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LISTENING STRATEGIES FOR STUDENTS' DIFFICULTIES IN ENGLISH LANGUAGE LEARNING

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Abstract

This study focused on the strategy for students' difficulties in listening comprehension. The purpose of this research was to find out kinds of strategies for students' difficulties in listening comprehension. The writer tried to find the strategies for get solution. This research used descriptive design with qualitative approach. This researcher would get strategies in order to make easier in learning listening for students. Teachers' role in understanding learners' existing strategy used of great importance, which requires teachers to be equipped with knowledge and understanding of the listening process to assist students' listening practice effectively. In this research revealed several challenges that comprehension related difficulties such as rapid speech rate, limited vocabulary, and unfamiliar accents, difficulties in technic such as audio internet issues, and psychological difficulties such as anxiety. Students encounter struggling in real time comprehension such as unfamiliar lexical and phonological inputs. Based on theories there are bottom-up and top-down strategies. This research had other purpose namely with a good strategy in listening process would influence environment during students learning listening to get improvement. This study explored the listening comprehension difficulties experienced by English foreign language students and the strategies they use to overcome them.

Keywords: English Language Learning, Listening Strategies, and English Difficulties.

A. INTRODUCTION

English language is very important for many people to learn it, because English as a tool international language that use by people in this world. To communicate with other people with different country must be use English language for mutual understanding in their own communication, so that listening and speaking skill is the most important for get it to improve the students' comprehending. Even though listening skill as receive skill but many students are

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still difficult to understand what the speakers are saying. Students need some strategies for them to improve their English achievement specially in listening skill.

Students' difficulties in listening process come from many aspects like focus learning to vocabulary, grammar, reading and writing only, even though vocabulary building and pronunciation practice more are necessary but in listening process students face difficulties and struggle with maintaining concentration when they are listening process in long period time. Even they need to understand the spoken passage from the native speaker. Teachers have responsible help students to overcome their problem in learning process with appropriate teaching materials are relevant to students' level English ability to get learning process quality for developing their language proficiency. The other hand students need vocabulary building activities should be integrated to listening materials to support comprehension, learners should be exposed to listening materials gradually and strategies necessary. some strategies in teaching listening be able approve as solution to get comprehending from some materials like dialogue and monologue text include mastering types of the test.

There is factor that influence feel difficult in learning listening comprehension for students. Language learning is long and complex. Language learning is one step for students who wants explore their feeling, thinking, and action. Listening as a process of understanding from what heard the speaker are saying into lexical of the meaning is allocated. Learning language needs long time process to make students get a high comprehending include regular practice to see the result of succeed. So students must be effort to get succeed. Therefore, students learning efforts are essential to success (Ozer, 2020).

B. METHODOLOGY

This research applied a qualitative methodology, this study design to explore in depth the listening comprehension challenge experienced by English foreign language students and the strategy to manage the students' difficulties. According to Creswell (2008), The qualitative approach was selected refer to its capacity to uncover the nuanced and multifaceted experience of learners, offering a deeper understanding of the perspectives, challenges, and coping mechanisms employed

by the participants. This research used instrument reflection questionnaire was designed to elicit personal narratives about experience in listening comprehension of students which focus on the specific obstacles they faced.

The research process involves formulating the questions and procedures that arise, gathering data within the participants' environment, conducting inductive analysis to identify patterns and context, and interpreting the meaning of the data. Moreover, qualitative research is seen as a process that allows for the appearance of significant distinctions as one delves closer to the phenomenon under study, resulting in a deeper understanding for the scientific community (Aspers & Corte, 2019).

Based on the information provided earlier, the researcher can draw the conclusion that qualitative research is a means to understand individual or group phenomena that originate from social problems. The research process involved questions and procedures for collecting data, analyzing data and interpret the meaning of the data. Therefore, in this study, researchers decided to use a qualitative method. to assisted the writer in describing the data. The results of the analysis would be in the form an explanation of the investigation that has been carried out through interviews, documentation and tests on individuals.

C. RESULT AND DISCUSSION

1. English listening

Listening as a complex process of interpretation in which listeners match what they hear and already know. Listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Morley, (2002). With listening can helps us to understand the world around us as elements in creating communicate successfully, Rost (2018). English listening is an important skill to develop to learners because it is not just hearing what the speaker said but it's ability to understand the words and it connect them. According to Nadig (2020), listening comprehension is needed numerals process of understanding and making sense of spoken language. These involve comprehending the meaning of individual words,

speech sounds and understanding the syntax of sentences. Listening skill is ability to pay attention to and effectively interpret what the speaker are saying.

Listening means paying attention not only to the story but how it is told. In other words, it means being aware of both verbal and non-verbal message. Listening skill is vital for interpersonal communication. Listening is the ability to accurately receive and interpret message in the communication process. Cai et al. (2018), explained that listening skill learning is one of the primary sources of expanding students' knowledge, including resources inside and outside the classroom. Without the ability to listen well messages can be misunderstood. Frustrated or irritated as result from communication breaks down. According to Wang (2020), listening process is about listening comprehension skills in language class, using language in learning process to understand materials applying. Therefore, when learning process focus to use language and voice while use body for effectively in perceive and understand all messages.

2. Learning and Listening Strategies

A learning strategy is a person's using information and approach to learning. Students use learning strategies to solve their difficulties and help them to understand information. Many students learn passive and ultimate fail in course because they don't use good learning strategies. Listening strategies are activities that contribute directly to the comprehensions of listening input. According to Chamot (2005), the process of the listeners in learning used strategy to avoid misunderstandings about information or messages provided can be received of and responded to well. Listening strategies are included procedures, techniques, activities and strategies in language learning to improve students' achievement in listening skill.

Learning strategy instruction focuses on teaching students how to learn and how to make them more active and to be success learners. Learning strategies are actions and operations that students to optimize the process of storing and obtaining information in their course. Learning strategies refers to skill of students to understand different tasks using. These strategies range from techniques for

improved memory to better studying because they are able to choose employ the appropriate technique to accomplish task and learning goals specifically. The ultimate goal of these strategies is that students are able to extract information for apply in real situation. Another useful to practice shifting between a bottom-up approach to top-down approach in listening to become good listeners. Listening strategy does not work independently; the strategy can make up for each other's weaknesses. The strategy can compensate for weaknesses in second language proficiency.

3. Improve Listening Skill

Improving English listening of students can be related some activities, such as invest more time to practice, provided more opportunity to learn English its self, learning strategies is necessary, and mastering types of the text, listen to topics of their interesting materials, reinforcing their listening comprehension, and help students listen more confidently. Listening strategies are connected to help improvement the student self – directed in their problem-solving effort that is how to learn effectively. In listening process, listeners can manage real time interaction with a spoken text. The former involves recognizing linguistic elements such as word choice, syntax, intonation, phonemes, and connected speech. According to Field (2004), when students failing understand a word, listeners can attempt replacing that unknown term with another term from their imagination. Applying bottom-up approach in learning process doesn't help, can change the top-down approach in application, which is proven in research to become better when learners' difficulties in listening, both of the approaches can become mutual complementary.

Developing listening skill is understanding the essential for the educational evolution. Students serve to improve listening and must be done through innovative and update technique and methodology for development in learning English. Students can make different mistakes in English learning pronunciation, grammar, and vocabulary because they have various problem and difficulties in learning English. listening comprehension and speaking in daily living in an English-speaking country is the skill use generally. Listening comprehension be more

difficult and more important to master it, therefore students' difficult in learning process detect and respond to in educational environments where the teacher provide positive nuanced to support and personalized to help overcome the students' problem.

According to Nation and Newton, (2019) listening processes are bottom-up and top-down processes. Processes bottom-up process the learner use to assemble the message piece by piece from the speech stream, involves perceiving and parsing the speech stream at increasingly more significant levels beginning with auditory-phonetic, phonemic syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. Top-down process involves the listener going from the complete their prior knowledge and their content and rhetorical schemata to the parts. The listener uses what they know of the context of communication to predict what the message will contain and uses parts of the message to confirm, correct and inferencing.

Some recommended to reduce difficulties in listening comprehending

- a. Slow speech of recording
- b. Prior knowledge helps understand easily
- c. Mastering 98 % vocabulary in spoken form
- d. Bottom up and top-down processing
- e. High working memory
- f. Signpost

4. Why listening difficulties?

According to Rita (2018), listeners problems related to the lecturer methodology and listeners so the factor causing happened the problem is sources like listening text, and activities related them. Learners would interrupt during listening process especially in English as foreign lang usage in non-native setting. There are some reasons why listening is difficult for students; lack of practice, speed of the speaker, knowledge of the language, the status of the language, familiarity, speaker himself, anxiety, listening strategies, translation, the nature of test, facilities, lack of concentration. As language learners, we spend a significant portion of our time listening to understand new vocabulary, context, tone, and meaning. In the

classroom, teaching listening skills requires a focused approach that not only improves comprehension but also prepares students for real-world communication. In this post, we'll explore innovative approaches to teaching listening skills in language education, emphasizing the importance of structured tasks and activities that engage students actively.

Based research that have conducted by Rita (2018) students encounter difficulties in listening comprehension

- a. Translate information before deciding the correct answer
- b. Lack practice listening in English
- c. Knowledge of language is limited
- d. Psychological factor
- e. Listen and write the answer at the same time
- f. Facilities are not good
- g. Doesn't know how to listen in English well
- h. Speed of delivery
- i. Lack of contextual knowledge

Listening is process to improve the learning state and using tools that create innovative contexts, method, technique, and activities through which teacher organize to applied in teaching process to goal for students' improvement. Teacher should be focus in students' comprehending. Some recommendations for learner how to improve their listening skill, Students enrolled in English teacher education program that have struggle with fast – paced speech, lexical unfamiliarity, differences in cultural context, varied accents, and all of which some hinder learners' ability to grasp spoken language. Existing literature consistently emphasizes that English foreign language learners most face a broad spectrum of linguistic, cognitive, and psychological difficulties during listening task. (Zur, 2020). In the other hand Hamouda (2013) reported that students' frequently encounter difficulties in processing auditory information in real time, in comprehension and retention as negative affect. Many students feel difficult and fail to grasp spoken content when it contains culturally specific references that are outside their real of experience, (Alkhresheh 2020).

According to Hein et al (2020), said that unfamiliar vocabulary, rapid speech delivery, and accent variation influence to students' comprehension, this issue made of struggling perception and parsing stages of the listening process. There are extralinguistic factors such as background noise, syntactic complexity, and suboptimal physical settings further complicate the listening experience. Refers to the materials listening, Alivi and Suharyono, (2016) found that integration of video materials into listening instruction has shown that characteristics of the speaker, environment, and delivery style condition can all influence students' ability to get better achievement. Meanwhile, many students experience elevated levels of anxiety during listening activity and display moderate awareness of metacognitive strategies but suffer from high levels of listening impede their ability to comprehend spoken enflish effectively.

According to Su (2024), underscore the benefits listening routines activities in enhancing metacognitive control and how personalized invention programs can improve learner's confidence. Scholars have recommended targeted training to improve students' perceptual and strategic use of digital platforms and technological tools to reinforce skill acquisition. Some problems encounter the students when they listening process; first, quality of the recorded materials can impact the comprehending of learners listening, second, cultural differences may the learners have critical problems in their comprehension. Third, accent as one of the most significant factors that affect listener comprehension. Unfamiliar accent can cause serious problems and familiarity accent help learners listening comprehension. Fourth, unfamiliar vocabulary spoken by native speaker will make listeners have trouble understanding. Fifth, length and speed of listening can make listening passage difficult and listeners are not able to control the speed of speakers are saying.

This research involved the 3rd semester students from an English education study program, who had successfully completed their formal listening course and there were eight students both male and female considered well suited to provide relevant between challenges and strategies associated with listening comprehension. This research applied a qualitative methodology, this study design to explore in

depth the listening comprehension challenge experienced by English foreign language students and the strategy to manage the students' difficulties. According to Creswell (2008), The qualitative approach was selected refer to its capacity to uncover the nuanced and multifaceted experience of learners, offering a deeper understanding of the perspectives, challenges, and coping mechanisms employed by the participants. This research used instrument reflection questionnaire was designed to elicit personal narratives about experience in listening comprehension of students which focus on the specific obstacles they faced.

The data collected from the reflection questionnaire using thematic analysis to identify the common themes and patterns that emerge. Thematic analysis is a method of examining data that goes beyond simply counting how often certain words or phrases appear and instead it focuses for ideas found in themes of the data implicit and explicitly (Mandiri et al.2022). In this research used qualitative data that was derived from primary source namely individual reflection questionnaire and its instruments was designed to capture personal experiences with listening comprehension. All responses were completed data collection phase by written and spoken that used Indonesian language, all data were translated into English and the interview recordings then transcribed to preserve the authenticity of participants' expressions and to ensure clarity for reporting purposes the original meanings. Students providing new perspectives strategies to enhance their listening capabilities and evaluate their relative effectiveness in overcoming comprehension barriers.

This finding will contribute meaningful insight into the listening difficulties face by English foreign language students during they response, this study distinguishes selecting unique group of participants while earlier studies have several interrelated variables like the characteristic of the speaker, contextual environment, and nature of the message in which listening take place, (Brown and Yule, 2018). Repeated exposure to listening text and relevant audio materials have proven effective for learners' comprehending, and give contribute to learners confident in navigating spoken language.

D. CONCLUSION

Listening comprehension is a complex process. Students may face a lot of difficulties because listening is not an important part of many course books and rarely practicing listening in the classroom. Teachers' strategies of listening must be used simultaneously. To prevent students' problem in listening difficulties must be present strategy awareness because without strategies like predicting content, listening for gist it will passive listening perception. With present strategy in teaching process can significantly improve learner outcomes particularly when combined with metacognitive reflection (Goh, 2018). Teacher should teach the students with suitable listening strategies, listening activities should be arranged from basic level to high level for learners gain in English language. One way to become better student in listening comprehending is to practice shifting between a bottom-up approach to the top-down approach. When using the bottom-up approach which does not help get replaced by the top-down approach, which may work better. It had approved that learners experience in difficulties, both of the approaches can become mutual complementary, (Field, 2024). Not only interaction of students with digital media in learning process can be helpful teacher's effective in English teaching but also appropriate resources to positive influence the development of listening skill in teaching process.

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