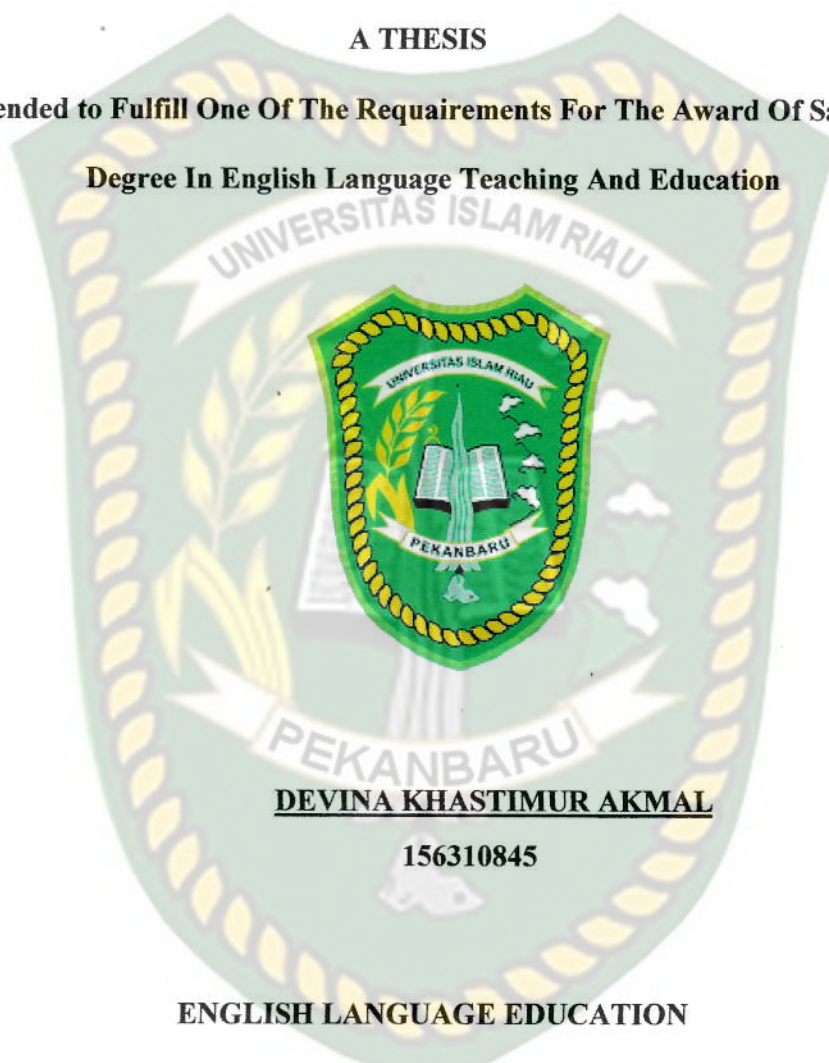


**AN ANALYSIS OF LISTENING STRATEGIES USED BY THE THIRD  
YEARS ENGLISH LANGUAGE EDUCATION STUDENTS OF FKIP  
UIR PEKANBARU**

**A THESIS**

**Intended to Fulfill One Of The Requirements For The Award Of Sarjana**

**Degree In English Language Teaching And Education**



**DEVINA KHASTIMUR AKMAL**

**156310845**

**ENGLISH LANGUAGE EDUCATION**

**TEACHER TRAINING AND EDUCATION FACULTY**

**UNIVERSITAS ISLAM RIAU**

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This thesis intended to fulfill one of the requirements of Sarjana Degree in English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau.

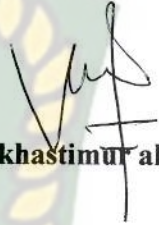
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## ABSTRACT

**Devina Khastimur Akmal. 2019. *An Analysis of Listening strategies used By The Third Years English Language Education Students Of Fkip Uir Pekanbaru***

**Keywords: *learning listening, listening comprehension, listening strategy***

The aimed of this research to find the listening strategies that English language education students used at Islamic university of Riau. Listening strategy is the tool for developing student's listening comprehension. Strategy of listening is used by students to compensate for uncertainties in understanding the meaning. Then, students find appropriate and unappropriated meaning in the conversation of native speaker . There were three categories of listening strategies. They were cognitive strategy, cognitive strategy, and socio-affective strategy. This research was analysis research, the researcher used qualitative methods. There were 151 students as population in this research, there are divided into four classes. This research used random sample, the researcher choose several students from each class. The total of the sample in this research is 30 students. In took the data, the researcher gave questionnaire and interview to the students. There are 25 items in the questionnaire and for interview there are 5 questions only. The data took based on students answered in choose like scale (often, sometimes, seldom and never). The result was most of students used metacognitive strategy to increase their ability in listening. The implication of this study are the students may get the appropriate strategies in listening subject and for the teachers it can motivate the teacher to find out the way to teach the appropriate the strategies to make them get the comprehension in listening.



## ABSTRAK

Devina Khastimur Akmal. 2019. *Analisis strategi Mendengarkan yang Digunakan oleh Siswa Pendidikan Bahasa Inggris Tahun Ketiga Fkip Uir Pekanbaru*

**Kata kunci:** belajar menyimak, pemahaman menyimak, strategi mendengarkan

Tujuan penelitian ini untuk mengetahui strategi mendengarkan yang digunakan mahasiswa pendidikan bahasa Inggris di Universitas Islam Riau. Strategi mendengarkan adalah alat untuk mengembangkan pemahaman mendengarkan siswa. Strategi mendengarkan digunakan oleh siswa untuk mengkompensasi ketidakpastian dalam memahami maknanya. Kemudian, siswa menemukan makna yang sesuai dan tidak tepat dalam percakapan penutur asli. Ada tiga kategori strategi mendengarkan. Mereka adalah strategi kognitif, strategi kognitif, dan strategi sosial-afektif. Penelitian ini adalah penelitian analisis, peneliti menggunakan metode kualitatif. Populasi dalam penelitian ini sebanyak 151 siswa, terbagi dalam empat kelas. Penelitian ini menggunakan sampel acak, peneliti memilih beberapa siswa dari setiap kelas. Total sampel dalam penelitian ini adalah 30 siswa. Dalam mengambil data, peneliti memberikan kuesioner dan wawancara kepada siswa. Ada 25 item dalam kuesioner dan untuk wawancara hanya ada 5 pertanyaan. Data diambil berdasarkan jawaban siswa dalam skala pilih suka (sering, kadang-kadang, jarang dan tidak pernah). Hasilnya adalah sebagian besar siswa menggunakan strategi metakognitif untuk meningkatkan kemampuan mereka dalam mendengarkan. Implikasi dari penelitian ini adalah siswa dapat memperoleh strategi yang tepat dalam menyimak mata pelajaran dan bagi guru dapat memotivasi guru untuk mencari cara untuk mengajarkan strategi yang tepat untuk membuat mereka mendapatkan pemahaman dalam mendengarkan.

## CHAPTER I

### INTRODUCTION

#### 1.1 Background Of The problem

Generally English students have learned about English. Listening is one of the skill of English that should be learned by students. Listening is a simple skill to be acquired because it insist that listeners conclude meaning from the spoken linguistic input. Listening plays significant role in the acquisition of the English language. Listening is a any language skill that requires ability to accurately receive and interpret message in the communication process. Listening is the basic ability of learning English it is because impossible people can learn English without having Listening ability. Listening is very important for students in language learning . There are three reason why listening is important . the First, it's used by student in their daily life. Second, Listening helps students to improve other English skills however, listening provide the example of good pronunciation and also students can learn about intonation, strees and speed in listening. Third, listening make the students understand the content of spoken language.

In Learning English, people listen more than they read, speak or write. Listening needs serious concentration, students are asked to concentrate their mind in class used to learning Listening. On the other hand, Listening is not only help students to focus in what they learn however Listening also stimulate students to use their thinking, imagination or

perception based on they hear. it is an activity in learning Listening that has several roles, First, it occurs between the speaker and listener. Second, both direct or indirect communication. Third, it can be through different media, such audio, music or video.

Furthermore, Students give a perception that listening is the hardest skill of English. There are three reasons why listening difficult for students to be learn. First, students difficult to understand sound of vocabulary. They do not know what the words that speaker said. Students difficult to interpret the meaning from native speaker said. They hard to transfer the meaning from native speaker. The conversation of listening can be different between native speaker said and students interpret. It makes students get worried in learning listening. This problem is experienced by students when she learning listening. students said this problem based on the interview

Second, the native speaker speak quickly and foreign language in conversation. The students hard to understand what the conversation tells about. They are get confused when try to comprehend the conversation that they are listen. sometimes Students can not comprehend the meaning of conversation in one time .They need more times to listen the conversation, its about one until three times for listen the conversation. They do not know how to get focus in learning listening. On the other hand, students feel better if they just listen the main idea , they do not need listen all of the text who make them confuse and lost their concentration. This strategy help them to find the meaning from what native speaker said.



Third, the students don't know what the way or solution for guide them in learning listening. in learning listening, the students should acquisition a foreign language but it is not easy thing for students. The students need the strategy in order to support them in learning listening. The students do not know the strategy that concern with themselves. If they use strategy it can make student understand and enjoy when learning listening. Students use the strategy that appropriate with them. Based on the interview, students said that they need all of the strategy in different time and situation.

Meanwhile, Every English students is different characteristic, there are active , more active and passive students in listening class, the students use their best approach in listening. although learning listening only listen the native speaker but it is so difficult for the students to reach it in any case the students must prepare the good way to guide them in learning listening. the strategy of listening is used by students in learning listening. this strategy is important factors that affect the process of learning listening. according to Vandergrift (1999) listening strategies can help students to to improve their performance on listening tasks . the strategies may be helpful for students in learning listening, they can receive the language input with the strategy. Researcher has stated that strategies used by students may help students to master the forms and functions required for comprehension when they learn a second language, which thus affect their achievement.

In this study, researcher will find out what kind of the listening strategies used by the students of language education FKIP UIR Pekanbaru

used in learning listening, and what strategies are suitable for them. The researcher needs to identify the listening strategies of the English students. The result of identifying of students listening strategies will have benefit as the judgement of the teacher in choosing the listening strategies that appropriate with the requirements and the listening strategies of English students, this research is one of the real efforts to achieve that purpose.

The research focus on second semester students that in academic listening. academic listening for understanding lectures and additional listening practice for students who are currently enrolled in a college or university. In academic listening , lecture provides exercise like comprehending oral discourses through recorded voice of native speakers. Materials are presented in a variety of short dialog in media with exercises focus on answering questions, , following a given text and on making inferences from it. Student's classroom activities include individual work, pair work, and group work.

## **1.2 Setting of Problem**

Based on the background above, there are several problems of students in learning listening.

The first, the conversation of listening can be different between native speaker said and students interpret. It means what the students listen does not mean what the native speaker said , so the students should be understand what the topic by native speaker said. The second, the native

speaker speak quickly and sometimes not clearly it makes the students get confused. The third, the students don't know what the way or solution for guide them in learning listening. From the result of the research, the students suggest have the strategy. To the students, the researcher suggest to listen English song and watch western movie to enrich their vocabulary mastery.

### **1.3 Focus of the research**

The researcher would like to research about the listening strategy used by the students of English language education FKIP UIR Pekanbaru university of Islamic riau in learning listening . the most difficulty student in this research is student comprehension.

### **1.4 Research question**

Based on the limitation of the problem , the researcher formulated the problem as follows:

What kinds of listening strategy are more dominant used by the students of English language education FKIP UIR Pekanbaru

### **1.5 Objective of the research**

The main objectives of the research are as follows :

To find the listening strategy used by the students of English language education FKIP UIR Pekanbaru University of Islamic riau



## **1.6 The needs of the research**

The main of this research can be presented as follows :

1. To motivate the students in learning listening because listening is important in English environment.
2. To develop the researcher's knowledge about student's listening strategy.
3. To inform the lecture or the teacher what the listening strategy used by the students of English language education FKIP UIR Pekanbaru university of Islamic riau.
4. To inform the other researcher what the listening strategy used by the students of English language education FKIP UIR Pekanbaru university of Islamic riau.

## **1.7 Assumption of the research**

In general, the assumption of such research can be expressed that : listening strategies used by the students of English language education FKIP UIR Pekanbaru university of Islamic riau.

## **1.8 The definition of the key terms**

The title of this research an analysis of listening strategies used by the english language education students of fkip uir. To avoid misunderstanding , it is necessary to define the terms that are used in the research clearly. They are as follows :

1. An analysis is a study of something by examination its part and their relationship (as Hornby,1989). In this research , analysis mean that the researcher want to know the student's strategy used in listening subject.
2. Listening strategies have been defined by previous researchers (Berne, 2004; Field, 1998; Ghoneim, 2013; Nix, 2016; White, 1998). Field (1998) noted that learners usually adopt listening strategies unconsciously in the first language learning situation they encounter. White reported that listening strategies, which are "efforts to compensate for uncertainties in understanding" (1988, p. 9), include inferring, realizing where misunderstandings have occurred, and asking for clarification. More recently, Berne (2004) indicated that learners may take an active role in orienting themselves to the listening task, accessing their background knowledge, and comparing their interpretation of the input with the actual output. On the basis of the definitions proposed in previous studies, listening strategies refer to an action that learners perform to help them comprehend listening texts.
3. Language education students is the population of the research. In this research the writer take the data from the sample of the population of english study program of FKIP UIR Pekanbaru

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Concept of Listening

Listening is a skill that involve in daily communication which makes students easier to communicate with others. Most of people spend their daily life to listen everything around them. Except that, the processes of listening that include receiving, paying attention, remembering the spoken as well as understanding their meanings. In addition, the listener also trying to involved themselves to interpret what they hear.

Listening is making meaning from the sound or voice. Identify the spoken language from the speaker is call receiving the message and also try to understanding the content that the speaker said. Beside that listeners can understand about pronunciation, grammar and vocabulary based on the speaker talk to them.

According to rose (2009) listening is an active mental ability. It give students the easier way to understand the world around us. And it also make their communication goes well. Meanwhile, Feyten (1991) said that listening is one of the important component in acquire the foreign language. Its mean that students need listening in their daily life to make their communication with others running well and also it can be used to make easier for the students to obtain the foreign language. Also the other expert said that listening have important role for the students to improve their second



language. It will give many benefit for the students in understanding foreign language itself.

Delvaux et al, (2015) stated that listening is mediated by attention and memory. He said that listening need some media to support the listeners. On the other hand, Glisan (1985) stated that listening is a mental process. He said that listening involves memory, perception, cognition and attention. So following the statement from the expert it can be said that students need the attention to input the comprehension from perception and require the memory to support their perception on listening process. And also listening is utterance in a foreign language that little beat difficult for students. They need a process like their perception, attention and cognition to making meaning from what they heard.

Moreover, Hilferty (1985) said that listening is understanding the oral language with making and showing the meaning from the speaker. Furthermore, Purdy (1997) said that a process of receiving to making meaning is call listening. Based on the explanation above students listen oral speech in conversation to comprehend the message and also students as a participant in listening process to create their own meaning. Except that, the students should have creativity to answering what the native speaker said.

According to Hashim (2000) students spend their time to listening rather than speaking, writing, and reading. And also listening is a tool for students to comprehend the thing that they listen. Besides that, Ahmadi

(2011) stated that there are several things that has involved in listening activity such as though, feeling, and intention. Inferred to the statement bellow, in learning language students more often listening than speaking, reading, and writing. Listening is the first step that students acquire in understanding language. And also as a root in learning language. In listening, students should involve the aspect in themselves like the why they thinking, their feeling, and their willingness. In this process, the students should give an active involvement and also do practices to make them running well in listening.

Based on all of definition from the experts listening is the fundamental skill that students use to communicate with others. Listening is essential for students to acquire foreign language. Listening is about listen oral language from the speaker through media like attention and cognition to interpret the meaning. Listening can help students to become more active in learning language then, listening also can improve their creativity in interpret the meaning. Students often listening that speaking, reading and writing.

### **2.1.1 The Importance of Listening**

Listening is importance skill that could help students in communication process especially language classroom students mostly use listening to accept information from what they hear. There are some explanation from the expert above the importance of listening as below.

According to Rost (2002) Listening play an important role in second-language. It is provide the foundation of all aspects of language and cognitive

development, and it plays a life-long role in the processes of the communication. Meanwhile, ferris (1998) stated that listening is the important skill in the language classrooms. Furthermore, Frick (2001) said that Listening is the basic precursor to interaction, speaking, reading and writing and relates closely to attention and concentration. Additionally, sounds provide information about our environment relating to time and space. Sounds provide us with an ability to organise our perceptions of ourselves and our environment

Rost (1994) states some reason why listening is important for students below :

- 1 listening provides a means of interaction for students. Since students must interact to achieve understanding. Access to speakers of the language is essential.
- 2 listening is vital language classroom because it provides input for the students.
- 3 listening presents a challenge for the students to attempt to understand language as it is actually used by native speaker.

Based on the statement above it can be concluded that Students are not being taught to listen. In learning, they are taught speaking, reading, and writing skill, but, in general, there are few courses devoted to listening. Moreover, most students are so busy talking or thinking about what they are going to say actually they miss out many wonderful opportunities to listen about new things, ideas, and imagination. And also listening is used by



student when they learn in classroom, the students get knowledge from their listening. students failure to understand the language they listen is impetus, not an obstacle , to interaction and learning.

### **2.1.2 Difficulties Of Listening**

Listening is hard skill in learning language. The students find the difficulties when they learning listening. Ur (2000) clarified student's difficulties :

#### **1. Limited vocabulary**

Most of students difficult to understand listening because they limited vocabulary. If they lack of vocabulary, they can not comprehend the message. To overcome this problem students should have to spend much time memorizing new word and practice their pronunciation before listen the native spaker.

#### **2. Get bored**

Students look like bored and tired when they learning listening because they not interesting to learn listening. to solve this problem the students should get the motivation and interesting media to get enjoy in learning listening.

#### **3 The hearing**

The students usually do not understand certain English language. The different speed and accents from native speaker sometimes makes students hard to understand the native speaker say. The solution of this problem the students listen one until three times in learning listening.

Moreover, Tugrul Mart (2014) said there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

1. Quality of Recorded Materials In some classes.

Teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of students in learning listening

- 2 Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance.

- 3 Accent

According to Goh (1999) students mentioned a speaker's accent as one of the most significant factors that affect students comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. students hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening

comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the students

#### 4 Unfamiliar Vocabulary

listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused. 6.5 Length and Speed of Listening . Underwood (1989) said that speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

From the explanation above it can concluded that The biggest problem with listening is that students are not able to control how quickly speakers talk. Second, students cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard. Third, students do not have high vocabulary knowledge. Speakers may select words that listeners do not know them. Listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech. Fourth, students may



lack contextual knowledge. Mutual knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it. Fifth, it is not very easy for students to concentrate on the listening text. Sometimes a shortest break in attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them.

However, the solution to this problem students need more practice and strategy in listening to make better of their listening skill. it also help students to understanding message from what the speaker says.

### **2.1.3 Learning Listening**

According to Field (2009) learning listening has been developed and advanced especially in media. There are many choices of listening materials such as CD, DVD, or video applied in the classroom. Meanwhile, Ennis in Costa (1985) said that learning listening is to prepare the students in order to be the best solver. Based on the explanation from the expert about in learning listening, students need the facilities like the media to make the students comfort when learning it. They require the activity such as playing video in the classroom, listening music and listening the news from audio. This activity can make the students enjoy and get good feeling in learning listening. Except that, learning listening is draw up the students to make the better decision, and long life education of students. It is significance for the

students to be independent thinker since there are many jobs needed skillful workers which have listening ability.

#### **2.1.4 Type Of Listeners**

Sharifian (2009) defined the listeners into some types :

1. **Active Listening:** Active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.
2. **Partial Listening:** They are those who listen with a rebellious ear. They are those who are thinking of their next reply rather than listening to what is taking place.
3. **Intermittent Listening:** This applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they are not listening at all. Since attitudes affect our perception of information, the more we allow our emotion to intrude into the listening process, the more distorted will be our recollection of what has been said.
4. **Appreciate Listening:** A good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used.

#### **2.1.5 Teaching listening**

Listening is the major component in language teaching and learning. students have to acquire listening skill first. Beare (2007) stated that teaching listening is important in language classroom. Teaching Listening are acquire over time and with lots of practice in learning language. Meanwhile Yudha (2008) in teaching listening, technique and strategies are needed to provide the students comprehension. Based on explanation above it can conclude that teaching listening are difficult to quantify compared to speaking and writing which have many specific exercise to be improved. Except that, in teaching listening, teacher use techniques and strategies to present well the material. Technique and strategies have big contribution to the student's success in order to get a better assessment.

In teaching listening, the lecturer use the activities such as ask the students to give stress in words, providing the students with predicting activity like to complete the text, and choosing the listening text which appropriate to the students, etc. During teaching listening subject, the lecturer conducted the lesson in the laboratory because in laboratory is provided cassette or CD, earphones, and speakers so teaching listening process are running well and the tools which are used by the lecturer still in good condition. The lecturer also gave the chance to the students before starting to play the recording.

Teaching listening in college students have some type of listening, the researcher focus on academic listening at second semester. Feak (2001) stated that academic listening involves more than lectures and note taking its



mean that academic listening using video to present the material of the task. Beside that, students in academic listening are present with multiple speaker interactions, where the listeners complemented the speakers. In academic listening, the material or video is a valid test of language use in diverse academic environments, not just the lecture hall.

### **2.1.6 The Difference Between Hearing And Listening**

Kline (1996) stated that the difference between hearing and listening is an Important feature for teaching and learning listening effectively. He said that hearing is accepting the sound but listening is interpret the meaning of sound. Similarly, Rost (2002) stated the difference from them is lies on the process , its mean that hearing is passive process however listening is active process. If the students takes part actively in the process of listening linguistically and uses his/her non-linguistic knowledge to follow up the message that the speaker intends in a conversation, if students listens, replies, and asks/answers questions, it is listening. however, listening is not something that happens because of what speaker says, the listener needs to make connections between what students hears and what already knows at the same time they try to comprehend the meaning negotiated by the speaker.

According Hamilton (1999) Said that listening and hearing are not synonymous. Hearing occurs when your ears pick up sound waves being transmitted by a speaker, listening involves making sense out of what is being

transmitted. Furthermore, Miller (2005) stated that all children are born with the ability to hear. Children first listen and then start to speak. They speak before they read, and finally writing comes after reading. That is, among all the other language skills, listening is the first one to appear. From the explanation above it can be concluded that listening and hearing is different in that it reflects a degree of intention. In the learning and teaching process they have different processes. Hearing is a form of perception but listening is an active and intentional process. Besides that, hearing is with the ears and listening is with the mind.

#### **2.1.7 Listening Skill**

Machado (2012) stated that listening skill is the first language art skill learned, and it develops before a student speaks. Many students develop the skill to listen carefully during learning. On the other hand, Rost (2011) said that listening skill in language teaching refers to a unique complex process that allows the listeners to understand spoken language by pacing, units of encoding, and pausing factually. In short, listening asks the listeners to process what they hear to gain information that is informed by the speaker. Besides that, according to Harmer (2005) listening is a receptive skill and includes sub-skills and he also stated there are differences in how people understand for specific and general information through their listening.

Based on reviewed literature on listening above, the definition of listening skill can be concluded as the skill in understanding the meaning of behind spoken language when people listen, identify the sound of what

speaker say and the use their prior knowledge to make complete sense of what they hear, when finally their understanding take form from the process of listening. most of the students generally use listening skill to confirm their expectation or to get information or specific perception.

#### **2.1.7.1 Ways to improve Listening skill**

Listening is a psychological process. It can therefore be improved by regular practice. Listening is a very helpful skill. Active listening is really an extension of the Golden Rule. Here are some of the tips which can help the person to improve his Listening skill as below:

1. Face the speaker. Sit up straight or lean forward slightly to show your attentiveness through body language.
2. Maintain eye contact, to the degree that you all remain comfortable.
3. Minimize external distractions. Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.
4. Respond appropriately to show that you understand. Murmur (“uh-huh” and “um-hmm”) and nod. Raise your eyebrows. Say words such as “Really,” “Interesting,” as well as more direct prompts: “What did you do then?” and “What did she say?”
5. Focus solely on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.



6. Minimize internal distractions. If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.

7. Keep an open mind. Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.

8. Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.

9. Even if the speaker is launching a complaint against you, wait until they finish to defend yourself. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in and be ready for more.

10. Engage yourself. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: "So you're saying..."

#### **2.1.8 Listening Comprehension**

According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard . it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. Meanwhile, Ahmadi (2011) said that listening

comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

Beside that, Poelmans (2003) define listening comprehension as to speaker says. Understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning. Similarly, Nadig (2013) stated that listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Brown (1995) stated that listening comprehension consisted of several procedures. First, listeners had to distinguish the sound, stress, intonation and pitch of the language. After they could be aware of the entire information that the speakers said, listeners had to hold the information in their memory until it could be understood. Then, they had to unscramble the information from what they heard and that was the output or the utilization process. Similarly with Clark & Clark (1977) concluded that there were three parts in the process of listening comprehension: the perceptual, parsing, and utilization. For the perceptual, listeners received the sounds by a speaker and formed an image in their short-term memory, and learners transferred quickly to the information in echoic memory to short-term memory to process the

sounds for meaning. The parsing process reorganized the messages into a meaningful word that could be stored in short-term memory. Listeners utilized long-term memory to link the incoming message to their original knowledge.

According to Morley and Lawrence (1971), there are general principles for teaching listening comprehension. They are as follows:

1. Listening comprehension lessons should have definite goals and they should be clearly stated.
2. Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones that the learners know what the activities are and are given directions as to what to listen for, where to listen, when to listen, and how to listen.
3. Listening comprehension structure should demand active overt student participant. That is, the most overt student participant includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation.
4. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson. This is done by giving the learners the writing assignment before they listen to the material.
5. Listening comprehension lessons should emphasize conscious memory work. One of the objective of listening is to strengthen the learners'



immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering.

6. Listening comprehension lessons should “teach” not “test.” It means that the goal of checking the learners’ responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises.

Based on the explanation above it can be conclude that Listening comprehension needs more concentration and a quick understanding is also required. When listening, a lot of factors should be specifically paid attention . except that, listening comprehension is a passive activity . it is on the contrary, an active process in which the students must discriminate among sounds, understand words and grammar. Listening comprehension is not an easy activity to do for is complex process. However listening comprehension in second language learning focuses on the role of individual linguistics as well as role of the listener’s expectations, the situations and context, background knowledge and topic. Teachers should give learners the opportunity to listen to native speakers’ speech, should select listening texts that are produced by non-native speakers so that they can develop their listening skills and do not get disappointed. When learners have developed their listening skills to a specified level, teachers can choose texts spoken by native speakers as teaching materials and activities. Suitable teaching in

listening comprehension can decrease listening anxiety and provide a good basis for becoming independent learners who can effectively use the listening process for learning.

#### **2.1.9 The process of listening**

Berne (2004) stated that people experience several stages during the listening process like top down and bottom-up process. Brown (2006) defines top-down processing as the process of using our prior knowledge and experiences .we know certain things about certain topics and situations and use that information to understand. In other words, students use their background knowledge in order to comprehend the meaning by considering previous knowledge and schemata. On the other hand, bottom up processing refers to the process of “using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time. During bottom-up processing, students hear the words, keep them in their short term memory to combine them with each other and interpret the things that they have heard before.

According to Fullilove (1998) top down processing is more used by skilled students while less-skilled students use bottom-up processing. both processes usually happen together in real-life listening. successful students are those who can use both bottom-up and top-down processes by combining the new information and the knowledge that they already know. However, Miller (2005) advanced listening skills are the results of combining listening

process with the cognitive development. In that sense, in order to be effective listeners, students should use both bottom-up and top-down processing in listening. students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they have just heard before something new comes along. On the other hand, Cook (2001) emphasizes the difference between ‘decoding’ and ‘codebreaking’ in the process of listening. Decoding refers to processing language to get the message whereas codebreaking refers to processing language to get the rules. Cook states that “teaching involves both getting students to decode messages from language and to codebreak the language system from what is heard

Anderson and Lynch (2003) state that effective listening involves a multiplicity of skills and they list four steps that make up the process of listening in face-to-face conversation as below:

1. The spoken signals have to be identified from the midst of surrounding sounds.
2. The continuous stream of speech has to be segmented into units, which have to be recognized as known words.
3. The syntax of the utterance has to be grasped and the speaker’s intended meaning has to be understood.
4. We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said



## 2.2 Listening Strategy

Vandergrift (1997) define listening strategies as steps taken by learners to help them acquire, store, retrieve, and use information. On the other hand, Carrier (2003) said that listening strategy focus on cognitive strategies including both bottom-up and top-down approaches to listening, and strategies of note-taking and selective attention. its mean that listening strategy for students not only to facilitate acquisition, store, retrieve and use information but also to achieve the purpose of listening comprehension of spoken input. However, the listening strategy of students is to improve their listening performance, students need strategy in developing listening comprehension.

Weinstein and Mayer (1986)<sup>7</sup> stated that listening strategies intended to influence the listener encoding processing. Meanwhile, White (1998) stated that listening strategies is an effort to avoid misunderstanding in interpret meaning from the conversation that have been spoken. Based on the explanation above it can concluded that the listening strategies as a behaviors and thoughts that a listener do in during listening. Students use the strategies to make easier for them in learning listening. Strategy of listening is used by students to compensate for uncertainties in understanding the meaning. Then, students find the appropriate and unappropriated meaning in the conversation of native speaker.

### 2.2.1 The important of listening strategies

Holden (2004) stated that listening strategies is important in learning listening. It can help students to take what they hear. Furthermore, Oxford (1990) stated that listening strategies as a tool for developing their listening and also listening strategies the conscious actions that learners take to improve their language learning. Vandergrift (1999) showed listening Strategy development is important for listening process . it is because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses. Beside that, Nakata (1999) said the important of listening strategy training on students, it showed that the effect of listening strategy training was more discernible on perception than on comprehension, especially for those students who received low scores on the listening task.

Based on the explanation above it concluded that listening strategies used by students to help them in learning listening ,supervise their development of learning listening, evaluate their learning listening results. And also listening strategies help students to be independent and competence in learning listening. And also listening strategies for second or foreign language students as a specific action, behaviors, steps that students use to improve their own progress in developing skills in a second or foreign language. This strategies can facilitate the internalization, storage, retrieval, or use of the language.

### **2.2.2 Type of listening strategies**

Conrad (1985) expressed that there are three types of strategies in listening comprehension. They are cognitive, metacognitive, and socio-affective. These strategies can change based on the level of learners.

### 1. Cognitive Strategies

According to Henner-Stanchina (1987) Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Meanwhile Hinke (2006) defined cognitive strategies as a tools to help students in listening for get the content from the speaker in listening process. Its mean that cognitive strategies is prepare the students to use their mind to understand the content of task with the memory the memory is from the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. For top down up strategies, engaged in a similar study and pointed out that effective listeners were good at using their previous knowledge and experience to raise hypotheses about a text, integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their hypotheses, if necessary. Furthermore, Goh (1998) asserts that cognitive strategies, which include inferencing, repeating, deduction, imagery, elaboration, note taking, and translation, are utilized by language learners to help them process, store and recall new information.

Based on the explanation about it can conclude that cognitive strategies is comprehend the message from spoken input. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Then, listening strategies assisting students to making inferences about what they hear with listening process like repeat, elaborate and take a note of the perception. Beside that, in cognitive strategy students can try to predict what will utter by the signal and cognitive strategy instruction on the listening comprehension can be a performance for students in learning listening.

## 2 Metacognitive Strategies

According to Rubin (1988) metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. For instance, for metacognitive planning strategies, Otherwise, Tugrul Mart (2014) stated that cognitive strategy students are aware when listening to the text. Its mean that students clear the aims of a listening task and apply specific features of the aural language input that make easy understanding of aural input. And deal with all situations, have self-confidence to get help from partners, teachers, or family, and can observe and assess themselves. In this strategy, students learn how to plan, monitor, and evaluate the collected information from the listening part.

According to Wenden (1998) learners who use metacognitive strategies can learn faster and integrate the knowledge outstandingly, can be constant receivers. However, Vandergrift (1999) The metacognitive strategy



was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, and evaluate, etc. based on the explanation above it can concluded for metacognitive strategies, students would clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task. Except that, the important of metacognitive strategies in successful listening. students completed the tasks where they also engaged in prediction, monitoring, problem solving and evaluation. These task helped learn or bring to consciousness metacognitive knowledge for self regulation in listening.

### 3 Socio-affective Strategies

Abdalhamid (2012) expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Furthermore, Gardner and Macintyre (1993) said that socio-affective strategies are very significant because the learning situation and learners social-psychological factors are closely related to each other. Its mean that Students have relationship between low anxiety and high listening performance because of that this strategy use to makes easy and improve listening comprehension, social and affective strategies had the most effect on the learning context said that socio-affective strategies are related to students' interaction with other speakers and their reactions towards learning. Beside that, Vandergrift (2003) defined the socio affective strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Based on the explanation above it

concluded socio-affective strategies were those which were non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They included considering factors such as emotions and attitudes. It was essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence.

#### **4.4 past studies**

Belilew Molla Gebre (2015) on his study investigated the effects of listening strategy training on students' listening performance and listening strategy use. Results of a test showed that Listening strategy instruction is more effective than the conventional approach of teaching the listening skills. Students in the experimental group achieved statistically significant mean difference after the training over students in the control condition. Moreover, listening strategy training brought about statistically significant mean difference in students' listening strategy use. The mean difference from pre to posttest indicated that students in the experimental group progressed significantly. For instance, the mean strategy use of students before the intervention was in the range of medium strategy usage. However, after the intervention, majority of the students' frequency of strategy use fell in the range of high strategy use.

Desma Yulisa (2018) identify the correlation and the influence between listening strategies and listening comprehension. Based on the findings and interpretations, some conclusions could be presented. First, all

students' listening strategies gave significant correlation to students listening comprehension with  $r = .516$ . It means it is in the level of average correlation. It could be proved that different level of listening-strategies gave significant effect to the students' listening comprehension. Second, it can be concluded that students' listening-strategies gave significant influence on students' performance in listening. It can be seen that student's listening-strategies gave 26.6% contribution to their listening performance. It indicated that one of non-linguistic factors had essential contribution in improving students' listening comprehension. This study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Yi-Jiun Jou (2005) study investigated the listening strategies employed by technological university students, and the findings implied that for the metacognitive strategies, there still left lots of space for students to improve among their application of pre-listening planning, while-listening monitoring, and post-listening evaluating strategies. In addition to making progressing in basic skills such as vocabulary, grammar and sentence structure, it is

more essential to promote students' learning motivation and build up their learning autonomy. In terms of cognitive strategies, bottom-up strategies seems to be applied more often than top-down strategies. For social and affective strategies, most students are eager to learn more listening strategies; however, they seldom ask questions and hesitate to search assistance from

their teachers, especially for low-intermediate learners. Hence, further research will explore the relationship between the learning strategies and learning performance. Hopefully, by understanding their using of listening comprehension strategies, the study can shed light on some directions for instructors to construct the effective EFL listening instruction. Consequently, the utilization of strategies appropriately will benefit students not only in participating listening exams but also in dealing with the communication in real lives confidently and wisely.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### 3.1 Research Design

The design of this research was qualitative research. According to Lexy (2010) qualitative research is the study intends to understand the phenomenon of what is experienced by the subject of the research .The research consist of one variable only which is describes the students'



strategy. This research focused on analyzing the listening strategy of English students in learning listening. There were three strategies that will be focused in this research , namely metacognitive, cognitive, and socio-affective strategy.

### 3.2 location and time of research

This research carried out at Students' Training and education faculty (FKIP) at Islamic University of Riau which is located on kaharuddin nasution street no.133 Pekanbaru - Riau province. The time of research had been conducted on November 2019.

### 3.3 The Population and the sample of the research

#### 3.3.1 The Population of the research

According to cresswell (2012) population is a group of individuals having one characteristic that distinguishes them from other groups. The population of this research was the second semester of English language education students at FKIP UIR PEKANBARU . it consist of four classes, The total number of the population is 151 students. The Researcher chooses them as the population in this research, because the Researcher wanted to know the student's strategy in third semester. In this research, the Researcher will take the sample and to be representation of to third semester.

**Table 3.1**

**The Population of the Third Year English Language Education Students at  
Fkip Uir Pekanbaru Year 2019/2020**

No	Class	Respondences
1	A	40
2	B	37
3	C	39
4	D	35
<b>Total</b>		<b>151</b>

### 3.3.2 The sample of the research

Siregar (2005) stated that sampling is process selecting individuals for study. The sample in this research is random sampling technique which means every number of populations has an equal and independent change of being selected for the sample. There four classes of third semester English language education students at Fkip uir. The researcher choose B class, there were 30 students as a sample in this research.

### 3.4 The instrument of the research

The research will use questionnaire and interview. The researcher will take the data by giving questionnaire and interview to the students. They can be used to know of students' strategy in learning listening and also know the ability of students to understand the questionnaire and interview.

#### 3.4.1 Questionnaire

According to sugiyono (2010) questionnaire is a technique of data collection is done by giving a set of question or a written statement to the respondent to answer. Questionnaire as the instrument is used for collecting data it used to investigate listening strategies , this is usefull for the researcher, because this questionnaire is easy to be administered, the most cost effective mode of strategy assessment. This questionnaire consists of some strategies that students used. The questionnaire got from Wira (2015)

**Table 3.2**

**The Students' Listening strategies in Learning Listening**

No	Strategy	statements adopted with minor adaption in wordings	Often	Sometimes	Seldom	Never
1	Metacognitive strategy	I check the objectives of listening task and propose strategies for handing it				
2	Pre listening	I prepare my mind to concentrate in listening				
3		Before I start to listen, I have a plan in my head for how I am going to listen				
4	While listening	I listen the vocabulary or recall the important words related to the topic				
5		I listen for specific aspects of information, (e.g., familiar key words, stressed words or tone of voice) and I focus on hearing that information				
6		When I think I understand something, I compare it with my general knowledge.				
7		I skip over words that I do not understand ,so that I don't miss what is native				

		speaker said next				
8	After listening	I think back to how I listened and about what I might do differently next time				
9		I think back to the quality of my strategy use (for example planning, inferencing and about how I can do better next time				
10		I will write down the words that I do not know after the listening test and look up the dictionary				
11	Cognitive strategy	I will notice the questions with who,how,when,where and what in the content				
12	Bottom up	I use my knowledge about English Language to approach the meaning (e.g.,whether a words is an adjective or an noun)				
13		I take notes of main points and keywords				
14	Top down	I listen for main ideas first and then details				
15		I can guess the meaning based on the context				
16		I make guess about the topic based on what has already been said				
17		I predict or make hypotheses on text by titles				
18		I try to listen for each word or detail				
19		Before trying to understand the task, I first translate some difficult English words into indonesia.				
20		Before trying to comprehend the task, I first translate the whole sentence into indonesia.				
21	Socio-affective strategy	I ask my friend and teacher to repeat or explain the task				



		that I do not understand				
22	Social strategies	I practice listening and speaking in english with my friends.				
23		I try to relax my self, breathe deply,meditate, and clear my mind while listening				
24	Affective strategies	I can keep calm and not to be nervous while listening				
25		Iam confident in understanding the whole contents				

#### 3.4.2 Interview

The data from interview are analyzing in steps. Raco (2010) stated that interview is an tool that the researcher use to get information from the respondent that the researcher can not find while during questionnaire. The Interview data will be interpret to find out whether the students' listening strategy in learning listening.

**Table 3.3**

#### **The List of Interview Questions**

No	Question
1	Is studying listening important for you? Why or why not?
2	There are four main language skills: reading; writing; speaking; listening.In general, which one do you think is the most difficult for

	you?
3	Listening strategies were introduced and practiced in this class. What listening strategies can you remember?
4	In learning listening, you use the strategies. Which strategies do you think are the most useful? Why?
5	Which strategies do you think are the least useful? Why?

### 3.5 The data collection techniques

To collecting the data of this research. The researcher Delivered The questionnaire to students. This questionnaire as a sample to find out the strategy of students. Researcher choose 3b in third semester. Ther were 30 students as a sample in this paper.

the following steps of deliver the questionnaire to students in class.

1. The researcher come to class and permission to the lecture that after the study finish, the researcher will conduct the research in the class.
2. After the study finish, the researcher give questionnaire in the class
3. The researcher give instruction for students to answer questionnaire
4. After finish , The researcher says thanks to students about their participation.
5. The researcher analyzed the students answer

### 3.6 The data analysis technique

The researcher do the analyze of this research. Analysis of the data the researcher done some steps of technique, the first step is to analyze the

thirty students' answer questionnaire. The researcher read and classify the students answer based on the students choosen yes or no, that they have answered. After that, the researcher use the formula ana sudijono (2004) to describe the students' listening strategies percentage.

Where  $p = F/N \times 100\%$

p = percentage

F= number of frequency

N = number of item

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data description

In this chapter the researcher will explain about the whole data that the researcher got when do the research observation at Islamic university of Riau. Following the explanation from previous chapter, the aim on this chapter was to

find out the objective of the research as follows: what kinds of listening strategy used by English language education students of fkip uir pekanbaru. To get the answer for the research question above, the researcher gave questionnaire to the students. There were three indicators and in each indicators there were several items that explained about the students' listening strategy in learning listening. The questionnaire were consist with 25 questions that the students have answered.

#### **4.2 Data Analysis**

There are three main strategies that students used while learning listening . They are, metacognitive strategies, cognitive strategies, and socio affective strategies.

The scoring of the questionnaire the researcher calculated the score by looking the highest choices in each items, ranging 1-4 scoring. There are 3 indicators that will be analyzed like metacognitive strategies, cognitive strategies, and socio affective strategies. such as often , sometimes, seldom , never . To get rather of students listening strategy in learning listening.

1. Never
2. Seldom
3. Sometimes
4. Often

#### **4.3 Findings by research question**



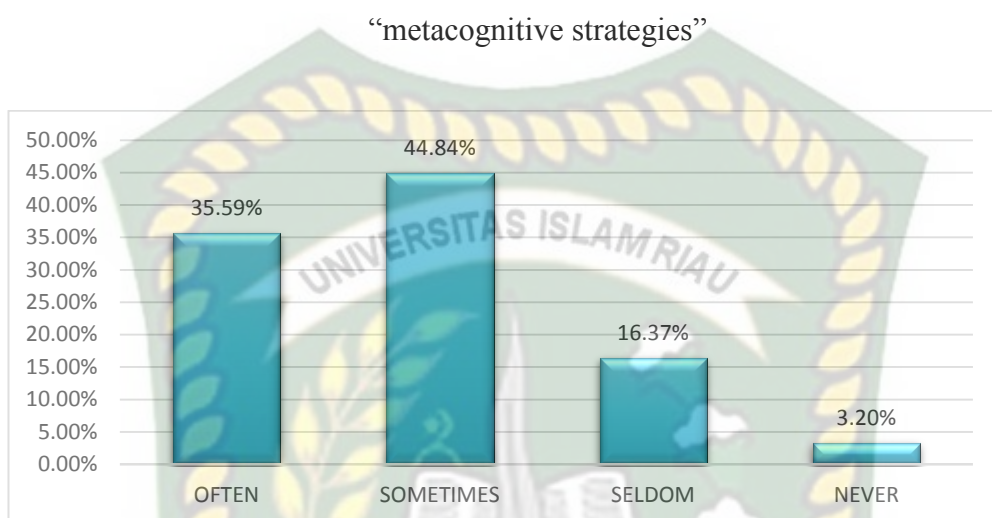
#### 4.3.1 Descriptive survey based on listening strategies

listening strategies as a behaviors and thoughts that a listener did during listening. Students used the strategies to make easier for them in learning listening. Strategy of listening is used by students to compensate for uncertainties in understanding the meaning. There were three categories of listening strategies (metacognitive, cognitive, and socio affective strategies). First, The statements for metacognitive strategies are number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Second, its about cognitive strategies, there are ten question about cognitive strategy with number 11,12,13,14,15,16,17,18,19,20. And the last is socio affective strategies, in this strategy there are only five question that include about socio affective strategy in learning listening.

##### 4.3.1.1 Descriptive Survey Based on Metacognitive Strategy

Metacognitive strategy is the way that students used to manage their learning process. In metacognitive, learners planned the strategies, monitored, and evaluated strategies in understanding the task. Here are the result of the questionnaire about indicator of metacognitive strategies, it shows in the chart as bellow:

Figure 1



The chart above shows that 100 (35.6%) students that chose **often** for metacognitive strategy of listening strategy .The highest presentation from the students' answer in the questionnaire is **sometimes** with 126 (44,8%) students choose in the likers scale. The number of the presentation **seldom** are 46 (16,4%), and the last one is **never** with presentation about 9 (3,2%). From the presentation of calculation above, it can be seen that the comparison between **often** and **never** were high. Its mean that the most of students chose **often** and **sometimes** for metacognitive strategies in learning listening . According to Vandergrift (1997) metacognitive strategy was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, and evaluate. based on the explanation above it can concluded that students use metacognitive strategy to clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task.

Beside that, students use this strategy to completed the tasks where they also engaged in prediction, monitoring, problem solving and evaluation. Students used metacognitive strategy in different types. Types of metacognitive strategies were pre-listening strategy, while-listening strategy, and post-listening strategy.

a. pre listening strategy

Pre-listening strategy was preparation that preferred by the students before their learning listening. This strategy consists of three statements with number 1,2,3. In these items involved the indicator about metacognitive strategy of pre listening strategy in learning listening . The result of students answer is shows in the chart below:

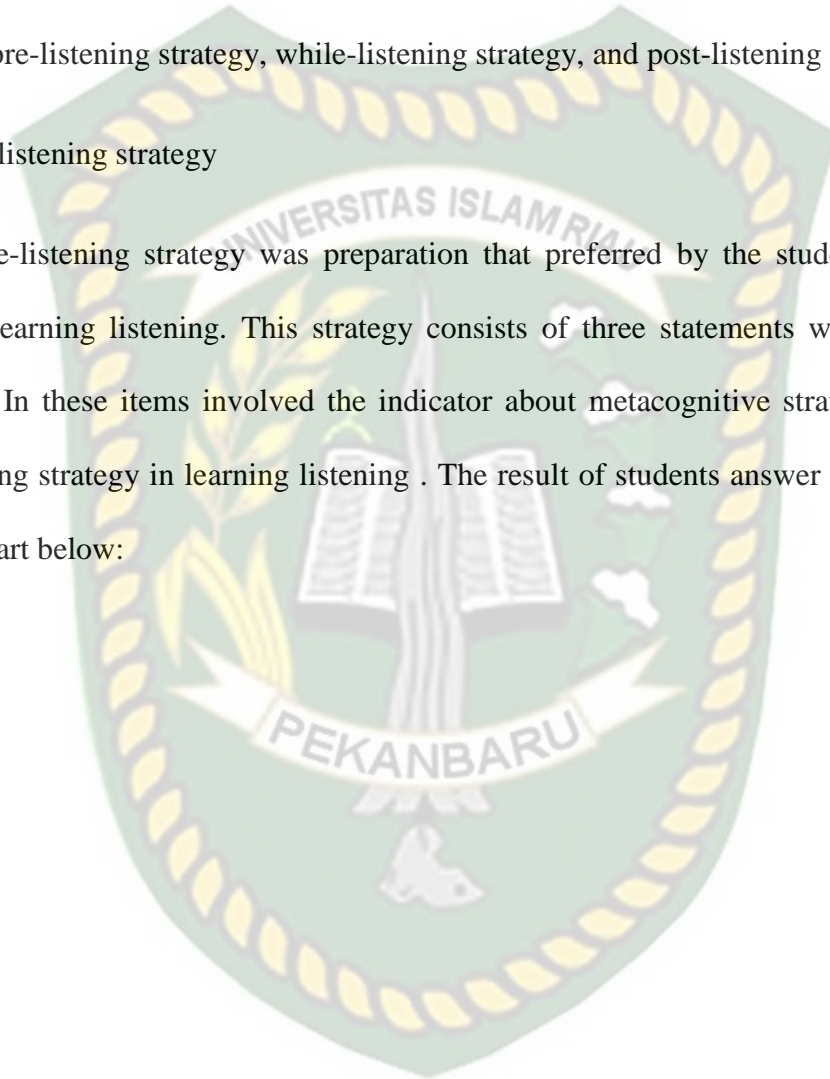
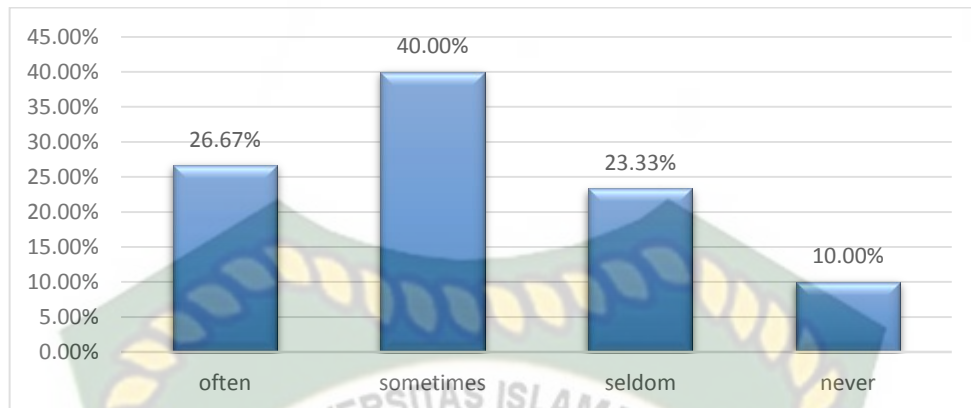


Figure 2

Pre listening “I check the objectives of listening task and propose strategies for handing it”

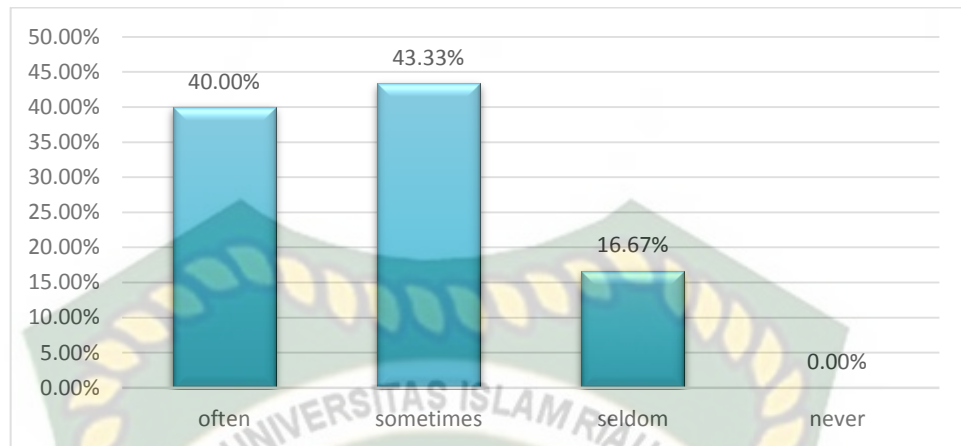


By looking to the chart above , most of the students chose **sometimes** for pre listening strategy around 12 (44.8%). The second one is **often** with total score around 8 (35.6%), it is the highest score after sometimes. 7 (16.4%) students choose **seldom** in the items about pre listening strategy in learning listening. The last one is **never** with total score around 3 (3.2%).

Figure 3

Pre listening “I prepare my mind to concentrate in listening”





The data shows that 12 (40.00%) students chose **often** for the statement “I prepare my mind to concentrate in listening”. then followed by 13 (43,3%) students answer in the questionnaire is 68 (37.7%) for students who choose **sometimes**. 5 (16,67%) students choose **seldom** and no one (0,00%) students choose **never** in pre listening “I prepare my mind to concentrate in listening”.

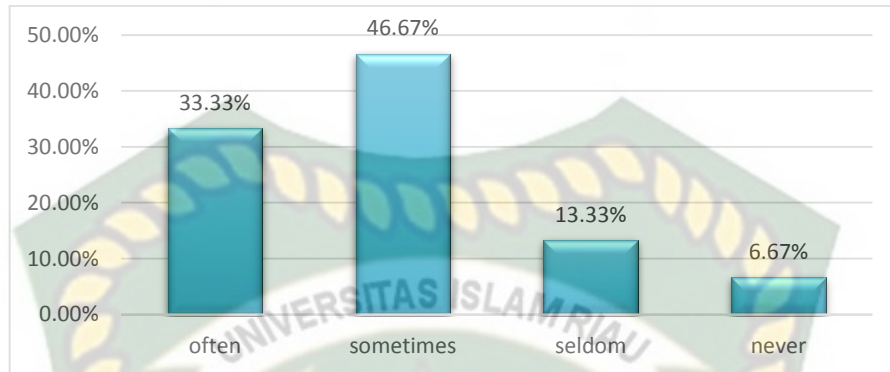
b. while listening strategy

While-listening strategy was the learners’ focused on monitoring their listening and attracted their attention. This strategy consists of four items. The number were 4,5,6, and 7.

Figure 4

Pre listening “before I start to listen, I have a plan in my head for how I am going

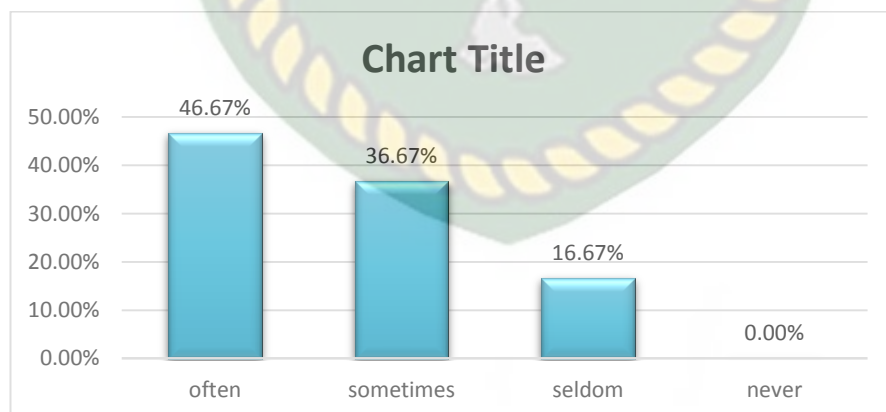
to listen “



Based on the chart above . it can be seen that 10 (33.33%) students chose **often** for metacognitive strategies in pre listening. and followed by 14 (46,67%) students choose **sometimes**, 4 (13,3%) chose **seldom**, and 2 (6.67%) chose **Never**.

Figure 5

While listening “I listen the vocabulary or recall the important words related to the topic “

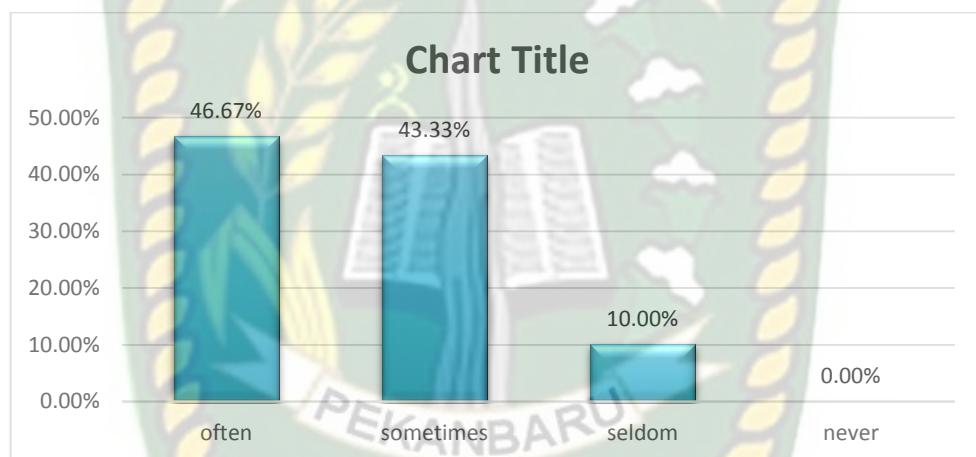


The data shows most of the students chose **often** for while listening strategy in metacognitive strategy around 14 (46.67%). The second one is **sometimes** with total score around 11 (36.67%), it is the highest score after **often**. 5 (16.7%)

students choose **seldom** in the items about while listening strategy in metacognitive strategy. The last one is **never**, there is not students who choose **never** in this items.

Figure 6

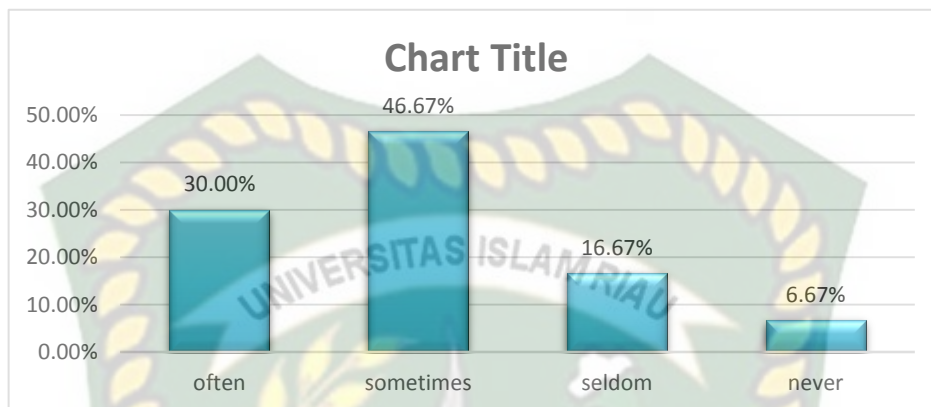
While listening “I listen for specific aspects of information, (e.g., familiar key words, stressed words or tone of voice) and I focus on hearing that information “



In this chart that the indicator of while listening “I listen for specific aspects of information, (e.g., familiar key words, stressed words or tone of voice) and I focus on hearing that information”. It shows who students choose for **often** same with the statement from while listening “before I start to listen, I have a plan in my head for how I am going to listen its about 14 (46.67%). For **sometimes** there are 13 (43.33%) students choose in the questionnaire. 3 (10.0%) students choose for **seldom** of metacognitive strategy in while listening. The last one is **never** , no one students choose this scale.

Figure 7

While listening “When I think I understand something, I compare it with my general knowledge”.



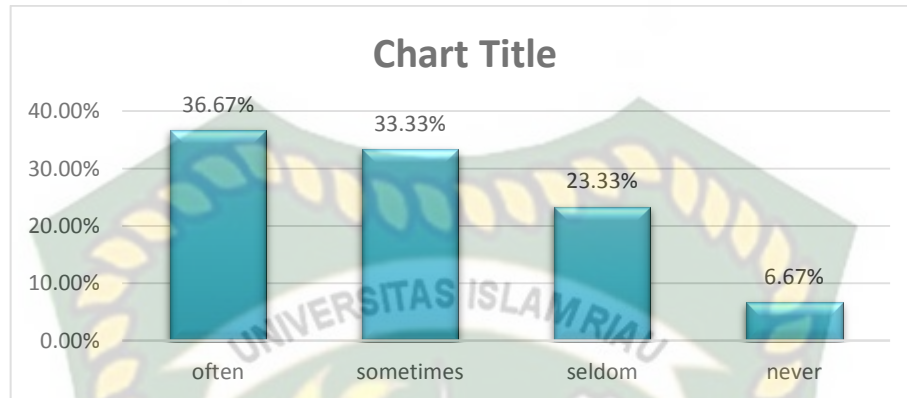
From the chart above it shows that 9 (30.0% ) students choose for **often** in statement while listening “When I think I understand something, I compare it with my general knowledge “. There are 14 (46.67%) that choose **sometimes** in the questionnaire. 5 (16.67%) students choose **seldom** in the metacognitive strategies in while listening. then for **never** its about 2 (6.67% ) students choose it.

Figure 8

while listening “I skip over words that I do not understand ,so that I don’t miss



what is native speaker said next“.

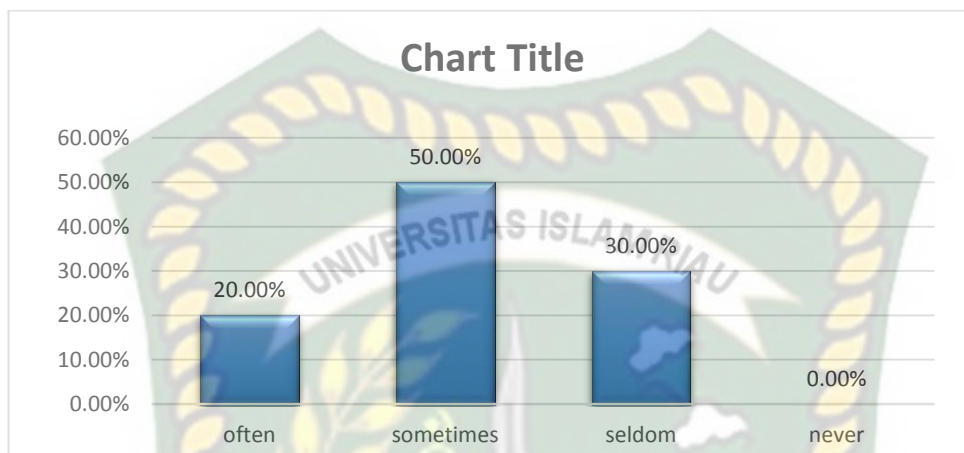


From the chart above it shows that most of students choose **often** around 11 (36.67%) in statement while listening “I skip over words that I do not understand ,so that I don’t miss what is native speaker said next“. There are 10 (33.33%) that choose **sometimes** in the questionnaire. 7 (23.33%) students choose **seldom** in the metacognitive strategies in while listening. then for **never** same with items While listening “When I think I understand something, I compare it with my general knowledge”.its about 2 (6.67%) students choose it.

c. Post-listening strategy was the evaluation of their understanding in listening and also trying to find out what should they do to help their listening comprehension. This strategy consists of three items. The number were 8,9 and 10. The result of students answer showed in the chart below:

Figure 9

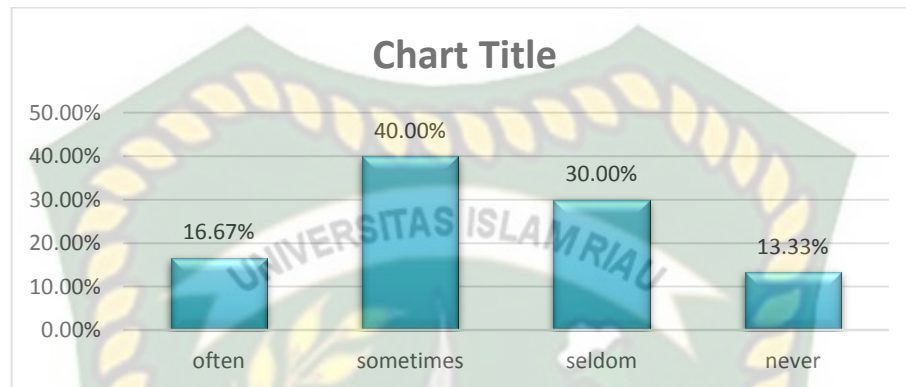
After listening “I think back to how I listened and about what I might do differently next time”



From the chart above it shows that most of students choose **sometimes** around 15 (50.00%) in metacognitive strategy of after listening. the second highest score in this items is **seldom** its about 9 (30.00%) students choose it. There are 6 (20.00%) that choose **often** in the questionnaire. For never, in this item no one students choose never.

Figure 10

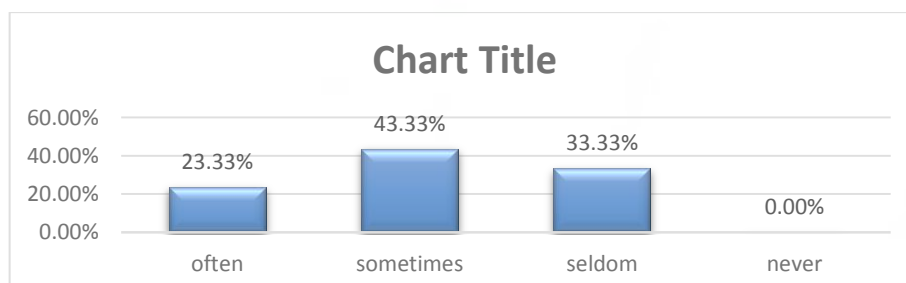
After listening “I think back to the quality of my strategy use (for example planning, inferencing and about how I can do better next time”



From the chart above it shows that most of students choose **sometimes** around 12 (40.00%) in metacognitive strategy of after listening. the second highest score in this items is **seldom** its about 9 (30.00%) students choose it. There are 5 (16.67%) that choose **often** in the questionnaire. For **never**, in this item there are 4 (13.33%) student choose never.

Figure 11

After listening “I will write down the words that I do not know after the listening test and look up the dictionary”



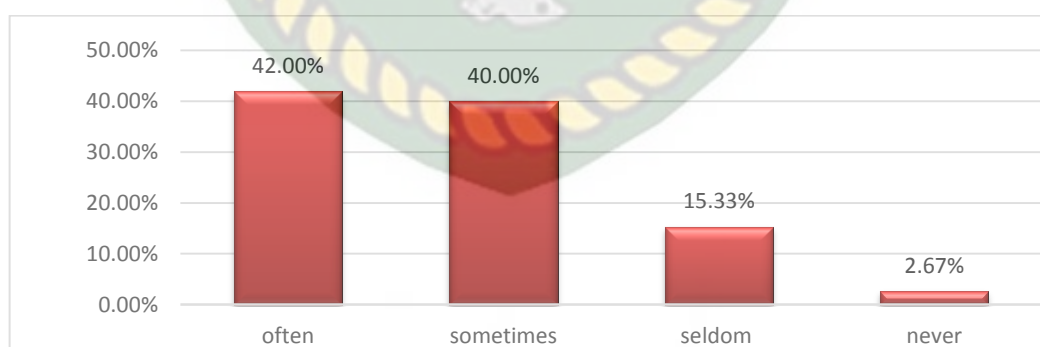
From the chart above it shows that most of students choose **sometimes**

around 13 (43.33%) in metacognitive strategy of after listening. the second highest score in this items is **seldom** its about 10 (33.33%) students choose it. There are 7 (23.33%) who choose **often** in the questionnaire. For never, in this item no one (0.00%) student choose **never**.

#### 4.3.1.2 Descriptive Survey Based on cognitive Strategy

Cognitive strategy is the way from the students self to learn the lesson. Such as, they make the important note or summarize, important question for themselves, and try to find the meaning of difficulties word to get the information from the speaker. In cognitive strategy, they use their spontaneous knowledge to solve their problem in learning listening. based on the result cognitive strategy get high score than other scale. It shows on the chart below.

Figure 12  
Cognitive strategy



The chart above it showed that 126 (42.00%) students who chose **often** for cognitive strategy of listening strategy , the presentation of cognitive strategy were quite higher than other scale. The second highest presentation from the students' answer in the questionnaire is 120 (40.00%) students who choose



**sometimes** in the likers scale. The number of the presentation **seldom** are 46 (15.33%), and the last one is **never** with presentation about 8 (2,67%). From the presentation of calculation above, it can be seen that the differentiation of **often** and **never** were very high. Its mean that the students who chose **often** and **sometimes** use cognitive strategies in learning listening. Goh (1998) asserts that cognitive strategies, which include inferencing, repeating, deduction, imagery, elaboration, note taking, and translation, are utilized by language learners to help them process, store and recall new information.

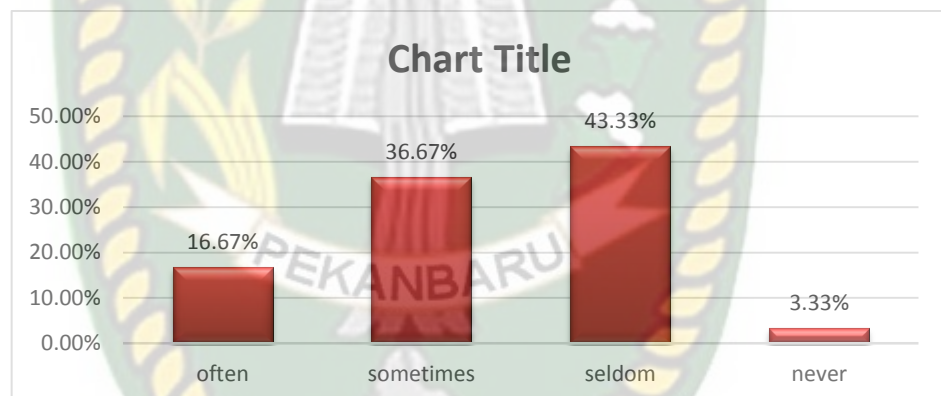
So the result of the questionnaire, students used cognitive strategies to comprehend the message from spoken input. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Then, cognitive strategies assisting students to making inferences about what they hear with listening process like repeat, elaborate and take a note of the perception. Beside that, in cognitive strategy students can try to predict what will utter by the signal and cognitive strategy instruction on the listening comprehension can be a performance for students in learning listening. Same with metacognitive strategies, cognitive strategies also have some types. Hinke (2006) defined cognitive strategies as a tools to help students in listening for get the content from the speaker in listening process. Its mean that cognitive strategies is prepare the students to use their mind to understand the content of task. He divide cognitive strategy into two strategy like bottom up and top down .

#### a bottom up strategy

For bottom-up strategy, it refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. The questionnaire for this item were three question with number 11,12,13 . we can see in the chart about the result below.

Figure 13

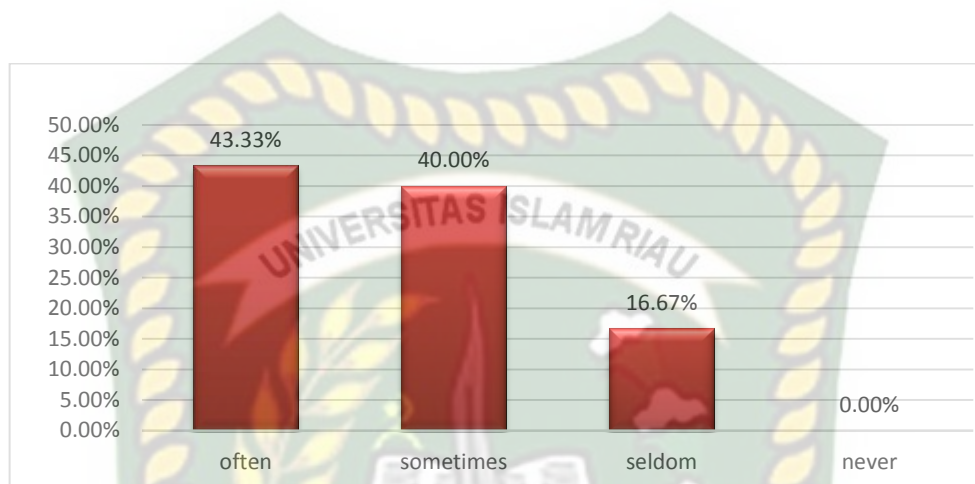
Bottom up “I will notice the questions with who,how,when,where and what in the content”



Based on the chart above it can be seen that the indicator of students strategy in cognitive strategy of bottom up shows that students choose for **often** around 5 (16.67%). For **sometimes** there are around 11 (36.67%) students choose it in the questionnaire. The high score in this items is **seldom** its about 13 (43.33%) students choose it . The last one the lower number based on the students answer in the questionnaire, it around 1 (3.33%) students chose **never** for cognitive strategy of bottom up strategies.

Figure 14

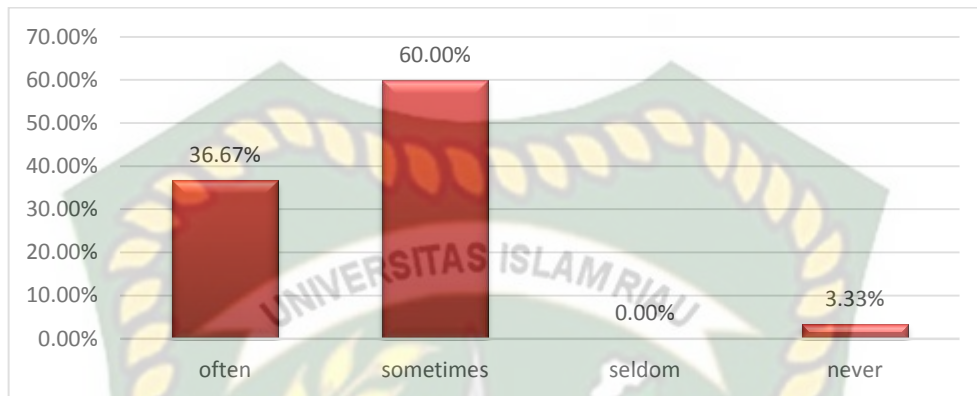
Bottom up “I use my knowledge about English Language to approach the meaning (e.g., whether a words is an adjective or an noun)”.



Based on the chart above it can be seen that the indicator of students strategy in cognitive strategy of bottom up shows that students choose for **often** around 13 (43.33%). For **sometimes** there are around 12 (40.00%) students choose it in the questionnaire. The high score in this items is **seldom** its about 5 (16.67%) students choose it . The last one is **never**, 0 (0.00%) students chose never for cognitive strategy of bottom up strategies.

Figure 15

Bottom up “I take notes of main points and keywords”



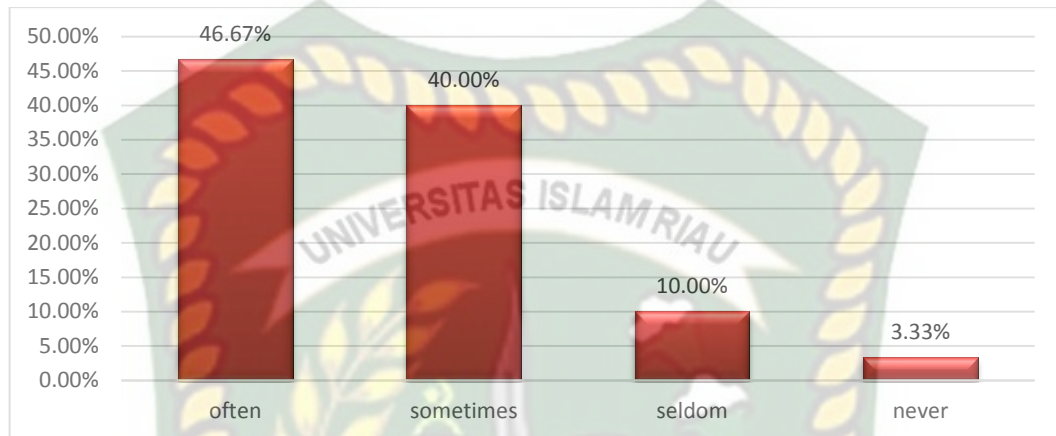
The result of the calculation showed that 11 (36.67%) for students' answer in **often** in the statement bottom up “I take notes of main points and keywords”. 18 (60.00%) students chose **sometimes** for questionnaire about cognitive strategy of bottom ups strategy. There is not students that choose for **seldom** in this item and only 1 (3.33%) students choose **never**.

b. top down up strategies, engaged in a similar study and pointed out that effective listeners were good at using their previous knowledge and experience to raise hypotheses about a text, integrating new information into their ongoing interpretations, making influences to bridge gaps, assessing their interpretations, and modifying their hypotheses, if necessary. The questionnaire for this item were seven question with number 14 until 20. The result of students answer is showed in the chart below:



Figure 16

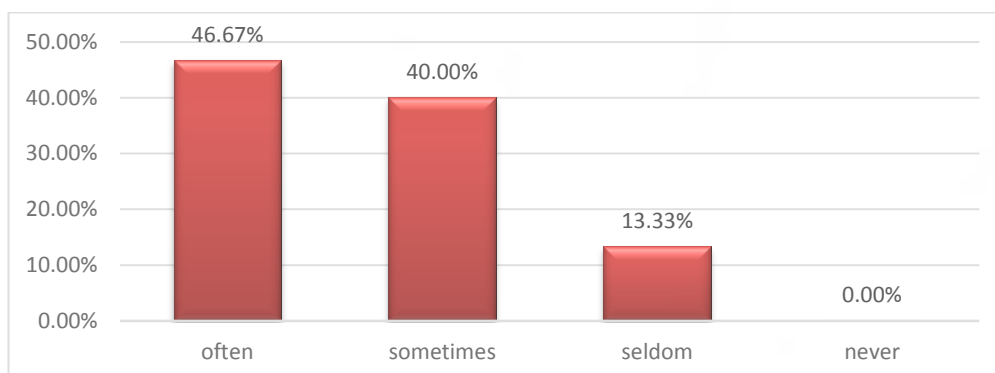
Top down “I listen for main ideas first and then details”



The chart above it shows that most of the students chose **often** for cognitive strategy of top down strategy around 14 (46.67%). The second one is **sometimes** with total score around 12 (40.00%), it is the highest score after often .3 (10.00%) students choose **seldom** in the items about cognitive strategy of top down in learning listening. The last one is **never** with total score around 1 (3.33%), this is the lower score from all of likert scale that students choosen in the questionnaire.

Figure 17

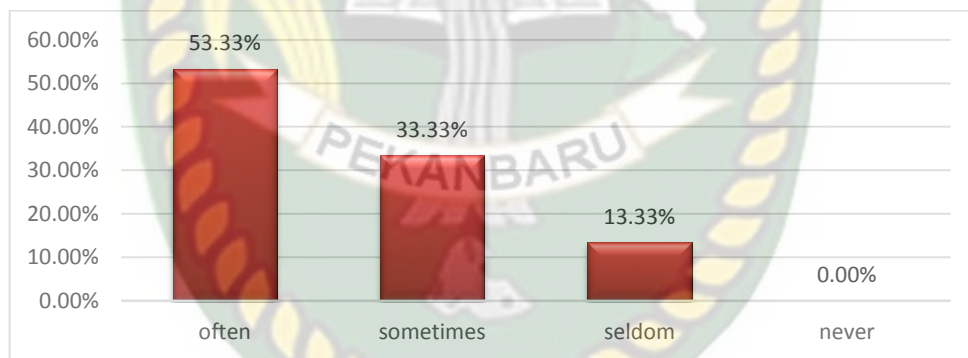
Top down “I can guess the meaning based on the context”



By looking to the chart above, the result of statement this item same like statement top down “I listen for main ideas first and then details “. The result shows who students chose **often** for cognitive strategy of top down strategy around 14 (46.67%). The second one is **sometimes** with total score around 12 (40.00%), it is the highest score after often .3 (10.00%) students choose **seldom** in the items about cognitive strategy of top down in learning listening. The last one is **never** with total score around 1 (3.33%), this is the lower score from all of likert scale that students choose in the questionnaire.

Figure 18

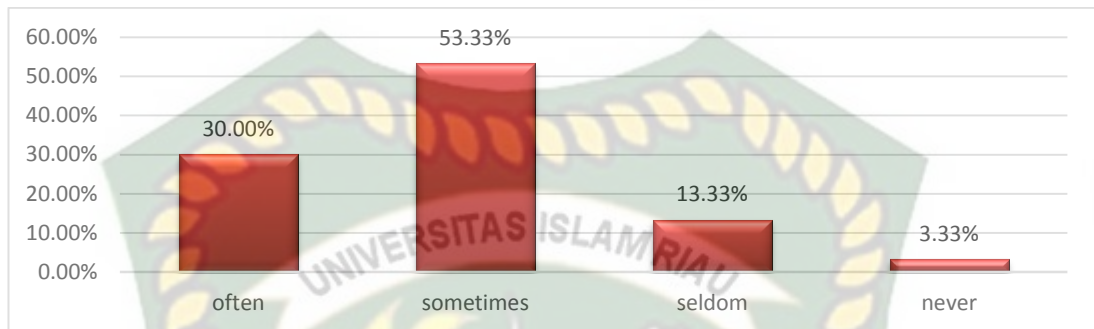
Top down “I make guess about the topic based on what has already been said ”



By looking to the chart above, the students chose **often** for cognitive strategy of top down strategy around 16 (53.33%). The second one is **sometimes** with total score around 10 (33.33%), it is the highest score after often .4 (13.33%) students choose **seldom** in the items about cognitive strategy of top down in learning listening. The last one is **never** with total score 0 (0.00%).

Figure 19

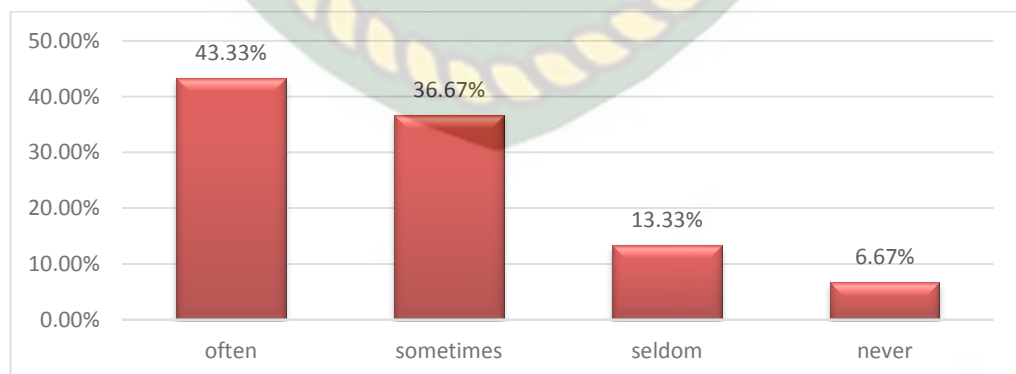
Top down “I predict or make hypotheses on text by titles”



By looking to the chart above, the students chose **often** for cognitive strategy of top down strategy around 9 (30.00%). The second one is **sometimes** with total score around 16 (53.33%), it is the highest score in this item .4 (13.33%) students choose **seldom** in the items about cognitive strategy of top down in learning listening. The last one is **never** with total score 1 (3.33%).

Figure 20

Top down “I try to listen for each word or detail”

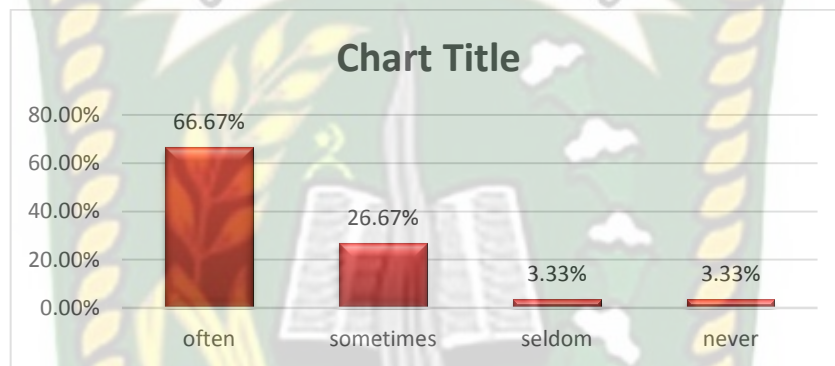


By looking to the chart above, most of the students chose **often** for cognitive strategy of top down strategy around 13 (43.33%). The second one is **sometimes** with total score around 11 (36.67%), it is the highest score after **often** .4 (13.33%)

students choose **seldom** in the items about cognitive strategy of top down in learning listening. The last one is **never** with total score around 2 (6.67%), this is the lower score from all of likert scale that students choose in the questionnaire.

Figure 21

Top down “Before trying to understand the task, I first translate some difficult English words into indonesia.”

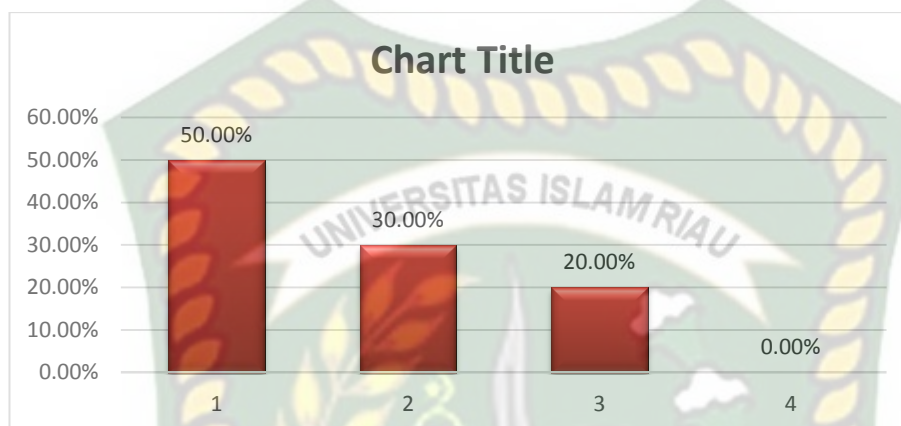


By looking to the chart above, most of the students chose **often** for cognitive strategy of top down strategy around 20 (66.67%). The second one is **sometimes** with total score around 8 (26.67%), it is the highest score after **often**. the percentage between **seldom** and **never** are same its about 1 (3.33%) students choose in the items about cognitive strategy of top down in learning listening.



Figure 22

Top down “Before trying to comprehend the task, I first translate the whole sentence into indonesia..”



The chart shows that the students chose **often** for cognitive strategy of top down strategy around 15 (50.00%). The second one is **sometimes** with total score around 9 (30.00%), it is the highest score after **often** .6 (20.00%) students choose **seldom** in the items about cognitive strategy of top down in learning listening. The last one is **never** with total score 0 (0.00%).

#### 4.3.1.3 Descriptive Survey Based on socio-affective Strategy

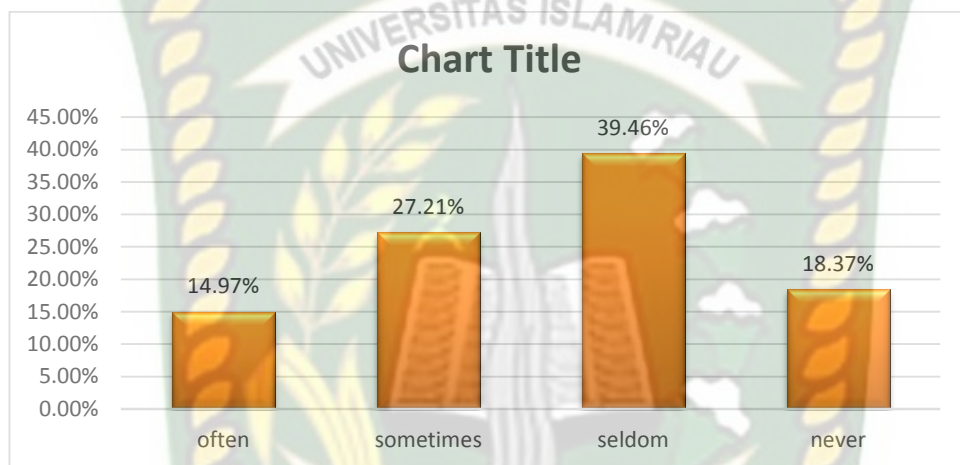
socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension.

Macintyre (1993) said that socio-affective strategies are very significant because the learning situation and learners social-psychological factors are closely related to each other. Its mean that Students have relationship between low anxiety and high listening performance because of that this strategy use to makes easy and improve listening comprehension, social and affective strategies had the most effect on the learning context said that socio-affective strategies are related

to students' interaction with other speakers and their reactions towards learning. Meanwhile, most of students confuse with this strategies and rarely to use the strategy . for detail it can be seen in the chart below.

Figure 23

Socio-affective strategy



In this chart shows the indicator of socio affective strategy. It shows that students choose for **often** around 22 (28.6%). For **sometimes** there are around 40 (36%) students choose it in the questionnaire. 58 (25.4%) students choose for **seldom** of students' problems in motivation. The last one the lower number based on the students answer in the questionnaire, it around 27 (9.8%) students chose **never** for socio affective strategy. socio affective strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Socio-affective strategies are one of strategies which are strategy that includes the social or environment in learning process .O'Malley's (1990) as cited stated that socio affective strategy is divided into social strategy and affective strategy.

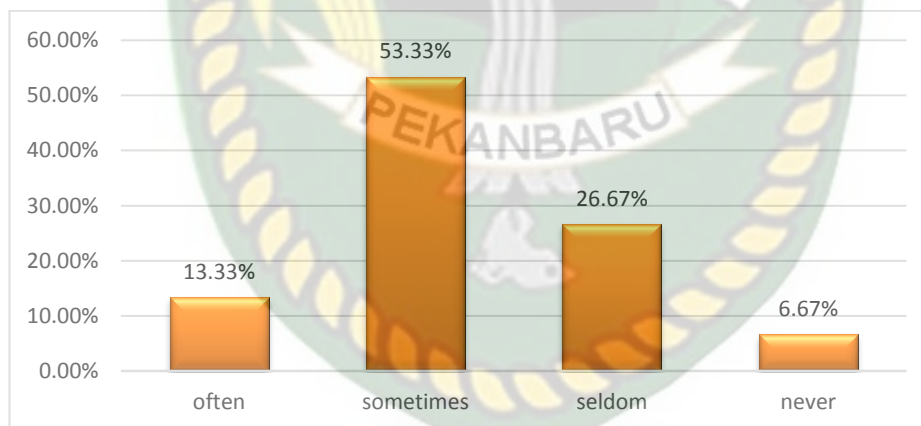
### a. Social Strategy

Social strategy refers to sharing the idea with other people in learning process.

Social strategies are divided into asking question, cooperating with others, and empathizing with others. This strategy consists of two items with number 21 and 22. Most of students frequently choose social strategies than affective strategy. It can be seen in chart below.

Figure 24

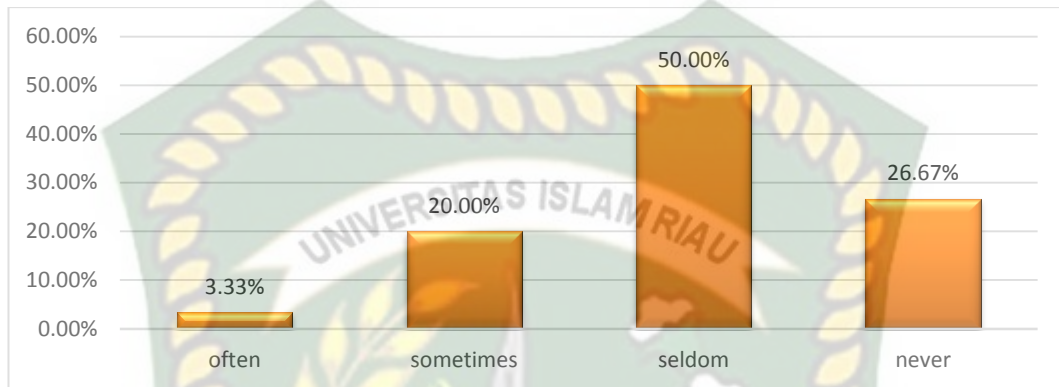
Social strategies “I ask my friend and teacher to repeat or explain the task that I do not understand”



In this chart shows the indicator of socio affective strategy in social strategies. It showed that students choose for **often** around 4 (13.33%). For **sometimes** there are around 16 (53.33%) students choose it in the questionnaire. 8 (26.67%) students choose for **seldom** of students' problems in motivation. The last is **never**, it around 2 (6.67%) students chose never for socio affective strategy.

Figure 25

Social strategies “I practice listening and speaking in English with my friends”



In this chart shows that students choose for **often** around 1 (3.33%). For **sometimes** there are around 6 (20.00%) students choose it in the questionnaire. 15 (50.00%) students choose for **seldom** of students' problems in motivation. The last is **never**, it around 8 (9.8%) students chose never for socio affective strategy.

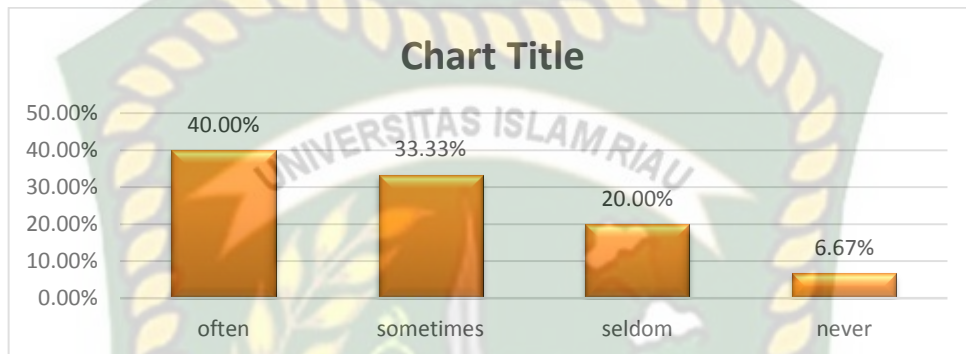
#### b. affective strategy

Affective strategies refer to attitudes, motivation and also the emotion of learner. affective strategy refers to learners' confidence during the listening process.in Affective strategy consists of three question.



Figure 26

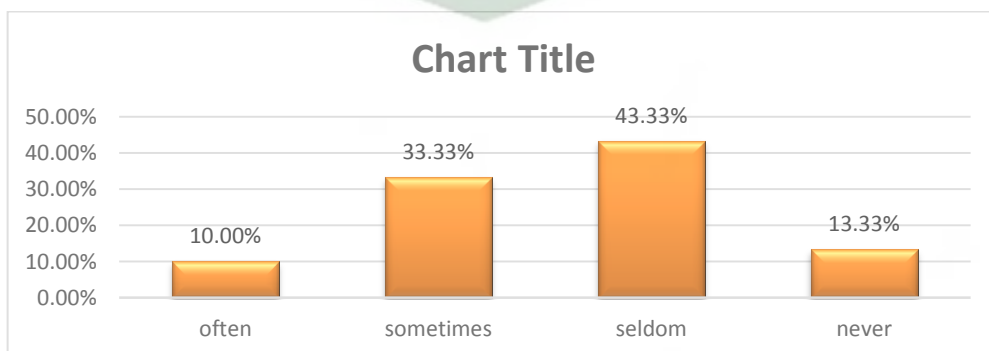
Affective strategies “I try to relax my self, breathe deeply, meditate, and clear my mind while listening”



In this chart shows that students choose for **often** around 12 (40.00%). For **sometimes** there are around 10 (33.33%) students choose it in the questionnaire. 6 (20.00%) students choose for **seldom** of students' problems in motivation. The last is **never**, it around 2 (6.67%) students chose **never** for socio affective strategy.

Figure 27

Affective strategies “I can keep calm and not to be nervous while listening”

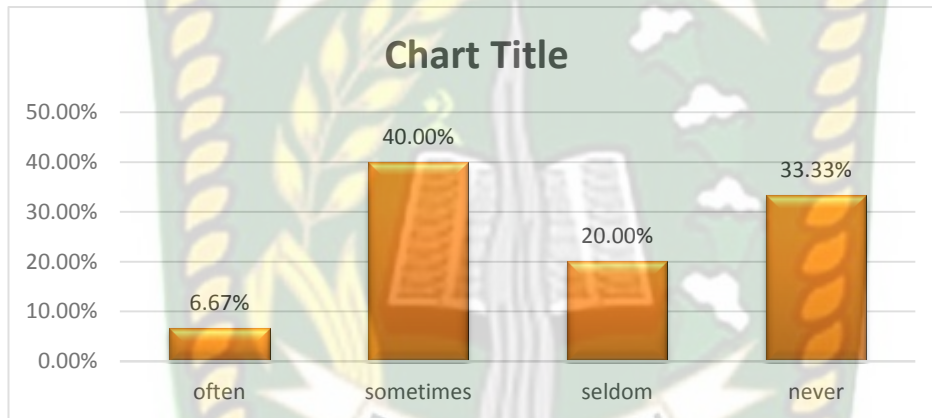


In this chart shows that students choose for **often** around 3 (10.00%). For

sometimes there are around 10 (33.33%) students choose it in the questionnaire. 13 (43.33%) students choose for **seldom** of students' problems in motivation. The last is **never**, it around 4 (13.3%) students chose **never** for socio affective strategy.

Figure 28

Affective strategies "I am confident in understanding the whole contents"



In this chart shows that students choose for **often** around 2 (6.67%). For **sometimes** there are around 12 (40.00%) students choose it in the questionnaire. 6 (20.00%) students choose for **seldom** of students' problems in motivation. The last is **never**, it around 10 (33.33%) students chose **never** for socio affective strategy.

After all of the explanation above about the results of the students' answer in the questionnaire. All of the table above show the calculation in each items. We can see that the higher and lower percentage among metacognitive strategies, cognitive strategies and socio affective strategy in questionnaire about students' listening strategies in learning listening of the third year students at English

language education of fkip uir Pekanbaru . First indicator is metacognitive strategies with the higher presentation is **sometimes** 126 (44.8%) for the lower percentage is **never** 9 (3.2%). The next indicator is students' strategy use cognitive strategy, the higher is **often** 126 (42.00%) and the lower is **never** 8 (2.67%). And last is socio affective strategies, the higher for this indicator is **seldom** 58 (39.46%) and the lower is **often** 22 (14.97%).

#### **4.4 Result of the Students' Listening strategy in learning listening of third years English language education at fkip uir pekanbaru from Interview**

Based on the interview, the researcher found that all of the students answer the questionnaire with true and honest. The researcher choose 5 students to interview such as :

1. Rada febriani 3b

She said listening is important for learning process, it is because listening used for communication in her daily life . in learning listening, she got difficult to do the task, she has problem while listen the native speaker . while listening she always confused what the native speaker said . she always focus on listening but sometimes native speaker said is not clear for her. To get the solution in learning listening, she used cognitive strategies like to translate the vocabulary that she listen from Indonesian to English. With this strategy she understand more about the task. One of strategy that she was not interesting is socio affective. She said that because she thought socio affective strategy was not the good strategy in finish her problem . this strategy made her lazy in learning listening.

## 2. Nofriyani z 3B

She said that listening gave benefit for her. Listening is not only help her to focus on what she listen but listening can improve her other English skill like study about how to be a good pronunciation and got new vocabulary from native speaker. Different from other students, she has different opinion that listening is not difficult to learn. However, she said reading was more difficult than listening.it Because she got little problem in grammar. the text, its due to her lack in grammar and confused with structures from the text. She thought that grammar is very hard to be mastery, that made her get low motivation in write the English text. for listening, she felt better if learning listening. she can accept and interpret the message from native speaker. the reason that why she understand about listening strategy. It because of listening strategy. She introduced two strategies in the class like metacognitive strategy and cognitive strategy. she said that listening strategy is the way to more easy listen native speaker for example she use metacognitive strategy “when I think I understand something, I compare it with my general knowledge” this strategy is used by her to combine what she had been listen and compare with her knowledge. The advantages for this strategy is help her to guess what the topic of native speaker said. She thought every strategy have different advantages so there was not strategy that not useful in learning listening.

## 3. Leni susanti 3B



she said listening was important for English students . listening is a foundation in learning English. This skill is a basic for studying listening, without this skill students can not get interaction while learning process. She gave the opinion that listening was difficult skill. She took the opinion from her experience. While listening, she confuse with audio in learning listening . the audio was from native speaker so native speaker was foreign to her . she got difficult to understand pronunciation from native speaker, it was fast and not clear for her. Meanwhile, she can solve the problem with listening strategy of cognitive strategy like the two statement “I listen for main idea first and then details’ and ‘I take notes of main points and keywords” these strategy is used by Leni to help her in conclude the meaning from native speaker. She thought metacognitive and socio affective strategies was least useful in learning listening. Leni explained that metacognitive strategies focus on remember in listen the native speaker. It so difficult for her. However, socio affective was not very functioning in learning listening although socio affective only make herself to confidents or relax while listening.

#### 4. Sania Rahmah 3B

she said that listening was important in learning English. Studying listening can improve her English skill same like reading, writing, and improve new vocabulary. Although she said listening was important but listening was also difficult for her. She stated listening need full concentration and focus . when she was listening an listening task or audio, she always not focus or lost her mind to listen native speaker. It is why she got the problem in learning listening. But, there was a solution for solve the problem . the solution was listening strategy . she

used cognitive strategy in learning listening .she usually translate the vocabulary from native speaker said into Indonesian language. It can make her easy do the exercise in learning listening. not only use cognitive strategy, she also used socio affective strategy to make sure that she got true answer. She used statement “I ask my friend to repeat or explain the task that I don’t understand” of socio affective strategy. She said all of listening strategy was useful but In different situation.

5. oktavia erza 3B

She said listening skill was important. Listening has many advantages . one of the advantage is to train us for accustom herself listen the foreign language. beside that, listening taught us to learn about real pronunciation or how to be good in pronounce English language. On the other hand , she also though that listening was difficult skill to learn it. In learning listening she must has knowledge and many vocabulary for help her in conclude the meaning from the exercise. Especially in learning listening, she used metacognitive strategy for solve her problem. The strategy in metacognitive is used by her to prepare herself and to know how the abilty that she has. in learning listening. She often used metacognitive strategy of “I prepare my mind to concentrate in listening” and “I will write down the words that I don’t know after listening task and look up the dictionary”. These strategy helped her to be a good listener and a diligent listener. she know strategy like metacognitive, cognitive and socio affective. for cognitive, she seldom to used it but she thought that this strategy is useful for other students. Beside that, she predicted that socio affective strategy was least useful in learning listening. socio affective strategy depend on other people. In this strategy she can

not be autonomous in learning listening. students who use this strategy can not do by them self but they need the people to help them in finish the task.

Based on the explanation above, Most of students used listening strategy in learning listening. the students can not comprehend listening task if the students found difficulty in interpreting the meaning from native speaker. the students felt bored, lazy, and confused, if the students found new words or vocabulary that the students did not know . The students have the strategies to solve this problems. the they use their strategy based on their ability same like metacognitive , cognitive and socio affective strategies. The students have problem if the students did not focus and concentration when the students listen the task. their opinion that well interaction with the task is important to understand the meaning or topic from native speaker in learning listening. And the students answered the questionnaire with true and honest.

#### **4.5 Discussion**

The respondents in this research are students of English Language education at Fkip uir Pekanbaru, it is from third year students especially in class 3 b. The questionnaire is focused on students' listening strategy in learning listening ,tried to figured out what is the listening staregies that made the students can understand or comprehend the listening test in learning listening , and also tried to find out is it all of the students have different strategies in learning listening . There were three indicators in students' listening strategy in learning listening :

1. metacognitive strategies

## 2. cognitive strategies

## 3. socio affective strategies

The results from the questionnaire and interview shows that most of the students used cognitive strategies in learning listening. There were several students used metacognitive strategies. Less of students used socio affective strategies . there were three indicators such as metacognitive strategy included ten items, cognitive strategy consists of ten items, and five items for socio-affective strategy. The findings of listening strategies was discuss and shows based on the highest percentage of the categories of listening strategies. cognitive strategy shows has high percentage its around 42.00% students chose “**often**”. in metacognitive strategy there were 35,56 % students chose “**often**”,and for socio affective strategy 14.97% chose “**often** ”in the questionnaire . It means that cognitive strategy was frequently used by the students to increase their ability and help them comprehend listening task in learning listening and followed by metacognitive strategy, and socio-affective strategy. They used their self planned before listening, and while listening they focused to the attention, and evaluated about what they had done in listening and what should they did to make it better. The finding have related with a study by Yamat (2011) shows that the Iranian EFL freshman university students frequently used cognitive than metacognitive and socio-affective strategies. They told that the students tried to think about how they got the comprehension in listening with planned, monitored, and evaluated their listening and cognitive increased their language learning in general and also the listening skill in specific, and made the students active in listening process.



Metacognitive strategy is one of strategy that demand the students to prepare the strategies from their self in learning listening, although before listening, while listening, and after listening. Students planning the strategies, monitoring, and evaluating the strategies in understanding the task is refers to metacognitive strategy. According to Bacon (1992) metacognitive strategies is divided in three strategies. They are pre-listening strategies, while-listening strategies, and post-listening strategies.

First, pre-listening strategies were students prepare their self before listening such as focusing attention, applying advance organizer, and deciding to think in English. In pre-listening strategies included three items. The data showed that the statement from “I prepare my mind to concentrate in listening ” got the highest percentage (40.00%) twelve students choose “**often**”, and followed by ten students (33.33%) who choose “**often**” for statement “Before I start to listen, I have a plan in my head for how I am going to listen”, and the last is for the statement of “I check the objectives of listening task and propose strategies for handing it”its around eight students (26.67%) choose “**often**” .From the data above, the statement from ‘I prepare my mind to concentrate in listening’ was most strategies that students used in learning listening. It same with result of the research that conducted by Jou (2010) most of students prepare their mind to concentrate before listening. In this study before the students joined the listening process, the students should had a step or measured to get success in listening. Yamat (2013) stated that the learners who prefer before listening it can help their understanding in learning process and also gave the good effect for students

learning process. Before the students started the listening they should prepare their mind to concentrate and get focus in learning listening.

Second, while-listening strategy is how the students monitoring their strategies while listening process. Abdalhamid (2012) said that while-listening the students monitoring their way in listening process. The data shows that in while listening the highest percentage is the statement from "I listen for specific aspects of information, (e.g., familiar key words, stressed words or tone of voice) and I focus on hearing that information" with 46.67% (14 students) chose "**often**", and followed by 46.00% (13 students) chose "**often**" for statement "While listening, I listen the vocabulary or recall the important words related to the topic", for statement of "While listening, I skip over words that I do not understand, so that I don't miss what is native speaker said next" was chosen by 11 students (36.67%) in option "**often**", and the last is statement of "When I think I understand something, I compare it with my general knowledge" there were 9 students (30.00%) in option "**often**". So, from the data above, most of the students used the statement from "I listen for specific aspects of information, (e.g., familiar key words, stressed words or tone of voice) and statement "I focus on hearing that information, especially when I do not understand ". It means that students focused with the important information and also students listen key words for get understand with what speaker said. This strategies make them easier to understand about what speaker said. This result same with the finding that had been done by Chulim (2008), where the data showed that the students worried to lose their

focuses and concentrate in listening, it made they did not get point about what they listen.

Third, post listening strategies is evaluated that students find out how far their success in learning listening. Based on the data appeared that statement from “After listening, I will write down the words that I do not know after the listening test and look up the dictionary” was more frequently used for students in post listening , the percentage of “**often**” was 23.33% (7 students) , that followed by statement from “After listening, I think back to how I listened and about what I might do differently next time” was chosen by six students (20.00%) in option “**often**”, and five students (16.67%) choose “**often**” for statement of “I think back to the quality of my strategy use (for example planning, inferencing and about how I can do better next time”. The finding was most of students want find vocabularies and to know the unknown vocabularies . for solve this problem ,the students open the dictionary. in this case the students open the dictionary after listening to find the vocabulary that they did not understand while listening . It same with finding by Jou (2010) told that the students lack of vocabularies because while listening process can not open the tools to help them cope their problem.

Bottom-up strategies is strategy to guessing the meaning from the speaker by word, sentence, and syntax. In this case, bottom-up is divided in five items. The highest percentage in bottom-up is “I use my knowledge about English Language to approach the meaning (e.g.,whether a words is an adjective or an noun)” in this statements (43.33%) students choose “**often**” and followed by the

statement “I take notes of main points and keywords ” its about (36.67%)students choose “**often**”, and for statement “I will notice the questions with who,how,when,where and what in the content ” its around 16.67% in scale “**often**”. The result has different with Chelli (2013) , he stated that most of student used take a note to help them remember about what the speaker said. in his study for Thai undergraduate students told that when the student taking a note it make they remember it and keep particular information longer. Meanwhile, it different from the results in this research. The data shows that taking a note is the least strategies that students chose, researcher said that perhaps the students need to work like use their knowledge where is adjective or noun in listen the native speaker.

Top-down strategies is the strategies that guessing the meaning by the gesture or signal that speaker gives. In top-down strategies there were seven items. The highest one that student more frequently used is statement from “Before trying to understand the task, I first translate some difficult English words into indonesia” with 66.67% students choose “**often**”, and followed by the statement of “I make guess about the topic based on what has already been said ” with 53.33% students choose “**often**”, for statement “Before trying to comprehend the task, I first translate the whole sentence into indonesia” with 50.00% choose “**often**”, 46.67%, students choose “**often**”in statement “I listen for main ideas first and then details” and in statement “I can guess the meaning based on the context” 46.67% students choose “**often**” , the percentage of “**often**” was 43.33% in statement “I use my knowledge about English language to approach the meaning (e.g,



whether a words is an adjective or an noun and the last is for statement “I predict or make hypotheses on text and title” with 30.00% students for “**often**” option. The percentages shows that the statement from “Before trying to understand the task, I first translate some difficult English words into indonesia” was more chosen by students. When learning something, try to focus about what the topic to get succeed in learning. Especially in learning language, do often used the own language when they learning foreign language it could help the students got success in learning language.

The last strategies in listening strategies is socio-affective strategies, it refers to the environments that have role play in to increase the students’ ability in listening. Mianmahaleh, et al (2015) stated that socio-affective strategies that happens when language learners interact with each other to clarify a confusing point, question the teacher for clarification, to solve problems when they participated in a group discussion or cooperative learning group, or apply specific techniques to lower their anxiety level”. In socio-affective there were two categories, they were social strategies and affective strategies.

In social strategies the students need peers to help them when they were have a problem to share the idea to get the meaning about the speaker said. In socio affective there were two items that have related with socio strategies. Based on the data, most of students use the statement of “After listening, I ask my classmates or teacher question I do not understand” with 13.33% students choose “**often**”, for statements “I practice listening and speaking in English with my friends ” with 3.33% students choose “**often**”. Based on data above told that students rarely to

asked the others to help them and got the feedback from the others. actually it could increase the students understanding in listening, they shared the idea and got the conclusion how to cope their problem in listening. however in this result students want to find the answer by themselves. It different with the result of the research Jou (2010) working with others, asking the information, sharing the idea, also find the solution involved more linguistic knowledge for students . it can be better that students ask their friends or teacher.

The last strategies in socio-affective strategies is affective strategies, it referred about the self confidence of the students. In this case there three items that have related with affective strategies. Based on the data showed that the statement for “I try to relax myself, breathe deeply, meditate, and clear my mind while listening.” have the first strategies that most of students use with percentage 40.00% students choose “**often**”, followed by statement “I can keep calm and not to be nervous while listening” with 10.00% students choose “**often**”, 6.67 % students choose “**often**” in statement of “Iam confident in understanding the whole contents”. It means that most of students needed calm from their self to make them could concentrate while listening process. It also helps the students enjoying the listening, and get more focuses also before they in listening process they had deep breathing that has contribute for the students tofeel relax, and increase the students’ self-confidence.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter aims to explain the conclusion of the research and suggestion for all of the students, teacher, and also to the future research.

#### 5.1 Conclusion

The aim of this study was to analyze the listening strategies that students of English language education used in learning listening at Fkip uir Pekanbaru. Based on the findings and discussion, there were many strategies that get impact to increase the students ability in listening for students. There were metacognitive strategies, cognitive strategies, and socio-affective strategies. In metacognitive strategy , the percentage of **“sometimes”** was high than other scale its around 44.84% . It means that the students occasionally used metacognitive strategy. In cognitive strategy , the percentage of **“often”** was high than other scale its around 42.00% . It means that the students frequently used cognitive strategy. In socio-affective strategy , the percentage of **“seldom”** was high than other scale its around 39.46% . It means that the students rarely used socio-affective strategy. Based on the result, it showed that most of students used cognitive strategies in got the comprehension in listening.

Based on the interview, the students answer the questionnaire of the students’

listening strategy in learning listening the third years students at Fkip uir pekanbaru with true and honest. The conclusion from the result , most of students use all off three strategies in different time or situation. Meanwhile, cognitive strategy was frequent used in learning listening.

## **5.2 Suggestion**

From the result of the research, the writer would like to give some suggestions as follows:

### **1. The English Teacher**

The researcher recommend the teacher to find out the interesting way in teaching listening , hence the students are easier to comprehend the listening subject

### **2. The students of the third year students at English language education of Fkip uir Pekanbaru.**

The researcher suggest students to use the strategies that appropriate with them and also tries to the new strategies that can increase their ability.

### **3. The next research**

The research is better for further research to conduct this study. For the next research, this researcher can develop more information about the listening strategies.



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