

**EXAMINING EFL STUDENT'S COGNITIVE PROCESSES
AND STRATEGIES IN LEARNING LISTENING
COMPREHENSION**



A THESIS

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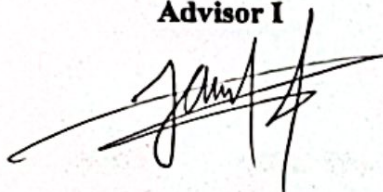
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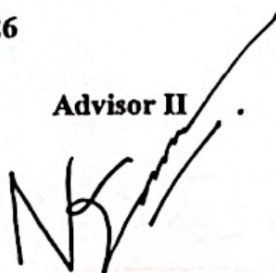
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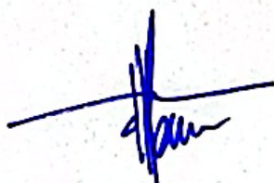
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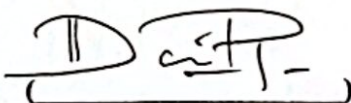
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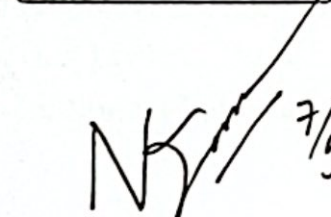
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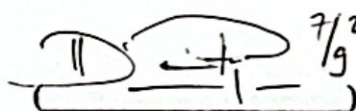
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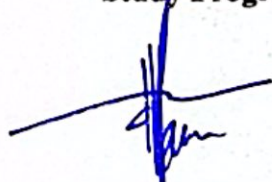
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State that :

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This statement is made truthfully, and if one day there is evidence of forgery in the above statement, the writer is willing to accept the academic sanction of the cancellation of my Sarjana degree that the writer has received through this thesis.

Palembang, 10th August 2026
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DEDICATIONS AND MOTTO

Praise be to God for the mercy and grace of Allah SWT and with that blessings the author was able to overcome various obstacles and trials that underwent. with the title *"EXAMINING EFL STUDENT'S COGNITIVE PROCESSES AND STRATEGIES IN LEARNING LISTENING COMPREHENSION "* this thesis was completed as one of the requirements to obtain a Bachelor of Education degree at the Faculty of Teacher Training and Education, Universitas Indo Global Mandiri. This thesis is lovingly dedicated to my beloved family, especially my parents, Mr. Zulkipli Kurniawan and Mrs. Muslina, whose endless love, prayers, sacrifices, and support have been the greatest source of strength throughout my journey. Thank you for always believing in me, standing by my side through every challenge, and teaching me to keep moving forward no matter how difficult the journey becomes.

To my beloved younger brother, Harieansyah Kurniawan, and my younger sister, Kinanti Ayodya Putri, thank you for always being part of my journey and for bringing warmth, happiness, and encouragement into my life.

This achievement is not mine alone. It belongs to my family, who never stopped believing in me even when the journey was difficult. With all my love and gratitude, I dedicate this thesis to you.

MOTTO

lâ yukallifullâhu nafsân illâ wus‘ahâ

“Allah does not burden a soul beyond that it can bear” (QS. Al-Baqarah: 286)

“I know it hurts sometimes but you'll get over it, You'll find another life to live, I swear that you'll get over it, I know you're sad and tired You've got nothing left to give You'll find another life to live ,I know that you'll get over it”

__Lil-Uzi Vert

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Finally, the author sincerely hopes that this thesis will provide meaningful contributions to readers, particularly students and researchers in the field of English Education. The author fully realizes that this thesis is still far from perfect; therefore, constructive criticism and suggestions are highly appreciated for future improvement.

Palembang, 27, Juli 2026



Rizky Hafis Ramadhan ZM

ABSTRACT

Listening comprehension is an essential ability in learning English as a Foreign Language (EFL), but, many students still face problems due to limits in cognitive processing and the use of efficient listening tactics. The present study attempted to explore the cognitive processes and listening strategies used by EFL learners in listening comprehension tasks. The research was based on Anderson's (2021) Cognitive Information Processing Theory and Bouchard's (2005) Comprehension Strategies Framework. This study adopted a qualitative case study design involving undergraduate students in the English Education Department of a private institution in Indonesia. Data were primarily acquired through classroom observations of thirty-three students, supported by semi-structured interviews with ten selected participants and documentation, and were analysed using Template Analysis (King, 2012) based on a coding template derived from Anderson's (2021) Cognitive Information Processing Theory and Vandergrift and Goh's (2012) listening strategy framework. The interview analysis produced 211 coded segments, with the most salient themes being bottom-up processing and cognitive strategies (41 occurrences each), (19,43%), followed by socio-affective strategies (39), (18,48%), top-down processing (37), (17,54%), metacognitive strategies (33), (15,64%) and interactive processing (20), (9,48%). The results of the observation of 33 students showed that the most observed in listening activities were bottom-up processing (28 students), cognitive strategies (30 students), and metacognitive strategies (26 students). And the lowest observed were interactive processing (20 students), socio-affective strategies (22 students) and top-down processing (24 students). The findings imply that the integration of cognitive processes with strategic listening practices can boost listening comprehension and develop more self-regulated EFL learners.

Keyword: *Listening Comprehension, Cognitive Processes, Listening Strategies, EFL Students, Qualitative Case Study.*

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