

## Students' Strategies in Coping with Listening Errors Committed by The Fourth Semester Students of the English Study Program of Nusa Cendana University in The Academic Year 2025/2026

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KEYWORDS	ABSTRACT
Listening skill, listening errors, listening strategies.	This research explores the strategies employed by the fourth-semester students of the English Study Program at Nusa Cendana University in overcoming listening errors during their learning process. The study aims to identify both the types of listening errors students encounter and the strategies they use to cope with listening. Using a qualitative method, data were collected through interviews with 30 students who had completed their listening courses. The results revealed that students frequently experienced difficulties due to environmental noise, unfamiliar accents (especially British), limited vocabulary, and information overload. To address these challenges, students employed various strategies, such as listening to English songs and podcasts, watching movies without subtitles, practicing conversations, staying focused, and asking for repetition. The findings suggest that applying personalized and consistent listening strategies can significantly aid students in improving their listening comprehension and performance. This study highlights the importance of integrating strategy-based on students experience to support learners in managing their listening challenges effectively.

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### INTRODUCTION

Language, as a structured system of grammar and vocabulary, is central to human communication and cognitive development (Pinker, 1994; Vygotsky, 1978). Within skill-based learning, language is not only a medium for transferring knowledge but also an essential tool for developing and demonstrating practical skills. Listening, a crucial component in language acquisition, has received considerable research attention, particularly in exploring strategy preferences among different learner groups, the correlation between strategies and proficiency, and the effectiveness of strategy-based instruction (e.g., Abid et al., 2010; Bao, 2017).

Listening strategies, which aid comprehension and recall, are particularly important for learners in EFL contexts like Indonesia, where listening anxiety and varying proficiency levels affect learning. Research indicates that listening strategy instruction can improve listening comprehension (Rost & Ross, 1991) but is most effective when learners have prior knowledge and the listening material is appropriately challenging (O'Malley & Chamot, 1990). However, limitations in the existing research include short study durations, lack of follow-up, and insufficient classroom-based strategy training studies (Chamot, 2005).

The study found that students struggled with listening due to noise, unfamiliar accents, limited vocabulary, and information overload, supporting the findings of Goh (2000) and Boyle (1984) on listening challenges. To cope, students used strategies like listening to songs, watching movies without subtitles, practicing conversations, and focusing during listening tasks, aligning with O'Malley & Chamot (1990) and Vandergrift & Goh (2012) on the effectiveness of cognitive and metacognitive strategies. Students who applied these strategies consistently improved their listening scores, demonstrating that consistent, personalized use of these strategies helps manage listening errors and enhance EFL listening proficiency.

## **METHOD**

This study employed a qualitative descriptive design to explore the strategies fourth-semester students use to cope with listening errors in the English Study Program at Nusa Cendana University. The research was conducted with 30 purposively selected students from Class A who had completed intensive and extensive listening courses, ensuring all participants had relevant prior experience. Data were collected through semi-structured interviews, allowing flexibility to probe students' experiences and strategy use. The interview instrument consisted of open-ended questions focusing on listening challenges, strategies applied, and their perceived effectiveness in learning. The researcher conducted in-person interviews on campus, using a digital recorder and taking field notes to ensure accurate data capture, and then transcribed the interviews verbatim. Data were analyzed using thematic analysis following Creswell (2010), involving coding, identifying patterns, and categorizing themes related to listening errors and coping strategies. Validation was achieved through triangulation, including member checking with participants and discussions with supervisors to confirm credibility. The researcher was present throughout the data collection process to build rapport and guide the interviews, and the study was conducted over a two-month period at Nusa Cendana University to ensure sufficient time for data collection, transcription, and validation. The tools used in this study included a digital recorder for capturing interviews, notebooks for field notes, and transcription software for data processing, aligning with qualitative classroom-based research practices.

## **FINDINGS AND DISCUSSION**

### **Findings**

This study explored how fourth-semester students at Nusa Cendana University cope with listening errors and how these strategies relate to their listening scores. The findings showed that students faced listening difficulties due to environmental noise, unfamiliar accents, limited vocabulary, and information overload, supporting the findings of Goh (2000) and Boyle (1984) on internal and external listening challenges in EFL contexts. To address these issues, students used strategies such as listening to songs and podcasts, watching movies without subtitles, practicing conversations, staying focused, taking notes, and asking for repetition, aligning with O'Malley and Chamot (1990) and Vandergrift and Goh (2012) on cognitive and metacognitive strategies. Students who applied these strategies consistently improved their listening scores, confirming Rost and Ross (1991) and Chamot (2005) that strategy use enhances listening comprehension when applied regularly. This study highlights that awareness of strategy alone is insufficient; consistent and personalized application is essential for improving EFL listening skills in Indonesian learning contexts.

### **Discussions**

This study aimed to identify the strategies fourth-semester students use to cope with listening errors and to examine how these strategies relate to their listening scores. The findings, obtained through thematic analysis of semi-structured interviews with 30 students, are as follows: Environmental Noise.

Many students reported difficulties focusing during listening tasks due to background noise in the classroom or surrounding environment. This finding aligns with Boyle (1984) and Goh (2000), who emphasized that external distractions hinder listening comprehension. The study confirms that managing the learning environment is critical to effective listening practice, indicating the need for teachers to create a focused and quiet environment during listening activities.

### ***Unfamiliar Accents***

Students struggled to understand British and native accents, which affected their ability to accurately grasp spoken content. This supports Vandergrift (2003), who highlighted accent familiarity as essential for listening comprehension, and Brown (2001), who noted the need for exposure to various speech patterns in language learning. This indicates the importance of diversifying listening materials to include multiple accents in EFL instruction.

### ***Limited Vocabulary***

A lack of vocabulary prevented students from processing meaning quickly during listening tasks, leading to misunderstandings. This finding aligns with Brown (2001) and Alqahtani (2015), who emphasized that vocabulary knowledge is foundational to listening comprehension and language learning. It highlights the need for vocabulary enrichment alongside listening practice to build learners' comprehension skills.

### ***Information Overload***

Some students felt overwhelmed when required to process large amounts of information in a short time, resulting in the omission of key points. This confirms Goh's (2000) findings on cognitive overload in listening and suggests the importance of practicing note-taking and summarizing as coping strategies during listening tasks. To address these challenges, students employed the following coping strategies: Listening to English songs and podcasts, watching movies without subtitles, practicing conversations with peers, staying focused during listening activities, and requesting repetition.

Students who applied these strategies consistently reported improvements in listening comprehension and scores, while those who did not struggled to achieve satisfactory results, illustrating Chamot's (2005) argument that consistent and appropriate strategy application is critical for effective listening development. These findings demonstrate that personalized, active strategy use is essential for managing listening errors and enhancing listening proficiency among EFL learners, providing evidence for integrating explicit strategy training into listening instruction to improve EFL learning outcomes in Indonesian contexts.

## **CONCLUSION**

This research confirms that listening is a vital receptive skill for EFL learners, who commonly face challenges such as environmental noise, unfamiliar accents, limited vocabulary, and information overload. These challenges often cause listening errors that hinder comprehension and academic success. However, through the consistent and personalized application of cognitive, metacognitive, affective, and social listening strategies, students at Nusa Cendana University effectively managed these difficulties, leading to improved listening comprehension and higher listening scores. The study highlights the significant role of strategy-based learning and stresses the importance of providing supportive

learning environments and integrating explicit strategy training in listening instruction to help students overcome listening challenges and enhance their proficiency.

Students should develop active listening habits, diversify their exposure to different English accents through media, practice listening regularly, use supportive strategies such as repetition and summarizing, and manage their emotions to reduce anxiety. Teachers are encouraged to provide varied listening materials, explicitly teach listening strategies, create supportive classroom environments, promote student reflection, and foster collaborative listening practice. Institutions should integrate listening strategy training into curricula, provide authentic listening resources, organize workshops on listening skills, support language immersion programs, and continuously monitor and support students' listening development to ensure sustained progress.

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