

**Students' Listening Strategies used in Intermediate and Advanced Listening
Course**

A THESIS



By
Brigita Klaudia Debora

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TEACHER EDUCATION FACULTY
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
July 2023**

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Course**

A THESIS

Presented to Teacher Education Faculty
Widya Mandala Surabaya Catholic University
in a partial fulfillment of the requirement for the Degree of
Sarjana Pendidikan in English Language Education



By:
Brigita Klaudia Debora
1213019004

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TEACHER EDUCATION FACULTY
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
July 2023**

APPROVAL SHEET (I)

This thesis entitled **Students' Listening Strategies used in Intermediate and Advanced Listening Course** prepared and submitted by Brigita Klaudia Debora (1213019004) has been approved to be examined by the Thesis Board of Examiners.



B. Himawan Setyo W., M.Hum.
Thesis Advisor



Johanes Leonardi Taloko, M.Sc.
Examiner 1



Dr. Davy Budiono, M.Hum.
Examiner 2

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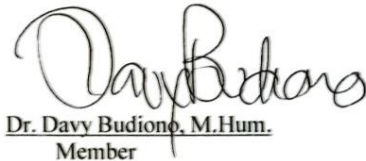
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Johanes Leonardi Taloko, M.Sc.
Chair





B. Himawan Setyo W., M.Hum.
Secretary



Dr. Davy Budiono, M.Hum.
Member



Dr. V. Luluk Shambodo, M.Pd.
Dean



Maria Josephine K. S., M.Pd.
Head of Study Program

SURAT PERNYATAAN (1)

SURAT PERNYATAAN Jalur Skripsi

Bersama ini saya:

Nama : Brigita Klaudia Debora
Nomor Pokok : 121 301 9004
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan

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B. Himawan Setyo W., M.Hum.
NIK: _____

Dosen Pembimbing II,

NIK: _____

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Demi perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya:

Nama Mahasiswa : Brigita Klaudia Debora
Nomor Pokok : 121 301 9004
Program Studi Pendidikan : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
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NRP: 121 301 9004

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing. I will take all the consequences if plagiarism is found in this thesis.

Surabaya, 21 July 2023

A handwritten signature in black ink, reading "Brigita", with a horizontal line underneath the name.

Brigita Klaudia Debora

NRP. 1213019004

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ABSTRACT

Debora, Brigita Klaudia. (2023). Students' listening strategies used in intermediate and advanced listening course. S-1 Thesis. English Language Education Study Program, the Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University.

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Keywords: Listening, Listening Strategies, Students, Intermediate and Advanced Listening

Listening is the essential part of English. Latha (2018) in page 1 stated that listening is important because it supports to learn English language. In the other hand, people have to listen to hear the information from other people that have spoken. Brown (2006) in page 4 analyzed that listening is a quick process that involves human cognition as a limited processor of information. This statement shows that people must learn to listen carefully for getting information in real time. According to Tyagi (2013) in page 2, there are five stages of listening process: hearing, understanding, remembering, evaluating, and responding.

Some students (or maybe all of the students) feel that listening is difficult. Based from the researcher's personal experience, listening is difficult because of unfamiliar vocabularies from the recordings. This experience has been supported by some studies from Bloomfield et al. (2010) who explained that listener, passage, and testing condition characteristics affected listening perception, and also Bingol et al. (2014) who described five problems that student may experience in the listening class: (1) quality of the recorded materials; (2) cultural differences; (3) accent; (4) unfamiliar vocabulary and (5) length and speed of listening. Other expert like Assaf (2015) stated that students' with no interest in listening class also affects their achievements in that class.

This study uses Oxford's direct and indirect strategies (memory, cognitive, compensations, metacognitive, affective, and social). The findings shows that compensations strategies had the highest score, then followed by social, metacognitive, cognitive, affective, and memory strategies. Also, most Intermediate and Advanced Listening course students sometimes used listening strategies because they sometimes had been distracted.

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