

ABSTRACT

Miftah Nurjanah. 2023. Investigating The Students' Strategy in Overcoming The Difficulties in Listening Class. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor (I) Hj. Nur Laila Kadariyah, S.Ag., M.Pd, (II) Hidayah Nor, M.Pd

Keywords: Students' Strategy, Student's Difficulties, Listening Class

For EFL (English as a Foreign Language) students, listening skill is an important aspect that is assessed for their achievement. However, listening skills are considered difficult because students must have full concentration to understand every context in language learning. Listening difficulties have a very real effect on students. Seeing this phenomena, the researcher is interested in investigating the difficulties faced by students while in listening class and what strategies students use to overcome these difficulties. This research is a research with a descriptive qualitative approach. Data collection was carried out using observation and interview methods. There were 26 students in second semester from classes A, B and C in class 2022 who were involved as participants in this study. Data analysis techniques were data presentation, data reduction, and drawing conclusions. The results of the study showed that students in semester 2 classes A, B, C in academic years 2022 faced the most difficulties in listening class in vocabulary difficulties. In addition, the researcher found students' difficulties in other listening classes, such as the speaker's speaking speed in audio material. The strategies used by students to overcome their difficulties in listening class are metacognitive strategies, top-down strategies, bottom-up strategies, affective social strategies, cognitive strategies and compensation strategies. Meanwhile, in the results of this study, the researchers found three strategies that were mostly used by students to overcome their difficulties in listening class, namely top-down strategies, social-affective strategies and compensation strategies.

ABSTRAK

Miftah Nurjanah. 2023. Menyelidiki Strategi Siswa Dalam Mengatasi Kesulitan Di Kelas Listening. Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing (I) Hj. Nur Laila Kadariyah, S.Ag., M.Pd, (II) Hidayah Nor, M.Pd

Keywords: Strategi Siswa, Kesulitan Siswa, Kelas Mendengarkan

Bagi siswa EFL (*English as a Forigen Language*), keterampilan menyimak merupakan aspek penting yang dinilai untuk pencapaian mereka. Namun keterampilan menyimak dianggap sulit karena siswa harus memiliki konsentrasi penuh untuk memahami setiap konteks dalam pembelajaran bahasa. Kesulitan mendengarkan memiliki efek yang sangat nyata pada siswa. Melihat fenomena ini peneliti berminat untuk menyelidiki kesulitan yang dihadapi siswa selama di kelas mendengarkan dan strategi apa yang digunakan siswa untuk mengatasi kesulitan itu. Penelitian ini merupakan penelitian dengan pendekatan kualitatif deskriptif. Pengumpulan data dilakukan dengan menggunakan metode observasi dan wawancara. Ada 26 mahasiswa semester 2 dari kelas A, B dan C tahun angkatan 2022 yang dilibatkan menjadi peserta penelitian ini. Teknik analisis data adalah penyajian data, reduksi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa mahasiswa semester 2 kelas A, B, C tahun angkatan 2022 menghadapi kesulitan di kelas mendengarkan paling banyak pada kesulitan kosakata. Selain itu peneliti menemukan kesulitan mahasiswa dikelas mendengarkan lainnya seperti kecepatan berbicara pembicara pada materi audio. Strategi yang digunakan mahasiswa untuk mengatasi kesulitan mereka dikelas mendengarkan adalah strategi metakognif, strategi *top-down*, strategi *bottom-up*, strategi sosial afektif, strategi kognitif dan strategi kompensasi. Sedangkan pada hasil penelitian ini peneliti menemukan tiga strategi yang paling banyak digunakan mahasiswa untuk mengatasi kesulitan mereka dikelas mendengarkan yaitu strategi *top-down*, strategi sosial afektif dan strategi kompensasi.