LISTENING BARRIERS TO ENGLISH FOR SPESIFIC PURPOSE LEARNING: EVIDENCE FROM INDONESIAN COLLEGE STUDENTS

SKRIPSI

Submitted in Partial Fulfillment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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BERITA ACARA

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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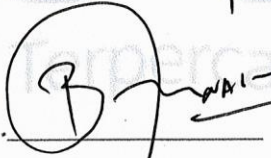Ketua   Sekretaris

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

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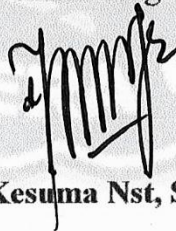Nama   : Mutia Maizura Attoriq
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
3 Juli 2023	Revise the background of the research	
	Revise the conceptual framework	
	Need deep analysis in chapter IV	
20 Juli 2023	- check grammar	
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	the background of the research	
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	analyze from all respondence	
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12 Agst 2023	Revision complete	

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PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama	:	Mutia Maizura Attoriq
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Judul Skripsi	:	Listening Barriers to English for Specific Purpose Learning: Evidence from Indonesian College Students.

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul *"Listening Barriers to English for Specific Purpose Learning: Evidence from Indonesian College Students."* adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan,   Agustus 2023
Hormat saya
Yang membuat pernyataan,

Mutia Maizura Attoriq

ABSTRACT

Mutia Maizura Attoriq. 1802050028 "Listening Barriers to English for Specific Purposes Learning: Evidence from Indonesian College Students". Skripsi: English Education of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2023.

The research deals with students' listening barriers at University of Muhammadiyah Sumatera Utara. The objective of this research is to know the students' listening barriers. The population of this research was 24 students. Questionnaire primary data technique was applied to get the data in this study were obtained from the answers of respondents who had filled out a questionnaire about the barriers listening in Indonesia college. Design of research used of this study was qualitative design. In this study the reseacher collected the data by using questionnaire that consist of ten questions. In analyzing the data, the writer used some steps that were given questionnaire related to students' answer about listening barriers and listening strategies, processing the data become simple description that focus on the listening barriers and listening strategies then concluding the result of questionnaire. Research result such as cultural differences, accent, unfamiliar vocabulary, and length and speed of the listening. In other hand, quality of recorded materials in University Muhammadiyah of Sumatera Utara already good to achieve a successfulness in their English for Spesific Purpose. Qualities of the materials are one of the most essential elements in the process of teaching and learning.

The listening strategies used by the students were cognitive, comprehention-oriented, metacognitive, and socio-affective strategy. In cognitive strategy they use writing note as the strategy to overcome listening difficulties, in comprehention-oriented strategy they tend to use situational context and make guesses, in metacognitive strategy they use to be focus to immediately translate the word, and in the social strategy they used to ask exchange with friends in order to overcome listening difficulties. Also, the students use memory strategies to overcome listening barriers.

Keywords: Listening barriers, Listening, Students.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh

In the name of Allah the most Almighty and the most Merciful, praise to Allah the Lord of Universe. First of all, the researcher would like to thank to Allah the Almightiest who had given her chance to finish her study. Secondly, may bless and peace be upon to our beloved prophet Muhammad, the last prophet who has bought us from the darkness into the light. Thirdly, the researcher would like to express her grateful feeling especially for her beloved parents Alm. Mufti Sirait and Saraswati Nasution and beloved grandfather H. Ali Hanafiah Nasution that had given their prayer, love, support, material and motivation during her education process.

The title of this study was "Listening Barriers to English for Specific Purposes Learning: Evidence from Indonesian College Students" with purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this study, there were many problems and obstacles certainly, and it was impossible for the researcher for finishing this study without help from many people around her. Then, the researcher would like to express her gratitude for:

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Medan,   August 2023

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

In today's technological environment, English is often regarded as a channel for academic and scientific communication. ESP courses are offered by many educational institutions to satisfy students' future professional needs global pattern. This is in keeping with the goverment's education plan, which place a strong emphasis on teaching English at the tertiary level to help students become more proficient in using the language for academic and professional purpose. Suggest to (Dr. Kusni, 2013) the goal of ESP class to prepare students with a specific degree of English competence for situations in which the language will be used, notably in the workplace. As a result of the goals of learning the course's transdisciplinary English topic, students are encouraged to focus their English studies in particular fields. ESP is a branch of English language study whose practical application differs significantly from that of mainstream English. Actually, ESP is not an English teaching technique or materials, but rather a teaching and learning design tailored to students in specific fields of study or job, and carried out to fulfill the goals of that profession (Ibrahim, 2010). Theoretically, according to (Wozniak, 2010), ESP is a method of teaching language that is especially created to assist students in achieving their goals in a given subject.

In Indonesia, from kindergarden to university, English is the first foreign language taught in both public and privat institutions. Learning English, in reality, has the potential to cause problems for students. The reasons behind this are that teacher very infrequently empoy English as the instuctional language during the teaching and learning process. Students are encouraged to follow the textbook method, then finish the written test without the teacher providing any feedback or discussion. As a result, the pupils' English skills are inadequate for the ESP course. It was discovered at Poedjiastutie studies, first-semester students were surprised when ESP was introduced (Poedjiastutie, 2017). The linguistic proficiency of the students has an impact on ESP instruction. The difficulty for ESP Instructors is to increase their professionalism in ESP teaching and improve the quality of ESP teaching in a large class where the students had a diversity of competence level as barriers for ESP teachers in a teaching-learning process. It's unusual to discover a class with a completely homogeneous set of students. In other words, learners differ in terms of work experience, language proficiency, cognitive capacities, and so on. The teacher discovered the students' mixed ability in the classroom level had appeared the impact of ESP administration (Poedjiastutie, 2017)

What distinguishes ESP from other languages is its specification, which differs significantly from standart English in that it contains several characteristics information provided. In general, that limit the scope of the pupils learn all linguistic characteristics at a similar level in general English. Students in ESP, on the other hand, learn only what they require. The linguistics, materials, method, and learning design presented in ESP classes are all tailored to meet the needs of

the pupils (Zohrabi, 2010). As a result the need of using English in the context of the desired circumstance is emphasized.

Listening is a complex interactive process of which the learners interpret what they know and what they listening and then apply linguistic knowledge in the understanding of the message. From a schematic point of view, it involves the connection between the information and the experience they are currently acquiring. The role of listening skills is to make a connection with the learning process. (Brown H. D., 2004) Argue that pointed out that listening is an important ability for learning. As a result, students should not underestimate it, particularlyin an academic setting where they are needed to develop their language acquisition competency through extensive listening practice. (MA, 2014) Argue that many students find listening to be a challenging ability to acquire. Pointed out the various challenges that students experience when it comes to the Listening Process. First and foremost, the recorded materials must be of high quality. It may make it difficult for kids to understand the audio. Second, cultural differences can have a big impact on students' comprehension. It will be more difficult for learners to absorb the information if listening requires wholly new cultural elements. The dialect is the third factor to consider. Foreign languages, both native and non-native, can be difficult to understand. The fourth point to consider is the unfamiliar vocabulary. It provides listeners the length of time because they have time to examine the vocabulary they are hearing. Finally, because listeners have no influence over how speakers communicate, the speed of speech and the discourse of speakers becomes a serious concern for them.

Listening is vital not only in everyday life but also in the classroom. According to (Rost M. , 1994) the relevance of listening in the language classroom is as follows: First and foremost, listening is essential in the language classroom because it provides the student with input. Any learning cannot begin until the input is understood at the appropriate level. Second, spoken language allows the learner to interact with others. Because understanding requires interaction between students. It is critical to have access to native speakers of the language. Furthermore, learners' inability to comprehend the language they hear is a motivator, not a deterrent, to connection and learning. Third, learning authentic spoken language is difficult because it requires the learner to understand language as it is spoken by native speakers. Fourth, listening activities give teachers a way to direct students ' attention to new language forms (vocabulary, grammar, and interaction patterns). (p. 141-142).

Listening in comparison to hearing is a more serious concern. Learning is an instinctual process that occurs without the listener's conscious effort, whereas listening is a conscious effort. "Hearing is a physiological fact; listening is a psychological act," (Barthes, 1985) argues. Receiving, understanding, remembering, assessing, and answering are the five processes of listening. It is widely assumed that listening ability is a natural phenomena that may be acquired with little or no effort. Listening is a natural process, but it may be improved through hard work and practice. You must be a good listener if you want to be a successful communicator. It is suggested that the listener bears greater responsibility for the successful completion of communication than the

loudspeaker.

Listening is one skill which is difficult to understand by some students. According to (Hasan, 2000) and (Graham, 2003), say that listening is included as one of the most difficult language skills to learn. It is also supported by (L, 2007) arguing that one of the reasons is because students do not know how to learn listening effectively. Students may face the difficulties of the listening and the teacher need to emphasize the listening in the learning process. Furthermore, the problem also arises when the listening comprehension does not get attention from the teacher. Some of the teacher and the institution tend to neglect listening comprehension and pay more attention to structure, writing, reading and vocabulary. As a result, the students tackle many problems on their listening comprehension.

In the teaching of second languages, the ability to listen is crucial (Nunan, 2001). Speaking implies listening, therefore this part of the process will involve information transmissions. But that does not imply that listening is simple to learn. The most crucial thing to remember is that listening is, in fact, a process that necessitates effort. Dealing with those issues, (Ulum, 2015) stated that listening is the weakest skill of English as foreign language (EFL) students who encounter different kinds of listening challenges. EFL listening skill is regarded as a problematic language skill especially in a foreign language context where real practice chances are narrow (Nowrouzi, 2014). As a result, listening comprehension has been regarded as one of the most challenging skills for most students to learn (Chen A. , 2013).

Listening is a skill that many students feel difficult to master, (Azmi, 2014) pointed out the several difficulties that students face in the Listening Process. First, the quality of the recorded materials is essential. It can affect students in comprehending the audio. Second, cultural differences can give a significant effect on the students understanding If listening requires entirely different cultural materials, then it will be more difficult for the learners to comprehend the message. The third is the dialect. Foreign languages, both native and non- native, can cause a significant listening issue. The fourth is the unfamiliar vocabulary. It gives the time length for listeners because they have a while to consider the vocabulary that they listen to. Lastly, the speed of speech and speakers' conversation becomes a significant problem for listeners because they cannot control how speakers speak.

The first study conducted by (Shi, 2004) found that 43.2% of the students thought that the most difficult lessons is listening comprehension and some of the students even have difficulty in listening to the teacher who gave lessons in learning English. According to the finding, that students are still difficulties in listening comprehension and it became one of the considerations obstacles in learning English. Additionaly, that students are still lacking of learning English and their controls in the listening skill are still very limited. Further study, according to (Namaziandost, 2020), there is a considerable connection between listening problems and strategy. The result that it is paramount for teachers of a second language to be aware of the various listening problems that are among listeners so as to enable them to use the proper strategies.

In this paper, the research focused on the listening barriers and listening strategies from Indonesian college students that are represented by English Department students at University Muhammadiyah of Sumatera Utara. Hence, this research is to identify the students' listening barriers when listening. This research is intended to increase students' consciousness of these barriers areas in listening so that becomes suitable and effective actions. Therefore, those students' are able to use several strategies in terms of listening.

B.   The Identification of the Problem

The identification of the problem based on the explanation above is on the following:

1. Students consider listening to be a challenging skill to acquire. As a result, not a few students underestimate it.

2. There are many barriers in listening that make it difficult for students to master listening skill.

C.   Scope and Limitation

This research focuses on the scope of ESP courses are carried out to determine listening barriers for academic at the college level. Researcher limits this research to only focusing on students from University Muhammadiyah of Sumatera Utara, Indonesia.

D.   The Formulation of the Problem

Based on the description of the background of the study above, the research questions formulated as follows:

1. What are the barriers that cause students' English skill to be inadequare for ESP courses?

2. What strategies are used to avoid the barriers of listening in the classroom?

E.   The Objective of the Research

Based on the research questions of the study above, this study aims:

1. To find out the barriers that cause students' English listening ability in the classroom.

2. To analyze what strategies are used to avoid students' listening barriers.

F.   Significance of the Study

The study hopefully would be beneficial for all parties in the same field both theoretically and practically.

1. Theoretically, helpful in expanding knowledge and adding insight about what are barriers in listening.

2. Practically, the findings of this study can assist students to alter students' perceptions of listening as an elusive talent is another goal. Finally, college-level English instruction can encourage or inspire students to develop their listening abilities for academic.

CHAPTER II

REVIEW OF LITERATURE

A. **Theoretical Framework**

1. **The Process of Listening**

Listening is defined as the psychomotor process of receiving sound waves through the ear and passing nerve impulses to the brain, in addition to the act of comprehending audible symbols (Brown H. , 2001). It indicates that the hearer receives sound waves through the ear when the speaker creates sound as an input. Then, the brain interprets the input so that the hearer can create the input's meaning. The six stages of listening, according to (Nunan, 2001), are hearing, attending, understanding, remembering, evaluating, and responding.

1. Hearing is a sense of sound. You must listen in order to hear; you do not need to pay attention in order to hear.

2. Paying Attention it describes a choice that our brain concentrates on. Only a small number of stimuli are allowed to enter focus by the brain during screening.

3. Understanding which entail comprehending symbols we have seen and heard as well as deciphering the meaning of what we have heard and read.

4. Remembering It indicates that a person has added the message to their mental storage bank in addition to receiving and understanding it, which ensures that the knowledge will be retained in our minds.

5. Evaluating the communication that has been heard is assessed by the listener. Active listeners evaluate the evidence at this point, separate fact from opinion, and decide whether a message contains bias or prejudice.

6. Responding a stage where the speaker assesses whether the message has been accurately understood and provides positive feedback.

2.   The Importance of Listening in Language Learning

Communication in daily life is greatly influenced by listening. According to (Guo, 2006), it is the means by which people obtain a significant percentage of their education, information, understanding of the world and human affairs, and sense of their principles and values. No other sort of language input, as heard through listening, is equally simple to comprehend, according to (Peterson, 2001). Numerous aspects should be specifically taken into consideration when listening. For listeners to more easily understand what is being said by speakers, context, facial expressions, and body motions are crucial (Ziane, The Role of Listening Comprehension Improving EFL Learners' Speaking Skill, 2011).

Listening is essential since it is the main method through which we receive all stimuli, and learning cannot take place without having that talent (Rost M. , Introducing Listening, 1994) and (Ziane, 2011). According to (Lundsteen, 1979), listening is the most important ability to have. He went on to say that children should listen to sounds before speaking. Therefore, it is impossible to undervalue the importance of listening. Listening is crucial for learning any language because it enables us to pick up pronunciation, word stress, vocabulary, and syntax. It also

allows us to understand messages using only our voice tone, pitch, and accent. All of these things are only possible when we listen. (Croom, 1998) Additionally, communication is impossible without listening skills.

Given how important it is for people to maintain affective communication, listening is critical in both everyday situations and academic settings. Because listening involves so many interconnected sub-skills, including receiving, interpreting, remembering, assessing, and responding, it is perceived by learners as being substantially more difficult than other language skills. The teaching and learning of listening began to get more attention with the introduction of communicative language teaching and the emphasis on competency. However, listening has to be given more focus in a language learning environment as it is still not fully integrated into the curriculum (Renukadevi, 2014).

According to (Rost M. , Introduction Listening, 1994), listening is crucial in language instruction. First, because it gives the learner input, listening is important in language classes. No learning can start unless the input is understood at the proper level. Second, for the student, spoken language offers a medium of interaction. Because comprehension requires interaction between students. It's imperative to have access to language speakers. Additionally, rather than being a barrier to connection and learning, learners' inability to understand the language they hear is an impetus. Third, understanding language as native speakers actually use it creates a barrier for the learner of authentic spoken language. Four, Teachers can use listening activities to help students notice new language features, such as vocabulary, syntax, and interaction patterns.

3.   Barriers to Listening Process in the Classroom

Listening is one of the most challenging skills for language learners, according to studies in the field of second and foreign language learning (Goh C. C., 2000). Learners of English as a foreign language struggle greatly with listening comprehension due to the overemphasis on grammar, reading, and vocabulary (Gilakjani, 2011). According to (Ur, 2007), some aspects of listening comprehension are simpler for pupils to understand than others. Accordingly, some of the major challenges that students face while listening are "hearing sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and aural environmental clues " (Ur, 2007). According to (Underwood, 1989), the most frequent challenges students face while listening are speed of delivery, inability to have words repeated, limited vocabulary, failure to notice cues like transitions, lack of contextual knowledge, ability to focus, and habits like trying to comprehend every word.

(Al-Tiyabi, 2014) outline some common issues that learners face as well as factors that prevent them from developing their listening comprehension skills, such as hasty speaking, unfamiliar words, and strange pronunciation, adding that these issues are serious and must be resolved to improve learners' listening competency level. According to (Bennui, 2007), the students' prior knowledge of the second or foreign language, motivation and learning strategies, the teachers' methods of instruction, the classroom setting, and the facilities all play a significant role in how they perceive the causes of their poor listening

comprehension performance.

(Azmi, 2014) assert that there are numerous challenges that students may face when trying to understand what they are listening, and the goal is to be aware of these challenges and work to overcome them. Here are a few of these issues:

a. Quality of Recorded Materials

Some teachers use low-quality recorded materials in some of their classes. The clarity of the audio system can affect how well students can understand what they are hearing.

b. Cultural Differences

Language learners should be aware of the cultural aspects of language that greatly influence their comprehension. The learners may experience serious understanding issues if the listening activity uses content from a completely different cultural background. Teachers are in charge of providing background information about the listening exercises beforehand.

c. Accent

Too much accented speech, according to (Munro, 1999), can significantly reduce understanding. (Goh C. , 1999) Found that 66% of students rated a speaker's accent as one of the most important elements influencing listener comprehension. Both native and non-native accents that are unfamiliar can seriously hinder learners' listening comprehension, although being familiar with an accent can aid.

d. Unfamiliar Vocabulary

It will be quite simple for students to understand words in hearing

readings that they are familiar with. Knowing the meaning of words can help students become more engaged and motivated, which can improve their capacity for listening comprehension. Many words have several meanings, and if they are not used correctly in their intended settings, students may become perplexed.

e. Length and Speed of Listening

When students listen to lengthy passages and retain all of the information, their grade level might have a big effect. Lower level pupils find it extremely challenging to complete listening exercises that last more than three minutes. Lessening learners' fatigue and facilitating easier listening comprehension are two benefits of short listening passages.

According to (Underwood, 1989), there are seven reasons why listening comprehension is difficult. First, the delivery speed is beyond the control of the listener. Second, it's not always possible to repeat words for listeners. Third, listeners' vocabulary is constrained. The speaker might use words that the audience is unfamiliar with. Occasionally, a term that is unfamiliar to the listener may compel them to pause and consider its meaning, missing the remainder of the speech in the process. Fourth, listeners could be unable to discern the signs that a speaker is changing topics, providing an example, or restating a point. Fifth, listeners might not be familiar with the context. Communication is facilitated by the sharing of shared information and subject matter. Even if listeners can understand the text's surface meaning, they may struggle to appreciate the passage's full meaning unless they are familiar with the context. Nonverbal cues

can also be easily misread by listeners from different cultures, including facial expressions, nods, gestures, and tone of voice. Sixth, listening to someone speak a foreign language can make it harder for listeners to focus. In the seventh grade, pupils may have developed specific learning habits, such the need to comprehend every word.

4.   Listening Strategies in the Classroom

Learning strategies provide students with all the energy they need to receive, comprehend, and apply information they are exposed to during class or during independent study, according to (Tay, 2013). veer off to the side Learning strategies are defined as any worthwhile activities students engage in to process information in their cognitive and emotional systems (Kafadar, 2013). By definition, comprehend, and educate the plan involves a lot of different things. The learning strategies that this research emphasizes fall into two categories: (Gagne, 1988) Cognition and Emotion. There are various classifications of activities. Individuals' learning methods and strategies are strongly tied to one other throughout the educational process. Learning styles and learning strategies are strongly related, according to (Riding, 1998), because traditional learning styles based on learning can explain individual variances in learning process models. Although learning and changing techniques are both conceivable, learning procedures are constant and do not alter human beings.

1.   Metacognitive strategies

According to (Rubin, 1987), students adopt a management strategy known

as metacognitive control, which is exercised through planning, monitoring, evaluating, and adjustment. The metacognitive method consists of three steps, namely:

a. Planning: the process of being aware of what must be done to complete the work, creating a plan or suitable action to deal with challenges that may arise, and completing the task.

b. Monitoring: the procedure for assessing, confirming, or improving one's comprehension or performance during a listening task.

c. Evaluating: assessment of someone's understanding based on its inherent completeness and accuracy.

2. Cognitive strategies

Cognitive strategies are ways for listeners to control the content they are listening through comprehending language input. Resources (using the proper resources), grouping, recording, elaborating previous knowledge, summarizing, deduction or induction, imaging, auditory representations, and making conclusions. The three components of cognitive strategy are as follows:

a. Interferencing: Using information from text or conversational contexts connected to listening activities, guess the meaning of associated foreign language items to fill in blanks or forecast outcomes.

b. Elaboration: combining information from the text or conversation with information from the outside world to fill in the gaps and make predictions.

c. Summarization: Using information from texts or chats to draw

conclusions.

d. Translation: without affecting the substance, translate text from one language to another.

e. Transfer: the facilitation of listening in another language using knowledge of one language, such as cognates.

3. Socio-affective strategies

According to (Vandergrift, 2003), social emotional tactics are methods that listeners employ to work with others and confirm understanding or to lessen worry. The socio-affective method incorporates self-talk, cooperation, and clarifying inquiries. According to more recent research by (Goh C. , 1999) is a method that listeners employ to establish connections, lessen tension, and confirm knowledge. This tactic entails cooperation, self-talk, and clarifying inquiries. The authors of (Goh C. C., 2000) employ various strategy category designations, including problem solving, planning, and evaluation, mental translation, personal knowledge, and focused attention.

a. Questioning for clarification: requesting justification and confirmation. Rephrasing, giving examples of the language or activity, or asking oneself questions.

b. Cooperation: Collaborate with others as interlocutors to solve problems, obtain information, model language exercises, review assignments, or receive feedback on spoken or writing performance.

- Lowering anxiety: the application of mental strategies to lower anxiety in order to increase one's confidence in one's ability to complete tasks.

- Self-encouragement: Personal motivation can be achieved by speaking well of oneself or by rewarding oneself while listening or after completion.

- Taking emotional temperature: recognizing and connecting with one's emotions while listening, in order to minimize negative ones and maximize pleasant ones.

4. Comprehension-oriented strategies

Understanding-oriented listening techniques are described by (Lundahl, 2012). One such technique is the ability to infer an individual's mood from their tone of voice or other cues. The situation of the learner is just one of several variables that could affect this method. The following are some examples of connected factors: interest, motivation, gender, and age. Additionally, there are context-related elements to consider, such as how to teach students about social, linguistic, and cognitive concepts. These needs can also be satisfied by teacher help.

Moreover, among these comprehension-oriented listening strategies, (Cohen, 2010) splits these strategies into three groups:

a. Prior to listening the language: Choosing to pay close attention to certain linguistic details, such as the speaker's pronunciation of particular sounds.

b. When listening in the language: Pay attention to how words and sentences are stressed to determine what the native speakers are emphasizing. Practice skimming through listening by focusing on certain

sections while ignoring others.

c. If some or most of what someone says in the language is not understood: Using the information presented so far to make educated assumptions and deductions about the subject. Observing the speaker's gestures and overall body language for hints as to what they are saying.

5. Memory Strategies

According to (Indrianty, 2017), memory is a component of the direct learning approach, with the retrieval and storage of new knowledge serving as its two main purposes. Additionally, (Tham, 2019) that memory techniques considerably aid in the restoration and retrieval of previously heard information, which contributes to listeners' strong listening comprehension abilities. In order to help learners connect one idea or thing with another, memory methods were developed to store new information in memory and retrieve it when needed. Words and phrases might be connected to retrievable and storable visual pictures for communication. Some students find it simple to link words and sentences with sound, touch, or motion in addition to using visual representations (Samida, 2012). According to (Oxford, 1990), memory techniques can be divided into four groups: building mental associations, using visuals and sounds, using action, and reviewing thoroughly. Associating and semantic mapping are two distinct procedures used in the process of generating mental links. Associating allows students to make connections between what they already know and what they hear, as well as to remember words through grouping. While this was going on, semantic mapping was being utilized to aid students in recalling where the words

were when they were listening.

B.   Previous Related Studies

Several studies have been conducted previously related to this research. The first study was conducted by (Kaharuddin, 2014), title "The Problems of Indonesian College EFL Learners in Listening Comprehension". This study examines the most potential problems in listening to English discourse faced by Indonesian learners who study English as a foreign language at the university level. The researcher founds out the possible problems experienced in listening and their causes, namely problems related to information processing (English speakers' speed problems), native speakers' language content (problems due to English speakers' pronunciation that is difficult to understand, use of everyday language, and the use of simplified forms of language), English language skills (problems with limited vocabulary and grammar), study habits (problems due to inconsistency in listening learning habits), listening disorders (difficulty concentrating problems) and misinterpretation problems (problems due to students' inability to convert messages correctly while listening).

(Edi Trisno, 2018) Conducted research in a similar field. It was entitled "Students' Problem in Listening Comprehension at University Level". This study aims to identify problems faced by students in listening skill at the English Department at the university level. The data of this study ware obtained from students of the English Department. Data collection is done through listening tests to get information about problems faced by students. In addition, observation on

the learning process and evaluation of the teaching materials used were also carried out. Based on the findings this research provides knowledge about there are six sub-listening skills that are often become the problems faced by students. This research also gathered five sources of the listening problems.

(Jennifer, 1998), entitle "Active Learning in the College Classroom". The author reports that of active-learning techniques aimed at fostering student learning in the context of a lecture course. The activities they discuss range from listening practices, which require students to absorb what they hear, to short writing exercises, in which students react to lecture material, to complex group exercises, in which students apply course material to "real life" situations and new problems. In addition to their review of active-learning techniques, the authors discuss some of the potential barriers to implementing active learning and suggest solutions. Finally, they add their own insights about how these techniques have worked-and not worked in their classes.

Another study was also conducted by (Dede Purwanto, 2021), entitle "Listening Comprehension Study: Difficulties and Strategies Used by College Students". This study investigates the listening barriers as well as listening strategies used by intermediate and upper intermediate college students. The purpose of this study are determining the listening barriers faced by those intermediate and intermediate students and presenting the listening strategies used by those intermediate and upper intermediate students in order to overcome its barriers. The result has classified the listening barriers faced by intermediate, they are: accents, lack of concentration, speed, lack of vocabularies, and unclear

speakers' statement. Meanwhile, the upper intermediate's barriers are accents and lack of vocabularies. Moreover, in order to overcome the issues, those students used several strategies that mostly for both intermediate and upper intermediate levels use these strategies, such as: reading, focus, predicting, and find the keywords. The result undertakes to increase student consciousness of these difficult areas in listening that are suitable and effective actions. Therefore, those students will be able to adopt several strategies in terms of listening.

Furthermore, by (Bajelani, 2012), entitle "Barriers to English for Specific Purpose Learning among Iranian University Students". Published by an international publisher. The Study aims is to specify the main barriers and then find a solutions for barriers to listening. The results show that there are a number of factors which adversely affect students learning, including: students' low level of English language literacy in non-English courses, as a result, students incapability in understanding special English, types of exercises, teaching methodologies.

C.   Conceptual Framework

This study focuses on listening barriers and listening strategies from University Muhammadiyah Sumatera Utara. The questionnaire will identify it. Barriers is a thing that makes it difficult for people to understand something. So we can find out what are the causes of barriers to listening and listening strategies from questionnaire students in University Muhammadiyah Sumatera Utara.

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                          │ English Listening │
                          └──────────────────┘
                                   │
              ┌────────────────────┴────────────────────┐
              ▼                                          ▼
     ┌──────────────────┐                        ┌──────────────────┐
     │ Listening Barriers│                        │    Listening     │
     └──────────────────┘                        │    Strategies    │
                                                  └──────────────────┘
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English Listening

Listening Barriers

Listening Strategies

| Quality of Recorded Material | Cultural Differences | Accent | Unfamiliar Vocabulary | Length and Speech of Listening |

| Metacognitive | Cognitive | Socio-Affective | Comprehention Oriented |

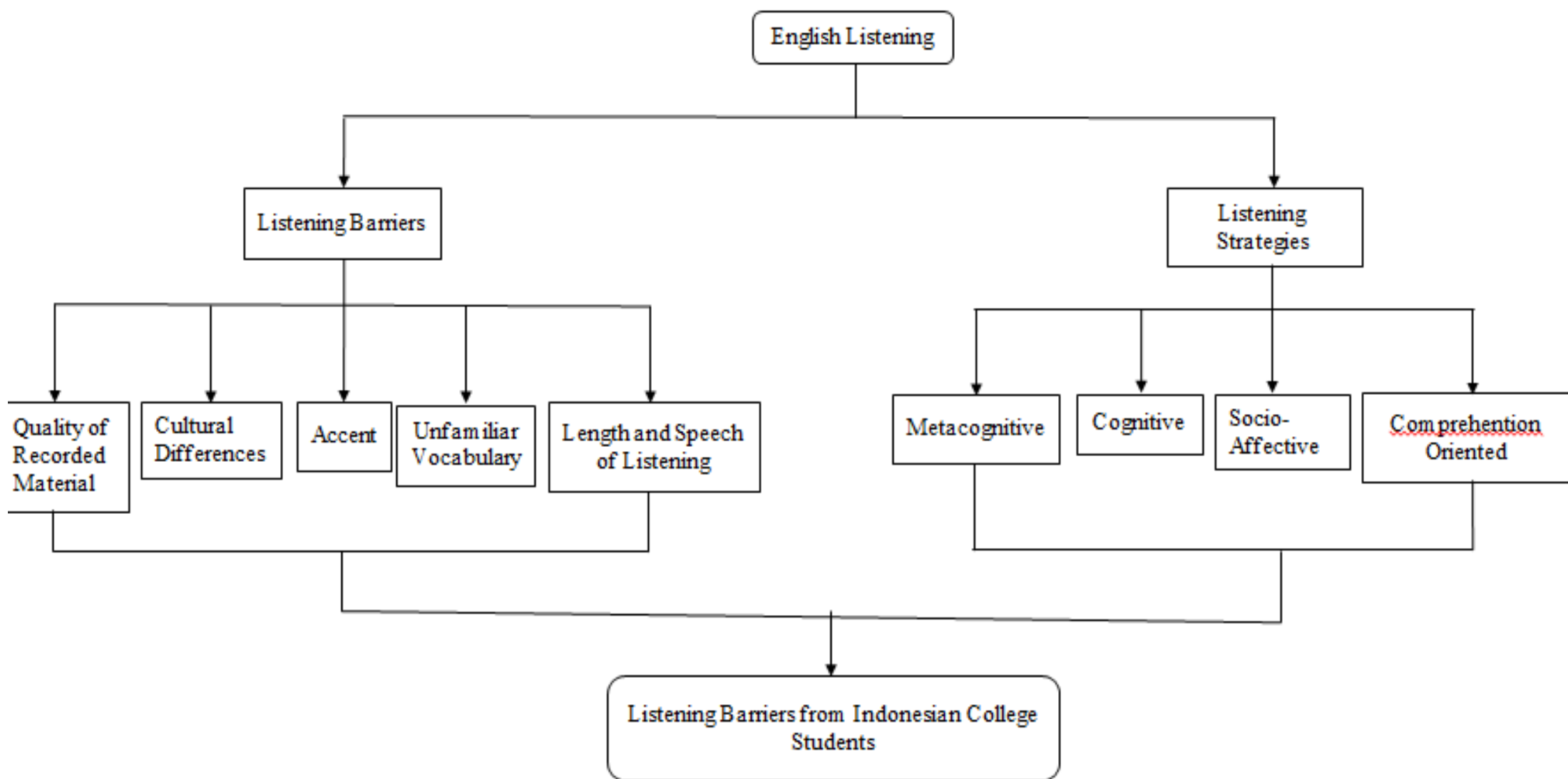Listening Barriers from Indonesian College Students

Figure 2.1. The Conceptual Framework

CHAPTER III
RESEARCH METHOD

A.   Research Designs

Research design is the researchers' strategy for finding out more about certain populations or phenomena in their setting (Ary, 2010). It implies that research design is a technique used by researchers to analyze and collect the data in order to address a particular research challenge.

The design which was used in this study was qualitative design in the form of a questionnaire method. According to (Ary, 2010), a qualitative design seeks out actual data rather than numerical data in order to comprehend events, processes, and a particular point of view from the viewpoint of those concerned. According to (Ary, 2010), questioner is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this research, the researcher uses questionnaire to collect the data, because by using questionnaire, the answer will be well organized. Through the questionnaire method, this study will analyze the barriers listening in Indonesian college.

B.   The Source of Data

The subjects to be taken in this study are English student at the University Muhammadiyah of Sumatera Utara, Indonesia. The number of participants consisted of one class in semester VIII-A Morning English Department totaling 24 participants. In this study, the research use is primary data. Primary data sources are data sources obtained by researchers directly from respondents. The

primary data in this study were obtained from the answers of respondents who had filled out a questionnaire about the barriers listening in Indonesia college students. According to (Sujarweni, 2014) primary data is data obtained from respondents through a questionnaire. This research uses the primary data technique. Because the researcher feels that respondents taken knows the most about the problem to be studied by the researcher. The use of the primary data in this study aims to find out what are the barriers to listening for students at the university level.

C.   The Technique of Collecting Data

In this study, the research used in collecting the data was a questionnaire. According to (Sugiyono, 2014), a questionnaire is a data collection technique by means of researchers providing a list of questions or written statements to be answered by respondents. In this study, the researcher distributed the questionnaires directly. The questionnaires had number of statements which were 10 items. Each item of the questionnaire has 4 alternative answers, which are symbolized by:

1. Strongly Disagree (SD)

2. Disagree (D)

3. Agree (A) and

4. Strongly Agree (SA). The use of the Likert scale has been updated, by eliminating neutral answers (middle answers).

The following procedures were be applied in data collection:

a. Preparing for the questionnaire by preparing notes, and organizing the statement that will help plan what you want to cover during the data collection.

b. Clearly and accurately explain to the respondents who you are, why you want to do the data collection, and what were happen to the information you collect from that person.

c. Distribute a questionnaire containing statement to respondents.

d. Make the short statement. Avoid complicated multi-part statement.

e. Collect all the results of the questionnaire from the respondents.

D.   The Technique of Data Analysis

The data were be analyzed using questionnaire. The questionnaire in this study is a data collection technique which is done by giving a set of written statements to the respondents for which they were answer. In this research, the writer uses questionnaire to get the deeper understanding about the participants through the questions and answers that are structured. By using it, the writer can also know more about what the listening barriers of the students.

(Huberman, 2014) Explained the data analysis technique in the following:

a. Data Reduction

    Firstly, the researcher collected data about the listening barriers and strategies in English students through questionnaire. The researcher then transcribed the data.

b. Data Display

This step involves providing a set of organized data that allows for the potential of drawing conclusions because the data collected during the qualitative research method typically takes the shape of a narrative, necessitating simplification without compromising its content. A conclusion is reached after the data has been displayed.

c. Conclusion Drawing

The drafting and verification of conclusions is the third step in the study of qualitative data. Following the collection of data and the creation of a preliminary conclusion, the drawing of conclusions begins. It can be said that the conclusion is analyszed continuously and verified the validity to get the perfect conclusion about the listening barriers and strategies from Indonesian college students at University Muhammadiyah of Sumatera Utara.

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

As stated at the chapter III in collecting the data, the researcher used the questionnaire, it was the questionnaire which consisted of 10 questions. The questionnaire conducted to know how students think about the listening barriers in Indonesian college. The reasons for the authors use a questionnaire in this study because they can get a picture in accordance with what happened through the answers of the respondents and have an advantage in its use.

(Arikunto, 2010), explains the advantages of using a questionnaire, namely:

a. Does not require the presence of researchers.

b. Can be shared simultaneously with many respondents.

c. Can be answered by respondents according to their respective speed, and according to the respondent's free time.

d. Can be made anonymous so that respondents are free to be honest and not shy about answering.

e. Can be made standardized so that all respondents can be asked the same questions.

There are various types of questionnaires that can be used in conducting a study. The questionnaire that will be used by the author in this study is a closed questionnaire. As mentioned by (Arikunto, 2010), the questionnaire is divided into several types, if viewed from the way to answer then there are:

a. Open questionnaire, which gives respondents the opportunity to answer in their own sentence.

b. Closed questionnaire, which has provided the answer so that respondents just have to choose.

As stated before, questionnaire is the number of written question should be answered or completed by respondent (Sujono, 2003) has four answer categories, they are:

1. Agree (A)

2. Strongly Agree (SA)

3. Strongly Disagree (SD), and

4. Disagree (D)

The use of the Likert scale has been updated, by eliminating neutral answers (middle answers). Intentional neutral answers are not provided for three reasons, they are:

a. Cause a tendency in the subject to choose a middle answer (neutral)

b. The middle answer has a double meaning, which is to choose according to and not appropriate in the same large scope, so that it cannot be ascertained according to or not according to the state of the subject.

With a Likert scale, the variables to be measured are listening barriers into indicator variables. Then the indicator is used as a starting point for arranging instrument items which can be statements or questions. Indicator variables used in obtaining of Listening Barriers there are several aspects, namely quality of recorded material, cultural differences, accent, unfamiliar vocabulary, and length

and speed of listening. This indicator variable is then used as a starting point for arranging instrument items in the form of statements. Below is the table of questionnaire used as the instrument of research.

Table 4.1 Questionnaire

No.	Statements	SD 1	D 2	A 3	SA 4
1.	I'm at a loss for words because of the recording's occasionally poor quality. (Saya kehilangan kata-kata karena kualitas rekaman yang terkadang buruk.)				
2.	Different cultural background makes me confused to understand the meaning in English. (Latar belakang budaya yang berbeda membuat saya bingung untuk memahami arti dalam bahasa Inggris.)				
3.	When listening to English, I often get confused on one or two words because of the accent that is unfamiliar. (Saat mendengarkan bahasa Inggris, saya sering bingung dengan satu atau dua kata karena logat yang tidak familiar.)				
4.	I'm confused when I listen to English because I don't know a lot of vocabulary. (Saya bingung ketika mendengarkan bahasa Inggris karena saya tidak tahu banyak kosa kata.)				

5.	The speed of the speaker makes me miss important information in English. (Kecepatan pembicara membuat saya ketinggalan informasi penting dalam bahasa Inggris.)				
6.	Before listening begins, I prepare a note to write the important things. (Sebelum mendengarkan dimulai, saya menyiapkan catatan untuk menulis hal-hal yang penting.)				
7.	When I'm Listening to English record, I use information from text or conversations to make inferences about the listening. (Saat saya mendengarkan rekaman bahasa Inggris, saya menggunakan informasi dari teks atau percakapan untuk membuat kesimpulan tentang mendengarkan.)				
8.	When I'm listening, I immediately translate the words that I listen. (Saat saya mendengarkan, saya langsung menerjemahkan kata-kata yang saya dengarkan.)				
9.	When I'm listening, If there's a word or two said by someone in a language I don't understand, I use the information I know so far to make assumptions about the subject. (Saat saya mendengarkan, jika ada satu atau dua kata yang diucapkan oleh seseorang dalam				

	bahasa yang tidak saya mengerti, saya menggunakan informasi yang saya ketahui sejauh ini untuk membuat asumsi tentang subjek tersebut.)				
10.	When I'm listening, I focus on certain section while ignoring others. (Saat saya sedang mendengarkan, saya fokus pada bagian tertentu dan mengabaikan yang lain.)				

B. The Data Analysis

This research deals with about listening barriers. The subject of this research is one class in semester VIII-A Morning English Department totalling 24 students' at University Muhammadiyah of Sumatera Utara. There were 10 questions used of this research to know the listening barriers and listening strategies for students'. Based on the data collected, researcher it can be analyzed the listening barriers through 10 questions.

Researcher devided the data display into two categories. First, the data were group into strongly agree and agree. And second the data are categories strongly disagree and disagree.

Table 4.2 Questionnaire was answered by students "Listening

Barries"

No.	Statements	SD 1	D 2	A 3	SA 4
1.	I'm at a loss for words because of the recording's occasionally poor quality. (Saya kehilangan kata-kata karena kualitas rekaman yang terkadang buruk.)		√		
2.	Different cultural background makes me confused to understand the meaning in English. (Latar belakang budaya yang berbeda membuat saya bingung untuk memahami arti dalam bahasa Inggris.)			√	
3.	When listening to English, I often get confused on one or two words because of the accent that is unfamiliar. (Saat mendengarkan bahasa Inggris, saya sering bingung dengan satu atau dua kata karena logat yang tidak familiar.)			√	
4.	I'm confused when I listen to English because I don't know a lot of vocabulary. (Saya bingung ketika mendengarkan bahasa Inggris karena saya tidak tahu banyak kosa kata.)			√	
5.	The speed of the speaker makes me miss important information in English. (Kecepatan pembicara membuat saya ketinggalan informasi penting dalam			√	

bahasa Inggris.)					

Based on table, it can be seen that the students' answer. Were Agree, Strongly Agree, Disagree, and Strongly Disagree in listening barriers from Indonesian college students'. For example:

Number 1 : Disagree

Number 2 : Agree

Number 3 : Agree

Number 4 : Agree

Number 5 : Agree

As in chapter II, according to (Azmi, 2014) about listening barriers, are a few of these issues:

a. Quality of Recorded Materials.

Statement Number 1: I'm at a loss for words because of the recording's occasionally poor quality. (Saya kehilangan kata-kata karena kualitas rekaman yang terkadang buruk.)

Item	Respondents' Answer	Total Respondents
	Strongly Disagree (SD)	1
	Disagree (D)	9
1.	Strongly Agree (SA)	-
	Agree (A)	14
	Total	**24**

Table 4.3 Quality of recorded materials

Table 4.3 indicates that among 24 students, there are 1 students chose strongly disagree, 9 students chose disagree, and 14 students chose strongly agree. According to (Hamouda, 2013), in his study of a group of first-year English major students at Qassim University, discovered that the majority of the students concurred that poor recording quality was the main obstacle Saudi EFL learners faced when it came to listening. In agreement with his research, the research findings from a study of students revealed that the main factor affecting their listening skills is imprecise sounds brought on by subpar equipment. Sometimes the discomfort of classes interferes with pupils' ability to listen (Chen A. , 2013).

The laboratory room is the ideal setting for students to engage in listening activities given the challenges. This data supports (Hamouda, 2013) claim that the lab environment, which is soundproof from outside noise, will somehow produce better results. Additionally, a good CD player or cassette recorder may produce better recordings than an outdated one. As a result, the teachers not only provide the students with quality material but also have access to the ideal listening environment (Goh C. , 1999). As a result, the students can listen effectively to the subject because it is in a suitable setting and will encourage their listening.

b. Cultural Differences.

Statement Number 2: Different cultural background makes me confused to understand the meaning in English. (Latar belakang budaya yang berbeda membuat saya bingung untuk memahami arti dalam bahasa Inggris.)

Item	Respondents' Answer	Total Respondents
1.	Strongly Disagree (SD)	1
	Disagree (D)	7
	Strongly Agree (SA)	1
	Agree (A)	15
	Total	**24**

Table 4.4 Cultural differencess

Table 4.4 indicates that among 24 students, there are 1 students chose strongly disagree, 7 students chose disagree, 15 students chose strongly agree and 1 students chose agree. According to (Hamouda, 2013) an essential factor that can affect pupils' listening comprehension is cultural differencess. Even if the students' have mastered the skill, a lack of prior information can make it harder for the students' to understand what is being said of speakers. The result of questionnaire show that from 24 participants there are 15 students answered agree. Students' who answered strongly agree are ignored of that. It demonstates how crucial cultural differencess is understanding the meaning of the listening.

c. Accent.

Statement Number 3: When listening to English, I often get confused on one or two words because of the accent that is unfamiliar. (Saat mendengarkan bahasa Inggris, saya sering bingung dengan satu atau dua kata karena logat yang tidak familiar.)

Item	Respondents' Answer	Total Respondents
	Strongly Disagree (SD)	1
	Disagree (D)	1
1.	Strongly Agree (SA)	2
	Agree (A)	20
	Total	**24**

Table 4.5 Accent

Table 4.5 indicates that among 24 students, there are 1 students chose strongly disagree, 1 students chose disagree, 20 students chose strongly agree and 2 students chose agree. According to (Munro, 1999) that too many genres of accent speech would result in a significant reduction in comprehension. The result of questionnaire show that from 24 participants there are 20 students answered agree. The amount of accented speech can significantly reduce understanding. Both native and non-native accents that are unfamiliar to students can seriously impair their ability to understand what is being said. Familiarity with an accent improves students' listening comprehension. This will undoubtedly disrupt the entire listening comprehension process, and at the same time, a strange accent prevents the students from understanding. In this case teachers has to familiarize the students both British and American accents.

d. Unfamiliar Vocabulary

Statement Number 4: I'm confused when I listen to English because I don't know a lot of vocabulary. (Saya bingung ketika mendengarkan bahasa Inggris karena saya tidak tahu banyak kosa kata.)

Item	Respondents' Answer	Total Respondents
1.	Strongly Disagree (SD)	-
	Disagree (D)	7
	Strongly Agree (SA)	3
	Agree (A)	14
	Total	**24**

Table 4.6 Unfamiliar Vocabulary

Table 4.6 indicates that among 24 students, there are 7 students chose disagree, 3 students chose strongly agree and 14 students chose agree. This category would seem to indicate that the listeners make up the majority of the internal components. In this study, the meaning of the sentences using English language was related to the unfamiliar vocabulary. Because of this, the majority of students believed that they needed to master a vast amount of vocabulary because meaning is contained within the unknown terms.

The fact that unfamiliar vocabulary can make it difficult for them to listen was acknowledged by the pupils. This result supports (Huang J., 2009) contention that learners find it simpler to comprehend listening passages containing familiar terms, even when the theme is unfamiliar to students. When presented with a new word, pupils prefer to research its meaning than deduce it from the context

(Hasan, 2000). Additionally, academic words that were used in TOEFL practice tests surfaced while listening.

e. Length and Speed of Listening.

Statement Number 5: The speed of the speaker makes me miss important information in English. (Kecepatan pembicara membuat saya ketinggalan informasi penting dalam bahasa Inggris.)

Item	Respondents' Answer	Total Respondents
1.	Strongly Disagree (SD)	1
	Disagree (D)	1
	Strongly Agree (SA)	4
	Agree (A)	18
	Total	**24**

Table 4.7 Length and speed of listening

Table 4.7 indicates that among 24 students, there are 1 students chose strongly disagree, 1 students chose disagree, 4 students chose strongly agree and 18 students chose agree. In brief, speech rate refers to how quickly a speaker delivers information while the listener is processing it. In those circumstances, the majority of students acknowledged that speaking quickly in lessons on academic listening had an impact on their ability to listen. (Hamouda, 2013) discovered that speaking quickly is yet additional factor that makes reading text harder.

A study by (Azmi, 2014) indicated that when speakers speak more quickly than usual, it can be difficult for listeners to understand the primary idea of the job**.** Speed can

make listening passage difficult, students may have significant difficulties understanding words in a second language if speakers speak too quickly. Due to students inability to control speaker speed in this scenario, students may experience serious hearing difficulties.

Table 4.8 Questionnaire was answered by students "Listening Strategies"

No.	Statements	SD	D	A	SA
		1	**2**	**3**	**4**
6.	Before listening begins, I prepare a note to write the important things. (Sebelum mendengarkan dimulai, saya menyiapkan catatan untuk menulis hal-hal yang penting.)			√	
7.	When I'm Listening to English record, I use information from text or conversations to make inferences about the listening. (Saat saya mendengarkan rekaman bahasa Inggris, saya menggunakan informasi dari teks atau percakapan untuk membuat kesimpulan tentang mendengarkan.)			√	
8.	When I'm listening, I immediately translate the words that I listen. (Saat saya mendengarkan, saya langsung menerjemahkan kata-kata yang saya dengarkan.)			√	
9.	When I'm listening, If there's a word or two said by			√	

			√		
	someone in a language I don't understand, I use the information I know so far to make assumptions about the subject. (Saat saya mendengarkan, jika ada satu atau dua kata yang diucapkan oleh seseorang dalam bahasa yang tidak saya mengerti, saya menggunakan informasi yang saya ketahui sejauh ini untuk membuat asumsi tentang subjek tersebut.)				
10.	When I'm listening, I focus on certain section while ignoring others. (Saat saya sedang mendengarkan, saya fokus pada bagian tertentu dan mengabaikan yang lain.)		√		

Based on table, it can be seen that the students' answer. Were Agree, Strongly Agree, Disagree, and Strongly Disagree in listening strategies from Indonesian college students'. For example:

Number 6 : Agree

Number 7 : Agree

Number 8 : Agree

Number 9 : Agree

Number 10 : Disagree

As in chapter II, about listening strategies, are a few of these issues:

a. Cognitive Strategies.

Statement Number 6: Before listening begins, I prepare a note to write the

important things. (Sebelum mendengarkan dimulai, saya menyiapkan catatan untuk menulis hal-hal yang penting.)

Item	Respondents' Answer	Total Respondents
1.	Strongly Disagree (SD)	1
	Disagree (D)	2
	Strongly Agree (SA)	4
	Agree (A)	17
	Total	**24**

Table 4.9 Cognitive Strategies

Table 4.9 indicates that among 24 students, there are 1 students chose strongly disagree, 2 students chose disagree, 4 students chose strongly agree and 17 students chose agree. The students can grasp and produce new language thanks to cognitive techniques. It covers applying using formulas and patterns, receiving and sending messages (concentrating on the main idea of a message and outlining), analyzing and reasoning, and creating structure for input and output (taking notes, for instance) (Oxford, 1990).

This demonstrates the necessity for listening tactics like note-taking, summarizing, and underlining, as well as reading strategies like skimming (reading for main idea) and scanning (reading for details). These methods will also aid students in honing their critical thinking abilities, such as evaluating, synthesizing, and processing information.

b. Comprehension-oriented Strategies

Statement Number 7: When I'm Listening to English record, I use information from text or conversations to make inferences about the listening. (Saat saya mendengarkan rekaman bahasa Inggris, saya menggunakan informasi dari teks atau percakapan untuk membuat kesimpulan tentang mendengarkan.)

Item	Respondents' Answer	Total Respondents
1.	Strongly Disagree (SD)	1
	Disagree (D)	1
	Strongly Agree (SA)	4
	Agree (A)	18
	Total	**24**

Table 4.10 Comprehension-oriented Strategies

Table 4.10 indicates that among 24 students, there are 1 students chose strongly disagree, 1 students chose disagree, 4 students chose strongly agree and 18 students chose agree. When a students doesn't know enough of the language being said, they employ this technique to understand what is being said.

By using a comprehension strategies, students can communicate despite language proficiency gaps and fill up the gaps in their knowledge. It discusses making educated guesses (such as inferring meaning from context while reading and listening), overcoming barriers in speaking and writing, and speaking only while gesturing or pausing (Oxford, 1990).

c. Metacognitive Strategies.

Statement Number 8: When I'm listening, I immediately translate the words that I listen. (Saat saya mendengarkan, saya langsung menerjemahkan kata-kata yang saya dengarkan.)

Item	Respondents' Answer	Total Respondents
1.	Strongly Disagree (SD)	1
	Disagree (D)	2
	Strongly Agree (SA)	3
	Agree (A)	18
	Total	**24**

Table 4.11 Metacognitive Strategies

Table 4.11 indicates that among 24 students, there are 1 students chose strongly disagree, 2 students chose disagree, 3 students chose strongly agree and 18 students chose agree. Students manage their own learning by organizing, planning, and evaluating. They are also used to manage the entire learning process. It covers determining one's preferred learning style, organizing a study schedule, and setting goals and objectives for an L2 assignment (Oxford, 1990).

This demonstrates the significance of metacognitive strategies since can control and guide language development (O'malley, 1990). It was discovered that organizing and planning lessons aids students in getting the most out of their time and efforts. Additionally, it supports students in resolving their issues.

d. Socio-affective Strategies

Statement Number 9: When I'm listening, If there's a word or two said by someone in a language I don't understand, I use the information I know so far to make assumptions about the subject. (Saat saya mendengarkan, jika ada satu atau dua kata yang diucapkan oleh seseorang dalam bahasa yang tidak saya mengerti, saya menggunakan informasi yang saya ketahui sejauh ini untuk membuat asumsi tentang subjek tersebut.)

Item	Respondents' Answer	Total Respondents
1.	Strongly Disagree (SD)	1
	Disagree (D)	-
	Strongly Agree (SA)	3
	Agree (A)	20
	Total	**24**

Table 4.12 Socio-affective Strategies

Table 4.12 indicates that among 24 students, there are 1 students chose strongly disagree, 3 students chose strongly agree and 20 students chose agree. Students will benefit from social strategies as they collaborate and communicate with others. It addresses asking questions, such as requesting clarification or confirmation of a perplexing statement, conversing with a native speaker, and helping the students work with others, such as soliciting assistance when completing a language task. It also addresses empathizing with others, such as fostering cultural understanding and investigating cultural and social norms (Oxford, 1990).

By working together to complete a task in the language they are learning, students can put the cooperative learning technique into practice (Oxford, 1990). It is unavoidable to emphasize how employing social methods might improve listening skills.

e. Memory Strategies.

Statement Number 10: When I'm listening, I focus on certain section while ignoring others. (Saat saya sedang mendengarkan, saya fokus pada bagian tertentu dan mengabaikan yang lain.)

Item	Respondents' Answer	Total Respondents
	Strongly Disagree (SD)	-
	Disagree (D)	7
1.	Strongly Agree (SA)	5
	Agree (A)	12
	Total	**24**

Table 4.13 Memory Strategies

Table 4.11 indicates that among 24 students, there are 7 students chose disagree, 5 students chose strongly agree and 12 students chose agree. Direct learning technique includes a memory strategy. The two primary purposes of memory strategy are the storage and retrieval of new information.

Memory techniques are either the least used or not used at all by students to get past their obstacles. Since this tactic requires understanding word meanings, students frequently struggle to retain language. According to (Oxford, 1990), four

categories of memory techniques are used: building mental associations, using images and sound, using actions, and through evaluation. According to the research's findings, the use of memory strategies by students helps them learn more effectively.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclution

The researcher came to a conclusion based on the results and discussion in the preceding chapter. It can be concluded that there are various barriers that faced by the students in learning English for Spesific Purpose. Most of the students in one class VIII-A Morning English Department at the University Muhammadiyah of Sumatera Utara have to faced serious barriers when it comes to Listening Materials, such as cultural differences, accent, unfamiliar vocabulary, and length and speed of the listening. In other hand, quality of recorded materials in University Muhammadiyah of Sumatera Utara already good to achieve a successfulness in their English for Spesific Purpose. Qualities of the materials are one of the most essential elements in the process of teaching and learning.

The listening strategies used by the students were cognitive, comprehention-oriented, metacognitive, and socio-affective strategy. In cognitive strategy they use writing note as the strategy to overcome listening difficulties, in comprehention-oriented strategy they tend to use situational context and make guesses, in metacognitive strategy they use to be focus to immediately translate the word, and in the social strategy they used to ask exchange with friends in order to overcome listening difficulties. Also, the students use memory strategies to overcome listening barriers. In orderr to help students connect one idea or thing with another.

B.   Suggestion

The researcher makes various suggestions based on the results of the data analysis and conclusions. The researcher expects that this study will be utilized as a reference by other researchers who would be researching on similar projects. To decrease listening barriers, students must increase their vocabulary so they don't get stuck on one or two words while listening to English, and they must be able to discover keywords when listening to English in order to grasp the speaker's purpose. Students must increase their knowladge cultural background cause different countries have different cultural backgrounds. Such as history, culture, customs and habits, even life styles. And Students must practice listening by listening Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity, with an accent helps students listening comprehension. This research also hoped can give insight for students to use the suitable strategy or ways to improve their listening skill.

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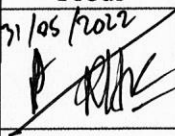===

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IPK Kumulatif	: 3,50

IPK = 3,50

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31/05/2022	Listening Barriers to English for Specific Purpose Learning: Evidence from Indonesian College Students.	
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JUDUL	DITERIMA
Listening Barriers to English for Specific Purpose Learning: Evidence from Indonesian College Students	

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Medan, 30 Mei 2022

Disetujui oleh

Dosen Pembimbing   Hormat Pemohon

(Dr. Hj. Dewi Kesuma, M.Hum)   (Mutia Maizura Attoriq)

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NPM   : 1802050028
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Listening Barries to English For Specific Purpose Learning: Evidence From Indonesian College Student

Dosen Pembimbing   : Dr. Hj. Dewi Kesuma Nst, M.Hum

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3. Masa Perpanjangan tanggal : 3 Juni 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Acc diperpanjang hingga
15 September 2023
dikethji.

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        03 Juni   2022 M

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIDN 0004066701

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2. Ketua Program Studi
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SURAT IZIN RISET
Nomor: 2539 /SI/II.3-AU/UMSU-02/D/2023

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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 21 Oktober s.d 21 Nopember 2022 kepada :

Nama	:	Mutiah Maizura Attoriq
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Program Studi	:	Pendidikan Bahasa InGgris
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Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 5 Juli 2023

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Dra. Hj. Syamsuyurnita, M.Pd

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Program Studi	:	Pendidikan Bahasa Inggris.
Judul	:	*Listening Barriers to English for Specifie Purpose Learning; Evidence From Indonesian Collenge Students .*

Adalah benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Universitas Mahammadiyah Sumatera Utara.

Demikianlah surat keterangan ini dikeluarkan untuk dipergunakan seperlunya, dan agar yang berkepentingan mengetahui.
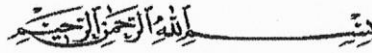
Ditetapkan di : Medan
Pada Tanggal : .16 Maret 2023

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Dra. Hj. Syamsuyurnita, M.Pd

Cc. Pertinggal.

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

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Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Mutia Maizura Attoriq

N.P.M   : 1802050028

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Listening Barriers to English for Specific Purpose Learning: Evidence from Indonesian College Students.

Pada hari Jum'at, tanggal 23, bulan Juni, tahun 2023 sudah layak menjadi proposal skripsi.

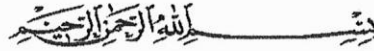Medan,   Juni 2023

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Dr. Bambang Nur Alamsyah, M.Hum.)   **(Dr. Hj. Dewi Kesuma Nasution, M.Hum.)**

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 23 Bulan Juni Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap   : Mutia Maizura Attoriq
N.P.M   : 1802050028
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Listening Barriers to English for Specific Purpose Learning: Evidence from Indonesian College Students.

No	Masukan dan Saran
Judul	Sangat Baik dan tidak perlu di perbaiki
Bab I	Background of the Study and Significant of the Study
Bab II	-
Bab III	(1) Subject of the Research (2) tambahkan Instrument of the research. (3) technique of Collecting Data (3) technique of data analysis (4) data of the Research.
Lainnya	Penulisan Reference.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Bambang Nur Alamsyah, M.Hum.)

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nasution, M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap   : Mutia Maizura Attoriq
NPM   : 1802050028
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Listening Barriers to English for Spesific Purpose Learning: Evidence From Indonesian College Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
3 Jan 2023	- State exactly the problem of the rescale and the theory of listeny facilities from the expert. - Revise the way of typiy in references		
16 Jan 2023	- conceptual framework - state the experl subject of the research - Technique of collecting data. - Enclose the questionairr.		
18 Jan 2023	- State the subject of the research - Enclose the questionair.		
16 Juni 2023	Revision complete.		

Medan,   Juni 2023

Diketahui oleh:
Ketua Prodi   Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)   (Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.)

LISTENING BARRIERS TO ENGLISH FOR SPESIFIC PURPOSE LEARNING: EVIDENCE FROM INDONESIAN COLLEGE STUDENTS