

**STUDENTS' DIFFICULTIES AND COPING STRATEGIES  
IN PRACTICING EXTENSIVE LISTENING  
TO ENGLISH PODCASTS**

**A THESIS**

Submitted in Particular Fulfilment of the Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



**By:**

**IKFI MAFAZA**  
**SN. 2520058**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATIONAL AND TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2024**

**STUDENTS' DIFFICULTIES AND COPING STRATEGIES  
IN PRACTICING EXTENSIVE LISTENING  
TO ENGLISH PODCASTS**

**A THESIS**

Submitted in Particular Fulfilment of the Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



**By:**

**IKFI MAFAZA**  
**SN. 2520058**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATIONAL AND TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2024**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Ikfi Mafaza

NIM : 2520058

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Students’ Difficulties and Coping Strategies in Practicing Extensive Listening to English Podcasts”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar - benarnya.

Pekalongan, 23 Oktober 2024



**IKFI MAFAZA**  
**NIM. 2520058**

## NOTA PEMBIMBING

Kepada

Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan

c.q. Ketua Program Studi Tadris Bahasa Inggris

di

PEKALONGAN

*Assalamu 'alaikum Wr.Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : Ikfi Mafaza

NIM : 2520058

Jurusan : FTIK/Tadris Bahasa Inggris

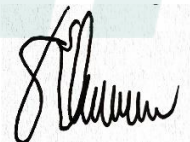
Judul : Students' Difficulties and Coping Strategies in Practicing Extensive Listening to English Podcasts

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian Bapak, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 23 Oktober 2024  
Pembimbing



FACHRI ALI, M.Pd.  
NIP. 198901012020121013



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
KH. ABDURRAHMAN WAHID PEKALONGAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website: [fik.uingusdur.ac.id](http://fik.uingusdur.ac.id) email: [fik@uingusdur.ac.id](mailto:fik@uingusdur.ac.id)

## APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

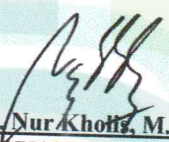
Nama : IKFI MAFAZA  
NIM : 2520058  
Judul : STUDENTS' DIFFICULTIES AND COPING STRATEGIES IN PRACTICING EXTENSIVE LISTENING TO ENGLISH PODCASTS

Has been examined and approved by the panel of examiners on Friday, November 1<sup>st</sup> 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Examiner II

  
Dr. Nur Khoir, M.A.

NIP. 19750207 199903 1 001

  
Chubbi Millatna Rokhuma, M.Pd.

NIP. 19900507 201503 2 005

Pekalongan, November 1<sup>st</sup> 2024

Assigned by

The Dean of FTIK

UIN K.H. Abdurrahman Wahid Pekalongan

  
Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.

NIP. 19730112 200003 1 001

## ACKNOWLEDGEMENTS

Praise be to Allah SWT, because thanks to His mercy and grace, I can complete this thesis. On this occasion, I would like to express my deep gratitude to all those who have helped and supported me during the process of preparing this thesis.

1. First, my deepest gratitude to my parents, Mr. Purwanto and Mrs. Armita Udayani, who always provide moral and material support, as well as endless prayers for my success. Also, to my brother and sister who are always there to provide encouragement and support.
2. Second, I would like to thank my supervisor, Mr. Fachri Ali, M.Pd., as the supervisor, who has provided guidance, direction, and support during the process of writing this thesis.
3. Third, I would also like to thank all the lecturers who have provided knowledge during my studies.
4. Fourth, thank you to my friend, Nafisah Rodhotul Jannah who is always there to accompany me and provide moral support. Your presence means a lot to me in going through this process.
5. Fifth, I would like to thank all those who have contributed and assisted in the completion of this thesis.
6. Lastly, I would like to thank myself. Thank you for the effort and hard work that has been done to complete this thesis. I feel very grateful and proud of this achievement.

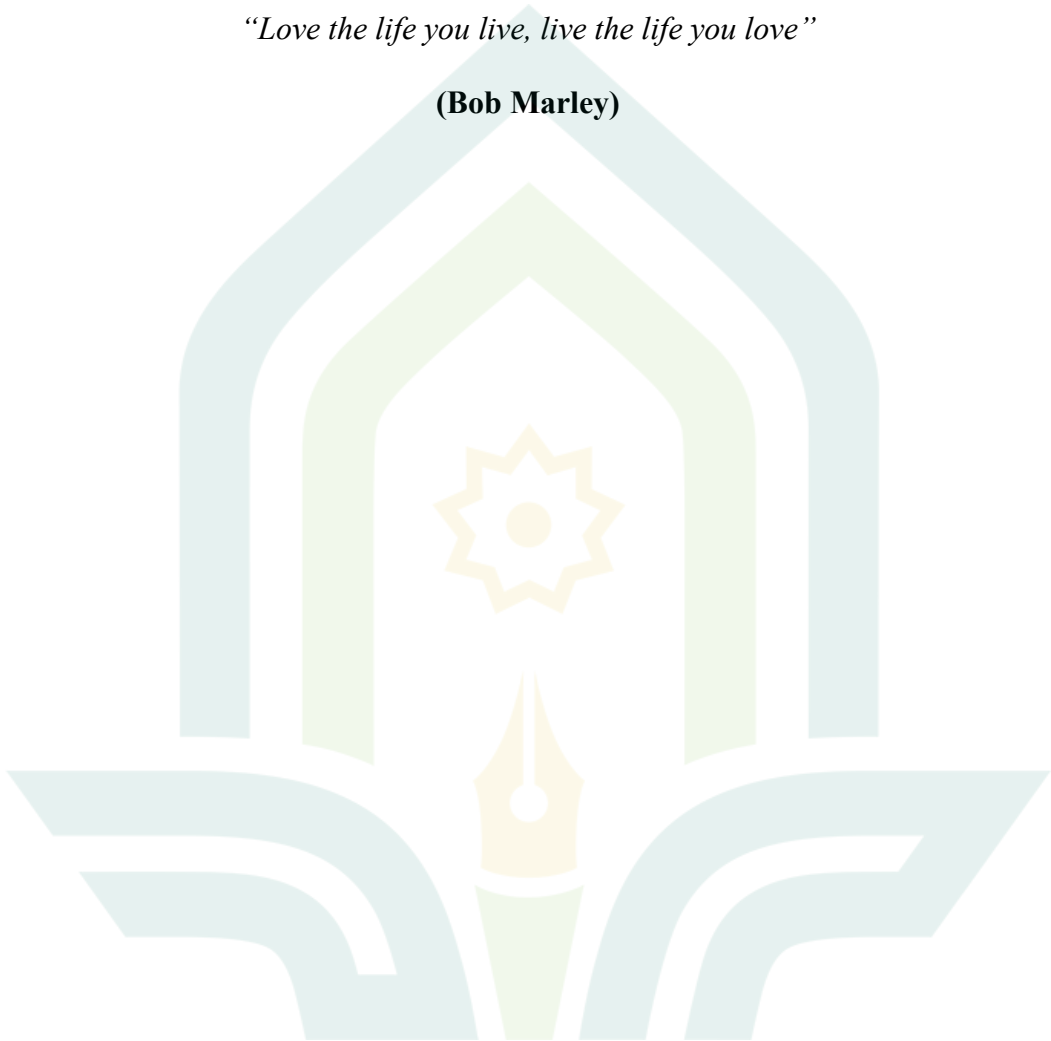
## **MOTTO**

*“The only way to do great work is to love what you do”*

**(Steve Jobs)**

*“Love the life you live, live the life you love”*

**(Bob Marley)**



## ABSTRAK

*Penelitian ini bertujuan untuk mendeskripsikan kesulitan yang dialami mahasiswa saat melakukan aktivitas mendengarkan secara ekstensif dengan podcast serta mengeksplor strategi yang digunakan untuk mengatasi kesulitan tersebut. Penelitian ini menggunakan pendekatan studi kasus, dengan melibatkan empat mahasiswa dari program studi Bahasa Inggris sebagai partisipan. Pengumpulan data dilakukan melalui listening log dan wawancara semi-terstruktur. Hasil penelitian mengungkapkan bahwa mahasiswa menghadapi berbagai tantangan dalam mendengarkan podcast secara ekstensif. Tantangan tersebut meliputi karakteristik pesan seperti kosakata yang tidak dikenal, penggunaan bahasa slang, kurangnya kejelasan, kalimat yang tidak sesuai tata bahasa, dan topik yang asing. Selain itu, terdapat juga hambatan terkait dengan penyampaian, seperti aksentuasi pembicara, jumlah pembicara, durasi podcast, dan pengucapan yang kurang jelas. Kesulitan lain yang dihadapi siswa juga dipengaruhi oleh faktor seperti rasa lelah, kebosanan, kurangnya motivasi, serta gangguan lingkungan, seperti kebisingan latar belakang atau alat yang tidak berfungsi dengan baik. Untuk mengatasi kesulitan-kesulitan tersebut, mahasiswa menerapkan berbagai strategi, termasuk strategi kognitif seperti mendengarkan ulang dan mencatat, strategi metakognitif seperti merencanakan aktivitas mendengarkan, strategi memori seperti mengaitkan kata-kata dengan asosiasi, strategi kompensasi dengan menebak arti kata berdasarkan konteks, strategi afektif dengan berbicara positif kepada diri sendiri, serta strategi sosial melalui interaksi dengan penutur asli atau meminta bantuan. Studi ini menyimpulkan dengan wawasan praktis tentang bagaimana siswa EFL mengatasi kesulitan yang mereka hadapi dalam berlatih mendengarkan podcast Bahasa Inggris secara ekstensif.*

*Kata kunci: Extensive Listening, Podcast, Listening Difficulties, Listening Strategies*



## ABSTRACT

*This study aims to describe the difficulties that students faced when doing extensive listening activities with podcasts and explore the strategies used to overcome these difficulties. This research used a case study approach, involving four students from the English study program as participants. Data collection was done through listening logs and semi-structured interviews. The results revealed the students faced various difficulties in listening to podcasts extensively. These difficulties included characteristics of the message such as unfamiliar vocabulary, the use of slang, lack of clarity, ungrammatical sentences, and unfamiliar topics. In addition, there were also difficulties related to delivery, such as the accent of the speaker, the number of speakers, the duration of the podcast, and unclear pronunciation. Other difficulties faced by students were also influenced by factors such as fatigue, boredom, lack of motivation, and environmental disturbances, such as background noise or equipment that is not functioning properly. To overcome these difficulties, the students applied various strategies, including cognitive strategies such as re-listening and note-taking, metacognitive strategies such as planning extensive listening activities, memory strategies such as linking words with associations, compensatory strategies by guessing word meanings based on context, affective strategies by speaking positively to themselves, and social strategies through interacting with native speakers or asking for help. This study concludes with a practical insight on how EFL students cope with the difficulties they encounter in practicing extensive listening to English podcast.*

*Keywords: Extensive Listening, Podcast, Listening Difficulties, Listening Strategies*

## PREFACE

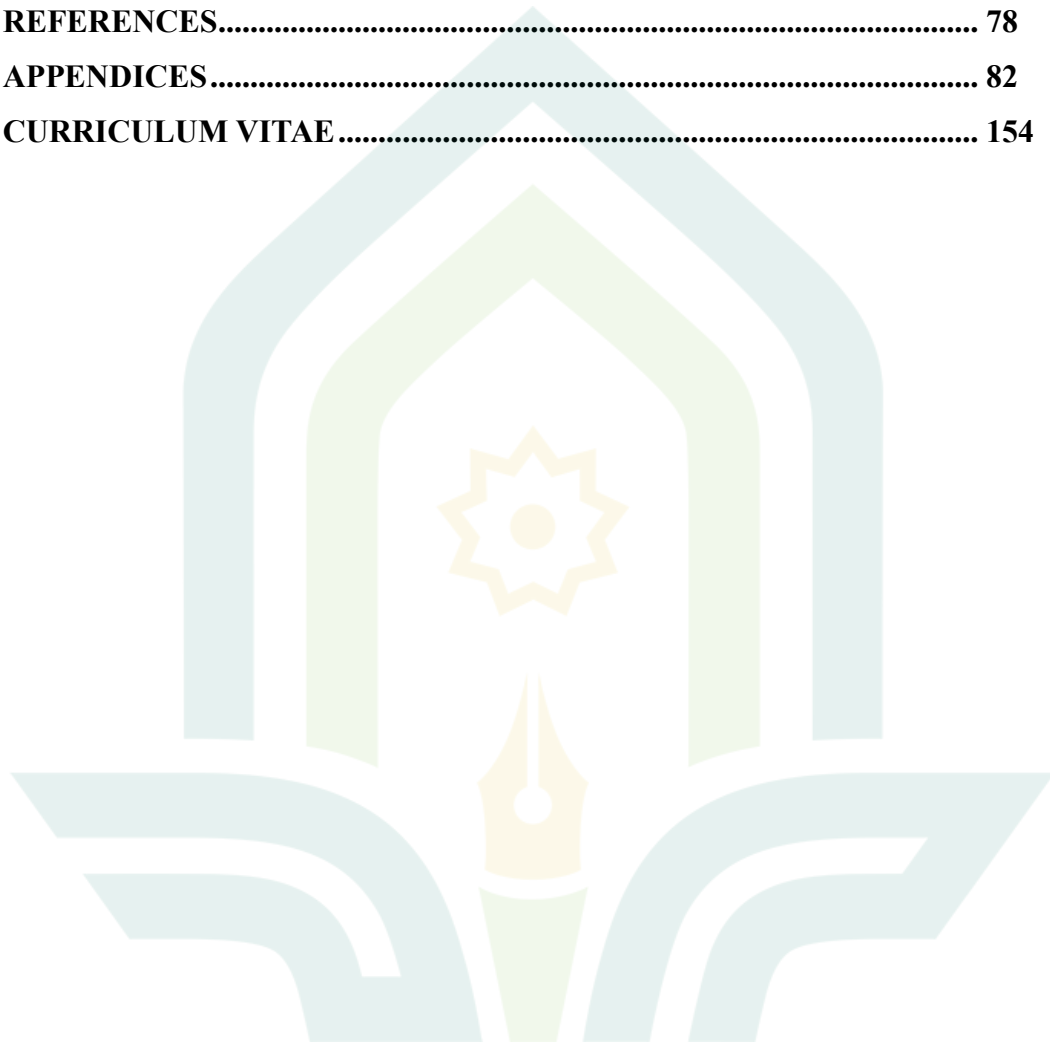
Praise and gratitude I extend to Allah SWT for all His blessings and grace, which have enabled me to complete my thesis titled “STUDENTS’ DIFFICULTIES AND COPING STRATEGIES IN PRACTICING EXTENSIVE LISTENING TO ENGLISH PODCASTS”. This thesis is submitted to fulfil one of the requirements for the study program at the Faculty of Teacher Training and Education. I realize that this thesis would not be completed without the support, guidance, and prayers from various parties. Therefore, on this occasion, I would like to express my deepest gratitude to:

1. Mr. Ahmad Burhanuddin, M.A., as the Head of the English Education Department.
2. Mr. Fachri Ali, M.Pd., as my supervisor, who provided guidance, input, throughout the research process until this thesis was completed.
3. All the lecturers in the English Education Study Program, who have equipped me with valuable knowledge during my studies.
4. My parents, who have always provided moral support, spiritual, and material support.
5. Friends who have provided support, motivation, and encouragement during the college years and throughout the thesis writing process.

## TABLE OF CONTENTS

|   |             |
|---|-------------|
| <b>COVER</b> .....                              | <b>i</b>    |
| <b>LEMBAR PERNYATAAN KEASLIAN SKRIPSI</b> ..... | <b>ii</b>   |
| <b>NOTA PEMBIMBING</b> .....                    | <b>iii</b>  |
| <b>APPROVAL SHEET</b> .....                     | <b>iv</b>   |
| <b>ACKNOWLEDGMENTS</b> .....                    | <b>v</b>    |
| <b>MOTTO</b> .....                              | <b>vi</b>   |
| <b>ABSTRAK</b> .....                            | <b>vii</b>  |
| <b>ABSTRACT</b> .....                           | <b>viii</b> |
| <b>PREFACE</b> .....                            | <b>ix</b>   |
| <b>TABLE OF CONTENTS</b> .....                  | <b>x</b>    |
| <b>LIST OF APPENDIXES</b> .....                 | <b>xii</b>  |
| <b>CHAPTER 1 INTRODUCTION</b> .....             | <b>1</b>    |
| 1.1 Background of the Study .....               | 1           |
| 1.2 Formulation of the Problem .....            | 4           |
| 1.3 Aims of the Study .....                     | 4           |
| 1.4 Significance of the Study .....             | 5           |
| 1.5 Definition of Key Terms .....               | 5           |
| <b>CHAPTER II LITERATURE REVIEW</b> .....       | <b>7</b>    |
| 2.1 Theoretical Framework .....                 | 7           |
| 2.1.1 Extensive Listening .....                 | 7           |
| 2.2 Podcast .....                               | 17          |
| 2.3 Previous Study .....                        | 19          |
| 2.4 Conceptual Framework .....                  | 22          |
| <b>CHAPTER III RESEARCH METHODOLOGY</b> .....   | <b>24</b>   |
| 3.1 Research Design.....                        | 24          |
| 3.2 Setting and Participants.....               | 24          |
| 3.3 Data Collection.....                        | 25          |
| 3.4 Data Trustworthiness.....                   | 26          |
| 3.6 Data Analysis .....                         | 27          |

|   |            |
|---|------------|
| <b>CHAPTER IV FINDINGS AND DISCUSSION .....</b> | <b>28</b>  |
| 4.1 Findings.....                               | 28         |
| 4.2 Discussion .....                            | 62         |
| <b>CHAPTER V CONCLUSION .....</b>               | <b>76</b>  |
| 5.1 Summary of the findings.....                | 76         |
| 5.2 Recommendation.....                         | 77         |
| <b>REFERENCES.....</b>                          | <b>78</b>  |
| <b>APPENDICES.....</b>                          | <b>82</b>  |
| <b>CURRICULUM VITAE.....</b>                    | <b>154</b> |



## LIST OF APPENDICES

|  |     |
|--|-----|
| Appendix 1- Listening Log Format .....     | 82  |
| Appendix 2- Interview Guideline.....       | 83  |
| Appendix 3- Listening Logs .....           | 86  |
| Appendix 4- Transcripts of Interviews..... | 120 |



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Listening plays a crucial role in the process of acquiring knowledge. As indicated by Brown (2003), having good listening skills is crucial in the learning process. Listening assists in comprehending tone, word choice, syntax, and articulation, aiding in the development of English speaking, reading, and writing skills. Listening skills in English allow students to engage with various forms of English in different communication settings, such as casual chats or formal academic or professional talks. Morley (1991) states that listening is the most frequently used form of communication in our everyday lives. Listening is defined by Colinam (2009) as the brain's absorption of the meanings of words and phrases.

Wallace et al. (2000) suggest that listening is a valuable and crucial skill as it enables individuals to acquire insight, comprehension, and information, and to effectively interact with others. Hence, the ability to listen effectively plays a crucial role in enhancing the communication process. Listeners need to differentiate between sounds, grasp and comprehend vocabulary and grammar, sense pressure and intent, and retain and organize information effectively. Extensive listening is essential for enhancing listening abilities in this scenario. Extensive listening practice allows listeners to encounter different accents, learn new vocabulary, and understand various language use contexts.

Therefore, practicing extended listening can serve as a valuable method for enhancing one's listening abilities on a deeper level.

Renandya and Farrell (2011) define extensive listening as a practice in which students are presented with a substantial amount of understandable and engaging listening content. Likewise, Day (2002) states that involving students in captivating and difficult extensive listening material can improve their oral language understanding by helping to foster their innate language comprehension. The key concept is for students to engage in meaningful extensive listening practice by selecting content they find interesting, ensuring it is both understandable and enjoyable. Podcasts are a valuable tool for extensive listening practice during this digital age.

Podcasts are increasingly becoming a popular choice for practice extensive listening. Podcasts cover a range of fascinating and educational subjects for listeners to enjoy. Podcasting offers a platform for all individuals, no matter what their interests may be (Geoghegan & Klass, 2007). Podcasts provide authentic language in a range of accents, vocabularies, and speaking styles found in everyday situations. This aids students in getting accustomed to how English is used in actual life. Moreover, students can enhance their skills and take ownership of their learning through the quick access and sharing of podcasts (Ramli & Kurniawan, 2018). Podcasts provide students with both information and entertainment. This aligns with the assertion of Camelia et al. (2021) that this classroom task can be distinctive and engaging.

At a university in Pekalongan, there are several students who use podcasts to practice extensive listening. In the process of practicing, EFL students encounter some difficulties. The initial issue is related to auditory disturbances. Besides that, students believe it is necessary for them to comprehend every single word. Students also find it difficult to comprehend when individuals speak rapidly. Underwood (1989) claims that it can be difficult to understand lengthy listening passages when they are presented rapidly. Furthermore, students need to hear something multiple times. Apart from that, students frequently find it challenging to stay on top of the information. They also often feel tiredness and find it difficult to focus for an extended period when they listen for a long time. Flowerdew and Miller (1992) point out that student difficulties with extensive listening are mainly due to their inability to concentrate.

When students encounter difficulties in practicing extensive listening, they must use strategies to help in overcoming the difficulties. Some techniques that can be used include improving vocabulary through reading actively, practicing listening skills with different audio sources, and utilizing note-taking methods to remember key details. This aligns with the listening techniques described by Oxford (2003). There are six methods available to address difficulties in extensive listening, which encompass cognitive, metacognitive, memory-related, compensatory, affective, and social strategies. Furthermore, it is crucial to discover the correct approach to address students' difficulties in Extensive Listening (Listiyanti et al., 2023).



From the explanation above, the researcher needs to investigate more deeply the difficulties of using podcasts for extensive listening. Therefore, this study explores the difficulties encountered by EFL students when practicing extensive listening to English podcasts and the strategies that the students use to overcome these difficulties. This study provides a clear description of the difficulties encountered by English students when conducting extensive listening using podcasts. Thus, this study can help improve the effectiveness of extensive listening practice and assist students in developing their listening skills independently outside the classroom.

### **1.2 Formulation of the Problem**

This research provides some research questions to explore:

1. What are the difficulties encountered by the students in practicing extensive listening to English podcasts?
2. What are the coping strategies employed by the students to overcome their difficulties in practicing extensive listening to English podcasts?

### **1.3 Aims of the Study**

In line with the research questions, aims of this study are:

1. To describe the difficulties encountered by the students while practicing extensive listening to English podcasts.
2. To explore the coping strategies that students employ to overcome these extensive listening difficulties.

## **1.4 Significance of the Study**

### **1.4.1 Theoretical Significance**

This study contributes to the understanding of listening difficulties theory by Wilson (2008) and listening strategies by Oxford (2003).

### **1.4.2 Empirical Significance**

This study provides empirical insight regarding the difficulties faced by the students in practicing extensive listening through English podcasts and the coping strategies used to overcome these difficulties.

### **1.4.3 Practical Significance**

This practical knowledge will empower students to undertake extensive listening activities. Additionally, it encourages independent learning by allowing students to self-select material and use effective coping strategies during independent listening practice.

## **1.5 Definition of Key Terms**

To prevent any misunderstandings of the terms used in this study, the researcher offers the following definitions:

### **1.5.1 Extensive Listening**

Extensive listening is listening that focuses on understanding and enjoying the content (Waring, 2008).

### **1.5.2 Listening Difficulties**

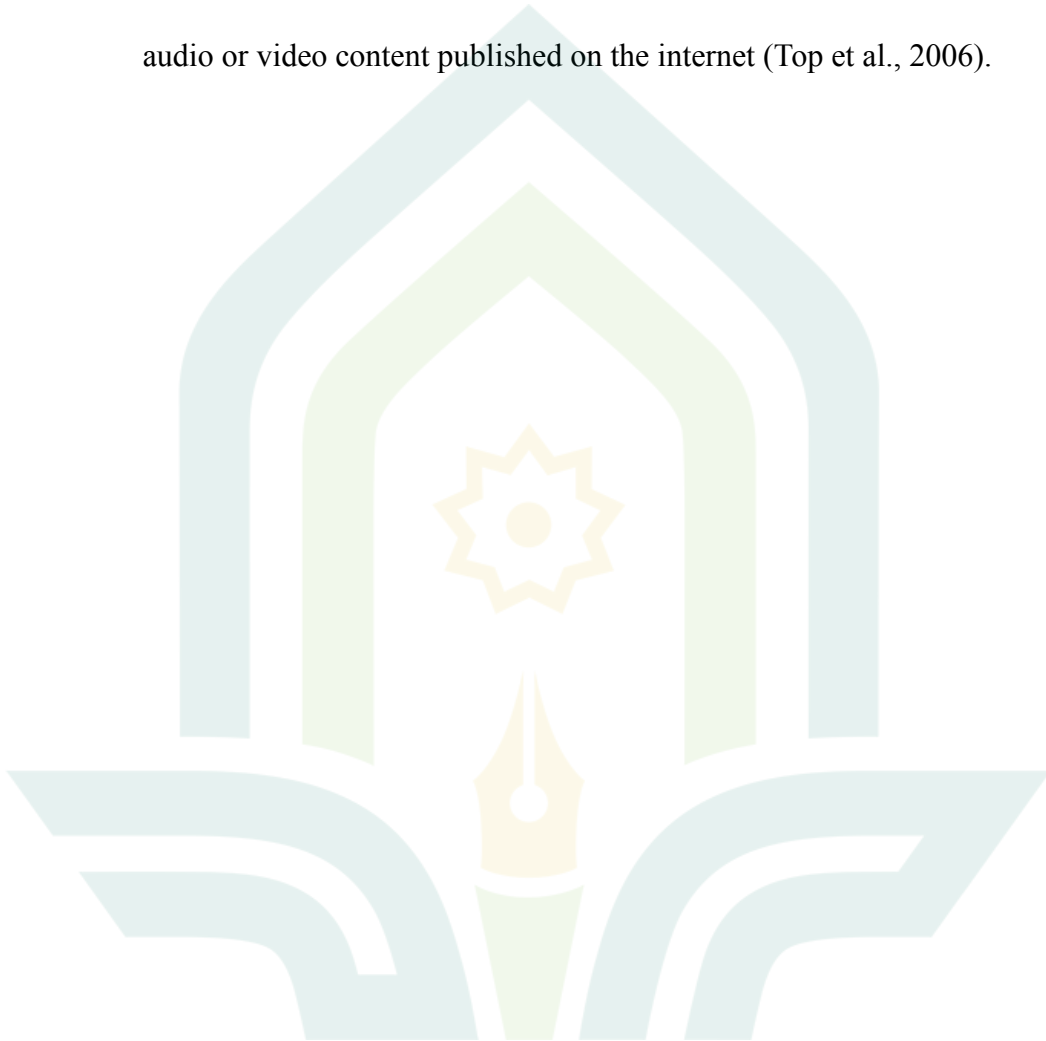
Listening difficulties are things that are encountered by students while practicing extensive listening.

### 1.5.3 Listening Strategies

Listening strategies are ways that students do to overcome difficulties in extensive listening.

### 1.5.4 Podcast

Podcast is a blend of the words iPod and broadcasting, referring to audio or video content published on the internet (Top et al., 2006).



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Findings**

The purpose of this study is to describe students' difficulties in extensive listening and explore the strategies students used to overcome their difficulties. This study found several difficulties faced while practicing extensive listening. Based on the findings of the study, it can be concluded that there are several difficulties faced by students in practicing extensive listening to podcasts. These difficulties include message-related difficulties such as unknown words, lack of clarification, ungrammatical sentences, and unfamiliar topics. In addition, difficulties also arise regarding delivery such as the accent of the speaker, the number of speakers, the duration of the podcast, and unclear pronunciation. On the listener's side, fatigue, boredom and lack of motivation are also factors that make difficult in practice extensive listening. Environmental things such as background noise and malfunctioning equipment also hinder the extensive listening process. Therefore, it is important for students to implement effective strategies to overcome these difficulties in order to improve their overall listening skills.

From this study, the researcher concluded that to overcome this difficulty, students use a variety of strategies, including cognitive strategies such as re-listening and note-taking, metacognitive strategies such as making listening plan, memory-related strategies such as association and placing new

words in meaningful context, compensatory strategies by guessing the meaning of word based on the context, affective strategies such as positive self-talk and deep breathing, as well as social strategies by interacting with native speakers or asking others for help. These strategies help students improve their listening comprehension extensively, especially in the face of difficulties such as unfamiliarity with new words, diverse accents, and boredom during the extensive listening process.

## **5.2 Recommendation**

Based on the findings of this study, some recommendations can be given to various related parties to support the improvement of extensive listening skills:

1. For teachers, they are advised to provide varied listening materials. In addition, teachers can help students by teaching effective listening strategies.
2. For students, they are recommended to actively use various strategies that they have found effective. In addition, students can try practicing with materials that have varied topics and accents to get more accustomed.
3. For learning Material Developers, they are suggested to provide content with clear explanations, use of diverse language (formal and informal), and also pay attention to audio quality.
4. For future researchers, it is recommended to conduct further research with a broader and more diverse topic, both in terms of student levels and types of media used for listening.

## REFERENCES

- Bingol, M. A., Mart, C. T., Celik, B., & Yildiz, N. (2014). Listening comprehension difficulties encountered by students in second language learning class. *Journal of Educational and Instructional Studies in the World*, 4(4), 25–30.
- Bloomfield, A., Wayland, S. C., Rhoades, E., Blodgett, A., Linck, J., & Ross, S. (2010). What makes listening difficult? *University Of Maryland*, April, 92.
- Bolliger, D. U., Supanakorn, S., & Boggs, C. (2010). Impact of podcasting on student motivation in the online learning environment. *Computers and Education*, 55(2), 714–722. <https://doi.org/10.1016/j.compedu.2010.03.004>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology; In qualitative research in psychology. *Uwe Bristol*, 3(2), 77–101.
- Brown, H. D. (2003). *Language Assesment Principles and Classroom Practice*. Pearson Longman, 324.
- Cahyanti, E. (2023). The Use of Podcasts on EFL Students' Listening Comprehension, *Thesis Submitted in Partial Fulfilment of the Requirement for Gaining the Bachelor Degree in English Language Education*.
- Camelia, R. D. A., Aditya, M. Y., & Ridwan, A. (2021). Podcasts: Improving Students' Extensive Listening Skills. *English Teaching Journal : A Journal of English Literature, Language and Education*, 9(1), 54. <https://doi.org/10.25273/etj.v9i1.8817>
- Chen, H. (2011). Brief Analysis of Strategies to Improve English Listening Comprehension Competence among Non-English Undergraduate Students. *Asian Social Science*, 7(12), 68-71.
- Creswell. (2009). *research design qualitative, quantitave,and mixed methods approach* (third edit).
- Day, Richard and Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading1. *Reading in a Foreign Language*, 14(2), 136–141.
- Farinaz Shirani Bidabadi & Hamidah Yamat (2014) Strategies employed by Iranian EFL freshman university students in extensive listening: a qualitative research, *International Journal of Qualitative Studies in Education*, 27:1, 23-41, DOI: 10.1080/09518398.2012.737042
- Goh, C. C. M. (1999). learning to listen. *National Institute of Education*, 44–53.

- Goh, C. C. M. (2002). Exploring listening comprehension tactics and their interaction patterns. *System*, 30(2), 185–206. [https://doi.org/10.1016/S0346-251X\(02\)00004-0](https://doi.org/10.1016/S0346-251X(02)00004-0)
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113–155.
- Hitosugi and Richard R Day. (2004). Extensive reading in Japanese. *Reading in a Foreign Language*, 16, 18.
- Huynh, L., & Huy, T. (2015). an Investigation Into Listening Strategies of Efl Students Within the High School Setting. *Asian Journal of Educational Research*, 3(4), 21–34.
- Juan, Wu, X., & Abidin, Mohamad, J. (2013). *Linguistic and Translation*. 57, 14009–14022.
- Kavaliauskienė, G., & Anusienė, L. (2009). English for Specific Purposes: Podcasts for Listening Skills. *Santalka*, 17(2), 28–37. <https://doi.org/10.3846/1822-430x.2009.17.2.28-37>
- Listiyanti, E. P., & Listyani. (2023). Students' Challenges and Strategies in Extensive Listening Class. *Asian Journal of Education and Social Studies*, 45(2), 12–25. <https://doi.org/10.9734/ajess/2023/v45i2978>
- Liu, M. (2016). Interrelations Between Foreign Language Listening Anxiety and Strategy Use and Their Predicting Effects on Test Performance of High- and Low-Proficient Chinese University EFL Learners. *Asia-Pacific Education Researcher*, 25(4), 647–655. <https://doi.org/10.1007/s40299-016-0294-1>
- M.S.G. Hamzah, Katrin Shamshiri, N. N. (2009). effects of socio-affective strategy training on listening comprehension. *European Journal of Social Sciences*, 11(4), 690–697. <https://doi.org/10.5539/ejss.v11n4.100>
- O'Malley, J. M., Chamot, A. U., & Küpper, L. (1989). Listening comprehension strategies in native and second language. *Applied Linguistics*, 10(4), 418–437.
- ÖCAL, S. (2021). *An Analysis on Students' Listening Comprehension Problems at the Third Semester English Language Education of Islamic University of Riau A*. 3 (2), 6.

- Oxford, R. L. (1990). *language learning strategies what every teacher should know*.
- Oxford, R. L. (2003). Language Learning Styles and Strategies : an Overview. *Learning*, 1–25.
- Park, G.-P. (2010). Investigation into Learning Strategies Used by Effective and Less Effective EFL Learners in Korea. *Asian Social Science*, 6(8), 3–13. <https://doi.org/10.5539/ass.v6n8p3>
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5 Pt 2), 1189–1208.
- Pratiwi, D. T. (2022). *Students' difficulties in listening to conversation through podcast media*. 1–31.
- Ramli, A. mardila, & Kurniawan, E. hari. (2018). *The Use of Podcast to Improve Students' Listening and Speaking Skills for EFL Learners*. 145(Iconelt 2017), 189–194. <https://doi.org/10.2991/iconelt-17.2018.42>
- Renandya, W. (2012). The tape is too fast. *Modern English Teacher*, 21(3), 5–9.
- Rosa, R. N. (2012). The influence of phonetics and phonology knowledge on the students' listening ability: A psycholinguistics approach. Proceedings of the International Seminar on Languages and Art (ISLA), Padang, October 21st – 22nd 2012, pp. 1-8.
- Top, T., Top, T., Stanley, G., Stanley, G., British, T., British, T., Barcelona, C., Barcelona, C., Richardson, W., & Richardson, W. (2006). Podcasting: Audio on the Internet Comes of Age. *Notes*, 9(4), 1–7.
- Vogely, A.J. (1998) Listening comprehension anxiety: Students' reported sources and solutions. *Foreign Language Annals* 31 (1), 67–80.
- Waring. (2008). Extensive Reading in Japan. *Teaching, The Journal of the Extensive Reading SIG of the Japan Association for Language*, 11.1(July), 1–28.
- Widodo, M. R., & Gunawan, A. (2019). Investigating The Effect of Using Podcast. *LINGUA Jurnal Pendidikan Bahasa Fakultas Keguruan Dan Ilmu Pendidikan / Universitas Islam As-Syafi'iyah*, 15(12), 35–42. <https://uia.e-journal.id/Lingua/article/view/358>
- Wilson, J. (2008). *how to teach listening*.



Windamayanti, Atmowardoyo, H., & Munir. (2022). An Analysis of Students' Difficulties in Listening Comprehension at Senior High School. *Journal of Excellence in English Language Education*, 1(4), 380–390.

Yagang, F. (1994). Listening problems and solutions. *Suparyanto Dan Rosad*, 43(8), 248–253.

Yin, R. (2003). *Robert\_K-\_Yin\_Case\_Study\_Research\_Design\_and\_Mebookfi-Org.Pdf*.



**CURRICULUM VITAE**

Name : Ikfi Mafaza

Student Number : 2520058

Place and Date of Birth : Pekalongan, October 14<sup>th</sup>, 2003

Gender : Female

Address : Pegaden Tengah, Kec. Wonopringgo  
Kab. Pekalongan

Educational Background : - SD Negeri 01 Pegaden Tengah (2014)  
- MTS Syarif Hidayatullah Jetak Kidul (2017)  
- MA YMI Wonopringgo (2020)

