

APPENDICES

Appendix I : Transliteration

Qur'an Surah Al-A'raf verse 204

Transliteration	Translation	
	English	Indonesian
Wa izaa quri'al Quraanu fastami'oo lahoo wa ansitoo la 'allakum turhamoon	And when the Qur'an is recited, listen to it attentively, and observe silence so that mercy may be bestowed upon you.	Dan apabila dibacakan Al-Qur'an, maka dengarkanlah baik-baik, dan perhatikanlah dengan tenang agar kamu mendapat rahmat.

Appendix II : Observation Sheet

The observation sheet used by the reasercher to answer the research questions, which is: What difficulty do the students face in their listening class?

No	Questions	A	B	C
1.	Voices from the recordings playing are listening indistinctly and interrupting students' understanding.	No	No	No
2.	The teacher has to play the audio materials more than once so that students can listen well.	Yes	Yes	Yes
3.	During listening class the audio materials is often problematic.	No	No	No
4.	There are a lot of unfamiliar vocabulary for students on the audio materials played by the teacher.	Yes	Yes	Yes
5.	Students struggles with understanding some vocabulary in listening text.	Yes	Yes	Yes
6.	When students discover an unfamiliar vocabulary in the audio materials or listening text they only focus on finding the meaning of that and forgetting the next vocabulary or word.	Yes	No	No
7.	The temperature in the listening classroom wa so hot that the students could not focus in their listening lessons.	No	No	No

8.	The listening classroom is too small and does not match with the number of students.	No	No	No
9.	The facilities in the listening classroom are not complete so that the listening lessons can not go well.	No	No	No
10.	Outdoor voices strongly influence students in the listening class.	No	No	Yes
11.	Condisions in listening class are so noisy that students can not listening well.	Yes	No	No
12.	During listening class students doing other activities that are not related to listening lessons.	Yes	Yes	No
13.	Students get nervouse and anxious when they are in the listening class.	No	Yes	No
14.	The condition of the students is not excited and sleepy.	No	Yes	Yes
15.	Students were bored and tired during listening class.	No	Yes	Yes

Appendix III : Interview Guide

Research questions number 1 : What difficulty do the students face in their listening class?

No.	Component	Indicator
1.	General Question	<ul style="list-style-type: none"> • How is you rate your listening skills? Rate 1-5 • What are the difficulties that you face in listening class?
2.	Quality of recorded audio	<ul style="list-style-type: none"> • How is the quality of audio material during listening class? • Can you listen the audio material clearly? • Do you have to listen to audio material more than once in order to understand the listening text?
3.	Unfamiliar vocabulary	<ul style="list-style-type: none"> • Do you find it difficulties with unfamiliar vocabulary in audio material and listening text? • When the topic or vocabulary is unfamiliar, what do you answer listening test
4.	Physical condition	<ul style="list-style-type: none"> • What kind of a class atmosphere can make you feel uncomfortable learn to listen? • Do you still comfortable if the listening classroom atmospher is too hot?
5.	Noise issues	<ul style="list-style-type: none"> • Do you find it difficult to listen if there is noise both inside and outside the classroom? • What are you doing when you face the noise issues in listening class?

6.	Lack of concentration	<ul style="list-style-type: none"> • How do you feel when you do not understand text or audio listening? Do you feel nervous or anxious? • Can you concentrate during listening class if you find the difficulties? How can you handle it?
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Research questions number 2 : What strategies do students use in overcoming the difficulties in their listening class?

No.	Component	Indicator
1.	Metacognitive Strategies	<ul style="list-style-type: none"> • Did you make a list of plans before starting the listening class? • Are you doing self-monitoring when you find it the difficulties in listening class? • Are you doing self-evaluation when you find it the difficulties in listening class?
2.	Top-down Strategies	<ul style="list-style-type: none"> • Do you use your knowledge and experience to help you understand the listening text or audio material?
3.	Bottom-up Strategies	<ul style="list-style-type: none"> • When listening did you translate the keyword from the listening text? • When listening did you translate word by word to understand the listening text or audio material?
4.	Social-affective Strategies	<ul style="list-style-type: none"> • Do you ask your teacher or your friend if you do not understand listening text or audio material?

		<ul style="list-style-type: none"> • If you find listening difficulties, did you solving it with your friends?
5.	Cognitive Strategies	<ul style="list-style-type: none"> • Do you take important notes to help you understand the audio or text you are listening to? • Do you make a summary of listening lesson material?
6.	Compensation Strategies	<ul style="list-style-type: none"> • Do you guess the meaning of the context to understand what you hear? • Do you infer meaning from non-verbal cues? • Do you use knowledge of words or phrases?

Appendix IV : Interview Result

Research questions number 1 : What difficulty do the students face in their listening class?

No.	Component	Questions	Answers	
			Participant A	Participant B
1.	General Question	How is you rate your listening skills? Rate 1-5	<i>“Pretty good. I rate my listening skill 4”</i>	<i>“In my opinion, my lisstening skill rated 2”</i>
		What are the difficulties that you face in listening class?	<i>“Usually when the speaker speaks too fast”</i>	<i>“I find it difficult to listen vocabulary that I don’t know too much and the material is too long”</i>
2.	Quality of recorded audio	How is the quality of audio material during listening class?	<i>“Never had a problem, always good quality”</i>	<i>“Wherever I get a seat I can always hear the audio material clearly.”</i>
		Can you listen the audio material clearly?	<i>“ Yes I can”</i>	<i>“ Yes, I can”</i>
		Do you have to listen to audio material more than once in order to understand the listening text?	<i>“Yes, I do. I feel more easy to understand if i hear more that once”</i>	<i>“I Do. If the audio play more that once I can more understand what the speaker talk about”</i>
3.	Unfamiliar vocabulary	Do you find it difficulties with unfamiliar vocabulary in audio	<i>“Yes I do. I always find unfamiliar vocabulary every</i>	<i>“Yes, I find unfamiliar vocabulary in audio material and also in listening text”</i>

		material and listening text?	<i>time new material or topic.</i>	
		When the topic or vocabulary is unfamiliar, what do you answer listening test?	<i>“First I just look for clues the listening text than adjust to the answer”</i>	<i>“I am just going to listening until the end while read the listening text”</i>
4.	Physical condition	What kind of a class atmosphere can make you feel uncomfortable learn to listen?	<i>“I feel uncomfortable if the class atmosphere is noisy and hot. But the listening classroom is cold and makes me comfortable.”</i>	<i>“The stifling class atmosphere can make me uncomfortable.”</i>
		Do you still comfortable if the listening classroom atmosphere is too hot?	<i>“Yes I do. But if it's too cold I'm also uncomfortable. Because the listening classroom is sometimes too cold for me, I have to wear a jacket to make me comfortable”</i>	<i>“No. Actually I can feel comfortable to study in at all condition”</i>

5.	Noise issues	Do you find it difficult to listen if there is noise both inside and outside the classroom?	<i>“There is no noise from outside, sometimes the source of noise comes from inside the classroom but only at some times like when there is a discussion or debate”</i>	<i>“I never encountered any noise from outside because our listening class schedule the class next door was empty and even if it was filled the sound from next door didn’t bother me”</i>
		What are you doing when you face the noise issues in listening class?	<i>“If it really bothers me I will rebuke those who make noise in the classroom. if it's noise from outside the classroom maybe I'll ask the teacher to rebuke.”</i>	<i>“Find the source, then ask the teacher to address it.”</i>
6.	Lack of concentration	How do you feel when you do not understand text or audio listening? Do you feel nervous or anxious?	<i>“I felt normal, If I couldn’t understand when I would study again”</i>	<i>“I get nervous and anxiety when I can’t understand any test of audio I hear. I felt Affraid of being left</i>

				<i>behind by other students”</i>
		Can you concentrate during listening class if you find the difficulties? How can you handle it?	<i>“Maybe at first I will find it hard to concentrate. The way I restore concentration is to inhale and then exhale and return to focus on the lesson.”</i>	<i>“Of course if I have difficulty concentrating will decrease. To stay concentrated I will drink water if allowed.”</i>

Research questions number 2 : What strategies do students use in overcoming the difficulties in their listening class?

No.	Component	Questions	Answer	
			Participant A	Participant B
1.	Metacognitive Strategies	Did you make a list of plans before starting the listening class?	<p><i>“The way I overcome difficulties in listening class is to make a list of what my difficulties are, then make a study plan by repeating the lessons in the previous meeting and sometimes I read the listening text for the next meeting, if there are words I don't know I will look for and write down the meaning. This really helped me to overcome difficulties in the previous listening lesson”</i></p>	<p><i>“No, I did not make a list before starting the listening class. I don't usually do that, just go with the flow of what the day's lessons are like.”</i></p>

		Are you doing self-monitoring when you find it the difficulties in listening class?	<i>“For this course I think I am not doing self-monitoring.”</i>	<i>“I am not sure. Maybe sometime I do it ”</i>
		Are you doing self-evaluation when you find it the difficulties in listening class?	<i>“I think I have same answers when the question before”</i>	<i>“Yes, but I only do independent evaluations at the end of semester learning and before exams.</i>
2.	Top-down Strategies	Do you use your knowledge and experience to help you understand the listening text or audio material?	<i>“I used my knowledge and experience to find answers during listening test”</i>	<i>“Using my previous knowledge is very helpful to understand listening audio or text”</i>
3.	Bottom-up Strategies	When listening, did you translate the keyword from the listening text?	<i>“Yes I did. By translating keywords I can understand text or audio listening”</i>	<i>“Just sometimes. I feel more understand if I translate word by word.”</i>
		When listening did you translate word by word to understand the listening text or audio material?	<i>“Yes I did. I felt comfortable when I translate listening text word by word but for the audio listening I can't do the same”</i>	<i>“Yes I do. I feel more understand if I translate word by word.”</i>

4.	Social- affective Strategies	Do you ask your teacher or your friend if you do not understand listening text or audio material?	<i>“No, I do not. first I will try to find a solution in my own way”</i>	<i>“ Yes I do. Whenefer I found it difficult or could not understand I would immediatly ask my teacher”</i>
		If you find listening difficulties, did you solving it with your friends?	<i>“I think it’s more comfortable for me to ask questions or help with my friends and I can understand more”</i>	<i>“Sometihmes, but I prefare to ask my teacher”</i>
5.	Cognitive Strategies	Do you take important notes to help you understand the audio or text you are listening to?	<i>“I wrote notes in a listening text book, to make it easier for me to remember and understand when studying at home again”</i>	<i>“No, I do not. But for other subject I taking notes”</i>
		Do you make a summary of listening lesson material and study after?	<i>“Yes I repeat the lesson when i am in home. This is one way for me to improve my</i>	<i>“No, I do not. For other subject I make a summry”</i>

			<i>listening skills and also overcome the difficulties I face in listening class”</i>	
6.	Compensation Strategies	Do you guess the meaning of the context to understand what you hear?	<i>“I often guess the meaning of sentences from audio listening by looking at the listening text for similar words.”</i>	<i>“Yes I guess to understand the meaning, but sometimes I just rely on my gut feeling.”</i>
		Do you use knowledge of words or phrases?	<i>“I often guess the meaning of sentences from audio listening by looking at the listening text for similar words.”</i>	<i>“I have very little knowledge of words and phrases, I think”</i>

Appendix V : Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3262426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

SURAT RISET

Nomor : B-033 /Un.14/III.1/PP.00.9/03/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Miftah Nurjanah
NIM : 180101030485
Semester : X (Sepuluh)
Alamat : Jl. In Gub No. 91 RT.31 RW.02
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

INVESTIGATING THE STUDENTS' STRATEGY IN OVERCOMING THE DIFFICULTIES

Tempat Penelitian : UIN Antasari Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 9 Maret 2023
Sampai Tanggal : 9 Mei 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 15 Maret 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Ahmad Muradi, M.Ag.
NIP 197808082005011006

Mahasiswa yang bersangkutan,

Miftah Nurjanah
180101030485

Appendix VI : Title Change Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

Nomor : B-521/Un.14/III.1.f/PP.00.9/06/2023
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Miftah Nurjanah
NIM. 180101030485
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**INVESTIGATING STUDENTS' DIFFICULTIES IN LISTENING CLASS BY FIRST
SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT UIN
ANTASARI BANJARMASIN**

Berubah menjadi:

**INVESTIGATING STUDENTS' STRATEGY IN OVERCOMING THE
DIFFICULTIES IN LISTENING CLASS**

Menunjuk:

1. Hj.Nurlaila Kadariyah,S.Ag.,M.Pd sebagai Dosen Pembimbing Konten dan Metodologi.
2. Hidayah Nor, M.Pd. sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 14 Juni 2023
Ketua,



Afiyah Linda Sari

Appendix VII : Sertificate Of Seminar Proposal

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS TARBIYAH DAN KEGURUAN BIRO SKRIPSI Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id
SURAT KETERANGAN Nomor: 1980/Un.14/III.1.t/pp.00.9/02/2022	
Yang bertanda tangan di bawah ini, menerangkan bahwa:	
Nama	: Miftah Nurjanah
N I M	: 180101030485
Jurusan/Prodi	: TBI
Alamat	: Jl. Ali Ahmad Rt.010 Rw.003 Kecamatan Sukamara, Kabupaten Sukamara
adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:	
INVESTIGATING STUDENTS' DIFFICULTIES IN LISTENING CLASS BY FIRST SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT UIN ANTASARI BANJARMASIN	
Pada Hari/Tanggal	: Kamis, 03 Februari 2022
Tempat	: Via Google Meet
Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.	
Banjarmasin, 10 Februari 2022 Ketua,	
 Mahmudah, M.Pd.I NIP. 198708212015032004	

Appendix VIII : Seminar Proposal Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SEMINAR PROPOSAL SKRIPSI

Hari/Tanggal : Kamis, 03 Februari 2022

Judul Proposal Skripsi : Investigating Students' Difficulties in Listening Class by First Semester Students of English Education Department
UIN Antasari Banjarmasin

Nama Penyaji /NIM : Miftah Nurjanah/180101030485

Dosen Pembimbing : Hj. Nur Laila Kadariah, S.Ag., M.Pd
Hidayah Nor, M.Pd

Ruang Seminar : Google Meet

Alamat Rumah : Jl. Ali Ahmad Rt. 10 Rw. 03 Kel. Mendawai Kec. Sukamara

Penanggap Utama : Nor Azizah

Penanggap Umum : 1. Hafizah Ulfah
2. Merryani

Banjarmasin, 03 Februari 2022

Pembimbing,
(Konten & Metodologi)

Pembimbing,
(Bahasa & Teknik Penulisan)

Moderator,

Hj. Nur Laila Kadariah, S.Ag., M.Pd Hidayah Nor, M.Pd
NIP. 197011181996032001 NIP. 201701017

Rizky Aulia
NIP.

Catatan :

1. Blanko ditandatangani oleh Pembimbing dan Moderator sewaktu kegiatan seminar dilaksanakan.
2. Blanko ini segera diserahkan ke **Jurusan TBI** setelah kegiatan seminar dilaksanakan melalui Link <https://forms.gle/oMkRHntxPvtYRdej9>

Appendix IX : Consultation Notes

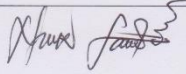
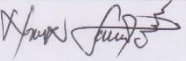
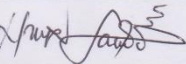
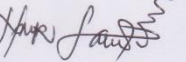
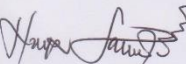


CONSULTATION NOTES

ADVISORS OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: NUR LAILA KADARIYAH, S.Ag., M.Pd

Date	Notes	Signature
17 February 2023	<ul style="list-style-type: none">• Tulis judul dengan huruf besar• Penulisan "English Education Department" diganti dengan "English Education Study Program"• Research question tidak perlu ditulis tahun ajar dan perbaiki kalimatnya• Perbaiki objective of study disesuaikan dengan research question yang diganti• Teori tentang "Students Difficulties in Listening Comprehension" tidak perlu dimuat	

23 February 2023	<ul style="list-style-type: none"> • Cari teori lain tentang "The Students Strategies to Overcome Listening Difficulties" • Tidak perlu menggunakan "Documentation" pada teknik pengumpulan data • Buat ulang observasion sheet dan interviues guide disesuaikan dengan teori yang dipakai 	
9 March 2023	<ul style="list-style-type: none"> • Perbaiki lagi interview guide, pertanyaannya dibuat seperti structured interview • Bikin surat riset dan minta tanda tangan untuk surat persetujuan riset 	
19 May 2023	<ul style="list-style-type: none"> • Kerjakan perbaikan dari ibu Dayah 	
22 May 2023	<ul style="list-style-type: none"> • Lebih dijelaskan lagi bab 4 finding dan discussion • Bab 5 pada conclusion lebih dijabarkan lagi 	
15 June 2023	<ul style="list-style-type: none"> • Minta tanda tangan untuk surat persetujuan atau Approval 	


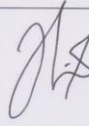



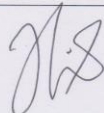
CONSULTATION NOTES

ADVISORS OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: HIDAYAH NOR, M.Pd

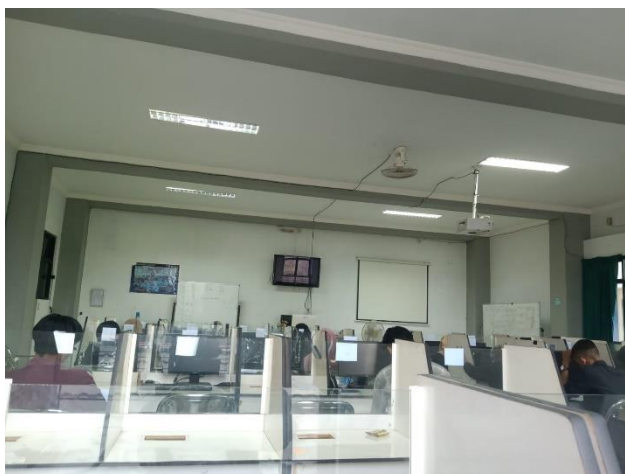
Date	Notes	Signature
16 February 2023	<ul style="list-style-type: none">• Perbaiki penulisan retang persentase• Penulisan singkatan tidak boleh langsung disingkat apabila belum dijelaskan sebelumnya• Perbaiki urut subbab pada bab 1 disesuaikan dengan guide book• Pada bab 2 tambahkan 1 paragraf untuk menegaskan teori yang akan digunakan	
23 February 2023	<ul style="list-style-type: none">• Bab 3 bagian research design jelaskan lebih rinci• Cek lagi penulisan kata yang salah	

	<ul style="list-style-type: none"> • Cek jumlah participant minta data yang benar dengan dosen yang bersangkutan • Data yang diperlukan merujuk pada reseach questions • Teknik pengumpulan data jelaskan lebih rinci observasi dan wawancara untuk menjawab pertanyaan penelitian yang mana 	
9 March 2023	<ul style="list-style-type: none"> • Cari teori yang lebih tepat untuk analisis data pada penelitian kualitatif deskriptif • Minta tanda tangan untuk surat persetujuan penelitian 	
20 May 2023	<ul style="list-style-type: none"> • Perbaiki format innote misal (Bao,2017) menjadi Bao (2017) • Perhatikan paragraf yang kurang dari 3 kalimat harus ditambah kalimat atau digabung ke paragraf sebelumnya • Perhatikan spasi pada setiap subbab harus diperbaiki 	
23 May 2023	<ul style="list-style-type: none"> • Perbaiki bab 4 format penulisan dan isinya • Bagian finding jelaskan semua dalam bentuk paragraf 	

	<ul style="list-style-type: none"> • Bagian discussion hubungkan dengan teori yang dipakai • Bab 5 langsung jawaban dari reseach questions 	
15 June 2023	<ul style="list-style-type: none"> • Perbaiki penulisan halaman • Perhatikan jumlah halaman bab 1-5 minimal 50 halaman • Perbaiki spasi ganti jadi 2 spasi • Minta tanda tangan untuk surat persetujuan atau Approval 	

Appendix X : Observation And Interview Documentation

- Observation in Class A, B, and C



- Interviews with students from Class A, B, and C





CURRICULUM VITAE

I. Personal Detail

Name : Miftah Nurjanah
Place and Date of Birth : Sukamara, November 14th, 2000
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Muhammad Sidik and Isnaratul Mardiah
Siblings : Nurul Asrar, S.Pd, and Raihana Nur
Hafizah

II. Formal Education Background

2006 – 2007 : Beringin Kindergarten (TK Beringin)
2007 – 2012 : State Elementary School of Sukamara Mendawai
2
(SDN Mendawai 2 Sukamara)
2012 – 2015 : State Junior High School of Sukamara Negeri 1
(SMP Negeri 1 Sukamara)
2015 – 2018 : State Senior High School of Sukamara Negeri 1
(SMA Negeri 1 Sukamra)
2018 – 2023 : Antasari State Islam University Banjarmasin

III. Organization Experience

2016 – 2017 : Member of Organisasi Siswa (OSIS)
2019 – 2020 : Member of English Students Association (ESA)