CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of the results of the research and discussion. It shows the findings on the data collection and analyse as well as the discussion related to the theoretical framework.

The findings of this study will be discussed and presented according to the research questions. The findings resulting from the questionnaire, and semi-structured interview will be also combined and presented together to present a clear picture of data dan discover new themes in the study its analysis in mixed methods. The first part of the chapter presents a discussion of the findings in relation to theories and previous research, which may either support and complete or challenge the research findings. Each of these part will be discussed in the following sections respectively.

Thus, this chapter presents the findings dealing with research questions as mentioned in Chapter I, as follow:

1. What are the listening comprehension strategies used by the eleven[th] grade students of Budi Darma Senior High School Dumai?

2. Why do the students use those strategies?

4.1 Research Findings

This section is an essential part of chapter IV which offered the research findings gained from the multiple sources of data collection. The findings are connected to theories supporting the exploration of the issues formulated in each

of the research questions as presented in Chapter I. They are used as justifications of the qualitative dispositions to support the data analysis and research conclusion.

4.1.1 Students' Listening Strategy in Comprehension as a Foreign Language

Listening strategies is strategy that students used to make them easier in learning listening. There were three categories of listening strategies (metacognitive, cognitive, and socio-affective strategies).

Based on the analysis of questionnaires and interviews, it was found that there are three types of strategies used by students, namely metacognitive, cognitive and socio-affective strategies.

4.1.1.1 Metacognitive Strategies Used by the Students in Listening Comprehension

Based on the analysis of questionnaires and interviews, it was found that there were several models of strategies used by students in listening comprehension based on metacognitive strategies, they were pre-listening, while-listening and post-listening.

a. **Pre-listening Strategy**

Table 4.1 Pre-listening strategy "I clarify the objectives of an anticipated listening task and/or propose strategies for handing it"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	2	20
3	Not Sure	6	60
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

Based on the data above, it can be found that majority (60%) of respondents answered not sure for clarification of the objectives of listening task. It can be concluded that majority of resondens do not clarify objectives of listening task or they do not propose strategies for handing it.

Table 4.2. Pre-listening strategy "Before listening, I prepare my mind to concentrate".

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	6	60
3	Not Sure	4	40
4	Disagree	0	0
5	Strongly disagree	0	0
	Total	**10**	**100%**

Based on the data above, the majority of students chose agree for the statement "Before listening, I prepare my mind to concentrate". This corresponds to the interview of student 7:

"... berharap nilai saya ada kemajuan dan saya siapkan pikiran saya untuk konsentrasi buk" (interview with student 7)
"...hope my grades progress and I prepare my mind to concentrate ma'am" (interview with student 7)

Table 4.3 Pre-listening strategy "Before listening, I request myself to make progress"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	4	40
3	Not Sure	6	60
4	Disagree	0	0
5	Strongly disagree	0	0
	Total	**10**	**100%**

In listening test, students usually do not expect too much to get high grades. Because listening is a difficult lesson for them. The third item in this

questionnaire "Before listening, I request myself to make progress" 60% of respondents answered not sure which indicates that students are not confident in their abilities.

"saya kan kurang mengerti listening, jadi kaya hati ini di kuat-kuatkan kalau lagi listening. Jangan sampai stress" (inteview with student 8)
"I do not really understand in listening, so it is like my heart is strengthened when I am in listening class or test. Do not be stressed" (inteview with student 8)

Table 4.4 Pre-listening strategy "Before listening, I think of similar texts that I may have listened to"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	4	40
3	Not Sure	5	50
4	Disagree	1	10
5	Strongly disagree	0	0
	Total	**10**	**100%**

The data showed that no participants (0%) chose "strongly agree" for statement "Before listening, I think of similar texts that I may have listened to", four participants (40%) chose "agree", five participants (50%) chose "not sure", one participant (1%) chose "disagree", and no one participants (0%) chose "strongly disagree". Based on the table above, it can be conclude that the pencentage of respondents who agree with the statement **"**Before listening, I think of similar texts that I may have listened to" it means the they can link or process the new information with the previous one.

Table 4.5 Pre-listening strategy "Before I start to listen, I have a plan in my head for how I am going to listen"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	1	10
3	Not Sure	7	70
4	Disagree	2	20
5	Strongly disagree	0	0
	Total	10	100%

The data showed that none of participants (0%) chose "strongly agree" for statement "Before I start to listen, I have a plan in my head for how I am going to listen", one participant (10%) chose "agree", seven participants (70%) chose "not sure", two participants (20%) chose "disagree", and none of participants (0%) chose "strongly disagree".

b. **While-listening Strategy**

Table 4.6 While-listening Strategy "While listening. I do not understand if I am unfamiliar with speakers' accents"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	1	10
3	Not Sure	5	50
4	Disagree	3	30
5	Strongly disagree	0	0
	Total	10	100%

The data showed that one of participant (1%) chose "strongly agree" for statement "while listening, I do not understand if I am unfamiliar with speakers' accents", one participant (10%) chose "agree", five participants (50%) chose "not sure", three participants (30%) chose "disagree", and none participants (0%) chose "strongly disagree".

Table 4.7 While-listening Strategy "While listening, I will check what part of content I do not understand"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	6	60
3	Not Sure	4	40
4	Disagree	0	0
5	Strongly disagree	0	0
	Total	**10**	**100%**

The data showed that six participants (60%) of respondents choose alternative "agree" with statement stating that they check any information they do not understand while listening. It means they do process the new information so that they understand well. They use their brain to proces the information they listent to.

Table 4.8 While-listening Strategy "While listening, I will double check again for my answer"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	5	50
3	Not Sure	3	30
4	Disagree	1	10
5	Strongly disagree	0	0
	Total	**10**	**100%**

The data showed that 60 % (10+50) one participant (1%) chose "strongly agree" for statement "While listening, I will double check again for my answer", five participant (50%) chose "agree", three participants (30%) chose "not sure", one participants (10%) chose "disagree", and none participants (0%) chose "strongly disagree".

Table 4.9 While-listening Strategy "I am aware of my inattention and correct it while doing listening test"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	5	50%
3	Not Sure	2	20%
4	Disagree	3	30%
5	Strongly disagree	0	0
	Total	10	100%

The data showed that 50 % one participant (0%) chose "strongly agree" for statement "I am aware of my inattention and correct it while doing listening test", five participant (50%) chose "agree", two participants (20%) chose "not sure", three participants (30%) chose "disagree", and none participants (0%) chose "strongly disagree".

Table 4.10 While-listening Strategy "I try to listen for specific details to see whether I can understand them"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	3	30
3	Not Sure	5	50
4	Disagree	0	0
5	Strongly disagree	1	10
	Total	10	100%

The data showed that one participant (10%) chose "I try to listen for specific details to see whether I can understand them", three participants (30%) chose "agree", five participants (50%) chose "not sure", none participants (0%) chose "disagree", and one participant (10%) chose "strongly disagree".

c.   **Post-listening Strategy**

Table 4.11 Post-listening Strategy "After listening, I think back to how I listened and about what I might do differently next time."

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	4	4
3	Not Sure	3	3
4	Disagree	3	3
5	Strongly disagree	0	0
	Total	10	100%

The data showed that none participant (0%) chose **"**After listening, I think back to how I listened and about what I might do differently next time.", four participants (40%) chose "agree", three participants (30%) chose "not sure", three participants (30%) chose "disagree", and none participant (0%) chose "strongly disagree".

Table 4.12 Post-listening Strategy "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"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	2	20
3	Not Sure	4	40
4	Disagree	2	20
5	Strongly disagree	2	20
	Total	10	100%

The data showed that none participant (0%) chose "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", two participants (20%) chose "agree", four

participants (40%) chose "not sure", two participants (20%) chose "disagree", and two participants (20%) chose "strongly disagree".

Table 4.13 Post-listening Strategy "After listening, I reflect on my problems, such as the key words that I do not understand"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	5	50
3	Not Sure	4	40
4	Disagree	1	10
5	Strongly disagree	0	0
	Total	10	100%

The data showed that none participant (0%) chose "After listening, I reflect on my problems, such as the key words that I do not understand", five participants (50%) chose "agree", four participants (40%) chose "not sure", one participant (10%) chose "disagree", and none participants (0%) chose "strongly disagree".

Table 4.14 Post-listening Strategy "After listening, I evaluate how much I could understand"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	1	10
3	Not Sure	4	40
4	Disagree	3	30
5	Strongly disagree	1	10
	Total	10	100%

The data showed that one participant (10%) chose "After listening, I evaluate how much I could understand", one participant (10%) chose "agree", four participants (40%) chose "not sure", three participants (30%) chose "disagree", and none participant (0%) chose "strongly disagree".

Table 4.15 Post-listening Strategy "I will write down the words I do not know after the listening test and look"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	7	70
3	Not Sure	3	30
4	Disagree	0	0
5	Strongly disagree	0	0
	Total	**10**	**100%**

The data showed that none participant (0%) chose "I will write down the words I do not know after the listening test and look", seven participant (70%) chose "agree", three participants (30%) chose "not sure", none participants (0%) chose "disagree", and none participant (0%) chose "strongly disagree".

The percentage of students in the metacognitive strategy based on the questionnaire that has been distributed is as follows:

Figure IV.1 Listening Strategies "Metacognitive Strategy"
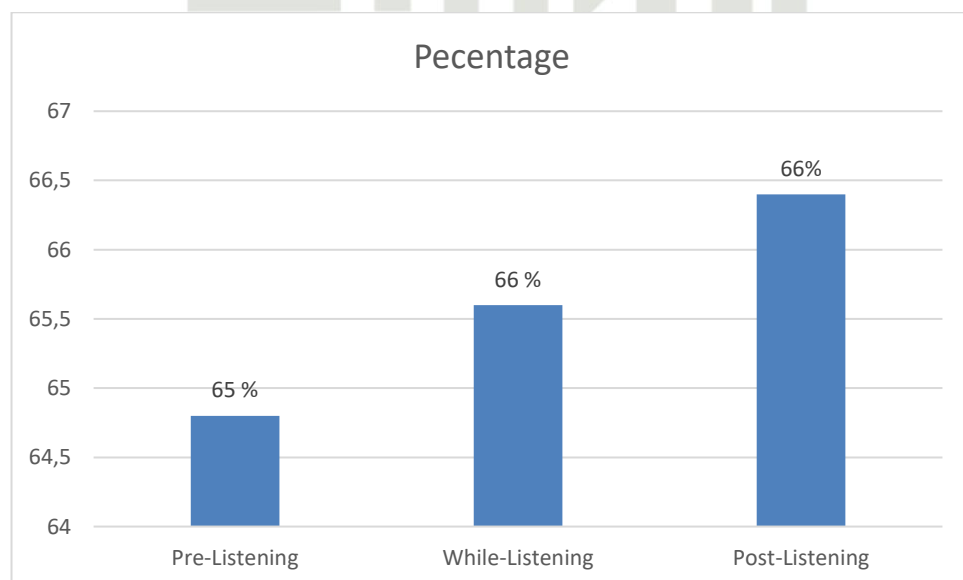
Based on the graph above, it shows that 65% of students use pre-listening, 66% of students use while-listening and 66% of students use post-listening. It

means that in metacognitive strategy the majority of students use post-listening. This is in accordance with the results of interviews with students:

> "Evaluasi aja buk, kata-kata yang tidak saya tau saya tanya artinya" (Interview with student 1)
> *"Just evaluate, the words that I do not know I ask what they mean" (Interview with student 1)*

In addition, another student commented:

> "Belajar dan harus di perbanyak lagi kosa kata dalam Bahasa Inggris" (Interview with student 2)
> *"Learning and need to increase vocabulary" (Interview*
>
> *with student 2)*

Student 3 commented:

> "Paling belajar aja sih buk, kalau lagi di kelas saya tanya teman yang pintar untuk ngajarin saya. Saya juga bertanya sama miss Liza kalau saya tidak mengerti. Itu aja yang saya ulang-ulang sampai mengerti" (Interview with student 3)
> *"I just study more, when I am in the class I ask a friend to teach me. I also asked miss Liza to teach me if i do not understand. Just it. I repeat until I understand" (Interview with student 3)*

And student 4 also commented:

> "Saya berlatih dengan audio-audio bahasa Inggris dan lagu-lagu bahasa Inggris agar terbiasa. Mengafal kosa katanya juga buk." (Interview with student 4)
> *I practiced with English audios and English songs to get used to it. Memorize the vocabulary too". (Interview with student 4)*

4.1.1.2 Cognitive Strategies Used by the Students in Listening Comprehension

Based on the analysis of questionnaire and interview, the researcher found that the students used two types of cognitive strategy in listening comprehension, they are bottom up and top down strategy.

a. **Bottom Up Strategy**

Table 4.16 Bottom-up Strategy "While listening, I will notice the questions with who, how, when, where and what in the content"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	6	60
3	Not Sure	4	40
4	Disagree	0	0
5	Strongly disagree	0	0
	Total	**10**	**100%**

Based on the data above described that six participants (60%) chose "agree", and followed by four participants (40%) chose "not sure", "disagree" was chosen by none participants (0%), "strongly disagree" was chosen by none participants (0%), and also none participants (0%) chose "strongly agree" for statement "While listening, I will notice the questions with who, how, when, where and what in the content".

Table 4.17 Bottom-up Strategy "While listening, I try to understand each word"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	7	70
3	Not Sure	1	10
4	Disagree	0	0
5	Strongly disagree	1	10
	Total	**10**	**100%**

The data showed that seven participants (70%) chose "agree" for statement "While listening, I try to understand each word", "strongly agree" was chosen by one participant (10%), "not sure" was chosen by one participant (10%), one participant (10%) chose "strongly disagre", none participant (0%) chose "disagree"

Table 4.18 Bottom-up Strategy "While listening, I repeat words or phrases softly or mentally"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	5	50
3	Not Sure	3	30
4	Disagree	0	0
5	Strongly disagree	1	10
	Total	**10**	**100%**

The data showed that five participants (50%) chose "agree" for statement "While listening, I repeat words or phrases softly or mentally ", and followed by three participants (30%) chose "not sure", one participant (1%) chose "strongly agree", one participant (1%) chose "strongly disagree", and none participants (0%) chose "disagree".

Table 4.19 Bottom-up Strategy "While listening, I piece things together from the details"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	5	50
3	Not Sure	2	20
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

Based on the data, showed that five participants (50%) chose "agree", and followed by "not sure" was chosen by two participants (20%), "disagree" was chosen one participant (10%), one participant (10%) chose "strongly agree", and one participant (10%) chose "strongly disagree" for statements "While listening, I piece things together from the details".

Table 4.20 Bottom-up Strategy "I take notes of main points and

keywords"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	9	90
3	Not Sure	1	10
4	Disagree	0	0
5	Strongly disagree	0	0
	Total	**10**	**100%**

Based on the chart above, showed that nine participants (90%) chose "agree" for statements "I take notes of main points and keywords". It followed by one participant (10%) chose "not sure", "disagree" was chosen by none participant (0%), 0 participant (0%) chose "strongly agree", "strongly disagree" was chosen by none participant (0%)

b. **Top Down Strategy**

Table 4.21 Top-down Strategy "I listen for main ideas first and then

details"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	6	60
3	Not Sure	1	10
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

Based on the data above, it can be found that 10% of respondents answered strongly agree, 60% of respondents answered agree, 10% of respondents answered not sure. 10% of respondents answered disagree, 10% of respondents

answered strongly disagree. It means that the majority of students chose agree for the statement "I listen for main ideas first and then details".

Table 4.22 Top-down Strategy "I predict or make hypotheses on text by titles"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	7	70
3	Not Sure	1	10
4	Disagree	1	10
5	Strongly disagree	0	0
	Total	**10**	**100%**

The data showed that seven participants (70%) chose "agree" for statement I predict or make hypotheses on text by titles, "disagree" was chosen by one participant (10%), one participant (10%) chose "not sure", "strongly agree" was chosen by one participant (10%), and none of participants (0.00%) chose "strongly disagree".

Table 4.23 Top-down Strategy "I can guess the meaning based on the context"

No	Alternatives	F	P
1	Strongly Agree	2	20
2	Agree	5	50
3	Not Sure	1	10
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

The data showed that five participants (50%) chose "agree", "strongly agree" was chosen by two participants (20%), "strongly disagree" was chosen by one participant (10%), one participant (10%) chose "not sure", and one participant (10%) chose "disagree" for statement I can guess the meaning based on the context.

Table 4.24 Top-down Strategy "I try to think in English instead of Indonesia"

No	Alternatives	F	P
1	Strongly Agree	2	10
2	Agree	5	50
3	Not Sure	1	10
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

The data showed that five participants (50%) chose "agree" for statement I try to think in English instead of Indonesia, "strongly agree" was chosen by two participants (20%), one participant (10%) chose "not sure", "disagree" was chosen by one participant (10%), and one of participant (10 %) chose "strongly disagree".

Table 4.25 Top-down Strategy "I make guess about the topic based on what has already been said"

No	Alternatives	F	P
1	Strongly Agree	2	20
2	Agree	5	50
3	Not Sure	1	10
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

Based on the data above, it can be found that 20% of respondents answered strongly agree, 50% of respondents answered agree, 10% of respondents answered not sure. 10% of respondents answered disagree, 10% of respondents answered strongly disagree. It means that the majority of students chose agree for the statement "I make guess about the topic based on what has already been said".

The percentage of students in the metacognitive strategy based on the questionnaire that has been distributed is as follows:

Figure IV.2 Listening Strategies "Cognitive Strategy"
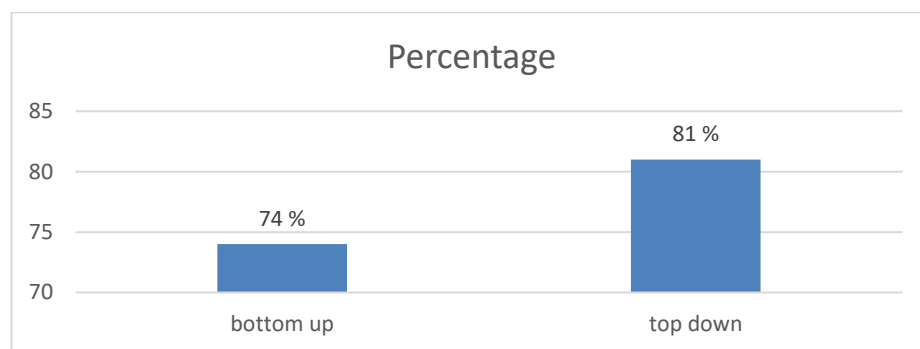
Based on the figure above, it shows that 74% of students use bottom up and 81% of students use top down. It means that in cognitive strategy the majority of students use top down strategy. This is in accordance with the results of interviews with student 6:

"Secara keseluruhan saya paham tapi ada beberapa informasi detail yang saya tidak mengerti buk, karena terlalu cepat bicaranya." (interview with student 6)

"Overall I understand but there are some details that I don't understand ma'am, because the audio speaks too fast." (interview with student 6)

Student 4 commented:

"Tandai topik pembicaraan atau kosa kata yang menurut saya penting. Saya juga fokus di pilihan gandanya." *(Interview with student 4)*

"Mark topics of conversation or vocabulary that I think are important. I also focus on the multiple choice". (Interview with student 4)

"... Kalau ada kosa kata yang penting saya catat atau saya tandai biar ingat, siapa tau itu yang ditanya di pertanyaannya. Kalau ada kosa kata yang tidak saya tau saya catat juga dan saya cari artinya". (Interview with student 4)

"...If there is a vocabulary that is important, I write it down or mark it so that I remember it, that is what is asked in the question. If there is a vocabulary that I don't know, I also write it down and I look for its meaning". (Interview with student 4)

Student 5 commented:

"Saya dengarkan kosa kata yang saya mengerti dan mencatatnya. Dari situ saya tebak apa yang sedang dibicarakan." (Interview with student 5)

"I listen to the vocabulary I understand and take notes. From there I guessed what was being discussed." (Interview with student 5)

And another student commented:

"Saya tebak aja buk, buat prediksi sendiri berdasarkan topik utamanya yang di bicarakan." (Interview with student 9)

"I will just take a guess, make your own predictions based on the main topic being discussed." (Interview with student 9)

4.1.1.3 Socio-affective Strategy Used by the Students in Listening Comprehension

Based on the analysis of questionnaire and interview, the researcher found that the students used two types of social-affective strategy in listening comprehension, they are social and affective strategy.

a. **Social Strategy**

Table 4.26 Social Strategy "If I do not understand what someone says in English, I ask them to repeat what they said"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	6	60
3	Not Sure	1	10
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

The data showed that six participants (60%) chose "agree" for statement "If I do not understand what someone says in English, I ask them to repeat what they said", "strongly agree" was chosen by one participant (10%), one participant

(10%) chose "not sure", "disagree" was chosen by one participant (10%), and one participant (10%) chose "strongly disagree".

Table 4.27 Social Strategy "After listening, I ask my classmates or teacher question I do not understand"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	5	50
3	Not Sure	2	20
4	Disagree	2	20
5	Strongly disagree	0	0
	Total	10	100%

The data showed that five participants (50%) chose "agree", "not sure" was chosen by two participants (20%), "disagree" was chosen by two participants (20%), one participant (10%) chose "strongly agree", and no one of participant (0%) chose "strongly disagree" for statement After listening, I ask my classmates or teacher question I do not understand.

Table 4.28 Social Strategy "I hope teachers can teach me more skills to improve my listening comprehension"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	4	40
3	Not Sure	3	30
4	Disagree	1	1
5	Strongly disagree	1	1
	Total	10	100%

Based on the data above, it can be found that 10% of respondents answered strongly agree, 40% of respondents answered agree, 30% of respondents answered not sure. 10% of respondents answered disagree, 10% of respondents

answered strongly disagree. It means that the majority of students chose agree for the statement "I hope teachers can teach me more skills to improve my listening comprehension".

Table 4.29 Social Strategy "I ask others for feedback on how to solve my listening problems"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	3	30
3	Not Sure	5	50
4	Disagree	1	10
5	Strongly disagree	0	0
	Total	10	100%

The data showed that five participants (50%) chose "not sure" for statement *"I ask others for feedback on how to solve my listening problems"*, "agree" was chosen by three participants (30%), one participant (10%) chose "strongly agree", "disagree" was chosen by one participant (10%), and no one of participant (0%) chose "strongly disagree"

Table 4.30 Social Strategy "I practice listening and speaking in English with my friends."

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	6	60
3	Not Sure	3	30
4	Disagree	1	10
5	Strongly disagree	0	0
	Total	10	100%

Based on the data above described that six participants (60%) chose "agree", and followed by threr participants (30%) chose "not sure", "disagree"

was chosen by one participant (10%), no one of participant (0%) chose "strongly disagree", "strongly agree" was chosen by no one participant (0%) for statement "I practice listening and speaking in English with my friends".

b. Affective Strategy

Table 4.31 Affective Strategy "While listening, I can keep calm and not be nervous"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	3	30
3	Not Sure	4	40
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

Based on the data above, it can be found that 10% of respondents answered strongly agree, 30% of respondents answered agree, 40% of respondents answered not sure. 10% of respondents answered disagree, 10% of respondents answered strongly disagree. It means that the majority of students chose agree for the statement "While listening, I can keep calm and not be nervous".

Table 4.32 Affective Strategy "I am confident in understanding the whole contents"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	4	40
3	Not Sure	3	30
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

Based on the data above described that four participants (40%) chose "agree", and followed by three participants (30%) chose "not sure", "strongly

agree" was chosen by one (10%), one participant (10%) chose "disagree", and "strongly disagree" was chosen by one participant (10%) for statement "I am confident in understanding the whole contents".

Table 4.33 Affective Strategy "I encourage myself through positive-self talk"

No	Alternatives	F	P
1	Strongly Agree	1	10
2	Agree	4	40
3	Not Sure	3	30
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

The data showed that four participants (40%) chose "agree" for statement "I encourage myself through positive-self talk", "not sure" was chosen by three participants (30%),"disagree" was chosen by one participant (10%), one participant (10%) chose "strongly agree", and one participant (10%) chose "strongly disagree".

Table 4.34 Affective Strategy "I try to relax myself, breathe deeply, meditate, and clear my mind while listening"

No	Alternatives	F	P
1	Strongly Agree	2	20
2	Agree	4	40
3	Not Sure	2	20
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	**10**	**100%**

The data above described that four participants (40%) chose "agree", and followed by two participants (20%) chose "not sure", two participants (20%) chose "strongly agree", "disagree" was chosen by one (10%), and "strongly

disagree" was chosen by one participant (10%) for statement "I try to relax myself, breathe deeply, meditate, and clear my mind while listening".

Table 4.35 Affective Strategy "I try not to feel nervous as I listen to English"

No	Alternatives	F	P
1	Strongly Agree	0	0
2	Agree	6	60
3	Not Sure	2	20
4	Disagree	1	10
5	Strongly disagree	1	10
	Total	10	100%

The data showed that six participants (60%) chose "agree" for statement "I try not to feel nervous as I listen to English", "not sure" was chosen by two participants (20%), one participant (10%) chose "strongly agree", "disagree" was chosen by one participant (10%), and oner participant (10%) chose "strongly disagree".

The percentage of students in the social-affective strategy based on the questionnaire that has been distributed is as follows:

Figure IV.3 Listening Strategies "Social-Affective Strategy"
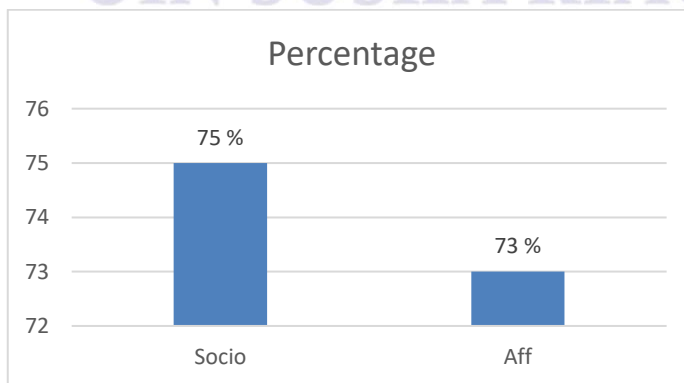
Based on the graph above, it shows that 75% of students use social strategies and 73% of students use affective strategies. It means that the majority of students in social-affective used social strategies. According to the results of interviews with students:

"... saya belajar buk. Intropeksi diri. Evaluasi diri dari yang sudah saya perbuat seperti banyak kosa kata yang tidak saya tahu. Saya harus menghafalnya. Saya akan berlatih bahasa Inggris bersama teman-teman dan meminta mereka mengajari saya. Intinya banyak-banyak berlatih aja buk." (Interview with student 10)

I study more ma'am. Self-introspection. Self-evaluation of what I have done. A lot of vocabulary that I don't know. I have to memorize it. I would practice English with my friends and have them teach me. The point is, just practice a lot, ma'am." (Interview with student 10)

"Belajar, berlatih bersama guru dan teman-teman dan menghafal kosa kata. Itu saja dulu yang difokuskan." (Interview with student 9)

"*Study, practice with teachers and friends and memorize vocabulary. That's all to focus on." (Interview with student 9)*

"Saya belajar buk. Saya belajar sama teman. Sama guru juga." (Interview with student 7)

"I study ma'am. I study with friends and teachers too." (Interview with student 7)

The findings of listening strategies were discussed and showed based on the highest percentage of the categories of listening strategies.

Figure IV.4 Students' Listening Strategy
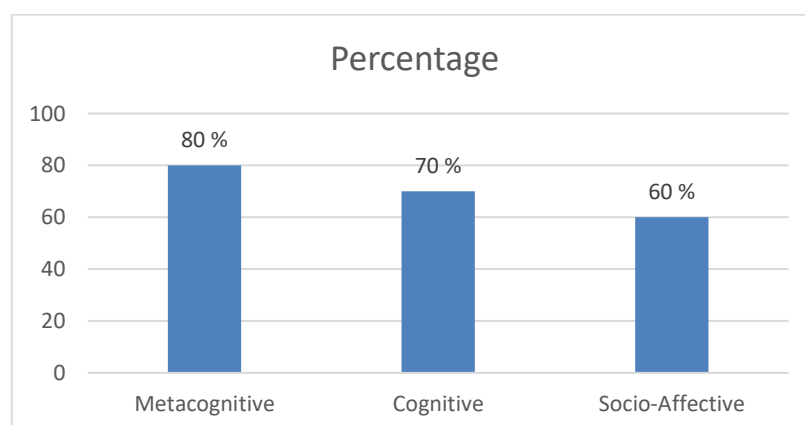
Metacognitive strategy in figure 1 showed that it has high percentage 80% (8 participants) chose "agree", 7 participants (70%) chose "agree" in cognitive strategy in figure 2, for socio-affective strategy 60% (6 participants) chose "agree". It means that metacognitive strategy was frequently used by the participants to increase their ability in listening and followed by cognitive strategy, and socio-affective strategy.

4.1.2 Students' Reason Used Listening Strategy in Comprehension

Listening had vital role to success in communication especially in learning second language because from listening, listeners took many information. Listening is not easy because it requires listeners to rcognize, analyze, and save put the information from the oral conmunication totheur long term memory (Bidabadi & Yamat, 2011). According to Jou (2010), in learning a foreign language listening become a big problem because the different dialect sometimes makes the listeners confuse and misunderstanding about the information. In Lu's (2008 as cited in Jou, 2010) stated that 93,8% of student tell that listening skill is the important skill than other skill in learning English. Also from the study of many researchers explain that listening strategies is important to make the students increase their ability in listening comprehensions (Nowrouzi, Shim, Zareian & Nimehchisalem, 2014).

Therefore, to get the comprehension of the students in listening skill they should had a technique to success in learning listening or made them easily in listening comprehension. According to National Capital Language Resource Center (2004, as cited in Nowrouzi, Shim, Zareian & Nimehchisalem, 2014)

listening strategies is a tool or activities that have contribute in input of listening comprehension for the students.

The purpose of this research was to investigate Listening strategies used by the eleven[th] students of Budi Dharma Senior High School and the reasons they choose it. The results showed that metacognitive strategies were the most frequently used strategies by the participants of this research with the average 80%. Then, it was followed by Socio-affective strategies with the average 60%. Ccognitive strategies were the least frequently used by the participants with the average 70%.

Students use metacognitive strategies because it is easier for them to prepare in advance before their test/class so that they are confident and can answer listening's questions. As student 3 said in interview section, she prepared herself by studying for the listening test:

> "Saya mempersiapkan diri untuk ujian listening. ya pertama saya dengerin vidionya sambil lihat text, saya catat mana kosa kata yang tidak saya tau dan saya cari artinya. Setelah itu saya dengarkan kembali audio tanpa melihat text."
> (*I am preparing for the listening test. Yes, my first step is listen to the video while looking at the text, I write the vocabulary that I do not know and I look for the meaning. After that I listen to audio again without looking at the text.")* (Interview with student 3)
> "saya melakukan itu agar percaya diri dalam menjawab soal-soal listening."
> (*I did that so that I can be confident in answering listening questions*) (Interview with student 3)

Student 4 commented:

> "Sebelumnya saya tanya kan kemarin, ini testnya berapa soal dan tentang apa, itu biar saya bisa membayangkan dan bisa saya belajar di rumah buk. Sebelum mendengarkan saya menyiapkan aja pikiran untuk tenang jadi saya bisa fokus, rileks aja gitu." (Interview with student 4)

"Before, I asked my friends yesterday, how many questions is this test and what is it about, so that I can imagine and I can study at home. Before listening, I just prepare my mind to calm down so I can focus, just relax." (Interview with student 4)

As the most frequently used Listening strategies in this study, metacognitive strategies involved students' 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. Self-regulation increases student motivation because students feel more in control of their own learning. Students who learn metacognitive strategies are more aware of their own thinking, and more likely to be active learners who learn more deeply.

Cognitive strategies involved —reflect mental manipulations of tasks, this covers practicing and analyzing. Students used this strategy because it provides possibilities for the learners to comprehend and able to produce new language by various ways. Cognitive strategies are utilized by learners to cope with the material to be teamed or to apply specific techniques, such as inferencing, repeating, deduction, imagery, elaboration, and note taking.

"ya saya mencoba untuk fokus aja buk, saya dengarkan saya cari kata kuncinya. dan saya bisa menentukan topik. Kalau untuk informasi detail saya catat buk, saya tandai di kertas. saya belajar tentang kisi kisinya, saya jernihkan pikiran biar bisa fokus saat ujian. Ini saya lakukan karna saya biasa melakukan ini sebelumnya dan strategi ini saya gunakan agar saya bisa menjawab soal ujian." (interview with student 5)

"Yes, I try to focus, ma'am, I listen, I'm looking for the keyword. and I can determine the topic. for detailed information I write down and mark it on paper. I learned about the grid, I clear my mind so I can focus on the exam. I did this because I used to do this before and I used this strategy so that I could answer the questions." (interview with student 5)

Student 6 commented:

"ketika mendengarkan saya periksa lagi jawaban yang tidak mengerti, saya ambil kesimpulan dan jawaban sendiri aja buk, alias nebak-nebak, atau kadang-kadang saya tanya ke teman." (Interview with student 6)

"When listening, I double check for answers that I do not understand, I make my own conclusions and answer myself, aka guessing, or sometimes I ask a friend." (Interview with student 6)

Saya melakukan proses ini karena saya suka aktivitas yang melibatkan mengingat, mengambil informasi dan memproses informasi itu agar saya bisa paham dan menilai serta menalar apa yang sudah disampaikan. (Interview with student 6)

"I do this process because I like activities that involve remembering, retrieving information and processing that information so that I can understand and evaluate and make sense of what has been said." (Interview with student 6)

Socio-affective strategies was used least frequently. The participants often used this strategy because they were trying to relax before listening to the task. As the Listening courses provided various listening activities and assessments, it is possible that the participants develop anxiety during attending the courses. The anxiety in listening may affect their performance in doing listening activities and assessments. Therefore, the participants mostly try to relax before listening to the task so that the anxiety can be reduced. On the second reason, the participants also often used strategy in developing a positive attitude toward the task and believe that it is possible for them to understand what they will hear. This means that by having a positive attitude, the participants may be more motivated in learning listening.

"Setelah listening saya mengevaluasi jawaban dan tentang apa yang saya dengar, jika saya tidak paham saya bertanya kepada orang yang lebih paham untuk memecahkan masalah saya. saya berharap orang-orang disekitar saya bisa ikut membantu saya dalam belajar listening, baik itu

guru dan teman-teman agar suasananya ikut mendukung untuk meningkatkan kualitas listening bersama." (Interview with student 6)

"After listening I evaluate the answers and about what I heard, if I don't understand I ask someone who knows more to solve my problem. I hope that people around me can help me learn listening, both teachers and friends, so that the atmosphere is supportive to improve listening quality together." (Interview with student 6)

Student 7 commented:

"... mengingat-ingat kembali kata yang sudah saya dengar. Lalu saya tanya sama teman atau guru jika tidak mengerti. Terus-terus latihan saja. Saya harap saya lebih bagus lagi listeningnya. Minimal paham aja intinya sudah mantab." (Interview with student 7)

"…remembering the words I've heard. Then I ask a friend or teacher if I don't understand. Just keep practicing. I hope I can listen better. At least I understand the point is already good." (Interview with student 7)

"Saya menggunakan strategi ini agar saya tidak merasa sendiri. Jadi saya ajak teman-teman untuk belajar bareng. Disitu kami belajar, bermain, mendengarkan musik, tertawa agar kami rilex saat ujian nanti." (Interview with student 7)

"I use this strategy so that I don't feel alone. So I invited my friends to study together. There we study, play, listen to music, laugh so that we can relax during the exam" (Interview with student 7)

4.2 Discussion

Discussion of the research findings obtaned from the the multiple sources of study as mentioned in Chapter III are going to be presented and linked to literatures reviewed in Chapter II that support this research dealing with analyzing the findings and taking the research conclusion. Before coming to the discussion of the research findings, this research was aimed to explore students' listening strategies and the reasons for choosing it at the eleventh grade students in Budi Dharma Senior High School Dumai. Based on the previous studies, there were many strategies that influenced the students' comprehension in learning listening.

The strategies were categorized into three strategies; there were metacognitive strategies, cognitive strategies, and socio-affective strategies.

In this research, three strategies of listening that included thirty five strategies had related to the research questions based on the questionnaire and the research questions were (1) What are the listening comprehension strategies used by the eleventh grade students of Budi Dharma Senior High School Dumai?, and (2) Why do they use those strategies? In this case, the researcher used the previous studies that have related with the finding that researcher discovered in study Teng (1998), Chulim (2008), Yang (2009), Jou (2010), Bidabadi and Yamat (2011), Watthajarukiat, Chatupe, and Sukseemuang (2012), Al-Alwan, Asassfeh, and Al-Shboul (2013), Bidabadi and Yamat (2013), Chelli (2013), Ghoneim (2013), Ratebi and Amirian (2013), Afshar and Hamzavi (2014), Nowrouzi, Shim, Zareian, and Nimehchisalem (2014), and Mianmahaleh and Rahimy (2015).

Listening strategies are the method that students used in cover the problem in listening and also to increase their ability in listening. "Listening strategies or tools or actions learners employ to make their L2 learning easier, enjoyable and transferable to new input" (Oxford, 1990 as cited by Watthajarukiat, et al., 2012). According to O'Malley and Chamot (1990 as cited in Jou, 2010) three types of listening strategies are metacognitive strategy, cognitive strategy, and socio-affective strategy. In metacognitive strategy included fifteen items; cognitive strategy consists of ten items, and ten items for socio-affective strategy. The findings of listening strategies were discussed and showed based on the highest percentage of the categories of listening strategies. Metacognitive strategy in

figure 1 showed that it has high percentage 80% chose "agree", 70% chose "agree" in cognitive strategy, for socio-affective strategy 60% chose "agree". It means that metacognitive strategy was frequently used by the participants to increase their ability in listening and followed by cognitive 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 Bidabadi and Yamat (2011) showed that the Iranian EFL freshman university students frequently used metacognitive than cognitive 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 metacognitive increased their language learning in general and also the listening skill in specific, and made the students active in listening process. It different from the resulted by Watthajarukiat, Chatupe, and Sukseemuang (2012) that intend that cognitive is more frequently used like taking a note than metacognitive where the students try to find out the ways in learning listening from their self.

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 (Vandergrift, 1990 as cited in Jou, 2010). Students used metacognitive strategies because it is easier for them to prepare in advance before

their test/class so that they are confident and can answer listening's questions. Self-regulation increases students motivation because students feel more in control of their own learning. Students who learn metacognitive strategies are more aware of their own thinking, and more likely to be active learners who learn more deeply.

According to Bacon (1992 as cited by Nowrouzi, et al., 2014) metacognitive strategies is divided in three strategies. They are pre-listening strategies, while-listening strategies, and post-listening strategies.

First, pre-listening strategies are students prepare their self before listening such as focusing attention, applying advance organizer, and deciding to think in English. In pre-listening strategies included five items. The data showed that "I clarify the objectives of an anticipated listening task and/or propose strategies for handing it" got the highest percentage (74%) for "agree", and followed by (72%) for "Before I start to listen, I have a plan in my head for how I am going to listen", (72%) for "Before listening, I request myself to make progress", sixty participants (70%) for "Before listening, I prepare my mind to concentrate", and the last is "Before listening, I think of similar texts that I may have listened to". From the data above, I clarify the objectives of an anticipated listening task and/or propose strategies for handing it was most strategies that students used in listening. It different 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. Bidabadi and Yamat (2013) stated that the learners who

prefer before listening it can help their understanding in learning process and also give the good effect for students learning process. Before the students started the listening they should prepare anything that have related in listening skill such as prepared about the vocabulary, grammar that became big problem in listening. it same with Yan (2006, as cited in Jou, 2010) that tell the students lack of knowledge about grammar and vocabulary because they prepare their mind to concentrate and request themselves to make progress.

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 showed that in while listening the highest percentage is "I try to listen for specific details to see whether I can understand them" with 71.78% chose "agree", and followed by 64.68% chose "agree" for "While listening, I will check what part of content I do not understand", for "While listening, I will double check again for my answer" was chosen by (61.70%) in option "agree", and "I am aware of my inattention and correct it while doing listening test" was chosen by (57.45%) for option "agree".

So, from the data above, the students most used I try to listen for specific details to see whether I can understand them. It means that focused with pay attention full about what speaker said was strategies that made them easier to understand about what speaker said, especially when the students did not understand about speaker said. It 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 did find out how far their success in learning listening. Based on the data appeared that, "After listening, I reflect on my problems, such as the key words that I do not understand", and "After listening, I evaluate how much I could understand" is more frequently used for students in post listening, the percentage is 70% , that followed by "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" was chosen by 65%, "After listening, I think back to how I listened and about what I might do differently next time" was chosen by 50%, and least is "I will write down the words I do not know after the listening test and look up the dictionary" was chosen by 45%. The finding was most of students had problem in vocabularies and to know the unknown vocabularies the students should open the dictionary, but in this case the students could not open the dictionary while listening process. It same finding with a study by Jou (2010) told that the students lack of vocabularies because while listening process cannot open the tools to help them cope their problem. Lin's (2000) said that the problem lack vocabularies can be coping by the student by looking the dictionaries.

Then, cognitive strategy "is directly relate to learning tasks and is used by learners when they mentally and or physically manipulate material to be learner, or when they apply a specific technique to a learning task." (Mianmaleh, et al, 2015). In cognitive students used their spontaneous knowledge to cope the

problem in listening. Students used this strategy because it provides possibilities for the learners to comprehend and able to produce new language by various ways. This strategy utilized by learners to cope with the material to be teamed or to apply specific techniques, such as inferencing, repeating, deduction, imagery, elaboration, and note taking. Cognitive strategies are divided in two categories, they were bottom-up and top-down strategies.

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 take notes of main points and keywords" (60%) and followed by "while listening, I piece things together from the details" for (59.57%), "While listening, I will notice the questions with who, how, when, where and what in the content" for (52.13%), "While listening, I try to understand each word" for 43.62%, and the last is "While listening, I repeat words or phrases softly or mentally" for 43.62% in options "agree". The finding was taking notes was the highest than other items. It same like while they made take a note it could help them remember about the difficult one, and they could find out the meaning after listening process to add their knowledge. The result has same with Chelli (2013) in Biskra University that most of student used take a note to help them remember about what the speaker said. Watthajarukiat, Chatupe, and Sukseemuang (2012) 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 by Chulim (2008) showed that

taking a note is the least strategies that students chose, he said that perhaps the students need to work more on those listening stages and strategies.

Top-down strategies is the strategies that guessing the meaning by the gesture or signal that speaker gives. In top-down strategies there were five items. The highest one that student more frequently used is "I try to think in English instead of Indonesia" with 70%, and followed by "I make guess about the topic based on what has already been said" with 69%, "I listen for main ideas first and then details" with 68%, "I predict or make hypotheses on text by titles" with 58%, and the last is "I can guess the meaning based on the context" with 57% for "agree" option. The percentages showed that tried to think English instead 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 not often used the own language when they learning foreign language it could help the students got success in learning language. Think English when the students learning English is more effectively ways to get the meaning from the topic (Jou, 2010).

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) "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".

The participants often used this strategy because they were trying to relax before listening to the task. As the Listening courses provided various listening activities and assessments, it is possible that the participants develop anxiety during attending the courses. The anxiety in listening may affect their performance in doing listening activities and assessments. Therefore, the participants mostly try to relax before listening to the task so that the anxiety can be reduced. On the second reason, the participants also often used strategy in developing a positive attitude toward the task and believe that it is possible for them to understand what they will hear. This means that by having a positive attitude, the participants may be more motivated in learning listening. 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 having a problem to share the idea to get the meaning about the speaker said. In socio affective there were five items that have related with socio strategies. Based on the data, most of students use "I ask others for feedback on how to solve my listening problems" with 63%, followed by "After listening, I ask my classmates or teacher question I do not understand" with 62%, "I hope teachers can teach me more skills to improve my listening comprehension" with 59%, "If I do not understand what someone says in English, I ask them to repeat what they said" with 58%, and least chose by the students is "I practice listening and speaking in English with my friends" with 52%. It told that asked the others to help them and got the feedback from the others it could increase the students understanding in

listening, they shared the idea and got the conclusion how to cope their problem in listening. It same with the result of the research that conducted by Jou (2010) working with others, asking the information, sharing the idea, also find the solution involved more linguistic knowledge (Teng, 2003 as cited Jou, 2010).

The last strategies in socio-affective strategies is affective strategies, it referred about the self-confidence of the students. In this case there were five items that have related with affective strategies. Based on the data showed that "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 67%, followed by "I try not to feel nervous as I listen to English" with 59%, "I encourage myself through positive-self talk" with 58%, "I am confident in understanding the whole contents" with 47%, and "While listening, I can keep calm and not be nervous" in option "agree". 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 (Jou, 2010).

4.2 Discussion

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of the research findings, this research was aimed to explore students' listening strategies and the reasons for choosing it at the eleven[th] grade students in Budi Dharma Senior High School Dumai. Based on the previous studies, there were many strategies that influenced the students' comprehension in learning listening. The strategies were categorized into three strategies; there were metacognitive strategies, cognitive strategies, and socio-affective strategies.

In this research, three strategies of listening that included thirty five strategies had related to the research questions based on the questionnaire and the research questions were (1) What are the listening comprehension strategies used by the eleven[th] grade students of Budi Dharma Senior High School Dumai?, and (2) Why do they use those strategies? In this case, the researcher used the previous studies that have related with the finding that researcher discovered in study Teng (1998), Chulim (2008), Yang (2009), Jou (2010), Bidabadi and Yamat (2011), Watthajarukiat, Chatupe, and Sukseemuang (2012), Al-Alwan, Asassfeh, and Al-Shboul (2013), Bidabadi and Yamat (2013), Chelli (2013), Ghoneim (2013), Ratebi and Amirian (2013), Afshar and Hamzavi (2014), Nowrouzi, Shim, Zareian, and Nimehchisalem (2014), and Mianmahaleh and Rahimy (2015).

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listening, while listening, and after listening. Students planning the strategies, monitoring, and evaluating the strategies in understanding the task is refers to metacognitive strategy (Vandergrift, 1990 as cited in Jou, 2010). Students used metacognitive strategies because it is easier for them to prepare in advance before their test/class so that they are confident and can answer listening's questions. Self-regulation increases students motivation because students feel more in control of their own learning. Students who learn metacognitive strategies are more aware of their own thinking, and more likely to be active learners who learn more deeply.

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different 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. Bidabadi and Yamat (2013) stated that the learners who prefer before listening it can help their understanding in learning process and also give the good effect for students learning process. Before the students started the listening they should prepare anything that have related in listening skill such as prepared about the vocabulary, grammar that became big problem in listening. it same with Yan (2006, as cited in Jou, 2010) that tell the students lack of knowledge about grammar and vocabulary because they prepare their mind to concentrate and request themselves to make progress.

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 showed that in while listening the highest percentage is "I try to listen for specific details to see whether I can understand them" with 71.78% chose "agree", and followed by 64.68% chose "agree" for "While listening, I will check what part of content I do not understand", for "While listening, I will double check again for my answer" was chosen by (61.70%) in option "agree", and "I am aware of my inattention and correct it while doing listening test" was chosen by (57.45%) for option "agree".

So, from the data above, the students most used I try to listen for specific details to see whether I can understand them. It means that focused with pay attention full about what speaker said was strategies that made them easier to

understand about what speaker said, especially when the students did not understand about speaker said. It 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 did find out how far their success in learning listening. Based on the data appeared that, "After listening, I reflect on my problems, such as the key words that I do not understand", and "After listening, I evaluate how much I could understand" is more frequently used for students in post listening, the percentage is 70% , that followed by "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" was chosen by 65%, "After listening, I think back to how I listened and about what I might do differently next time" was chosen by 50%, and least is "I will write down the words I do not know after the listening test and look up the dictionary" was chosen by 45%. The finding was most of students had problem in vocabularies and to know the unknown vocabularies the students should open the dictionary, but in this case the students could not open the dictionary while listening process. It same finding with a study by Jou (2010) told that the students lack of vocabularies because while listening process cannot open the tools to help them cope their problem. Lin's (2000) said that the problem lack vocabularies can be coping by the student by looking the dictionaries.

Then, cognitive strategy "is directly relate to learning tasks and is used by learners when they mentally and or physically manipulate material to be learner, or when they apply a specific technique to a learning task." (Mianmaleh, et al, 2015). In cognitive students used their spontaneous knowledge to cope the problem in listening. Students used this strategy because it provides possibilities for the learners to comprehend and able to produce new language by various ways. This strategy utilized by learners to cope with the material to be teamed or to apply specific techniques, such as inferencing, repeating, deduction, imagery, elaboration, and note taking. Cognitive strategies are divided in two categories, they were bottom-up and top-down strategies.

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 take notes of main points and keywords" (60%) and followed by "while listening, I piece things together from the details" for (59.57%), "While listening, I will notice the questions with who, how, when, where and what in the content" for (52.13%), "While listening, I try to understand each word" for 43.62%, and the last is "While listening, I repeat words or phrases softly or mentally" for 43.62% in options "agree". The finding was taking notes was the highest than other items. It same like while they made take a note it could help them remember about the difficult one, and they could find out the meaning after listening process to add their knowledge. The result has same with Chelli (2013) in Biskra University that most of student used take a note to help them remember about what the speaker said. Watthajarukiat, Chatupe, and

Sukseemuang (2012) 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 by Chulim (2008) showed that taking a note is the least strategies that students chose, he said that perhaps the students need to work more on those listening stages and strategies.

Top-down strategies is the strategies that guessing the meaning by the gesture or signal that speaker gives. In top-down strategies there were five items. The highest one that student more frequently used is "I try to think in English instead of Indonesia" with 70%, and followed by "I make guess about the topic based on what has already been said" with 69%, "I listen for main ideas first and then details" with 68%, "I predict or make hypotheses on text by titles" with 58%, and the last is "I can guess the meaning based on the context" with 57% for "agree" option. The percentages showed that tried to think English instead 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 not often used the own language when they learning foreign language it could help the students got success in learning language. Think English when the students learning English is more effectively ways to get the meaning from the topic (Jou, 2010).

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) "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".

The participants often used this strategy because they were trying to relax before listening to the task. As the Listening courses provided various listening activities and assessments, it is possible that the participants develop anxiety during attending the courses. The anxiety in listening may affect their performance in doing listening activities and assessments. Therefore, the participants mostly try to relax before listening to the task so that the anxiety can be reduced. On the second reason, the participants also often used strategy in developing a positive attitude toward the task and believe that it is possible for them to understand what they will hear. This means that by having a positive attitude, the participants may be more motivated in learning listening. 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 having a problem to share the idea to get the meaning about the speaker said. In socio affective there were five items that have related with socio strategies. Based on the data, most of students use "I ask others for feedback on how to solve my listening problems" with 63%, followed by "After listening, I ask my classmates or teacher question I do not understand" with 62%, "I hope teachers can teach me more skills to improve my listening comprehension" with 59%, "If I do not understand what someone says in English, I ask them to repeat what they said"

with 58%, and least chose by the students is "I practice listening and speaking in English with my friends" with 52%. It told that asked the others to help them and got the feedback from the others it could increase the students understanding in listening, they shared the idea and got the conclusion how to cope their problem in listening. It same with the result of the research that conducted by Jou (2010) working with others, asking the information, sharing the idea, also find the solution involved more linguistic knowledge (Teng, 2003 as cited Jou, 2010).

The last strategies in socio-affective strategies is affective strategies, it referred about the self-confidence of the students. In this case there were five items that have related with affective strategies. Based on the data showed that "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 67%, followed by "I try not to feel nervous as I listen to English" with 59%, "I encourage myself through positive-self talk" with 58%, "I am confident in understanding the whole contents" with 47%, and "While listening, I can keep calm and not be nervous" in option "agree". 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 (Jou, 2010).

4.2 Discussion

Discussion of the research findings obtaned from the the multiple sources of study as mentioned in Chapter III are going to be presented and linked to

literatures reviewed in Chapter II that support this research dealing with analyzing the findings and taking the research conclusion. Before coming to the discussion of the research findings, this research was aimed to explore students' listening strategies and the reasons for choosing it at the eleventh grade students in Budi Dharma Senior High School Dumai. Based on the previous studies, there were many strategies that influenced the students' comprehension in learning listening. The strategies were categorized into three strategies; there were metacognitive strategies, cognitive strategies, and socio-affective strategies.

In this research, three strategies of listening that included thirty five strategies had related to the research questions based on the questionnaire and the research questions were (1) What are the listening comprehension strategies used by the eleventh grade students of Budi Dharma Senior High School Dumai?, and (2) Why do they use those strategies? In this case, the researcher used the previous studies that have related with the finding that researcher discovered in study Teng (1998), Chulim (2008), Yang (2009), Jou (2010), Bidabadi and Yamat (2011), Watthajarukiat, Chatupe, and Sukseemuang (2012), Al-Alwan, Asassfeh, and Al-Shboul (2013), Bidabadi and Yamat (2013), Chelli (2013), Ghoneim (2013), Ratebi and Amirian (2013), Afshar and Hamzavi (2014), Nowrouzi, Shim, Zareian, and Nimehchisalem (2014), and Mianmahaleh and Rahimy (2015).

Listening strategies are the method that students used in cover the problem in listening and also to increase their ability in listening. "Listening strategies or tools or actions learners employ to make their L2 learning easier, enjoyable and transferable to new input" (Oxford, 1990 as cited by Watthajarukiat, et al., 2012).

According to O'Malley and Chamot (1990 as cited in Jou, 2010) three types of listening strategies are metacognitive strategy, cognitive strategy, and socio-affective strategy. In metacognitive strategy included fifteen items; cognitive strategy consists of ten items, and ten items for socio-affective strategy. The findings of listening strategies were discussed and showed based on the highest percentage of the categories of listening strategies. Metacognitive strategy in figure 1 showed that it has high percentage 80% chose "agree", 70% chose "agree" in cognitive strategy, for socio-affective strategy 60% chose "agree". It means that metacognitive strategy was frequently used by the participants to increase their ability in listening and followed by cognitive 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 Bidabadi and Yamat (2011) showed that the Iranian EFL freshman university students frequently used metacognitive than cognitive 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 metacognitive increased their language learning in general and also the listening skill in specific, and made the students active in listening process. It different from the resulted by Watthajarukiat, Chatupe, and Sukseemuang (2012) that intend that cognitive is more frequently used like taking a note than metacognitive where the students try to find out the ways in learning listening from their self.

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 (Vandergrift, 1990 as cited in Jou, 2010). Students used metacognitive strategies because it is easier for them to prepare in advance before their test/class so that they are confident and can answer listening's questions. Self-regulation increases students motivation because students feel more in control of their own learning. Students who learn metacognitive strategies are more aware of their own thinking, and more likely to be active learners who learn more deeply.

According to Bacon (1992 as cited by Nowrouzi, et al., 2014) metacognitive strategies is divided in three strategies. They are pre-listening strategies, while-listening strategies, and post-listening strategies.

First, pre-listening strategies are students prepare their self before listening such as focusing attention, applying advance organizer, and deciding to think in English. In pre-listening strategies included five items. The data showed that "I clarify the objectives of an anticipated listening task and/or propose strategies for handing it" got the highest percentage (74%) for "agree", and followed by (72%) for "Before I start to listen, I have a plan in my head for how I am going to listen", (72%) for "Before listening, I request myself to make progress", sixty participants (70%) for "Before listening, I prepare my mind to concentrate", and the last is "Before listening, I think of similar texts that I may have listened to". From the

data above, I clarify the objectives of an anticipated listening task and/or propose strategies for handing it was most strategies that students used in listening. It different 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. Bidabadi and Yamat (2013) stated that the learners who prefer before listening it can help their understanding in learning process and also give the good effect for students learning process. Before the students started the listening they should prepare anything that have related in listening skill such as prepared about the vocabulary, grammar that became big problem in listening. it same with Yan (2006, as cited in Jou, 2010) that tell the students lack of knowledge about grammar and vocabulary because they prepare their mind to concentrate and request themselves to make progress.

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 showed that in while listening the highest percentage is "I try to listen for specific details to see whether I can understand them" with 71.78% chose "agree", and followed by 64.68% chose "agree" for "While listening, I will check what part of content I do not understand", for "While listening, I will double check again for my answer" was chosen by (61.70%) in option "agree", and "I am aware of my inattention and correct it while doing listening test" was chosen by (57.45%) for option "agree".

So, from the data above, the students most used I try to listen for specific details to see whether I can understand them. It means that focused with pay attention full about what speaker said was strategies that made them easier to understand about what speaker said, especially when the students did not understand about speaker said. It 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.

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