ENGLISH LISTENING STRATEGIES USED BY STUDENTS OF ENGLISH OF STUDY PROGRAM IN JAMBI UNIVERSITY

A THESIS

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CHAPTER I
INTRODUCTION

1.1 Background of Study

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 & Rahmy, 2015). Additionally, Rivers (1984 as cited in Chelli, 2013) stated that listening had 30% to 40 position in communication. 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 get less attention than any other skills in language learning. Teachers do not want spent more time to pay attention in listening skill to increase student’s ability in listening (Mianmahaleh & Rahmy, 2015). Then, Chelli (2013) said that although listening has vital role in language learning, it is ignored from other skills in learning language.

Moreover, listening is one of aspect to mastered by using appropriate strategies in learning, it will be easier to understand listening. Listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. O’Malley and Chamot’s (1990) state that learning strategies were categorized as meta-cognitive, cognitive, and socio-affective strategies are steps taken to contribute learners to acquire, store, retrieve, and use information. Furthermore, Gilakjani and Sabouri (2016) suggested that teachers should encourage their students to develop listening strategies. Predicting, asking for
clarification and using non-verbal cues are some examples of these strategies that improve learner’s listening comprehension ability.

In learning listening for Academic Purposes in English Study Program of Jambi University students learn to listen some materials related to IELTS and TOEFL such as conversations, and monologues from audio. Then students discuss the result together with the lecturer about what they have listened. There are some difficulties faced by students in English study program in the second semester of Jambi university in learning listening process such as understanding structures of the text, lack of vocabulary, and hard to understand the words pronounced by the speaker.

Relating to the difficulties explained before, listening comprehension can be defined as a complex process in which the listener must distinguish between speech sounds, understand language, syntax illustrate stress, intonation, and interpret it within the immediate content of the utterance. Coordinating that is mentioned above involves some mental activity in the part of the listener (Yang, 2009). Since it is a complex skill, students have to find ways how they can harmonize with their own strategies in learning listening.

In order to overcome the difficulties in listening comprehension, especially in Listening Academic Purposes, it is necessary to apply listening strategies. Listening strategies are the important part to get listening comprehension optimally. Learning strategies enable students to respond the learning situation, manage their learning in appropriate ways, and allow the students to take responsibility for their
own learning. Moreover, by knowing the strategies in learning listening, it will facilitate students in the process of learning in class.

Hence, it is significant to probe and to identify possible listening strategies students encounter during their input processing, with the aim of helping students find strategies that are used by students in improving listening skill.

Considering the above description, the investigation on students’ strategies in listening comprehension will give beneficial contribution to develop the teaching and learning listening process.

1.2 Questions of the Study

The objective of this study is to find out student strategies with the following specific research question:

1. What types of listening strategies are applied by students in listening for academic purposes?

2. What are the dominant listening strategies used by students in listening for academic purposes?

1.3 Purpose of the Study

In line with the research problem, the purpose of the study is to describe the listening strategies and finding the dominant strategies in “Listening for Academic Purposes” by students of English Study Program in Jambi University.

1.4 Significance of Study

This research expects to get the result that useful for the students and lecturers: First, lecturers have an understanding of the strategies applied by their
students and could check their own teaching method to improve students listening
skill. Second, students could identify strategies in listening comprehension to
ensure further strategy to become better listeners.

1.5 Limitation of the Study

In doing this study, the researcher has some limitations. First, this study
focused on three listening strategies, there are metacognitive, cognitive, and
social/affective strategies. Next, the research uses a quantitative method, which use
a survey questionnaire to get the data as a method in this study. Then, the
participants are students in English study program in the second semester of Jambi
university.

1.6 Definition of Key Term

Listening: A form of communication that involves hearing, interpreting, and
constructing meaning an active process that is not limited to the spoken word and
an essential way participating in daily routines as well as wider decision – making
processes (Clark, 2001).

Strategies: Strategies were the thoughts and behaviors that students used to
help them comprehend, learn, or retain information.

Listening & Strategy: Tools for students in learning that make them easier
and enjoyable in the listening process. It refers to the way or technique for students
in learning listening to get the comprehension of listening subject (Watthajarukiat,
Chatupote, and Sukseemuang, 2012).
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter provides the conclusions and suggestion of this research. The conclusions and suggestions are taken from the findings and discussion of this research.

5.1 Conclusion

Based on the findings and discussion, there were many strategies that students apply when they do in listening process. There were many strategies that get impact to increase the students ability in listening for students. There were metacognitive strategies, cognitive strategies, and socio-affective strategies. 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. Then, in cognitive the students often trying to think instead English to Indonesia and also tried to think English while learning process. The last strategy was socio-affective strategies, based on the result the strategy that most students used is they should relaxing before they listening to make them concentrated and also they like to asking others to make them got the comprehension in listening.
5.2 Suggestion

Based on the finding of the research, the researcher suggests students use strategies that are appropriate for them to understand in learning listening and try to get new strategies if the previous strategies unsuitable to use in process of learning listening. In addition, teachers need to find out interesting ways of teaching listening, so that the students are easier to comprehend the listening subject.
REFERENCES


