	A. to concentrate fully when they are listening	18	75 %	High
	B. to learn new vocabularies more	8	33 %	Low
	C. to being accustomed with British and American styles	11	46 %	Low
	D. to ask friends	1	4 %	Very low

Based on the table above, it could be seen that the most frequent strategy applied by the students was to try to understand the situation. This strategy was applied to solve the problem 5. It covered 100%. It meant that there were 24 students applying this strategy. The second most frequent strategies applied by the students were to pay attention fully on each word or sentence and try to understand the situation. Both of them covered 92% and there were 22 students applying these strategies.

For the problems number 12 to 22 in part B, the students applied the following strategies. The strategies applied by the students to overcome inability to understand the dialogue because of getting lost on the previous one (problem 12) were (a) to try to understand the main idea only, and (b) try to catch the plot of the story. The strategies applied by the students to figure out problems related to unclear pronunciation (problem 13) were (a) to try to understand it based on the context.The strategies applied by the students to solve inability to understand idiomatic expressions (problem 14) were (a) to ask the lecturer, (b) look up the expressions in the idiom dictionary, and (c) ask friends.The strategy applied by the students to overcome lack of practice (problem 15) was (a) to try to make the time to practice.The strategies applied by the students to figure out inability to understand conversation through TV, radio, tape recorder (problem 16) was (a) to ignore the difficult part and learn the easier part.The strategies applied by the students to solve inability to understand others' speaking (problem 17) were (a) try to understand the speaker's speaking, and (b) try to guess the speakers' points of view.The strategies applied by the students to solve problems related to number (problem 18) were (a) try to concentrate fully, and (b) learn more about the number of pronunciation.The strategies applied by the students to figure out inability to understand lecturer's speaking (problem 19) were (a) to write down the word and look them up in the dictionary, and (b) ask friends.It was not found the strategies applied by the students to solve inability to understand recorded materials (problem 20).The strategies applied by the students to solve problems on similar pronunciation of different words (problem 21) were (a) try to understand it by finding alternatives in other sentences.The strategies applied by the students to solve inability to understand native speakers' speaking (problem 22) were (a) to accustom themselves to listen to English songs, (b) to communicate with native speakers, (c) to open dictionaries, and (d) to practice English in and outside the class.

CONCLUSION AND SUGGESTION

After analyzing the data and discussing things related to the problems, the researcher presents some conclusion as follow. The most frequent problems faced by the students are problem number 5 (problems of interpretation) which covers 100%. It means that all of the students face this problem. The second most frequent problems faced by the students are number 1 (lack of control over the speed at which speakers speak), number 3 (limited vocabulary), number 9 (inability to understand long stories without any repetition), number 10 (inability to understand certain expressions), and number 11 (problem related to distinguishing

between British American English) each of which covers 96%. The third most frequent problems faced by the students are problem number 2 (inability to get things repeated) and number 6 (inability to concentrate) each of which covers 92%. The next most frequent problems faced by the students are problem number 44 (failure to recognize the signals) and number 8 (inability to understand the stories with noisy background) both of which cover 88%. While the problem number 7 (established learning habit) covers 83%.

The most frequent strategy applied by the students is to try to understand the situation. This strategy is applied to figure out problem 5 which covers 100%. It means there are 24 students applying this strategy. The second most strategies applied by the students are to pay attention fully on each word or sentence and try to understand the situation both of which cover 92% meaning that there are 22 students applying these strategies.

Based on the result of this research, the writer suggests that based on above some problems, the teacher should try to make the most appropriate technique in learning listening comprehension. In the problem of interpretation, the teacher can change some difficult words into another one that have the similar meaning.

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