

**ANALYZING LEARNING STRATEGY USED BY STUDENT TO COPE
THE DIFFICULTIES IN LISTENING COMPREHENSION ON SECOND
SEMESTER DEPARTMENT OF ENGLISH EDUCATION AT
UNIVERSITY OF MUHAMMADIYAH PONOROGO**

THESIS

**Presented to in partial fulfillment of the requirement
for Bachelor Degree of English Language Education**



By:

Ina Wifik Rohmatin

15331897

**ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH PONOROGO**

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UNIVERSITAS MUHAMMADIYAH PONOROGO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl Budi Utomo No.10 Ponorogo 63471 Jawa Timur Indonesia
Telepon (0352) 481 124, Faksimile (0352) 461796, email: akademik@umpo.ac.id website: www.umpo.ac.id
Akreditasi Institusi oleh BAN-PT = B
(SK Nomor 169/SK/Akred/PT/IV/2015)

APPROVAL PAGE

Thesis by : Ina Wifik Rohmatin
NIM : 15331897
Title : Analyzing Learning Strategy Used by Student to Cope
the Difficulties in Listening Comprehension on Second
Semester Department of English Education at University
of Muhammadiyah Ponorogo this has been examined and
approved by examines at Ponorogo, August 21st 2019.
Examiners Boards

Ana Maghfiroh, M.Pd.
NIK. 19821127 201101 13

Chair

Dr. Bambang Harmanto, M.Pd.
NIK. 19710823 200501 1 001

Member

Niken Reti Indriastuti, M.Pd.
NIK. 19681215 199904 12

Member

Acknowledge by,
Dean of Teacher Training and
Education Faculty

Drs. Jumadi, M.Pd.
NIK. 19621005 199109 12

Approved by,
Chief of English Department

Risqi Ekanti A.P., M.Pd.
NIK. 19880214 201211 13

AGREEMENT PAGE

Thesis by : Ina Wifik Rohmatin

NIM : 15331897

Title : Analyzing Learning Strategy Used by Student to Cope the Difficulties in Listening Comprehension on Second Semester Department of English Education at University of Muhammadiyah Ponorogo this thesis has been approved by advisors for further approval by the board of examiners,

Ponorogo, August 13th, 2019

1st Advisor,



Dr. Bambang Harmanto, M.Pd.

NIK. 19710823 200501 1 001

2nd Advisor,



Niken Reti Indriastuti, M.Pd.

NIK. 19681215 199904 12

THESIS STATEMENT

I am, the student with following identity:

Name : Ina Wifik Rohmatin
Student Number : 15331897
Department : English Department
Faculty : Teacher Training and Education Faculty

Certify that this thesis is definitely my own work. I am completely responsible for the content of my thesis. Anything related the others' work as the quotation and the writer lists the sources of the others' work in the reference.

Ponorogo, August 12th 2019

The writer,



Ina Wifik Rohmatin
NIM 15331897

MOTTO

Love Myself, Love Yourself



DEDICATION

This thesis is special dedicated to:

1. Beloved parents who always support financially and emotionally.
2. All family of “BBC 2015” whom more than precious.
3. All precious bestfriends who cannot mentioned one by one.



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May Allah bless them at all. The writer felt that this thesis is not perfect yet, moreover the writer still needs critic and suggestion to next research.

Ponorogo, 11th August 2019

Writer

ABSTRACT

Rohmatin, Ina W. 2019. *Analyzing Learning Strategy Used By Student to Cope the Difficulties in Listening Comprehension on Second Semester Department of English Education at University of Muhammadiyah Ponorogo*. Thesis. Department of English Education, Muhammadiyah University of Ponorogo. Advisor (1) Dr. Bambang Harmanto, M.Pd., Advisor (2) Niken Reti Indriastuti, M.Pd.

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This research was carried out to identify the difficulties in listening comprehension faced by student and to analyze learning strategies used by student to cope difficulties in listening comprehension on second semester Department of English Education at University of Muhammadiyah Ponorogo.

The research was employed qualitative research. The participant of this research was English students of second semester which consisted of 18 students. The collected data were questionnaire and interview. There were 21 statements in questionnaire was distributed to 18 students to describe the strategies used by students in listening comprehension and interview 9 students to identify the difficulties faced by students in listening comprehension.

The result of this research showed that the students had difficulties in listening comprehension and strategies to cope it. The difficulties were students could not process speech at different rates of delivery, students could not distinguish the consonant sound (t-th; t-d; k-g), students could not discriminate among the distinctive sounds of English, students could not distinguish word boundaries and recognize a core of words, and they could not focus to the conversation or topic of native speakers say. Besides, the students have been combining six strategies to cope their difficulties in listening; those were affective, cognitive, memory, social, compensation, and metacognitive strategies.

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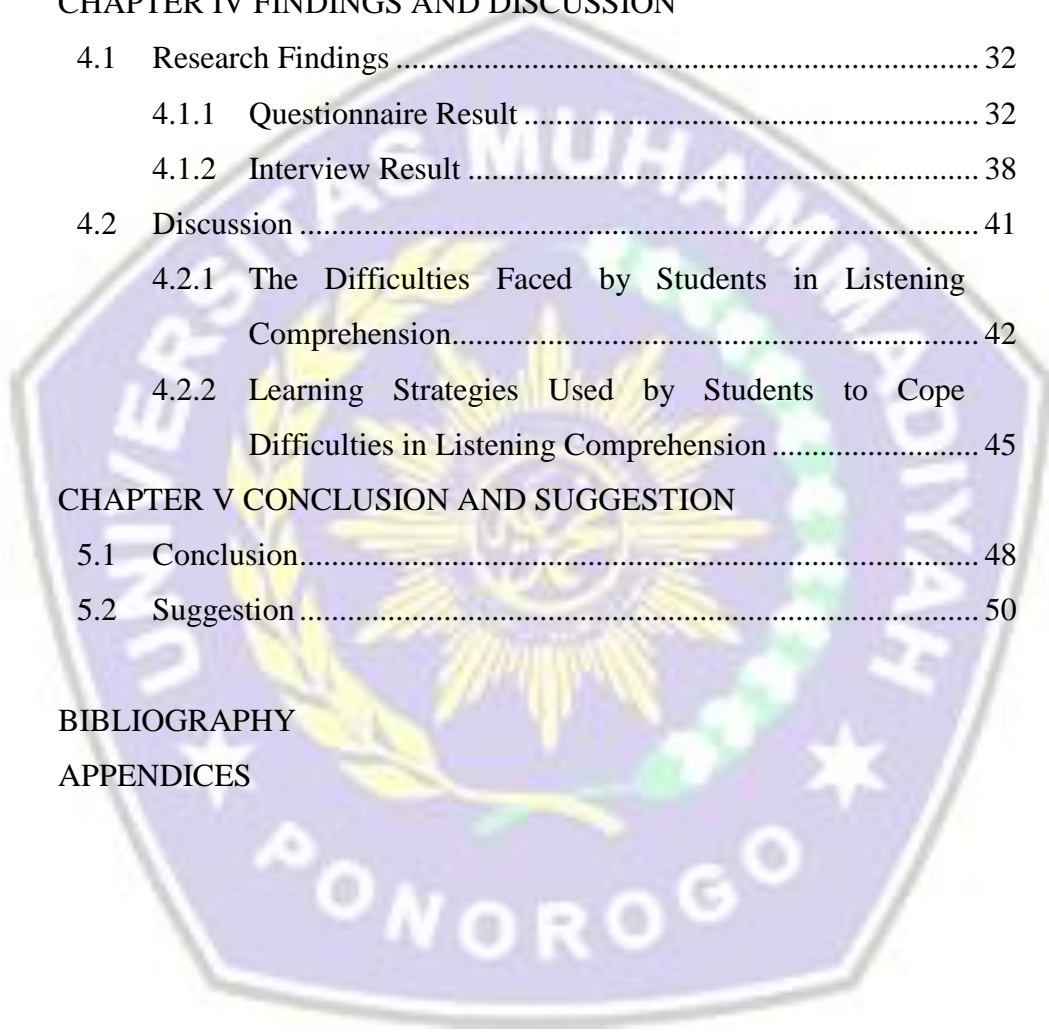
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