STUDENTS' LISTENING STRATEGIES
TO COPE WITH THE PROBLEMS IN LISTENING CLASS

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ABSTRAK

Penelitian ini bertujuan untuk mengungkapkan strategi menyimak yang digunakan mahasiswa dalam kelas menyimak. Menyimak sebagai salah satu ketrampilan yang sangat rumit, dimulai dari menerima, memahami, mengingat, mengevaluasi, dan merespon apa yang mereka dengar. Ini menjadi masalah bagi mahasiswa khususnya dalam kelas pembelajaran bahasa Inggris sebagai bahasa asing *(EFL)*. Kadang-kadang mahasiswa menjadi putus asa karena situasi ini. Untuk mengatasinya, salah satu solusinya adalah menggunakan strategi-strategi menyimak. Subjek penelitian ini adalah mahasiswa semester pertama yang mengambil mata kuliah *Listening for General Communication*. Data dikumpulkan dengan kuisioner. Kuisioner tersebut terdiri dari 24 pertanyaan untuk *metacognitive strategy, cognitive strategy, and socio-affective strategy*. Kuisioner ini diadaptasi dari *Listening Comprehension Strategy Inventory (LCSI)*. Hasil pemelitian menunjukkan bahwa *metacognitive strategies (50,4%)* adalah strategi yang paling sering digunakan oleh mahasiswa. Strategi kedua adalah *cognitive strategies* (33,0%) dan strategy terakhir adalah *socio-affective strategies* (16,6%).

Kata kunci: Menyimak, Strategi

ABSTRACT

This study aims to reveal the strategies employed by the students in listening class. Listening is one skill that highly complicated, started from receiving, understanding, remembering, evaluating, and responding to what they hear. It becomes a problem to the students especially in an EFL classroom. Sometimes the students are discouraged to this situation. To overcome the problems, one of the solutions is employing the strategies of listening. The research subject were the students of first semester who take Listening for General Communication subject. Data were collected by questionnaire It consisted of 24 questions for metacognitive strategy, cognitive strategy, and socio-affective strategy. It adapted from Listening Comprehension Strategy Inventory (LCSI). The results showed that metacognitive strategy (50,4%) was the most strategy frequently employed by the students. The second strategy was cognitive strategies (33,0%), and the last was socio-affective strategies (16,6%).

Keywords: : *Listening, Strategy*

INTRODUCTION

There are four skill should be mastered by students in language learning especially in EFL classroom. One of them is listening. Listening is the basis for speaking, writing, and reading skill. As stated by Rost (2011) that in language learning, the development of speaking, reading, and writing is affected by listening. To coach the listening skills, it is important to concentrate actively when listening. It means to get the information from listening activity, the students should realize what they should do in their listening. So that they maximize their listening ability to construct meaning from spoken.

Based on Indonesian Qualification Framework, known as *KKNI (Kerangka Kualifikasi Nasional Indonesia)*, the first semester of students of teacher training and education *(FKIP)* must take Listening for

General Communication subject. In this subject, they get exposed to understand spoken English and given tasks to train more their listening skill from various sources. It is new for them offered the listening class as the subject. As what they said in the first meeting of Listening for General Communication that when they were in Senior High School, they were seldom to practice listening from English spoken when having English subject. It was proved as well that in SFL/EFL classroom, teachers were lack attention of listening (Field, 2009).

In line with the previous explanation, in listening class, the students find difficult to grasp the message when listening. It is not something surprising, as listening is an extremely complex process in which the students develop meaning to get information delivered by the speaker. How they receive, understand, evaluate, remember, and finally respond to what they hear. It is not easy for learners who learn foreign language. There are mayor problems encountered by the students in listening class. They are (1) recorded material quality (2) the differences of culture, (3) accent (4) lack of vocabulary, (5) length and speed of listening (Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014). In order to solve the problems, the students need the listening strategies. In learning language, listening strategies assist students to get success (Vandergrift, 1999). However, when the students listen, they try to develop the sense to respond, they need the strategies to tackle the problem in listening. But in fact, the students are not conscious of employing the strategies in listening. It is portrayed by their performance when doing listening activities in classroom. They are still arduous finishing the listening activities.

In relation to this problem, the strategies of listening are worth to be applied. They are the techniques employed in listening. There are three types of listening strategies, namely metacognitive strategy, cognitive strategy, and social affective strategy (Vandergrift, 1999). The first is metacognitive strategy. It refers to the activities pre- listening, while-listening, and post-listening. It is included planning, thinking about the process of learning monitoring, and evaluating of all activities in listening. The second is cognitive strategies. It refers to the ways used by the students to accomplish listening task. It is included making a note, giving a question, and making a summary. The last is social-affective strategies. It refers to the individual behavior to other persons to get the information in listening. However, by applying the listening strategies are expected the students will be easy to comprehend the message received during listening. If they are better in listening, so the other skill such as speaking, reading, and writing will follow.

The least comprehended and the hardest skill of four primary language learning skills to examine is listening (Vandergrift & Tafaghodtari, 2010). It is a process of getting the speaker's idea, developing and denoting the message, conferring with the speaker, reacting, and making sense through complicity, creative mind and understanding (Rost, 2002). To sum up, listening is the ability to receive and respond to spoken.

Then, strategy is the conscious activities that learners take to comprehend, recall, and memorize information (Goh, 2005). It is also defined as techniques or activity that contribute directly to the understanding, decode the message and respond to the speaker (Al Midani, Abd Rahman, 2012). To conclude, strategy is the easy ways to construct the meaning and respond to what is heard. So, listening strategies can be regarded as the ways to assist listener comprehend the message from the speaker and then giving response.

In listening activities, there are two processes involved namely; top-down listening and bottom-up listening (Gilakjani A. P. & Mohammad, 2011). The top-down listening process refers to using background knowledge to get information of what is listened. Background knowledge consist of context, the situation, topic, and co-text. On the other hand, the bottom-up listening process refers to recognizing lexical and pronunciation to get information from the speaker. In this process the use of schema is less. Both processes can be occurred

together, with more emphasis on top-down or bottom-up listening depending on their reasons for listening. However, the two processes of listening can be occurred separately, as the skills involved are quite different.

There are three categories of listening strategies (Vandergrift, 1999). They are:

1. Metacognitive strategies
   - Planning: Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task.
   - Monitoring: Checking, verifying, or correcting one's comprehension or performance in the course of a listening task.
   - Evaluation: Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy.

2. Cognitive strategies:
   - Inference: Using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict outcomes, or to fill in missing information.
   - Elaboration: Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to predict outcomes or filling in missing information.
   - Summarization: Making a mental or written summary of language and information presented in a listening task.
   - Translation: Rendering ideas from one language to another in a relatively verbatim manner.

   - Transfer: Using knowledge of one language e.g. cognates) to facilitate listening in another.
   - Repetition: Repeating a chunk of language (a word or phrase) in the course of performing a listening task.

3. Socio-affective strategies
   In this strategy the students collaborate with others to verify understanding or to lower anxiety (Vandergrift (2003). There are five subcategories for this strategy:
   - Questioning for clarification: Asking for explanation, verification, rephrasing, or examples, about the language/and or task; posing questions to the self.
   - Cooperation: Working together with someone other than an interlocutor to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
   - Lowering anxiety: Reducing anxiety through the use of mental techniques that make one feel more competent to perform a listening task.
   - Self-encouragement: Providing personal motivation through positive self-talk and/or arranging rewards for oneself during a listening activity or upon its completion.
   - Taking emotional temperature: Becoming aware of, and getting in touch with one's emotions while listening, in order to avert negative ones and make the most of positive ones.

RESEARCH METHOD

The study was conducted to reveal the listening strategies employed by the students of first semester of English Department. A total of 24 students became the participant in this study. The research used triangulation data collection. Data were collected through

a questionnaire that consisted of 24 questions. The questions contained of three strategies, they are metacognitive strategies of 12 statements, cognitive strategies of 8 statements, and socio-affective strategies of 4 statements. They were adapted from *Listening Comprehension Strategy Inventory (LCSI)* (Vandergrift, et al, 2006). The frequency of the participants in employing the strategies were determined by choosing five options of the strategies, such as 1 (Never), 2 (Rarely), 3 (sometimes), 4 (Often), and 5 (Always).

RESULTS AND DISCUSSION

Listening Strategies
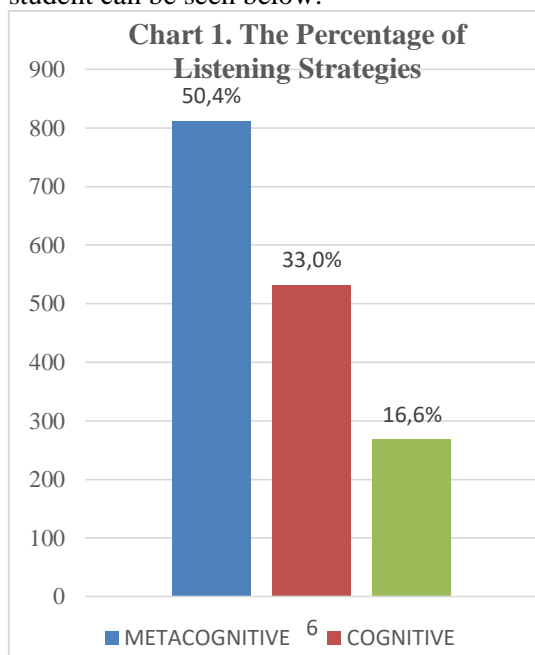Listening strategies employed by the student can be seen below:

Chart 1 presents the percentage of listening strategies employed by the students. The results showed that from the three strategies, metacognitive strategies (50,4%) employed by the students as their prime choice. It means that the students mostly applied these strategies in listening class. Following by cognitive strategies (33,0%) employed by the students which means that these strategies were quite often applied by the student. The last strategies are socio-affective (16,6%) employed by the students. It means that these strategies were least frequently applied by the students.
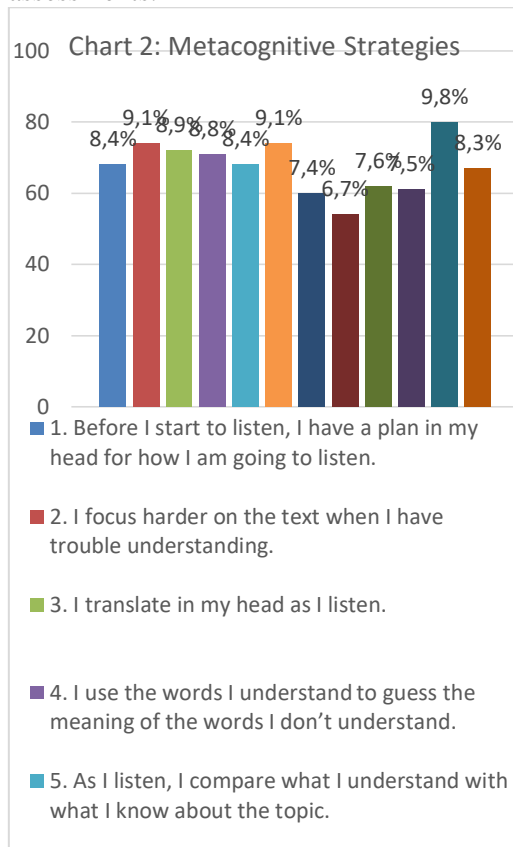
In other words, most of the students applied metacognitive strategies like having a plan in their mind for they are going to listen before listening, focusing harder on the text when they have trouble understanding, and so on. Then the students applied cognitive strategies such as guessing the meaning on unknown words, using prior personal experience to comprehend the task, and so on. The students applied socio-affective strategies as the least choice by cooperating with peers to understand the task, trying to be relax before listening to the task, and so on.

This finding was relevant with Biadabi (2011). Her study found that Iranian EFL freshman university students at advanced, intermediate, and lower-intermediate levels applied meta-cognitive strategies as the most dominant strategy applied in order to improve their listening skills. Then, Indriaty & Kemala (2017) in which her study found that the students of Language Center employed meta-cognitive strategies more frequently and actively in order to improve their listening skills. The results of each strategy will be discussed in detail in the following by order of the most frequently to the least frequently applied.

Metacognitive Strategies
Chart 2 presents the result of 12 questionnaire items within metacognitive strategies. From it, the data showed that the most dominant way to perform metacognitive strategies employed by the students was the strategy 11 (9,86%) by periodically ask themselves they are satisfied with their level of comprehension when they listen. It means that their confidence of comprehension level helping them to understand the text. Then the strategy that often applied by the students was the strategy 2 (9,1%) in which they focus harder on the text when they have trouble in understanding and strategy 6 (9,1%), using their experience and knowledge to help them understand. It means they involved their experience and knowledge and force themselves to solve the problem in listening activity as well. The lowest strategy applied by the students was the strategy 8 (6,7%), they give up and stop

listening when they have difficulty in understanding what they hear. This means the students who seemed hardly catch the message in listening activities, they despair and decided stopping to listen to the text and assessments.

Chart 2: Metacognitive Strategies

1. Before I start to listen, I have a plan in my head for how I am going to listen.

2. I focus harder on the text when I have trouble understanding.

3. I translate in my head as I listen.

4. I use the words I understand to guess the meaning of the words I don't understand.

5. As I listen, I compare what I understand with what I know about the topic.

Cognitive Strategies

Chart 3: Cognitive Strategies

13. I guess the meaning of unknown words by linking them to known words

14. I guess based on other clues, such as what is required in the task.

15. I use prior personal experience to comprehend the task.

16. I question myself about what I do know, and what I do not know about a topic.

17. I use knowledge about my first language to facilitate listening to the second language.

18. I repeat words I listen to so that I become familiar to the second language.

19. I use any resources to aid myself in my understanding (e.g., dictionaries, diagrams, notes, peers).
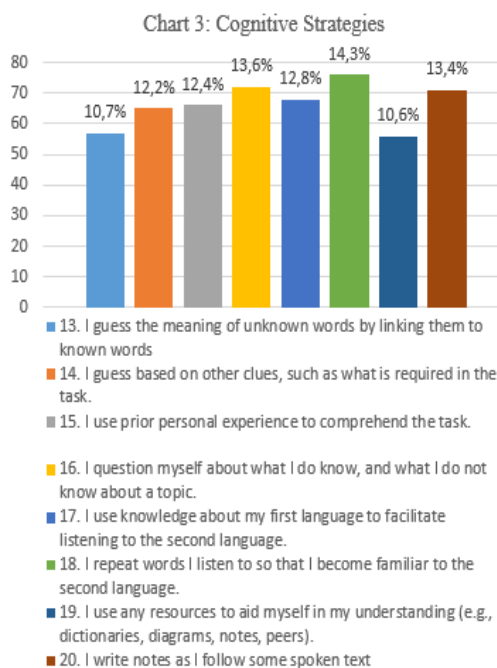
20. I write notes as I follow some spoken text

Chart 3 presents the result of 6 questionnaire items within cognitive strategies. From it, the data showed that the most dominant way to perform cognitive strategies employed by the students was strategy 18 (14,3%) by repeating the words they listen to so that they are familiar to second language. It means they listen to the text frequently so that they are familiar to the sounds they listen to. Since there are millions of English words, it is possible they are familiar with them if they do not listen to them frequently and it is one easy way to practice. The next strategy that often applied by the students was strategy 20 (13,4%) which the students write notes as they follow spoken text. This means that the students practice note-taking strategy while listening. The lowest strategy applied by the students was strategy 17 (10,6%) in which the students use any resources to aid themselves in their understanding (e.g., dictionaries, diagrams, notes, peers). For some students, equip themselves by dictionary, diagram and etc are helpful to get the message from sounds they listen to. It is difference with which found by Watthajarukiat, Chatupote, & Sukseemuang (2010) that cognitive strategies was the most frequently applied by students by using grammatical knowledge to help listening.

Socio-Affective Strategies

Chart 4: Socio-Affective Strategies

21. I find out more about the task by asking questions.

22. I cooperate with peers to understand the task.

23. I try to relax before listening to the task.

24. I develop a positive attitude toward the task and believe that it is possible for me to understand what I will hear.
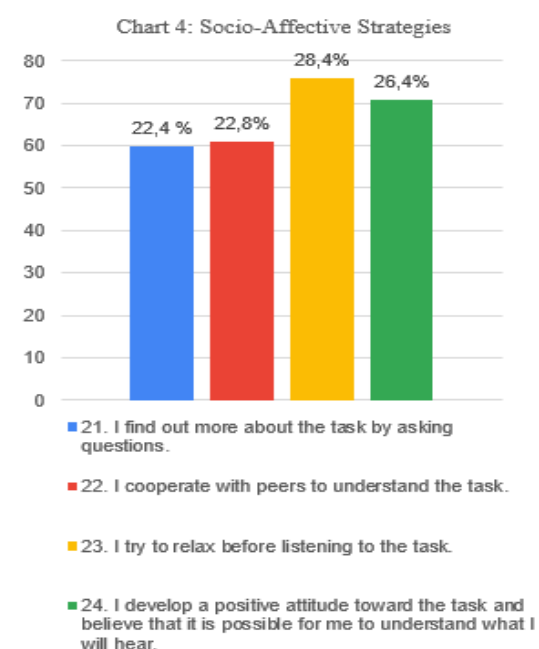
Chart 4 presents the result of 4 questionnaire items within socio-affective strategies. From it, the data showed that the most dominant strategy to perform socio-affective strategies employed by the students was strategy 23 (28,4%) by trying to relax before listening to the task. Since there are some different topics and tasks in listening class, it seems that it can develop nervous themselves. So, trying to relax is one strategy to overcome their nervousness. The next strategy that often applied by the students was strategy 24 (26,4%) in which the students develop a positive attitude toward the task and believe that it is possible for them to understand what they will hear. This means that the lowest strategy applied by the students was strategy 21 (22,4%) in which the students find out more about the task by asking the questions. It is different with which was found by Lewier & Nendissa (2020) that the most preferred strategies applied were Socio-affective strategies.

CONCLUSIONS AND SUGGESTIONS

The purpose of this study was to reveal listening strategies applied by the students. Regarding to the research question, it is found that the students applied three strategies of listening strategies, namely metacognitive strategies, cognitive strategies, and socio-affective strategies. In line with the result of questionnaire, it can be concluded that the most preferred listening strategies applied by the students was metacognitive strategies with the percentage of 50,4 %. Then followed by cognitive strategies with the percentage of 33,0%. Socio-affective strategies were the least frequently applied by the students with the percentage of 16,6%. As the most frequently applied in Listening strategies, metacognitive strategy refers to the strategy employed in pre-listening, while-listening, and post-listening. In this way the students plan, monitor, and evaluate the listening task. Cognitive strategy refers to the ways of operating directly on incoming information, manipulating it to enhance learning. The specific way of themselves appear to tackle the listening task such as taking note, activate prior knowledge, etc. Then, socio-affective refers to the ways in which learners interact with other learners and native speakers. In this way the students need to collaborate with others and having self-confidence. Through all these listening strategies, it is expected lecture can assist the students maintain their motivation, autonomy, and confidence and keep on going and try to accomplish their listening class better and increase the students' skill in listening.

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