

**EXPLORING STUDENTS' EXPERIENCES
IN LEARNING ACADEMIC LISTENING**

THESIS

**BY
SELVIA SABRINA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 AD / 1447 AH**

EXPLORING STUDENTS' EXPERIENCES IN LEARNING ACADEMIC LISTENING

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

By

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FACULTY OF TARBIYAH AND TEACHER TRAINING
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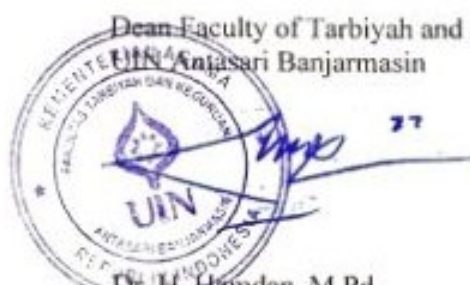
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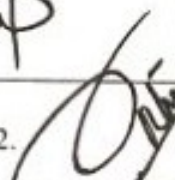
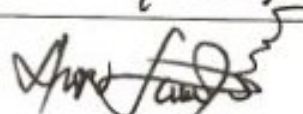
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ABSTRACT

Selvia Sabrina. 210101030877. Exploring Students' Experiences in Learning Academic Listening. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M.Pd. 2025

Keywords: Students' Experiences, Task-Based Language Teaching, Listening, Narrative Inquiry

in language learning, the use of tasks plays a central role in encouraging students to use the target language meaningfully. This research aims to explore students' experiences in learning listening through Task-Based Language Teaching (TBLT). This research used a qualitative approach with a narrative inquiry design. The data were collected from four students in the Academic Listening course through in-depth interviews and field notes during an IELTS simulation. Data analysis followed Creswell's (2013) procedures and Clandinin and Connelly's (2000) three-dimensional space framework, consisting of temporality, sociality, and place. The findings reveal that students' experiences were constructed through a dynamic negotiation of internal and external factors across the TBLT stages (Pre-task, task cycle, and post-task stages). The participants faced multifaceted challenges, including phonological barriers (specifically non-rhoticity in British accent), debilitating anxiety, and physiological constraints. However, they navigated these challenges by employing distinct strategies ranging from peer scaffolding to physical resource management and independent cognitive mapping.

ABSTRAK

Selvia Sabrina. 210101030877. *Exploring Students' Experiences in Learning Academic Listening*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin, Dosen Pembimbing: Hidayah Nor, M.Pd. 2025

Kata Kunci: Pengalaman Siswa, Pengajaran Bahasa Berbasis Tugas, Keterampilan Mendengarkan, Inkuiri Naratif.

Dalam pembelajaran bahasa, penggunaan tugas berperan sentral dalam mendorong mahasiswa menggunakan bahasa target secara bermakna. Penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa dalam belajar *listening* melalui *Task-Based Language Teaching* (TBLT). Penelitian ini menggunakan pendekatan kualitatif dengan *desa in inkuiri naratif*. Data dikumpulkan dari empat mahasiswa yang mengikuti mata kuliah *Academic Listening* melalui wawancara mendalam dan catatan lapangan pada saat simulasi IELTS. Analisis data menggunakan prosedur Creswell (2013) dan kerangka kerja Clandin in dan Connelly (2000) yang terdiri dari 3 komponen; *temporality* (masa lalu dan sekarang), *sociality* (pribadi dan sosial), dan *place* (lingkungan kelas). Temuan menunjukkan bahwa pengalaman siswa dibangun melalui negosiasi dinamis antara faktor internal dan eksternal di seluruh tahapan TBLT (tahap pra-tugas, siklus tugas, dan pasca-tugas). Para peserta menghadapi tantangan yang beragam, termasuk hambatan fonologis (khususnya fitur non-rhoticity), kecemasan yang melemahkan, dan kendala fisiologis. Namun, mereka mengatasi tantangan ini dengan menggunakan strategi yang berbeda, mulai dari *peer scaffolding* (pembimbingan antar teman sebaya), manajemen sumber daya fisik, hingga pemetaan kognitif independen.

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، سَيِّدِنَا
وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

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Banjarmasin, Rajab 3rd, 1447 A.H
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Writer

CONTENTS

TITLE PAGE	i
STATEMENT OF AUTHENTICITY	ii
LETTER OF AUTHENTICITY CHECK.....	iii
APPROVAL	iv
VALIDATION.....	v
ABSTRACT	vi
<i>ABSTRAK</i>.....	vii
ACKNOWLEDGEMENT	viii
CONTENTS.....	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Definition of Key Terms	4
C. Research Questions	6
D. Objectives of Study	6
E. Significance of Study	7
CHAPTER II THEORETICAL REVIEW.....	8
A. Task-Based Language Teaching	8
B. Listening Skills	16
C. Students' Experiences	19
D. .Review of Previous Study.....	24
CHAPTER III RESEARCH METHOD	27
A. Research Design.....	27
B. Research Setting.....	28
C. Participants.....	29
D. Data	29
E. Technique of Data Collection	30

F. Research Instrument.....	31
G. Data Analysis	33
CHAPTER IV FINDINGS AND DISCUSSION	35
A. Findings.....	35
B. Discussion	48
CHAPTER V CLOSURE.....	55
A. Conclusion	55
B. Suggestions	56
REFERENCES.....	58
APPENDICES	63

LIST OF TABLES

2.1	Framework of Task-Based Language Teaching	12
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LIST OF FIGURES

4.1	Situation of the Pre-Task Stage.....	40
4.2	Participant S4 during the Academic Listening Test.....	42
4.3	Discussion Session	45

LIST OF APPENDICES

Appendix I Transliteration	63
Appendix II Official Letters	64
Appendix III Research Instruments	67
Appendix IV Summary of Data Analysis	72
Appendix V Consultation Notes	80
Appendix VI Curriculum Vitae (CV)	81