
DECLARATION STATEMENT

Hereby, I declare that this journal entitled "English Education Program Students' Strategies Used to Overcome Problems in Learning Listening." It is not a plagiarism from other research. The researcher is completely responsible for all the contents. Other writer's opinions or findings included in this journal are quoted and cited in accordance with ethical standard.

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It has been examined, defended, and approved by the examiners in the final examination.

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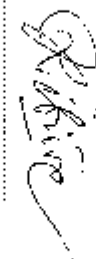
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Endang Sarijo

ENGLISH EDUCATION PROGRAM STUDENTS' STRATEGIES USED TO OVERCOME PROBLEMS IN LEARNING LISTENING

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Abstract

This study is aimed to describe English Education Program students' of STKIP SoE strategies used to overcome the problems in learning listening. Qualitative research was used in this study, involving 5 participants. The data was gathered by In-depth interview. In order to improve students' ability in learning listening, the students tried to find out the appropriate strategies to solve the problems during learning listening. The result of this study revealed the problems in learning listening. The problems included two categories such as, the difficulties of listening and listening anxiety. The students' problems related to difficulties of listening were the students cannot distinguish spoken and written language, lack of vocabularies, and the speakers in the recorder speak too fast. The students' problems were related to listening anxiety including being nervous, being confused, and being lazy. In order to improve their ability in learning listening, the students used these strategies they found. The strategies included taking note, predicting/guessing, summarizing, watching Western video, listening English song, and listing the difficult words. Finally, the students strategies used in overcoming their problems in learning listening improved their comprehension in listening.

Keywords: Listening, problem, strategy in learning listening.

INTRODUCTION

Learning English is compulsory for students who are studying in educational field. English is taught from Elementary to University level. English consists of four core skills. Listening, Speaking, Reading, and Writing. However, According to Purdy (1997) as cited in Sabouri (2016), this study focuses only on listening skill in which listening itself listening is the process of receiving, making meaning from, and answering to spoken or nonverbal message, It means that, listening is one of the processes in getting the meaning from something that we heard from the other to make a good conversation. Listening is also the skill that makes the heaviest processing demands, because students must keep information in short-term memory at the same time as they are working to understand the information. For students who learn English, listening becomes a challenging skill, as addressed by Graham (2006) as cited in Rahimirad (2014), who stated that many second and foreign language students perceive listening skill more challenging than reading skill. Underwood (1989) as cited in Jiang (2009), for people listening to a foreign language, an unknown word can be like a suddenly dropped barrier causing them to stop and think about the meaning of the word and thus making them miss the next part of the speech.

Based on the experts opinion above, the researcher conclude that, listening skill is more challenging than reading because in listening we have to concentrate when we are listening to the native speaker so as we know that when we listen to the native speaker it is not repeated so we have to concentrate and prepare our ears well for listening.

In order to avoid problems in learning listening, students need some strategies to help them. Rahimi (2012) said that strategy is important for language learning because it is a tool for active, like when we are in learning process we are get the material from the teacher or the lecturers given, self-directed involvement, which is essential for developing communicative competence. It means that, strategy in learning listening is important for students to overcome their problems that occur during lesson. Students from environments where English is not the language of their country have very few opportunities to learn the