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STRATEGIES IN LISTENING COMPREHENSION (A CASE STUDY AT BUDI DHARMA SENIOR HIGH SCHOOL DUMAI)

A THESIS

Intended to Fulfill One of the Requirement for the Award of Education Magister at Islamic Education Concentration on English Education Department



By:

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**POSTGRADUATE PROGRAM
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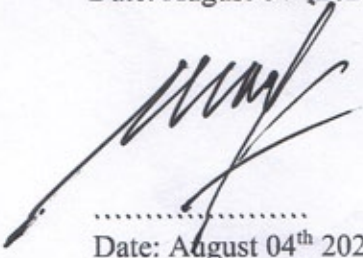
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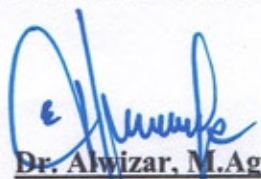
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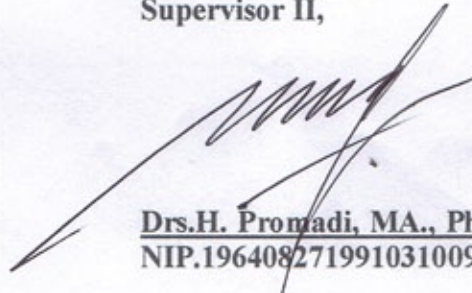
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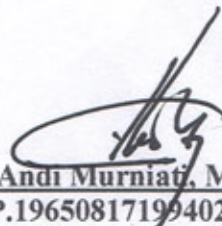
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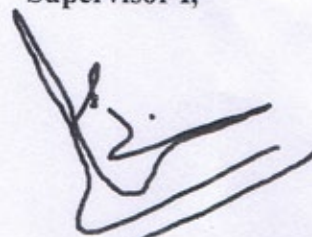
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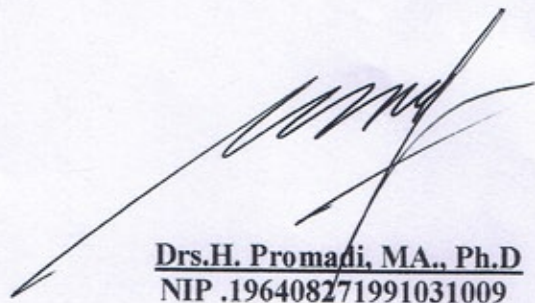
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Finally, I realize that this thesis is still far from being perfect. There are many expectations can be done to make it better. I have a great belief that this thesis will be beneficial and useful for anyone who is concerned in this final project.

Pekanbaru, July, 2021
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ABSTRAK

Fialatu Rahmi (2021): Strategi Dalam Pemahaman Mendengarkan (Studi Kasus di SMA Budi Dharma Dumai)

Penelitian ini bertujuan untuk mengeksplorasi strategi pemahaman mendengarkan yang digunakan siswa kesebelas di SMA Budi Dharma di Dumai. Selanjutnya, secara khusus ditujukan untuk menjawab dua pertanyaan penelitian: 1) Bagaimana strategi pemahaman menyimak yang digunakan oleh siswa kelas XI SMA Budi Dharma Dumai? 2) Mengapa siswa menggunakan strategi tersebut? Pesertanya 10 siswa. Penelitian ini dilakukan dengan menggunakan pengumpulan data kualitatif. Teknik pengambilan sampel menggunakan teknik purposive random sampling. Pengumpulan data dilakukan dengan menggunakan seperangkat wawancara dan kuesioner. Data kualitatif yang terkumpul dianalisis untuk menggambarkan tentang persentase dan frekuensi dalam strategi mendengarkan yang digunakan siswa dan alasan mengapa mereka menggunakan strategi tersebut. Ada tiga kategori strategi mendengarkan. Mereka adalah strategi metakognitif, strategi kognitif, dan strategi sosio-afektif. Hasilnya sebagian besar siswa menggunakan strategi metakognitif untuk meningkatkan kemampuan mereka dalam mendengarkan. Implikasi dari penelitian ini adalah siswa dapat memperoleh strategi yang tepat dalam mata pelajaran mendengarkan dan bagi guru dapat memotivasi guru untuk menemukan cara mengajar strategi yang tepat untuk membuat mereka mendapatkan pemahaman dalam mendengarkan.

Kata Kunci: Pemahaman Mendengarkan, Strategi Mendengarkan, Strategi Pembelajaran Bahasa

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ABSTRACT

Fialatu Rahmi (2021):Strategies in Listening Comprehension (A Case Study at Budi Dharma Senior High School Dumai)

The study aimed to explore the listening comprehension strategies that eleventh students used at Budi Dharma Senior High School in Dumai. Furthermore, it was particularly intended to answer two research questions: 1) What are the listening comprehension strategies used by the eleventh grade students of Budi Dharma Senior High School Dumai? 2) Why do the students use those strategies? The participants were 10 students. The research was carried out using a qualitative data collection. The sample technique used purposive random sampling technique. The data were collected by using a set of interview and questionnaire. The collected qualitative data were analyzed to describe about the percentage and frequency in listening strategies that students used and the reason why do they use those strategies. There were three categories of listening strategies. They were metacognitive strategy, cognitive strategy, and socio-affective strategy. The result was most of students used metacognitive strategy to increase their ability in listening. The implication of this study are the students may get the appropriate strategies in listening subject and for the teachers it can motivate the teacher to find out the way to teach the appropriate the strategies to make them get the comprehension in listening.

Keywords: *Listening Comprehension, Listening Strategies, Language Learning Strategies*

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ملخص

فيثالات الرحم (2021)، : الاستراتيجيات في فهم المسموع (دراسة حالة لدى طلاب المدرسة الثانوية بودي درما دوماي)

هذا البحث يهدف إلى استكشاف استراتيجيات فهم المسموع التي استخدمها طلاب الفصل الحادي عشر في المدرسة الثانوية بودي درما دوماي. علاوة على ذلك، يهدف هذا البحث إلى الإجابة على سؤال البحث: (1) ما هي استراتيجيات فهم المسموع التي استخدمها طلاب الفصل الحادي عشر في المدرسة الثانوية بودي درما دوماي؟ (2) لماذا استخدم الطلاب هذه الاستراتيجية؟ المشاركون 10 طلاب. تم إجراء هذا البحث باستخدام جمع البيانات الكيفية. تقنية أخذ العينة باستخدام التقنية العشوائية الهادفة. تم جمع البيانات باستخدام المقابلة والاستبيان. وتم تحليل البيانات الكيفية لوصف النسبة المئوية والتكرار في استراتيجيات فهم المسموع التي استخدمها الطلاب وأسباب استخدامهم لهذه الاستراتيجيات. هناك ثلاث فئات من استراتيجيات الاستماع وهي استراتيجية وراء المعرفة والاستراتيجية المعرفية واستراتيجية اجتماعية عاطفية. والنتيجة أن معظم الطلاب يستخدمون استراتيجيات ما وراء المعرفة لتحسين مهارة الاستماع. ونتيجة هذا البحث للطلاب أن يتمكنهم الحصول على الاستراتيجية الصحيحة في مادة الدراسة الاستماع وللمعلمين أن يشجعهم لإيجاد استراتيجية التعليم الصحيحة ليفهموا الاستماع.

الكلمات المفتاحية: فهم المسموع، إستراتيجية الاستماع، إستراتيجية تعليم اللغة.



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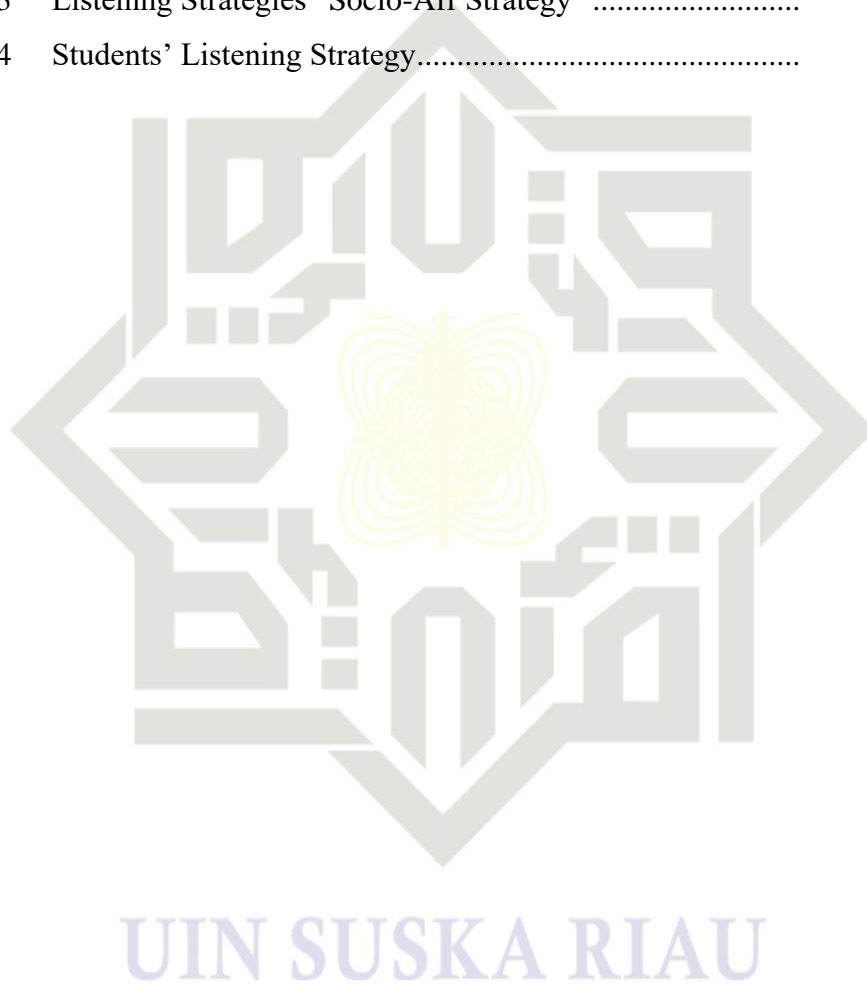
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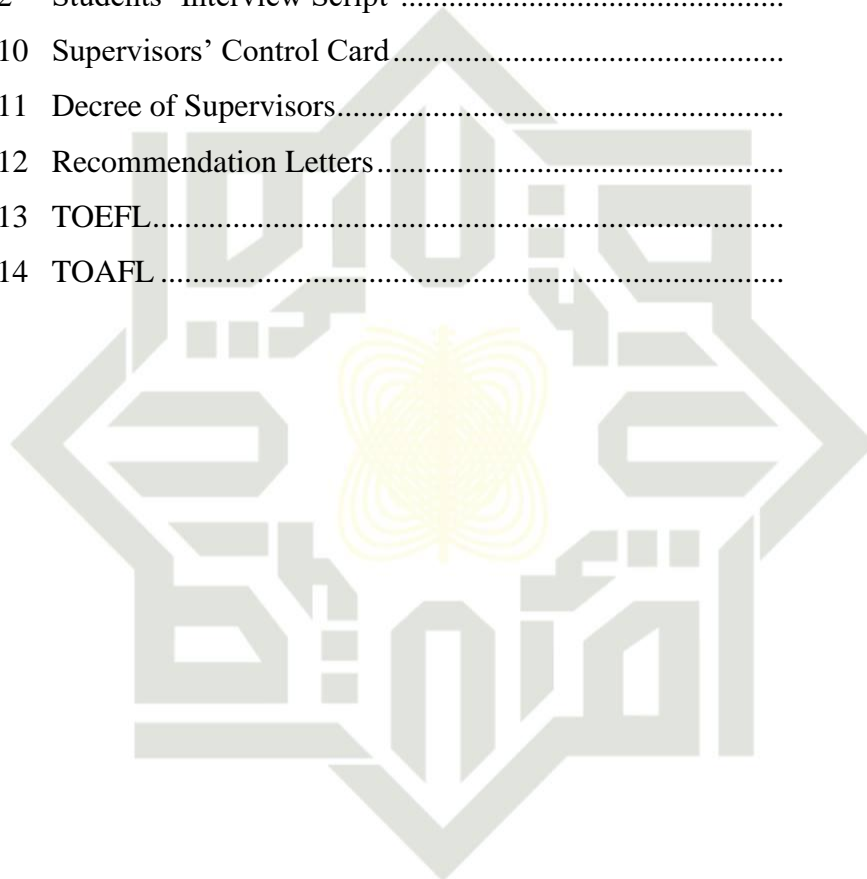


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CHAPTER I

INTRODUCTION

The first section of this introductory chapter describes the background, statement and limitation of the problem and the objectives of the study. Then, the research questions are formulated, significance and rationale of the study are also justified. Finally, the terms used are clearly defined.

1.1 The Background of the Research

As a non-English speaking country, learning English as a foreign language has been a challenging subject for Indonesian students as they learn the complex language merely at school. Regardless of the complexity, English in Indonesia has been part of the Indonesian government policy through the Ministry of Education and culture. The educational curriculum of Indonesia has been designed to integrate all four skills (listening, speaking, reading, and writing) and elements of language in English subject at senior high schools. The integration is for the reason that all senior high schools students are expected to be able to reach an informational level in English (Ministry of Education and Culture, 2006).

When learning a foreign language, people often encounter many learning obstacles, the most intimidating being the need for immediate comprehension of the new language while listening (Andringa, Olsthoorn, Beuningen, Schoonen, & Hulstijn, 2012:4). Listening is a skill that requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to see things from another's point of view (Rost, 2011:43). Thus, listening

requires a high level of concentration and demands that the listener not have a predetermined agenda and can take on the perspective of the speaker. Listening is often said to comprise nearly half (40-50%) of the time spent on communicating, with speaking, reading, and writing combining to make up the balance (Mendelsohn, 2004:27). Therefore, listening is an essential skill that people must master when they are learning a second language.

Listening has an important role in communication. Listening is a process where students must understand grammar structures and vocabularies to acquire the meaning of the communication (Mianmahaleh&Rahimy, 2015). Additionally, Rivers (1984 as cited in Chelli, 2013) stated that listening had 30% to 40% position in communication. Additionally, according to Mendelsohn (1994 as cited in Gilakjani&Ahmadi, 2011) in daily communication, people spent 45% of time in listening, 30% in speaking, 16% in reading, and only 9% in writing. However, it seems that listening skill gets less attention than any other skills in language learning. Teachers do not want to spend more time to pay attention in listening skill to increase students' ability in listening (Mianmahaleh&Rahimy, 2015). Then, Chelli (2013) said that although listening has vital role in language learning, it is ignored from other skills in learning language. Chastain in Abdal hamid (2012:4) defined listening comprehension as the ability to understand speech of native speakers at normal speed in listening situation. It means that listening comprehension is described as a complex process of what people use to understand speech. Then, listening comprehension is now acknowledged as an important facet of language learning, Morley (in Revina 2014:1). Listening comprehension is more

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than just hearing what is said; rather, it is a student's ability to understand the meaning of the words students hear. It means that listening needs schedule ability of analysis not only to listen to what speaker says but also to know the meaning of that utterance. Listening comprehension requires the students to listen selectively to what speaker says because the information is put indeed.

As defined by Vandergrift (1999) listening comprehension is when a listener is required to spontaneously: discriminate among sounds, understand vocabulary, notice grammar and intonation, and interpret meaning. The process of listening occurs in five stages: hearing, understanding, remembering, evaluating, and responding (Rost, 2011). In stage one, the listener is receiving input, hearing the sounds, and distinguishing among them. During the second stage, the listener understands the sound. In second language acquisition, the listener also decodes the words and grammar, while learning from the process. In the third stage, the listener is remembering what has been heard while maintaining working memory for comprehensive checking. During the fourth stage, the listener judges the information and finally in the fifth stage, they make appropriate responses to open-ended questions. In order to aid students who are learning a second language, listening strategies that encompass the five stages must be explicitly integrated into the curriculum.

Buck (2000:55) argues "listening comprehension is involved comprehending the component of social action (conversational listening), listening for information, academic listening (lectures), listening for pleasure (radio, movies, television)." Many efforts are needed to develop listening comprehension. In fact,

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the students have difficulties to comprehend the native speaker words. The students are far from what they are expected in listening comprehension.

Although the ignorance of the listening skill in learning a foreign language may prevent language learners from understanding speech in a foreign language, which may finally make learners confused if they cannot comprehend what people intend to express, there may be other factors that influence their comprehension, including learning strategies in listening. Listening strategies help students in language input and also to get success in learning language (Vandergrift, 1997). Learning strategy is the strategy or technique that is used to learn something. According to O'Malley, Chamot, Stewner-Manzanares, Russo, and Kupper (1985 as cited in Al-Awan, Asassfeh, and Al-shboul, 2013), there are three types of learning strategies. The first is metacognitive strategies; it refers to the all of component of learning process from the students such as planning, thinking about the process of learning monitoring, and also the evaluating of all activity in learning process. The second is cognitive strategies, it refers to knowledge that students used to learning (make a note, give question, and make summarizing). The last is social-affective strategies; it refers to the individual behavior to other person to get the information in learning process.

By considering the phenomena as mentioned above has motivated the researcher to conduct this study. Therefore, the researcher is going to conduct a qualitative research entitle: **Strategies in Listening Comprehension (A Case Study of Students at Budi Dharma Senior High School Dumai)**

1.2 Statement of the Problem

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The importance of learning strategies in listening has been part of a number of studies such as Teng (1998), Chulim (2008), Jou (2010), Bidabadi and Yamat (2011), Birjandi, and Rahimi (2012), Wathajarukiat, 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), Lin and Gan (2014), Amirian and Farahian (2014), and Mianmahaleh and Rahimy (2015). For example, a study done by Amirian and Farahian (2014) found that using listening strategies (metacognitive, cognitive, and socio-affective strategies) has contributed to increase the ability of students' comprehension in learning listening.

Nevertheless, it seems that many studies on the English listening strategies is from other areas, studies on the English listening strategies used by Indonesian undergraduate students seems to be rare. It proven by the researcher that tries to find out international journal by Indonesian researchers especially researchers from Jambi is rare than other countries. It motivates the researcher doing this study. This study examine the English listening strategies used by EFL undergraduate students to cope with listening problems so they can achieve the target languag, particularly the type and frequency of listening strategies that the students use.

Listening becomes one of the core subjects In English Study Program at Budi Dharma Senior High School Dumai. Students get Interpretative listening, listening comprehension, and Academic listening subjects. In the other words, English subject at Budi Dharma Senior High School Dumai facilitated the student to get good listening comprehension. The listening materials which have to be

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taught to the students consist of understanding of English conversations and monologue texts in academic purposes.

Some of effort have been done by English teachers in Budi Dharma Senior High School Dumai to improve students' listening comprehension such as doing listening activities by activating their schemata or background knowledge, arousing their interest in the topic or preparing them linguistically before they listen. This activity is done in every listening class. Furthermore, the English teachers also make some strategies like sing a song, they make a playlist at the start of term of students' favorite songs, short clips from films or TV series are very motivating for teens, shadow reading, Spoken language features and role play.

Although there are many ways that have been tried to improve students' listening comprehension, they still have score under the standard minimum for listening lesson. Based on preliminary study observation and interview to the English teacher which is conducted on 17th January 2019, it was found that student have taken listening material in every semester, there are based on the topic itself in syllabus. But, unfortunately the students still had difficulties in it. First, student difficult to get general and specific information from English teacher in academic situation which was given by native speaker. Second, student still failed to determine the meaning of the words based on the context. Last, students also failed in finding main idea and topic.

Top-down and bottom-up strategies. Both the bottom-up and top-down strategies arose out of 1970s computer science by IBM researchers Mills and Wirth (Nunan, 2010). The bottom-up strategy is text based, relying upon language aspects

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(i.e., sounds, vocabulary, grammar), and is a process of decoding the sounds, from the smallest units to complete texts (i.e., listening for specific details, recognizing cognates, and recognizing word order patterns) (Nunan, 2010). Alternatively, the learner-based top-down strategy focuses upon the listener's thinking process, constructing the original meaning of the speaker by using incoming sounds, and using context as clues to interpret the main idea, make predictions, and summarize intentions. Topdown and bottom-up strategies are referred to collectively as *Interactive Strategies* that focus on both the language and the listener.

To know the strategy of the students' listening comprehension, the preliminary study will be conducted by the researcher at Budi Dharma Senior High School Dumai. This is to gain information and to observe how the English teacher teaches listening in their actual classroom teaching. 'Budi Darma' Senior High School Dumai is one of the private upper secondary school in Pekanbaru. This school is also one of the schools that implement 2013 curriculum as its guidance in teaching and learning process.

The data gained from interview and classroom observations dealing with teachers' implementation of listening found that some teachers taught to focus on linguistic components such grammars, vocabulary and pronunciation rather than communicative competences. Teachers had not yet chosen the appropriate authentic teaching materials or focused on used handbooks provided. Almost 60% the teachers were taking control during teaching process or teacher centered learning. Teachers were viewed as someone who acted as knowledge givers and fully instructed model during teaching and learning took place.

Similarly, in the part of the teacher, listening is viewed as a heavy-loaded course. The teacher should grade listening materials according to the students' level, and provide authentic materials rather than idealized, filtered samples. It is true that natural speech is hard to grade and it is difficult for students to identify the different voices and cope with frequent overlaps. Nevertheless, the materials should progress step by step from semi-authenticity that displays most of the linguistic features of natural speech to total authenticity, because the final aim is to understand natural speech in real life.

Design task-oriented exercises to engage the students' interest and help them learn listening skills subconsciously. As Ur (1984:25) has said, "Listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding." She has suggested some such tasks: expressing agreement or disagreement, taking notes, marking a picture or diagram according to instructions, and answering questions. Compared with traditional multiple-choice questions, task-based exercises have an obvious advantage: they not only test the students' listening comprehension but also encourage them to use different kinds of listening skills and strategies to reach their destination in an active way.

Based on the problems mentioned at the background, the problems dealing with students' listening comprehension were found based on the preliminary study at English Study student of Budi Dharma Senior High School Dumai. First, student difficult to get general and spesific information from teacher in academic situtation which was given by native speaker. Second, student still failed to determine the

meaning of the words based on the context. Last, students also failed in finding main idea and topic.

1.3 Limitation of the Problem

In doing this study, the researcher had some limitation. First, this study focused on strategies in listening comprehension used by students of the eleventh grade students at Budi Darma Senior High School Dumai. Second, to find out why do they use the strategy.

1.4 The Purpose and the Objective of the Research

The main purpose of this study is to explore exploring bottom up and top down strategies in students' listening comprehension at the second grade students of Budi Darma senior high school in Dumai.

Specifically, the study will be done to fulfil the objectives that can be stated as follows:

1. To describe the strategies used in listening comprehension of the eleventh grade students at Budi Darma Senior High School Dumai.
2. To explore the students' reason towards the use of strategies in listening comprehension of the eleventh grade students at Budi Darma Senior High School Dumai

1.5 Research Questions

Based on the limitation of the problem, the research questions are formulated as the following questions:

1. What are the listening comprehension strategies used by the eleventh grade students of Budi Darma Senior High School Dumai?
2. Why do the students use those strategies?

1.6 The Significance of the Study

This research will be beneficial for theoretically and practically. Theoretically, the results of this study are expected to help the students to be aware of the errors that they make and the causes of the errors., then significances of the research are in cooperation with objectives of the research, namely to explore the common errors that students make in listening.

Practically, this research discovers how the solution that can help students to improve their listening comprehension. It is also expected that students will find the correct construction in grammar and they use the language correctly especially in listening. So they don't make the same errors in the future. Therefore, the findings of this study are expected to contribute to the professional teacher in the teaching English to pay more attention to the occurrence of errors made by the students in learning listening.

In reference to the rationale of the study, Singh *et.al.* (2006) affirm that the rationale of study justifies what study goes through and communicates why a research is important to investigate and its benefits. The justification of this study is dealing with the students' listening comprehension and their strategy. To run listening as a teaching approach, the leader and the teams and stakeholders held several pedagogical trainings, workshops and discussions to find the best ways and practical teaching skills and to understand listening.

1.7 The Definition of the Terms

A certain key term or a broad concept can mean different things in different people and in different cultures. In order to avoid misunderstanding, it is necessary to give the definition of the key term used in this research. The definitions of the key terms are given follows:

1. Listening Comprehension

Listening comprehension is the process of understanding speech in a second or foreign language (Richard, 1999:216). Listening comprehension refers to the students' listening comprehension of the eleventh grade students at Budi Dharma Senior High School Dumai.

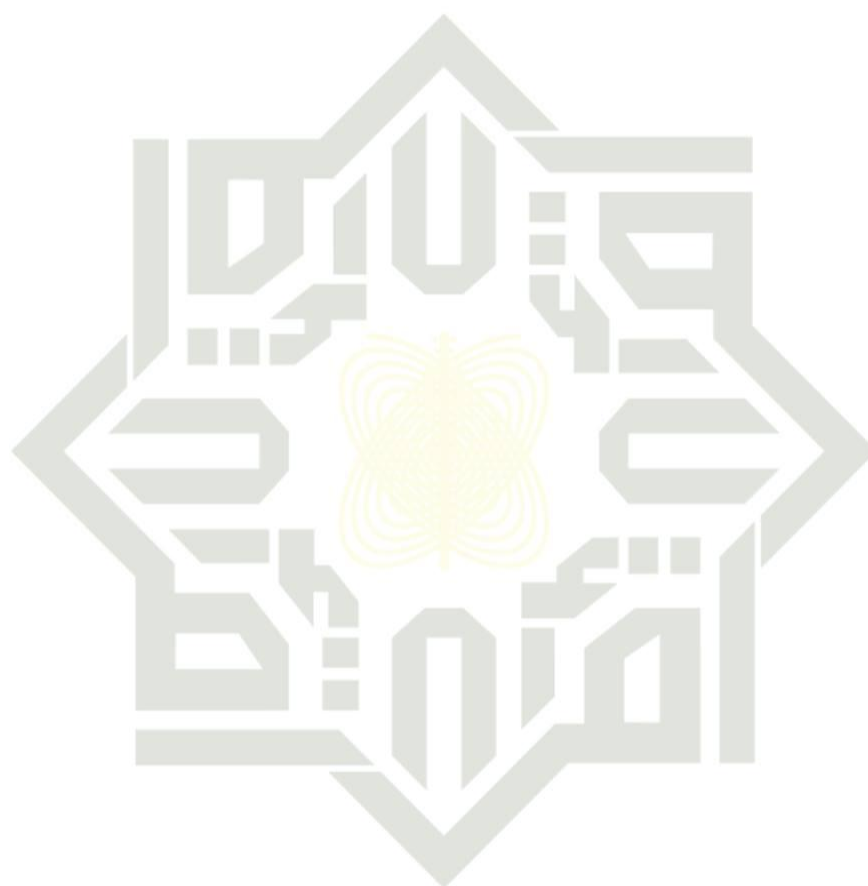
2. Language Learning Strategies

Abedini, Rahimi, and Zare-ee (2011 as cited in Souriyavongsa, et.al., 2013), "Learning strategies are approaches that learners use to enrich and succeed their own learning, especially it is important for language learning because they were valuable tool that can foster learner autonomy in language learning and help learners in promoting their own achievement in language proficiency". It refers to the way, technique that students used to get the target language or easier to understanding in learning language.

3. Listening Strategies

Oxford (1990, as cited in Wathjarukiat, Chatupote, & Sukseemuang, 2012) stated, tool for student in learning that make them easier and enjoyable in listening process. It refers to the way or technique

for students in learning listening to get the comprehension of listening subject.



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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter views the literature of review used in this study such as ; review of previous research, concept of strategy training, concept of implementing strategy training, concept of cognitive strategy training, concept of listening comprehension, and concept of blocked bottom-up top-down approach in listening. This chapter also describes theoretical assumption and hypotheses.

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2.1 Listening Comprehension

Listening comprehension which is the central concept for this study are discussed and broken down into some important points. The nature of listening comprehension, understanding the student's listening comprehension, and the sources of listening comprehension are going to be theoretically presented in the following items. Then, the relationship between students' comprehension and their anxiety will be explained in details.

2.1.1 The Nature of Listening Comprehension

Listening is considered to be the one of the most important parts of the oral communication, it is receiving language through the ears. One of the ways to develop listening skill is comprehension. When students hear a story for instance, good listening comprehension makes them to understand it, remember it, discuss it, and even retell it in their own words.

In addition, students do extremely need the comprehension with the interlocutors in real situation or even with native speakers to avoid misunderstanding among them. As Chastain in Abdal hamid (2012:4) defined listening comprehension is the ability to understand speech of native speakers at normal speed in listening situations. In similar token, Saricoban (1999:19) noted that listening comprehension is the ability to identify and understand what others are saying. It can be stated that students have good comprehension in listening if they can respond precise with their interculators.

Furthermore, listening comprehension can also be defined as a process of decoding the sounds from the smallest meaningful units to complete texts (Nunan,

1997:63). It means that students can predict the meaning of sounds from their knowledge of syntax. Besides the perception of sounds; it includes comprehension of words, phrases, clauses, sentences, and connected discourse. Learners will build the meaning from lower level sounds to words to the grammatical relationships to lexical meaning and lastly get the final message.

Morley in Revina (2014:9) made a conclusion by stating that “listening comprehension is only concerned with basic discrimination of the sound, but also involves extracting information, remembering it, and processing it or mediating between sound and meaning”. This premise argues the fact listening comprehension was assumed to be passive activity. Comprehensive listening is listening for an understanding of a message. It goes beyond discrimination to include comprehension of the message. This is essentially listening without being critical or evaluating the message, but simply listening to learn.

So, it can be concluded that listening comprehension is more than just hearing what is said; rather, it is students’ ability to understand the meaning of the words they hear and to relate to them in some ways. Students must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance defines listening comprehension.

Listening comprehension is divided into several types. Rixon (1986: 67) finds that there are two types of listening comprehension: extensive and intensive listening. In extensive listening allows the students to listen for pleasure or interest without having to make a great effort to overcome linguistics difficulties and those

in which they need to pay more attention to content and language. In this type, they are not asked to do language work on what they hear but have the satisfaction of an almost complete, direct understand of something worth to hear, for instance: listening to a short poem, joke or stories. In contrast, in intensive listening, the students are asked to listen to a passage with the aim of collecting and organizing the information. It also contains more concrete information that may be quite densely packed and often it is not easy for the students to understand of first hearing.

The aim of this listening is to give a challenge, to allow them to develop listening skill or knowledge of language through the efforts they make, guided by exercises or activities relate to the passage.

Since what a language learner hears or listens may function as input for learning, comprehension may serve as a basis for the learning of a new form of language, or a new use of a familiar form: Krashen in Anderson and Lynch (1988:52) explains:

“... comprehension may be at the heart of the language acquisition process: perhaps we acquire by understanding language that is “a little beyond’ our current level of competence. This is done with the aid of extra-linguistic context and our knowledge of the world.”

The listening consists of several principal sources. Widdowson in Anderson and Lynch (1988:62) states that the two principal sources of information consist in the process of comprehension: (1) systematic or linguistic knowledge (knowledge of phonological, syntactic, and semantic component of the language system), and (2) schematic or non-linguistic information.

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After that, Morley (1991: 90) states that, “listening comprehension is an act of information processing in which the listener is involved in two – way communication, one-way communication or self-dialogue communication”. It means that listening comprehension is a process when the listener can respond appropriately to the speaker in two-way communication, respond by talking to himself in one-way communication, and respond to himself in self-dialogue communication.

Therefore, Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Byrne in Vandergrift (2002:92) explains when listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential to comprehending the message. Then, Rost (2002: 59) emphasizes that comprehension is the only goal of listening. He also points out that, “Comprehension is the integration of the information conveyed by the text with information and concepts already known by the listener (Rost: 2002, 60).” It means listening comprehension is a mental process of processing spoken information and constructing meaning from the spoken information by connecting it to the listeners’ background knowledge.

In addition, the listening has several types. Brown (2004: 120-121) identifies types of listening performance into: a) Intensive: listening for perception of the components, such as phonemes, words, intonation, discourse markers, etc. of

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a) a larger stretch of language. b) Responsive: listening to relatively short stretch of language, such as greeting, questions, command, comprehension check, etc. in order to make equally short response. c) Selective: processing stretches of discourse such as short monologues for several minutes in order to scan for certain information. d) Extensive: listening to develop a global understanding of spoken language. Listening for gist, the main idea, and making inferences.

According to Vandergrift (1999), listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context. Listening skills are anything but easy to master. For many ESL/EFL learners, listening is the thing they feel most frustrated with. On the one hand, they can't control the speed of speech and they tend to have difficulties decoding sounds that don't exist in their mother tongue.

In short, listening comprehension is a mental process of reconstructing meaning from the spoken input. The process includes forming structure and activating the listeners' background knowledge. Moreover, based on the description, the writer indicates the components of listening comprehension that should be mastered by the students, they are understanding the topic, identifying the speakers, understanding supporting details, identifying the setting, and making inference.

2.1.2 Taxonomy of Listening Comprehension

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In the recognition level, the listener must deal with the identification of words and phrases, structural inter-relationships, time sequences, logical and modifying terms and others. At the level of selection, the listener seizes on those elements of the speaker's language which seem contain the gist of the message.

Comprehensive taxonomy of listening sub-skills is provided by Weir (in Garry Buck, 2009:54) as follows:

1) Direct meaning comprehension

a) Listening for gist

Listening where the students try to understand what is happening even if they cannot understand every phrase or sentence. The students are trying to pick up key words, intonation, and other clues so as to make a guess at the meaning.

b) Listening for main idea or important information

It is also known as 'extensive listening'. It is need to listen in a more general way to get a rough idea of what the speaker is saying.

c) Listening for specifics of important details

Students learned to pick out the main idea in a passage, then note the specific details. students will need these details later to answer questions on all types of exams: multiple choice, short answer, and essay.

2) Inferred meaning comprehension

a) Making inferences and deductions

Deduction is to make a judgment about something based on the information that students have. And inference is To form an

opinion/hypothesis that something is probably true because of other information that students already know.

b) Relating utterances to their social and situational contexts

Their knowledge of the environment can affect how to answer questions in a test

c) Recognizing the communicative function of utterances

The students should know communicative function of utterances on what speaker is saying.

d) Deducing meaning of unfamiliar lexical items from context

To sum up the meaning of unfamiliar lexical items from context, even though they do not know at all.

3) Contribution meaning comprehension

a) Understanding phonological features and grammatical notions

b) Understanding the main syntax structure of clauses or idea units

c) Understanding cohesion, especially lexical set membership and collocations.

In conclusion, comprehensive taxonomy is a classification of items to guide in listening comprehension. Taxonomy of listening comprehension allows listeners to effectively interpret the message being presented. The listener focuses on the aspect of the code itself, rather than on the content of the message. It covers the terms such as recognizing familiar words, place, person's name and also discriminating the minimal phonemic pairs or intonation patterns such as debating, complaining or gossiping.

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2.1.3 The Factors Affecting Listening Comprehension

Listening involves physiological and cognitive processes at different levels (Field, 2002; Lynch, 2002; Rost, 2002). Underwood (1989:1), states that “listening is the activity of paying attention and trying to get meaning for something we hear”; this is a complex processes that enables the brain to construct meaning from the sounds heard and understand spoken language. It is also the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

According to Howatt and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, a speaker's grammar, vocabulary, and comprehending their meaning. A proficient listener is capable of doing these four things simultaneously.

In addition, Thomlison's (1984) definition of listening includes "active listening" which means ways of listening and responding to another person that improve mutual understanding, and goes beyond comprehending and understanding the message content to comprehension as an act of empathetic understanding of the speaker.

According to the Input hypothesis proposed by Krashen (1980), he attempts to explain how the learner acquires a second language; the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis the learner improves and progresses along the 'natural order' when he/she receives second

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language 'input' that is one step beyond his/her current stage of linguistic competence. Based on the Input Hypothesis, incomprehensible input cannot help to improve learner's language (listening) proficiency. Comprehensible input has been described as $i+1$, that is, the material that is familiar to the learner's, for example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to acquire a second language, so language input is the most essential condition of language acquisition.

As an input skill, listening plays a crucial role in students' language development. Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Thus, Ronald and Roskelly (1985) define listening as an active process that requires the same skills of prediction, hypothesizing, checking, revising, and generalizing that reading and writing demand.

Moreover, Nunan (1998) believes that listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively; in fact, over 50% of the time that students spend functioning in a foreign language will be devoted to listening. Listening is the most frequently used language skill in everyday life; consequently, a good listener allocates 70% of his time listening, and only 30% of his time speaking (Myer and Myers, 1998; Beaverson, 1999). A study by Wilt (1950), found that people listen 45% of the time

they spend communication. This study is widely cited by Matin (1987) and Strother (1987).

Similarly, researchers like Rivers (1981) and Morley (1991) proposed that people listen twice as much as people speak, four times as much as people read, and five times as much as people write: listening is a process of negotiating meaning with the speaker and responding, it is the medium through which people gain a large portion of their education, their information, and their understanding of the world.

According to Boyle (1984:35), there are some factors affecting listening comprehension:

1) Listener factor

General Factor

- a. Experience/practice in listening to the target language: use of the media (cinema, television, radio and so on.)
- b. General intelligence
- c. General background knowledge of the world

Specific Factor

- d. Physical and educational
 1. age/sex
 2. home background, size of family
 3. educational background and type of school
 4. physical health and alertness
- e. Intellectual

1. knowledge of the target language in its various aspects: phonology, lexis, syntax, and cohesion
 2. powers of analysis and selection: ability to distinguish between main and supporting points
 3. knowledge of the specific topic or subject
 4. memory (short term and long term)
- f. Psychological
1. Motivation and sense of purpose while listening
 2. Attitude of the listener to the speaker
 2. attitude of the listener to the message: level of interest
 3. Listener's powers of attention and concentration
- 2) Speaker factor
- a. Language ability of the speaker: native speaker - beginner-level non-native speaker
 - b. Speaker's production: pronunciation, accent, variation, voice, and so forth.
 - c. Speed of delivery
 - d. Prestige and personality of the speaker
- 3) Factor in the material and medium
- a. The language used to convey the message: phonological features, including stress, intonation, weak forms (especially in conversation), lexis, syntax, cohesion, etc.

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- b Difficulty of content and concepts, especially if the material is abstract, abstruse, highly specialized or technical, esoteric, lengthy, or poorly organized.
- c Acoustic environment: noise and interference.
- d Amount of support provided by gestures or visuals.

Based on the explanation above, it can be stated that students who do not get comprehension in listening because the three factors come to the class, listener, teacher and material and medium factors. The three of those factors should be banned by students and teachers in listening test in order to determine the success of the listening itself. The factors can also be the environment itself, such as classroom. Noise, dirty, small classroom that will influence their performance in listening comprehension.

Then, the failure can also come if students do not practice the listening in their free time. If students have a big effort, they will have comprehension on what speaker says and also they can answer the questions.

2.2 Listening Strategies

Early L2 listening research had an interest in a theory that being merely exposed to comprehensible input would improve listening skills and promote language acquisition, and it overlooked the processing of this input (Krashen, 1985). L2 listening research in recent years has, however, shifted to focus on how learners manipulate this input. Therefore, understanding the strategies second language learners tend to use to cope with the difficulties they experience while

Listening had become an integral part of L2 listening research. L2 listening research has been increasingly directed to clarifying listener's mental processes and identifying facilitative strategies (Mendelsohn, 1995; Thompson & Robin, 1996; Vandergrift, 1999).

In this section, the researcher focused in three types of listening comprehension strategies: metacognitive, cognitive, socio-affective strategies (Vandergrift, 1997). In metacognitives, learners plan the strategies, monitor, and evaluate strategies in understanding the task (Vandergrift, 1990 as cited in Jou, 2010). Meanwhile, Bacon (1992 as cited by Nowrouzi, et al., 2014) stated, types of metacognitive strategies are pre-listening strategy, while-listening strategy, and post-listening strategy. According to Nowrouzi, et al., (2014), "Pre-listening strategy is the learners preparation for listening through manipulating the environment, focusing attention, applying advance organizer, selecting attention, and deciding to think in English". While-listening strategy was the learners' focuses on monitoring their listening and attract their attention. Post-listening strategy was the evaluation of their understanding in listening and also tried to find out what should they did to help their listening comprehension.

Vandergrift (1997) stated, cognitive strategy is the specific way from the students self to learn the lesson, such as, they make the important note or summarize, and try to found the meaning of difficult word to get the information from the speaker. Cognitive strategy is divided in two categories; they are top-down and bottom-up processing strategy (National Capital Language Resource Center, 2004 as cited in Nowrouzi, et al., 2014). Top-down processing strategy refers to

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predicting what the speaker says by the signal given (Jou, 2010). In topdown processing strategy, the students guessing the meaning from the topic and also made summarize about the speaker said. While, Suwarni (2014) said that, bottom-up processing strategy is a process of understanding the meaning of sound by finding out the meaning of word, semantic content, and syntactic level.

Social-affective strategy is divided in social strategy and affective strategy (Bacon, 1992 as cited in Nowrouzi, et al., 2014). Social strategy refers to sharing the idea to others to get the comprehension in listening and affective strategy refers to learners' confidence during the listening process (Vandergrift, 1997).

2.2.1 Cognitive Strategies

Cognitive strategies are problem-solving techniques that learners use to handle the learning tasks and facilitate the acquisition of knowledge or skill (Derry & Murphy, 1986). An article which "presents findings from research into listening strategies of ESL learners" offers the following definition:

Cognitive strategies are more directly related to a learning task and involve direct manipulation or transformation of the learning materials (Brown and Palincsar, 1982; O'Malley and Chamot, 1990). Language learners use cognitive strategies

to help them process, store and recall new information (Goh, 1998, p. 124).

Two broad types of cognitive strategies have been the subject of L2 listening research: bottom- up and top-down. Bottom-up strategies include word-for- word translation, adjusting the rate of speech, repeating the oral text, and focusing on prosodic features of the text. Top-down strategies, on the other hand, include

predicting, inferencing, elaborating and visualization. Previous research has revealed that advanced learners employ more top-down strategies than beginners (Clark, 1980; Conrad, 1985; Tsui & Fullilove, 1998; O'Malley, Chamot, & Kupper, 1989). Among the cognitive strategies, four strategies will be analyzed here.

The first cognitive strategy, trying to comprehend without translating, is used when the listener attempts to understand the L2 input without translating to the L1. This strategy is useful because oftentimes, many words do not have equivalents in one of the languages, tendering the comprehension process more difficult. This strategy, therefore, directs the listener's attention to the meaning and structure of the target language.

The second cognitive strategy is focusing on the main words to understand the new words. The listener creates meaning by applying his/ her knowledge of words from the target language to sentences. This strategy is very useful, especially for beginning listeners, who rely on their small vocabulary repertoire to build their comprehension.

The third cognitive strategy is relying on the main idea to comprehend the whole text. This strategy helps the listeners locate the theme first and details later on. One of the techniques that this strategy involves is skimming. The learner who uses this strategy locates the main idea quickly and understands the L2 aural input very rapidly.

The fourth cognitive strategy is guessing the meaning by relying on any clues (contextual or linguistic). Listeners use this strategy when they do not know all the words, or they do not understand the overall meaning of the sentence. Both

native and non-native speakers use this strategy either when they have not listened well enough or when the meaning is not clear.

The second division of direct systems are the psychological listening methodologies. As indicated by look into results (e.g., O'Malley et al., 1989; Oxford, 1990; Bacon,1992) intellectual procedures are the most well-known kind of systems utilized by learners. To Oxford (1990) psychological listening techniques can be arranged under four sets: working on, accepting and sending messages, breaking down and thinking, and making structure for info and yield. Each arrangement of system is additionally grouped into various procedures.

A. Rehearsing: Strategies for rehearsing are among the most significant cognitive listening systems. This set contains four listening techniques: rehashing, formal rehearsing with sounds and composing frameworks, perceiving and utilizing equations and designs, and rehearsing naturalistically.

1. Repeating-One utilization of this methodology is over and again tuning in to local speakers of the new dialect on a tape or recorder, with or without quiet rehearsal (repeating the words to oneself intellectually). Reiteration may include saying or composing something very similar a few times (Oxford, 1990).
2. Formal rehearsing with sounds and composing frameworks – This system, in tuning in, is normally utilized for view of sounds (articulation and inflection) as opposed to on cognizance of significance.
3. Recognizing and utilizing recipes and examples Recognizing and utilizing routine equations and examples in the objective language extraordinarily

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improve understudy's listening understanding. On the off chance that understudies utilize these schedules appropriately, they will assist them with building their self-assurance and increment their listening appreciation.

4. Practicing naturalistically-In tuning in, this learning methodology includes grasping the significance of the communicated in language in as naturalistic setting however much as could reasonably be expected.

B. Getting and sending messages: This set comprises of two procedures for example getting the thought rapidly, and utilizing assets for accepting and sending messages.

1. Getting the thought rapidly This listening system help students to concentrate on what they need to comprehend from a listening content. The two strategies associated with this methodology are skimming and checking. Skimming includes looking for the focal thought the speaker needs to get over, while filtering implies scanning for explicit subtleties important to the audience
2. Using assets for getting and sending messages-This procedure includes utilizing assets to discover the significance of what is heard in the objective language. For better comprehension of what is heard, printed assets, for example, word references, sentence structure books, Encyclopedias and so forth can give significant foundation data with the goal that students can all the more likely comprehend the communicated in language. Non-printed assets like TV, tape, video tapes and radio are among different assets.

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Examining and thinking: This arrangement of techniques help students (audience members) to utilize legitimate deduction to comprehend and utilize the sentence structure rules and jargon to comprehend listening writings (in the objective language) better. This arrangement of techniques

Examining and thinking is additionally separated into five listening systems: thinking deductively, breaking down articulations, dissecting contrastively, deciphering, and moving (Oxford, 1990).

1. Thinking deductively-This system assist students with inferring theory (surmises) about the importance of what is heard by methods for general principles (of the objective language) the student definitely knows.
2. Dissecting articulations This system causes audience members to appreciate something communicated in the objective language by separating another word, expression, sentence or on the other hand even section into its important segments.
3. Dissecting contrastively-This listening technique includes examining components (sounds, words, sentence structure) of the objective language to decide likenesses and contrasts in examination with the student's primary language .
4. Interpreting - As long as it is utilized with care, this system can be useful in early language learning
5. Transferring - This technique includes legitimately applying foundation information to encourage getting the hang of listening aptitudes in the objective language. Moving can include applying semantic information

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from the student's first language to the target language or reasonable information starting with one field then onto the next or starting with one expertise then onto the next.

Making structure for info and yield: This set comprises of three systems: taking notes, summing up, and featuring. These systems assist students with arranging and sort out data heard in the objective language that comes their direction. In addition, these systems permit understudies to show their listening understanding substantially for utilizing it for composing and speaking (Oxford, 1990).

- a. **Taking notes-**This is a critical system for tuning in. The focal point of taking notes ought to be on comprehension, not composing.
- b. **Summing up** This is making consolidated, short form of the first listening entry or content. It is the other procedure that helps audience members new info and show they comprehend the listening content they heard.
- c. **Featuring** This is the other system that advantage students by enhancing notes and rundowns. It centers around indicating the major or most significant focuses heard in a sensational manner like through shading, underlining, capital letters, beginning capitals, strong composition, stars, circles and so on.

Be that as it may, since listening is an intuitive and interpretive procedure where audience members utilize both earlier information and phonetic information to comprehend the approaching message, understudies are relied upon to utilize the two systems in like manner (Rost, 1994; Nunan, 2002). How much audience

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members utilize the one procedure or the other will rely upon their insight into the language, commonality with the subject or the reason for tuning in. For instance, tuning in for substance includes essentially top-down preparing and procedures, while tuning in for explicit data, as in a climate communicate, includes basically base up techniques to grasp all the ideal subtleties.

2.2.2 Metacognitive Strategies

Metacognitive strategies are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying (Rubin. 1987). For example, for metacognitive planning strategies, listeners would clarify the objectives of an anticipated listening activity and attend to particular aspects of the aural language input or situational details that facilitate the comprehension of aural input. According to Oxford (1990), the conscious use of metacognitive strategies helps learners get back their focus when they lose it. However, learners do not use metacognitive strategies very frequently despite the importance of self- monitoring and self-evaluation.

Baker and Brown (1984) identified two types of metacognitive ability: knowledge of cognition (i.e., knowing what) and regulation of cognition (i.e., knowing how). The first type is concerned with the learners' awareness of what is going on, and the second type relates to what learners should do to listen effectively. Empirical studies have found that an important distinction between skilled and less skilled L2 listeners lies in their use of metacognitive strategies (e.g., Bacon, 1992; Goh, 1998, 2000; O'Malley & Chamot, 1990; Vandergrift, 1998, 2003).

O'Malley et al. (1989) found that skilled listeners use more repair strategies

to redirect their attention back to the task when there is a comprehension breakdown, whereas less skilled listeners give up and stop listening. Vandergrift (2003) found that skilled listeners used twice as many metacognitive strategies as their less-skilled counterparts. Among the metacognitive strategies, two strategies will be analyzed here.

Focusing on what the speaker is saying is a strategy that enables the listener to focus his/ her attention on the speaker's message without being distracted by any distractors. This strategy is very useful in participating in the classroom, watching TV, listening to the radio, or talking to other people.

The second metacognitive strategy is deciding in advance what to pay attention to. Listeners employ selective attention as a technique to facilitate the comprehension process. For example, some listeners choose to focus on pronunciation and accents as a way to understand the spoken language with different accents. However, focusing too much on accents can have a negative impact on comprehension because it can be a distracter, leading to misunderstanding.

Metacognitive strategy includes the utilization of listening understanding exercises and use singular observations to assist audience members with expanding their degrees of listening perception. Metacognitive techniques go past the psychological gadgets and give an approach to students to organize with their own learning procedure. Considering this (Oxford, 1990:135) contends that. Metacognitive strategies allow learners to control their own cognition-that is to

coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.” At the end, these techniques help audience members (who are picking up listening abilities in an unknown dialect) arrange their own learning procedure. They happen pre-tuning in, during tuning in and post-tuning in, and they increment audience members' degrees of listening cognizance and better build up a consciousness of tuning in. Metacognitive methodologies comprise three sets: focusing one's getting the hang of, masterminding and arranging one's learning, and assessing one's.

1. Focusing one's getting the hang of: Centering for learning or finding a center is a critical issue in getting the hang of listening aptitudes in an unknown dialect (Oxford, 1990).
2. Masterminding and arranging one's learning: This arrangement of metacognitive procedure centers around researching the idea of language getting the hang of, arranging to master building up points, considering task purposes , making arrangements for assignments ,and searching for opportunities to work on tuning in (Oxford, 1990).

Similar to the case, all things considered, circumstances, students, who are getting the hang of listening aptitudes in an unknown dialect, need to set a reason for tuning in so as to set the correct channels for consideration. In addition to other things, if objectives and targets are set appropriately before, students may have chances to self-screen their learning and self-assess their listening progress. Therefore, setting a reason assist them with being more ready before listening since they will most likely have a sort of mental arrangement to follow (Bacon, 1992).

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Arranging incorporate being mindful of what should be practiced in a listening errand and creating suitable designs to defeat listening challenges.

C. Assessing your learning: Self-observing and self-assessment are the two system types in this arrangement of metacognitive listening procedure. They identify with observing one's own mistake and assessing one's general advancement in picking up listening aptitudes (Oxford, 1990).

- a. Self-observing - Listeners should act naturally cognizant while tuning in to have the option to screen their understanding. As such, audience members can screen their understanding as they keep tuning in as long as they can notice their mistake or any off base speculations and attempt to enhance them.
- b. Self-assessment After the listening action is finished, a few audience members assess their general understanding advance and survey how well they have done. Oxford (1990) brings up that any self-assessment must contemplate the trouble of the circumstance or the language and that students should attempt to be as explicit as workable for an exact assessment. Subsequently, audience members are relied upon to be increasingly sensible in assessing their listening understanding (Bacon, 1992).

2.2.3 Socio-Affective Strategies

The last category of strategies is socio-affective, which encompasses the attempts to create and promote positive emotional reactions and attitudes towards language learning (Chamot & O'Malley, 1987). Vandergrift (2003) defined socioaffective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. According to Gardner &

MacIntyre (1992, 1993), the affective strategies used to control learning experiences are very important because the learning context and learners' social-psychological factors (i.e., how learners feel about the learning experience) are directly related.

Aneiro (1989) found a significant correlation between low anxiety and high listening performance, which suggests that using affective strategies could facilitate and enhance listening. O'Malley & Chamot (1987) found that among the four strategies of management, cognitive strategies, social strategies, affective strategies in listening comprehension, social and affective strategies influenced the learning context immediately.

Since language is a type of social conduct, it includes correspondence between and among individuals. In learning circumstances, there are blended capacity bunches inside which students can build up some suitable procedures for sharing thoughts and requesting help. Social listening systems empower language students to learn with others by utilizing procedures, for example, posing inquiries (for example requesting explanation or confirmation), helping out others, and understanding others (Oxford,1990). Their suitable use is critical since they decide the idea of correspondence in a learning setting.

- a. Requesting explanation or check: As audience members, students can request explanation when they need the speaker, who could be the educator or other increasingly capable speaker, to back off, rehash or clarify something. They can request that confirmation watch that they have comprehended something heard accurately

- b. Helping out others: As language in all viewpoints is a social action, students get the opportunity to gain from their friends. In the event that they are given into bunches something to do on a specific listening task, there is a likelihood that less effective audience members utilize a portion of the methodologies utilized by fruitful audience members as they cooperate agreeably and see how their companions figure out how to succeed.
- c. Sympathizing with others: Understanding a listening content includes sympathy with others, especially with people from the objective culture. Understudies' experience information on the new culture regularly help them for better comprehension of what is heard in the new dialect. What's more, "getting mindful of vacillations in considerations, and sentiments of specific individuals who utilize the new dialect assist students with seeing all the more plainly what is conveyed (what is said and what is left inferred)" (Oxford, 1990:173). This thusly help audience members, as students, to turn out to be increasingly mindful of the outlook of others.

2.2.4 Oxford's Classification of Learning Strategies

Oxford (1990) classifies language learning strategies into direct strategies (memory, cognitive, and compensation), and indirect strategies (metacognitive, affective, and social). Oxford outlines direct strategies as follows: (a). Memory strategies, also known as mnemonics, are divided into four sets: Creating mental images, applying images and sounds, reviewing well, and employing actions. (b). Cognitive strategies, which may vary from repeating to analyzing expressions to summarizing, have a unified function, namely to manipulate or transform the target

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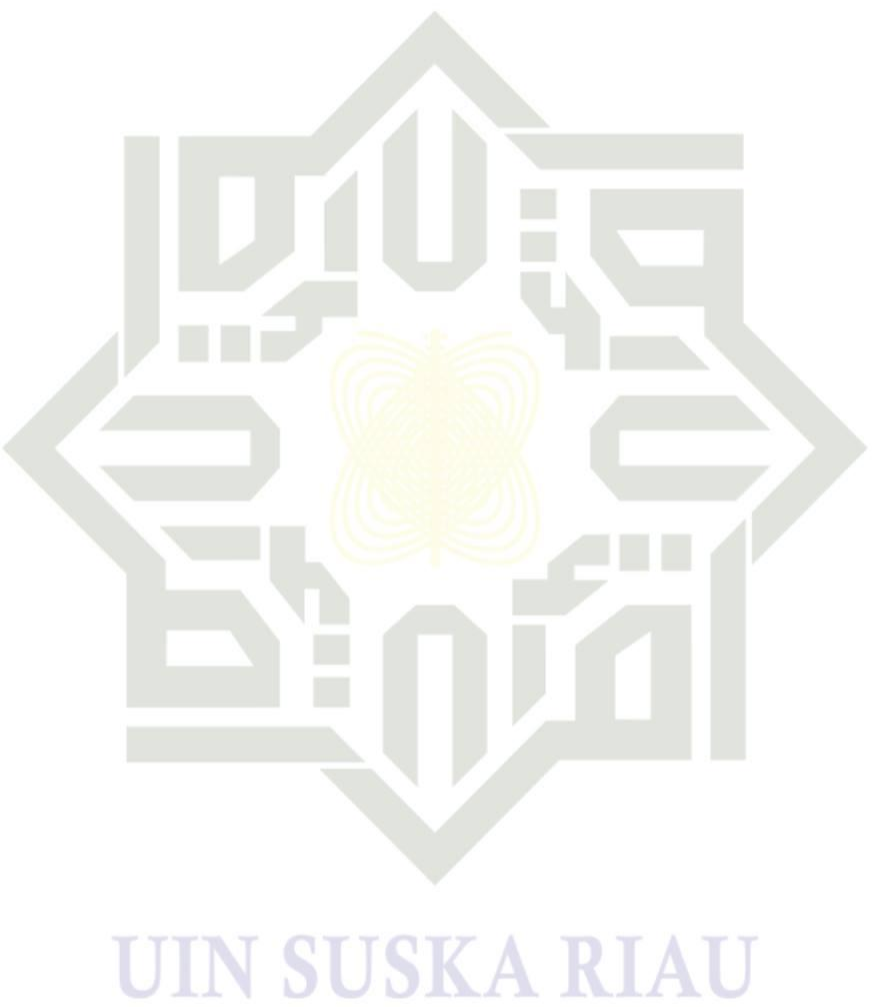
language by the learner.

Cognitive strategies fall into four sets: Practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. (c).

Compensation strategies allow learners to use the target language for either comprehension or production despite their inadequate knowledge of grammar and vocabulary. Compensation strategies are grouped into two sets: Guessing in Listening and Reading, also known as “inferencing”, and overcoming limitations in Speaking and Writing.

Vandergrift (1997) stated, cognitive strategy is the specific way from the students self to learn the lesson, such as, they make the important note or summarize, and try to found the meaning of difficult word to get the information from the speaker. Cognitive strategy is divided in two categories; they are topdown and bottom-upprocessing strategy (National Capital Language Resource Center, 2004 as cited in Nowrouzi, et al., 2014). Top-down processing strategy refers to predicting what the speaker says by the signal given (Jou, 2010). In topdown processing strategy, the students guessing the meaning from the topic and also made summarize about the speaker said. While, Suwarni (2014) said that, bottom-up processing strategy is a process of understanding the meaning of sound by finding out the meaning of word, semantic content, and syntactic level.

Social-affective strategy is divided in social strategy and affective strategy (Bacon, 1992 as cited in Nowrouzi, et al., 2014). Social strategy refers to sharing the idea to others to get the comprehension in listening and affective strategy refers to learners’ confidence during the listening process (Vandergrift, 1997).



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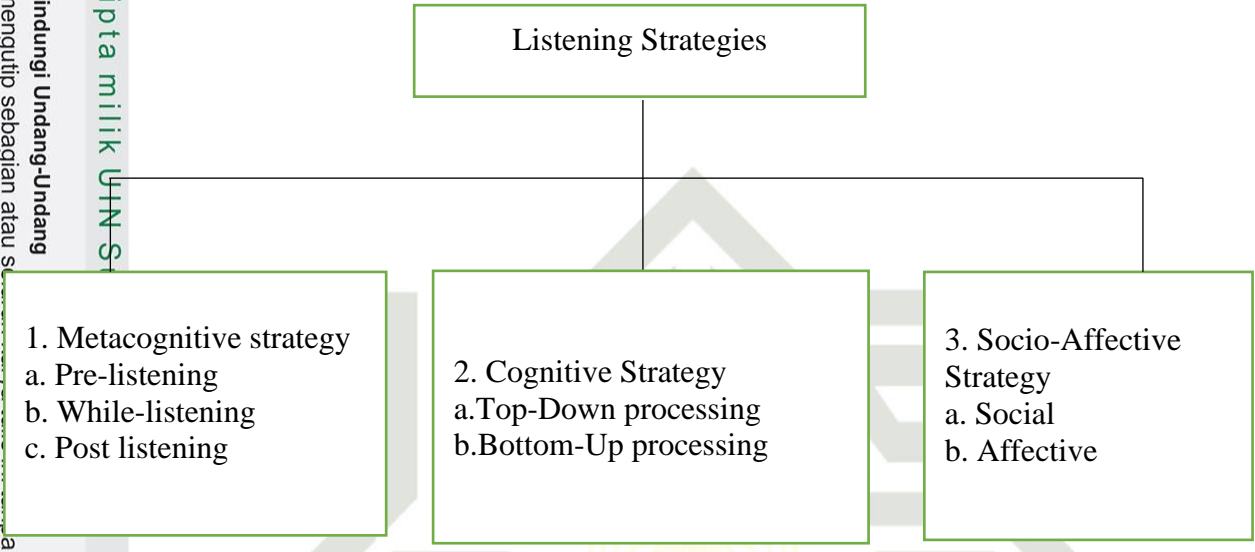
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The categories of Listening strategy



2.3 The Relevant Research

There are some related studies in this research; the related studies were taken from some research as done by some researchers around the world. They are:

1. **Maryam Rahimirad and Mohammad Raouf Moini(2015)** carried out the research entitled “**The challenges of listening to academic lectures for EAP learners and the impact of metacognition on academic lecture listening comprehension**” This examination researches the difficulties of tuning in to scholarly talks and the effect of related metacognitive systems on scholastic talk listening appreciation on a gathering of Iranian students in an EAP workshop. Fifteen scholarly staff who partook in two unblemished classes at the University of Qom, Iran, were haphazardly doled out to treatment (N = 8) and control (N = 7) gatherings. The treatment bunch got 16 hours of metacognitive procedure guidance dependent on the models proposed by Vandergrift during scholarly listening guidance, while the

benchmark group was simply presented to scholastic talks with no unequivocal system guidance. The scholarly listening areas of the British International English Language Testing System (IELTS) were used to quantify the listening perception of the two gatherings when the treatment. The consequences of the information investigation confirmed that the exploratory gathering altogether beat the benchmark group in the listening posttest. The meetings when the treatment uncovered subtleties of difficulties in scholastic talk cognizance and furthermore shed light on the view of the students in regards to metacognitive procedure guidance and the recurrence of principle metacognitive methodologies utilized in appreciating scholarly talks..

This research only focused on the metacognitive strategy. However, it didn't take account another strategy such as memory strategy, cognitive strategy, compensation strategy, and social strategy. This research focus on the strategy without calculating the students' perception and challenges.

2. **ValerijaMalavska** (2016) carried out the research entailed “**Genre of an Academic Lecture**” Article planned for researching the trademark highlights of a scholarly talk by taking a gander at the discoveries of the schools of Genre studies and examining the likely full scale structure of a talk. The thought supporting the examination was to discover the regular highlights and eccentricities that are trademark to contemporary talks conveyed in English as most widely used language to global understudies paying little heed to the field of their investigation with the further down to

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earth use of talk auxiliary models in the improvement of the proficiency of non-local talking teachers' talk or planning forthcoming and fledgling instructors. Kind by SFL specialists is thought of: social since individuals take an interest in types with others, objective arranged in light of the fact that they use classifications to complete things, organized on the grounds that it generally finds a way to arrive at individuals' objectives. The analyst explored various methods of the investigation of the large scale structure of the scholastic talk and has built up a four – stage model that involves moves, including 1. heating up, 2. setting up the talk system, 3. placing the point in setting and 4. finishing up the talk. The examination of 7 genuine scholarly talks indicated that a few moves and steps may repeat and rehash, despite the fact that, when in doubt, a very much organized college address follows the model where every one of the four phases are available and tail each other.

This research only focus on the steps for teaching listening. It is not directly applied in the classroom. So, it didn't give the real situation of student difficulty and challenge on the listening activity.

3. **Annisa Khaldi** (2013) carried out the research entailed “**Listening to Academic Lectures: Investigating Students’ Strategies and Comprehension**”. The research present contextual analysis centers around scholarly talk appreciation. It endeavors to explore whether EFL first-year understudies at Tlemcen University (Algeria) have the fundamental systems which assist them with fathoming their talks. For this reason, a survey is

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managed to reveal the procedures of the members, notwithstanding a test to quantify their appreciation of talks. The outcomes show that the subjects don't utilize the vital procedures, and their presentation on the test is poor. Along these lines, it is proposed, toward the finish of the article, that college understudies ought to be told into address appreciation procedures in order to help them to adequately comprehend their scholastic talks. To summarize, the discoveries of the poll plainly infer that the gathering had some talk understanding techniques. This backings the normal view in the writing that EFL students typically have some language learning systems. They frequently utilize them in their primary language, and move some of them to unknown dialect learning (Mendelsohn, 1994). Nonetheless, the consequences of the factual estimates likewise showed that the subjects had a couple of number of talk appreciation methodologies.

This research only focusses on the strategy and listening lectures. Therefore, this research didn't not display the student's problem during the listening. So, it didn't give the whole analysis, why listening comprehension is difficult for students.

4. Musan Chow (2015) carried out the research entailed "**The Influence of Topics on Listening Strategy Use for English for Academic Purposes**" the aim of this study was to investigate what strategies were adopted to listen to general and subject-specific English material. Furthermore, the study examined the process of listening comprehension in relation to the effectiveness of strategy use. The study was carried out with 92 Taiwanese

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final-year university students taking EAP courses. Questionnaires, listening comprehension questions, and retrospective interviews were used. The results showed that strategy use varied markedly between the two types of listening materials. The effectiveness of certain strategy adoption was influenced by topical familiarity and personal experience. Listening to EGAP and ESAP materials involved a different degree of strategy adoption to facilitate the process of word recognition and the efficient mapping of words, grammar, schemata, and contexts. While strategies were used in a versatile and flexible manner in EGAP listening, the lack of relevant language and topical knowledge limited the cognitive processing in comprehending subject-specific contents. As a result, listening instruction should focus on a bottom-up approach to reinforce the lexicon in subject-specific domains to help learners reduce the problem of word segmentation and recognition in a exclusively extraordinary language and just later proceed onward to a top-down methodology that causes train tuning in to a higher-request of metacognitive procedure including arranging, checking, and reflecting semantic and non-phonetic data. In spite of the fact that the current investigation has yielded discoveries that have both hypothetical and academic ramifications, its structure isn't without blemishes. To start with, the generalizability of the outcomes to another EFL populace might be restricted. Furthermore, the members' language capability and social foundation can impact their decisions of technique use and language preparing. Different confinements include utilizing various kinds of

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undertakings, gatherings of language students with various social foundations, and that effective and ineffective audience members plainly need further investigation. In spite of the impediments, the aftereffects of this investigation give proof on which listening procedures were utilized to understand general and subject-explicit points in an EAP setting, in this way revealing insight into the adequacy of technique appropriation, and have suggestions for instructing ESAP tuning in to EFL students with middle of the road English capability.

This research only focused on the listening strategy. However, it didn't take account another factors which is also influence the listening comprehension. However the research jurged the successful and unsuccessful listeners clearly need without further exploration on the others' factors.

5. FereshtehEslahkonha and Behdokht mall-amiri (2014) carried out a research entailed **“The correlation between English language listening comprehension ability, and listening strategy use among Iranian TEFL junior university students.”** The purpose of this study was to discover the relationship between Iranian TEFL (Teaching English as a Foreign Language) students' listening comprehension and the listening strategies they used. The research design was Correlational study. The subject of this study was 70 junior TEFL university undergraduate students at Alborz University in Qazvin, Iran were randomly selected. The Oxford Placement Test developed byAllen (1992), was employed to identify the students'

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listening comprehension ability, and a Listening Strategy Questionnaire developed by Vandergrift (1997), was used to identify the strategies they employ in listening situations. The collected data were analyzed through Pearson Correlation formula. The results of which revealed that there was a statistically significant relationship between the listening strategies (metacognitive, cognitive and, socio-affective) employed by advanced, intermediate and, lower-intermediate TEFL students and their listening comprehension ability level.

6. **Kaledmoradi (2013)** carried out the research entailed “**The impact of listening strategy instruction on academic lecture comprehension: A case of Iranian EFL learners**”. The present study was carried out to determine the effect of listening strategy instruction on a group of Iranian EFL learners’ listening comprehension of academic lectures. Two groups of male and female English majors (N = 58) participated in the study. In one group (the treatment group) the participants received 14 hours of listening strategy instruction consisting of the presentation, practice, and review of listening strategies. In the other group (the control group), the students did not receive any explicit strategy instruction. The analysis of the data revealed that the students in the treatment group significantly outperformed those in the control group in listening comprehension tests. The results of the present study shed more light on the influence of listening strategy instruction on listening comprehension. Another pedagogical implication is that it is better to students be given training and actual guided practice in

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using specific strategies to improve their listening comprehension. More exposure to the strategies is not sufficient. Teachers must train our students to develop a proactive response to overcome deficiencies in their listening comprehension. Given the findings and limitations of the present study, the following recommendations are suggested for further research. First, because quantitative and qualitative methods each have their strengths and limitations, a combination of methods is necessary to develop multifaceted insights into language strategy use and provide a clearer picture of the process of language teaching and learning.

This research only focused on the listening strategy. However, it didn't take account another factors which is also influence the listening comprehension. However, the research judged the fruitful and ineffective audience members plainly need moving along without any more investigation on the others' variables.

7. Ai-Hua Chen (2010) carried out a research entitled **“Effects of Listening Strategy Training for EFL Adult Listeners”** The research design was experimental study. This study examined the effects of listening strategy training for EFL adult listeners, both on their listening processing and production. The participants were two classes of Taiwanese college students; one class received a 14-week strategy training integrated into their EFL listening class, whereas the other served as a comparison group. The data were collected via multiple measurements. Listening proficiency tests, a self-rated listening proficiency scale, a listening strategy questionnaire and

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a listening learning activity questionnaire were pre-tested and post-tested with both groups. In addition, reflective journals were employed in the treatment group to explore learners' strategy development over time. The results showed that there were significantly positive changes in using listening strategies and in their engagement in self-directed learning activities for the treatment group. Although no significant differences were found in listening proficiency tests results, treatment group students self-rated themselves as having gained significantly more in their listening performances than those in the control group. Furthermore, the treatment group also reported better orchestration of their strategy use in dealing with their listening tasks and learning processes. Discussions on these multiple measurements and their results were also presented. This study demonstrated that strategy training can bring positive effects both on learners' learning process and to their listening performance, and its findings may shed light on listening.

8. Cheng Chang Tsai (2013) carried out a research entitled "**The Effects On Listening Strategies And Listening Anxiety By Listening Training Program Among EFL Senior High School Students In Taiwan.**" The study mainly focused on investigating English as Foreign Language (EFL) listening anxiety and listening strategy comparing genders and language proficiency levels. The participants chosen for the study were 124 participants from a highly competitive senior high school in Taiwan. The data collection was carried out in two stages. The first investigation was

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conducted at the beginning of the semester. The final investigation was conducted at the end of the semester after the participants had received the listening comprehension strategy training. The participants were asked fill out the Foreign Language Listening Anxiety Scale (FLLAS) and Listening Comprehension Strategy Inventory (LCSI) questionnaires to explore the differences between the pre-test and post-test. The results of this study have stated that the scores participants got from FLLAS and LCSI were statistically negatively correlated. Regardless of gender group, the conclusion was that the degree of listening anxiety had been reduced and that their listening strategy levels had improved after receiving the listening comprehension strategy instruction. Also, the listening strategy instruction did have an impact on all of three metacognitive, cognitive, and socio-affective strategy uses and reduced the listening anxiety for the lower and intermediate proficiency level students. With respect to the high proficiency level students, results also showed no statistically significant difference on FLLAS. Results also showed a statistically significant difference on LCSI at the high proficiency level in the cognitive, socio-affective domain respectively, but not for the metacognitive domain. Implications for EFL educators to recognize the directions of instructional practices for enhancing listening comprehension are presented.

9. **ElinaKetonen** (2012) carried out the research entailed “**Do situational academic emotions predict academic outcomes in a lecture course?**”

This study explored the relationships between situational academic

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emotions, self-study time, and learning outcomes in a lecture course. The participants were 107 Finnish first-year teacher students in a student-activating educational psychology lecture course. Interest and exhaustion were positively related, whereas anxiety was negatively related to the grade awarded for the course. These three situational scholastic feelings clarified generally 29% of the course evaluation they despite everything anticipated huge fluctuation in grades even with the impacts of self-revealed self-study time controlled. At last, an intercession examination uncovered that premium intervened the connection between self-study time and learning results.

This research only focus on the emotion in lectures' course. The students have fluctuate emotions in every time. This research didn't review about the problem and the student challeges to support their learning outcome

10. **ÖmerKutlu^a and AslihanErmanAslano** (2009) carried out the research entailed “**Factors affecting the listening skill**” this investigation is to characterize the components that influence fifth grade understudies' listening abilities. In this examination so as to gather information, Listening Comprehension Test, Students Characteristics Questionnaire, In-class Listening Tasks Scale, Out-of-class Listening Tasks Scale, and Students' Views on Listening Skill Scale were utilized. Toward the finish of the investigation it was discovered that "number of adolescent books at home", "number of books at home", "time spent understanding books", "time spent

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understanding paper" and "time burned through tuning in to radio" effectsly affect fifth grade understudies' achievement in their listening execution.

As another conspicuous finding of the examination, it is uncovered that all through class listening errands assume a critical job in understudies' listening perception accomplishment. This discovering underscores the way that the school organization at the school, yet in addition the guardians out of the school should give cautious consideration to the improvement of listening aptitude. As a result, the discoveries of the examination recommend that the two factors that have the hugest impacts on understudies' listening understanding aptitudes are "the quantity of the books at home" and "the quantity of books read inside one month". Further research on listening appreciation ability might be directed for a bigger scope including open primary schools and repeating the examination on different evaluations. Incorporating interviews with educators, understudies and guardians into the anticipated research may realize increasingly far-reaching results, yet additionally progressively suitable choices on the listening ability.

This investigation is to characterize the elements that influence fifth grade understudies' listening aptitudes. This examination center just huge impacts around understudies' listening perception aptitudes from "the quantity of the books at home" and "the quantity of books read inside one month". This examination didn't survey about the issue and the understudy challeges to help their listening ability.

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2.4 Research Framework

The research frame work is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research.

Table 2.1
Research Framework

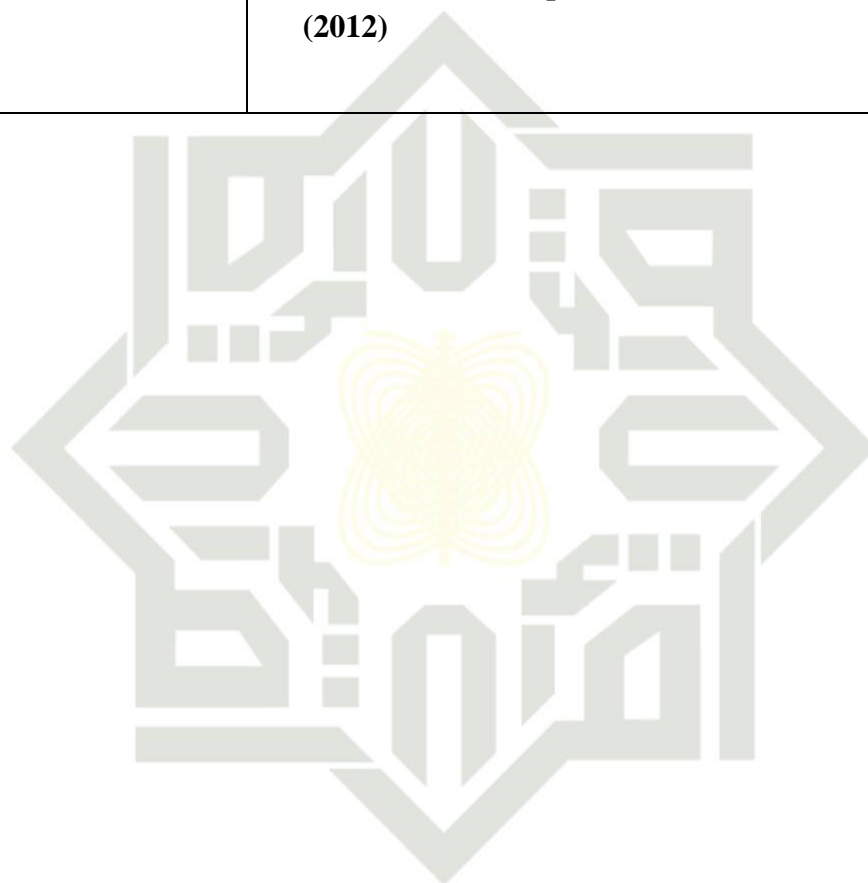
ITEMS	INDICATOR
1. Listening Comprehension Strategy	<p>Cognitive strategy: control the language material in direct ways</p> <ol style="list-style-type: none"> a. The students practice the target language such as sounds and writing system, formula and pattern. b. The Students receive and send the message. c. The students do analysis and reasoning deductively, contrastively d. The students create structure for input and output such as taking notes, summarizing, etc. <p>Metacognitive strategy: manage the language learning</p> <ol style="list-style-type: none"> a. the students focus their learning by outlining and connecting with definitely known material, focusing and paying attention, etc. b. the students arrange and plan the learning such as organizing, setting the goal, etc. c. the students evaluate the learning by using self-monitoring and self-evaluating. <p>Affective strategy: identify one's mood and anxiety and control emotion</p> <ol style="list-style-type: none"> a. The students make the anxiety lower by taking deep breathing, using music, etc. b. The students encourage themselves by positive statements, etc. c. The students take their emotional temperature by writing a language learning diary, discussion about feeling, etc.

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ITEMS	INDICATOR
2. Benefits of Listening Comprehension Strategy	<p>Social strategy: develop strategy for sharing ideas, asking for help and working in group.</p> <ol style="list-style-type: none"> a. The students ask question for verification and correction. b. The students cooperate with others of proficient users' new language. c. The students emphasize with others culture, thought and felling <p style="text-align: right;">Oxford (1990)</p> <ol style="list-style-type: none"> a. Have the self-evaluation: The students can do periodical self-evaluation to measure the progress as well as evaluate his/her listening. b. Independent learning: Access to resource beyond the timetable encouraging independent learning. c. Janitor for learner: It care takes the learners to become skilled at the listening that they are learning. d. Auditory oriented: The direct sound transmission gives step by step guidance from the teacher to the heads of the students with crystal clear clarity. e. Avoiding the fear: The automated learning environment removes fear and creates a happy learning situation. f. Medium of Interactivity: The students can record their own voice and play back the coding, interact with the teacher and other students directly. g. Comprehensive quickly: The lab increase the pace of comprehensive as students coaching is purely based on the level of study. h. Damper the idea: The listening strategy through the different thought created in the mind of the students. i. Effective Learning: The listening strategy provides to learn the foreign language practice in a focused setting that eliminates the feeling of self-consciousness. j. Focus Veracity: By using text, audio, and video can easily be integrated with actuality in every day situation.

ITEMS	INDICATOR
	k. Guide the Group: It is easy to guide the groups by monitoring each student independently without disturbing the other students. Deepika and Kalairasan (2012)



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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the method of the research to investigate the strategy in listening comprehension that is used by the students at Budi Dharma

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senior high school Dumai. This chapter displays the research design, research site and access, population and sampling procedures, instrument, data collection procedures, validity and reliability, and technique of data analysis.

3.1 The Research Design

Research design is as a plan that guides the investigator in the process of collecting, analyzing and interpreting data gathered. It is also in conjunction with what the questions to study, what data that are relevant, what data to collect and how to analyze the result. It is important to have a clear concept of what kinds of research methodology is going to be employed when making an initial decision to undertake a scientific research.

This research used qualitative research. It conducted by collecting the data which will be taken from natural situation without altering the situation anyway. According to Yin (2003:38) qualitative research is used to describe an intervention or phenomenon and the real-life context in which it occurred. Gay (2013:7) also states that qualitative research involves collecting data in order to answer questions concerning to the status of the subject.

For more detailed definitions of a case study, Sagadin (1991) states that a case study is used when we analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail. If we remain in such analyses on the descriptive level, then a case study is considered as a form

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of descriptive method, but if we climb to the causal level, case study proceeds towards causal experimental method” (A.B Starman:2013)

In line with the description above, the qualitative research will be used in this research because the researcher want to describe the bottom up and top down strategies in listening comprehension. Both of them will be described in details in this. It is the application of descriptive qualitative research.

3.2 The Location of the Research

The location of this research is at Budi Dharma Senior High School in Dumai, it is located in the Dumai city with A for the accreditation. This is a school of 170 students in 2019, mostly from middle to lower socio-economic backgrounds. This school is selected as the research location because of some considerations. First, the location in downtown so the research activities would be easy to conduct and public transportation are easily accessible. Second, it would also be efficient due to limited budget and time-management researcher has. So, this would make easier for the researcher to conduct the data collection.

3.3 Subject and Object of the Research

3.3.1 The Subject of the Research

The subject of this research was the eleventh year students of Budi Darma Senior High School, Dumai.

3.3.2 The Object of this research

The Object of this research was student' listening strategy in learning English as a foreign language at the eleventh year students of Budi Darma Senior High School, Dumai.

3.4 Participants

Based on Creswell (2012) "Population is a group of individuals who have the same characteristic." Population refers to the establishment of boundary conditions that specify who shall be included in or excluded from the population (Tuckman 1978). In other opinion, population is defined as all members of any well-defined class of people, event, or object (Singh, Fook, Sidhu 2006). The population of the research was eleventh grade students of Budi Dharma Senior High School Dumai. The number of eleventh students are 90 students. It consists of 30 male students 60 female students.

Participants have implications for both data collection and the data that are available for analysis and helps to define the limit for generalizing the findings. The researcher will take the an English teacher of Budi Dharma Senior High School Dumai and 10 students of the second grade of Budi Dharma Senior High School Dumai that interviewed.

3.5 The Technique of Collecting Data

In order to get some data that is needed to support this research, the techniques of collecting data were:

3.5.1 Questionnaire

The researcher used questionnaire as instrument in this study. Johnson and Christensen (2008) stated that, questionnaire is an instrument which tells about self report which each of participant should fill all of the part of this study.

Questionnaire is the instrument which all parts have relation with topic that researcher chooses. Then all of the participants should answer it or choose with their knowledge (Creswell, 2012). In questionnaire the researcher obtained the information about the attitudes, perceptions, beliefs, values, interests, opinions and other information from the participant that had relation with topic and it became the resulted of a study.

The questionnaire of this research was adapted from some previous studies that had same topic (Cheng (2002 as cited in Jou, 2010); Oxford (1990). The researcher chose some of statements from some of previous studies which categorized are easy to understand by the participants. The statement in questionnaire was related to the strategies of listening that students used in listening process. The strategies are divided in three categories, metacognitive, cognitive, and socio-affective strategies where all of the items or statement related to the strategies above. It tested for the sample that did not categorized as a sample to show that questionnaire was acceptable to deliver for the real sample. In the questionnaire, the researcher used close-ended question. According to Johnson &

Cristenses (2008, p.176), According Creswell (2012), close-ended question is the question that serves with response option for the participants in answer the question. The questions used Likert scale for the options were it had five options, they were Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Strongly Disagree (SD) (Dornyei, 2003). All of the participants' had been asked to answer the question by giving a symbol (\surd) in the slot or box in questionnaire. Demographic background also used in the questionnaire that told about general information of participants and followed by the statement that consisted of ten of metacognitive strategy, ten of cognitive strategy, and also ten of socio affective strategy.

Table 3.1 Matrix of Students' Listening Strategy

Variable	Indicators	Items
Students' Listening Strategy	Metacognitive Strategy	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15
	Cognitive Strategy	16,17,18,19,20,21,22,23,24,25
	Socio-affective Strategy	26,27,28,29,30,31,32,33,34,35

3.5.2 Interview

Another technique of collecting data was used in this study was structured interview for interview is an appropriate means of gathering information and it can deeply explore the participants' perceptions about the subject which is being researched (Dilley, 2000).

Structure interview has been the most popular data among researchers. In the area of listening strategy study, some researchers (e.g. Philips, 1992; Walker,

1997; Worde, 1998; Gregersen et al., 2002; Phillips, 2005; and Chapman, 2006) used this data collection method in their works to elicit language learners' perception toward their strategy. The reason for its popularity is "...because of its flexibility, the semi-structured interview has been found favour with many researchers, particularly those working within an interpretive research tradition" (Nunan, 1992, p. 149). He also affirms that besides the flexibility it gives to the interviewer, the semi-structured interview also gives the interviewee a degree of power and control over the course of the interview.

In addition to this, interview is considered as a useful method for collecting data since it could help to elicit "rich data on peoples' views, attitudes, and the meanings that underpin their lives and behaviors" (Gray, 2009, p.370). In other words, researcher hoped this method would be helpful when recording the facial expressions and to understand what participants really meant beyond their actual words which could not be achieved through questionnaires alone.

As a result, using this technique of collecting data in this study was practical since it produced a fairly good amount of information to successfully answer all the research questions. The interview was formulated with predetermined questions. However, additional questions had asked based on the interviewees' responses in order to explore their ideas and attitudes in a more detailed way regarding the sources of students' listening strategy in ELF classes, teaching and learning strategies to overcome this phenomenon. The interview were also led in Bahasa so that the participants interviewed would feel comfortable and not nervous by

answering “wrong” and to provide all students and opportunity to express themselves regardless of their skills in English, especially in listening.

The data for the interview were collected on 9th of December 2019 from 10 students on the same day with different time. When they were free to have an interview. As the researcher mentioned before, only 10 participants had been chosen for interview. They were from every level of listening skill. They were selected based on their score in the questionnaire. The detail of interviewees is displayed on table 3.3

Table 3.2 Interviewees

Students	Genre	Listening Skill
1	Male	High
2	Male	High
3	Female	Middle
4	Female	High
5	Male	Low
6	Male	High
7	Male	Low
8	Female	Low
9	Female	Middle
10	Female	Middle

This interview was conducted after the classroom observation were already completed to ensure that the data kept the accurateness and avoided the bias of the intended data of this study. The students’ response were recorded and their responses can be found in Appendix II.

The connection between the research question and interview questions is displayed in table 3.4

Table 3.3 Interview guideline the factor contribute to students' listening comprehension

No	Research Question	Interview Guideline
1.	What are the strategies in listening comprehension of the eleven th grade students at Budi Darma Senior High School Dumai?	1. What strategies did you use before listening class/test? 2. What strategies did you use while you are in listening test? 3. What strategies did you use after listening class?
2.	Why do the students use the strategy?	1. Why did you use that strategy?

3.6 The Technique of Data Analysis

Data analysis is the process of bringing order, structure, and meaning to the mass of collected data (Marshall & Rossman, 1995). The analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what will tell others (Bogdan & Biklen, 1998). In this study, the data were analyzed separately based on the type of data collecting techniques. The following section discusses the analysis of each data collection technique.

3.6.1 Questionnaire Data Analysis

Descriptive stastictic was used to gather the data from questionnaire. In this regard, the researcher used percentage analysis in describing student's listening strategy. It was because the small number of respondents. Futhermore, descriptive statistis will help you summarize the overall trends or tendencies in your data,

provide an understanding of how varied your scores might be, and provide insight into where one score stands in comparison with others (Creswell, 2012, p.183).

3.6.2 Interview Data Analysis

The data from semi-structured interview was analyzed in the form coding or thematization (Yin, 2011; Alwasilah, 2011, Cohen, Manion & Morrison, 2007); Marshall & Rosman, 2006; Auerbach and Silverstein, 2003). The proses of data analyses comprised several steps.

First, each respondent was assigned a number as his/her identity to maintain their confidentiality (Burns, 2010; Stake, 2010; Dowson, 2009; Marshall & Rosman, 2006; Dornyei, 2003). Then response of the interview were transcribed under each question to file the raw data (Alwasilah, 2011). Then the data were read repeatedly to identify information dealing with the research concern called relevant text (Aurbach & Silverstain, 2003).

Having selected the relevant text, the researcher noticed the same idea expressed by the students or known as repeating idea (Aurbach & Silverstain, 2003). Repeating ideas found was organized into themes and then rearranged into categories based on corresponding research qustions (Aurbach & Silverstain, 2003).

In process of categorization, the main categories were pre-generated in reference to some of the propositions (conceptual framework) termed as a priori codes, however, the categories based on themrs emerging from the coding processs were also generated inductively (Miles & Huberman, 1994). Last, the final categories were organized into a theoretical narrative, which described the general statement of research concern (Aurbach & Silverstain, 2003).

3.7 Concluding Remark

This chapter has provided the elaboration about the methodology used in the present study. It includes research design, participant, data collection techniques and data analysis that are employed in the present study. The relevance of each method of data collection and analysis discussed in this section in answering the research question of this study are summarized in the table 3.5. the whole methodological dimensions discussed in this chapter 4.

Table 3.4 Method of Data Collection and Analyses by Reseach Question

Reseach Question	Method of Data Collection	Data Analysis
What are the strategies in listening comprehension of the eleven th grade students at Budi Darma Senior High School Dumai?	Questionnaire Semi-structure Interview	
Why do the students use the strategy?	Questionnaire Semi-structure Interview	

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the conclusion of findings and suggestions for further research in this topic.

5.1 Conclusions

Based on the discussion in the previous chapter, and after analyzing the data in the previous chapter, the researcher presents the conclusions and suggestions at the last part of this study. The aim of this study was to analyze the listening strategies that EFL students used in listening at Budi Dharma Senior High School in Dumai. Based on the findings and discussion, there were many strategies that get impact to increase the students' ability in listening for EFL students. There were metacognitive strategies (80%), cognitive strategies (70%), and socio-affective strategies (60%). Based on the result, it showed that most of students used metacognitive strategies in got the comprehension in listening. In metacognitive strategies, most of students used preparing the step or measured to cover the problem that could be happened in listening process, focused and concentrated while listening, and also recheck about what they had done and what should they did to make it better. 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. 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.

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 handling 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”.

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 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”.

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%.

Then, in cognitive the students often taking a note while listening to make them remember it in long term, and also tried to think English while learning process. 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.

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”.

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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 last strategy was socio-affective strategies, based on the result the strategy that most students used is they should relax before they listening to make them concentrated and also, they like to asking others to make them got the comprehension in listening. 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 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%.

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”.

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5.2 Suggestion

Based on the finding of the research, the researcher suggests students to use the strategies that appropriate with them and also tries to the new strategies that can increase their ability. In addition, the researcher recommends the teacher to find out the interesting way in teaching listening, hence the students are easier to comprehend the listening subject. Then, the other suggestions are addressed to another researcher, where the next researcher can develop more information about the listening strategies.

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