

# **ENGLISH LISTENING STRATEGIES USED BY EFL UNDERGRADUATE STUDENTS : A SURVEY STUDY AT ONE PUBLIC UNIVERSITY IN JAMBI**

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September, 2017

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Research**

In Indonesia English is the first foreign language. As an international language, English spreads all over the world. it can be proved by designing English Curriculum in the whole levels of Indonesian education, from elementary, junior high school, senior high school and finally in University. In teaching learning process of English, students have to master all of the English skills. They consist of speaking, reading, writing, listening. Listening as one of the English basics skills, listening skill is an essential aspects of a development of motivation which empowers students to develop their communication and critical thinking skill necessary for functioning competently in ESL classroom, workplace, home and other place where language learners engage with the public (Molthaka, 2012).

On the other hand, listening is challenging job. Listening comprehension is a complex process in which the listener must distinguish between speech sounds,

understand language and syntax, illustrate stress and intonation, store what was collected in all of the above and interpret it within the immediate content of the utterance. Coordinating what is mentioned above involves much mental activity in the part of the listener (Yang, 2009). Listening strategies are the important part of getting listening comprehension optimally. According to Oxford (1990), learning strategies are specific action taken by the learner to make learning easier, faster, and more enjoyable, more self-directed, more effective, and more transferable, to new situations, it is clear learning strategies are conducive to language learning. Learning strategies enable learners to respond to the learning situation and manage their learning in appropriate way and allow learners to make responsibility for their own learning and become an autonomous language learners. O'Malley and Chamot (2001) classified learning strategies into three major types: metacognitive strategies, cognitive strategies and social/affective strategies. Metacognitive strategies deploy use knowledge about cognitive processes and consist of attempts to manipulate language learning by virtue of planning, monitoring, or evaluating. They serve an executive function. Cognitive strategies mean the steps or operations employed in solving problems that need direct analysis, transformations or synthesis of incoming information. They are directly related to the performance of certain learning tasks. Cognitive strategies play an operative or cognitive processing function. Social/affective strategies display a broad collection that concerns either interaction with another person or intentional control over affect.

Based on listening strategies (metacognitive strategies, cognitive strategies and social / affective strategies) as media in listening comprehension. This study was examined the English listening strategy used by EFL undergraduate students to cope with listening

problems so they can achieve the target language at one public university in Jambi. Particularly the type and frequency of listening strategies that the students use.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Language learning strategies in General**

Several studies show that listening skill is important in language learning process, Holden (2004) states that listening has many difficult aspects that it is so deal with and understand so it requires a lot mental process, and this skills play important role in the process of language learning and the improving more related language skills. So, having knowledge and the use of strategies in listening comprehension can help learners to take what they hear and organize it into verbal units to witch can apply meaning. It seems for the strategies used by learners that the strategies develop learners' evaluation through learners' selection of their goals, helps them in their learnings, supervise their development of learning, and evaluate their learning results.

Learning strategies help training students to be independent and competence learners. Oxford (1990) argues that strategies are important for language learning because they are tools for active and self-directed involvement, which are essential for developing communicative competence. Learners choice and use of language learning strategies may, in away, enhance their language L2 learning with effective strategies to process the input to learners' intake (Park, 1997). Learners' use of appropriate enables them to be

responsible for their own learning through improving their independence, self direction, and learner autonomy.

There are a lot of definition proposed for learning strategies, with much disagreement of precisely what learning strategies are or, indeed, if they really exist. In the concise encyclopedia of educational linguistics (1999), oxford offers this definition; learning strategies for second or foreign language learners are “specific action, behaviors, steps, or techniques that students use to improve thier own progress in developing skills in a second or foreign language.these strategies can facilitate the internalization, storage, retrieval, or use of the language.” Strategies are the conscious actionts that learners take to improve their language learning” (Anderson, 2005). One of the main difficultiees with these and other definition is that they seem not to account for the difference between typical learning and strategic learning (Dornyei, 2005). Dornyei explained his belief that by adding “goal-oriented, intentionally evoked, and effortful behavior” to definitions such asthe above, we can begin to distinguish between the two concepts.

## **2.2 Categories Of Listening Strategies**

In this strategy learners are conscious when listening to the text cautiously. This method deals wwith learning how to plan, monitor and ases the gathered information from the listening part the same as pre-listening activies (holden,2004). Oxford (1990) states that the conscious use of metacognitive strategies helps learners get their attention back when they lose it. Vandergift (2003) found that advanced listeners used twice as many metacognitive strategies as elementary listeners use. Metacognition can be defined as “thinking about one’s own thinking.” Students who can recognize suitable learning

methods in the proper situation. For instance, a student may understand he has difficulty in finding the connection between important concepts within a story. If he/she is taught to use a graphic organizer, such as a concept map, to identify the main concepts and connect the together using lines, similar to a spider web, then that students has used Metacognition to complete the task (Nelson & Conner, 2008).

This is a strategy that is used to understand linguistic input and obtain data. Learners sometimes do not know the meaning of the words and they try to guess the meaning from the context. This is an example of cognitive strategy. The cognitive strategy are connected to comprehending and accumulating input in short term memory or long-term memory for later access. Comprehension starts with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. Cognitive strategy is a problem solving technique that learners use to deal with the learning task and make easier the acquisition of knowledge. Examples of cognitive strategies include repeating to memorize, summarizing, and piecing together details.

This strategy ensures and promotes positive emotional reactions and perspective of language learning. Vandergift (2003) defined socio-affective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. As in his book JJ. Wilson explains the socio-affective strategy. Socio-affective strategies are concerned with the learner's interaction with other speakers and their attitude towards learning. For example, they may choose to rehearse a telephone conversation in L2 with another students in order to develop confidence, or reward themselves with a doughnut when they successfully complete some task in the target

language. Habte-Gabr (2006) implied that it is non academic in nature and include stimulating learning through building a degree of relation between lecturer and students. It is necessary for learner to know how to reduce the anxiety, feel confident during listening task, and raise personal motivation in enhancing listening ability (Vandergift, 1997).

### **2.3 The Previous Studies**

Research in language learning strategies is originally rooted in three early studies by Rubin (1975), Stern (1975), and Naiman et al. (1978) on what good language learners do these researchers investigated what characterizes good language learners who are more succesful than others in learning a second language. They found that student's own active and creative participation in the learningthrough the application of individualized learning techniques causes some learners to excel.

Since late 1990s there has been a gradually increasing revival of research interest in learning strategies showing the relationship between learning strategies and age, gender, proficiency levels, cognitive styles, motivation, culture and context, taxt type nad the like (Fan, 2003; El-Dib, 2004; Oxford et al., 2004; Chamot, 2005). Some intervention studies have also been conducted to document the effectiveness of strategy training in developing learners efficiency in listening, speaking, reading, writting, and vocabulary (Ozeki, 2000; Cohen, Weaver, & li, 1998; Oxford et al., 2004). Most of these researchers indicate the positive relationship between strategy use and learning success.

Learning strategies make learning “ easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990).

Strategy related studies have sparked substantial interest among researchers in Iran since late 1990s. In line with the global research, the main focus has been on correlation between Iranian students’ strategy use and gender, proficiency level, learning styles, motivation, attitude, field of study, tolerance of ambiguity, personality, and the like (Borzabadi, 2000; Ebrahimi, 2002; Khajeh, 2002; Raimi, 2004; Yadegari, 2004). In addition, some intervention studies have been done on the effectiveness of strategy training on students’ learning efficiency specially vocabulary and reading comprehension (Etemad, 1998; Alviri, 1998; Rajnbari, 2000; Farshid, 2003). However, little is known on the nature of listening strategies used by tertiary level Iranian English as a Foreign Language (EFL) students. The present paper reports the results of a study that explored the listening comprehension strategies used by a group of tertiary level EFL students in Khorasan Razavi Province , Iran.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design and Approach**

In study, the research used a quantitative method with a survey approach to investigate the strategies students used in listening comprehension at one public university in Jambi. Pure-quantitative research on collection of quantitative data, the quantitative research approach primarily follows the confirmatory scientific method

because its focus is on hypothesis testing and theory testing (Jhonson and Christensen, 2008). Hypothesis testing is the observable consequences that should occur with new empirical data if their hypotheses are true. Researchers also use deductive reasoning if they conclude that a theory is false.

Then, the survey approach survey used to find out the listening strategies used by the students of English study program at one public University in Jambi. According to Cozby and Bates (2012) survey research tell about the information by participant demographics (age, gender, material status, and other facts) and also explained their knowledge about the topic. While Cresswell (2012) states, “survey research design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population. So, survey founded out the participants attitude, knowledge, and opinion which related to the topic of this study. Researcher used survey approach in doing this study to know the listening strategies in listening comprehension used by students at one public University in Jambi.

### **3.2 Research Sites and Access**

This research will take place in one of univeristy in Jambi province, appropriate at English study program language and art departement teacher training and education faculty English study program students in this university. The researcher take a permission to lecturer to get the participants and does the survey research.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presented the findings and discussion of students listening learning strategies in learning English skill at one public university in Jambi by research question.

#### **4.1 Demographic Questionare**

Based on the research question of this study participants consisted of 10 male and 45 female, the fifth semester consists of three classes.

#### **4.2 Finding by Research Questions**

##### **4.2.1 Descriptive Survey Based on Listening Strategies**

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

##### **4.2.1.1 Descriptive Survey Based on Metacognitive Strategy**

Metacognitive strategy is the way that students used to manage their learning process. In metacognitive, learners planned the strategies, monitored, and evaluated strategies in understanding the task (Vandergrift, 1990 as cited in Jou, 2010). Bacon (1992 as cited by Nowrouz, et.al., 2014) stated, kinds of metacognitive strategies were pre-listening strategy, while-listening strategy, and post-listening strategy.

#### **4.2.1.2 Based on Cognitive Strategy**

According to O'Malley's (1990, as cited in Fadloan 2013) cognitive strategy is the way from the students self to learn the lesson. Such as, they make the important note or summarize, important question for themselves, and try to find the meaning of difficulties word to get the information from the speaker. In cognitive they use their spontaneous knowledge to solve their problem in learning listening. National Capital Language Resource Center (2004 as cited in Nowrouzi, et.al., 2014) is divided cognitive strategy in two categories, they were bottom-up and top-down strategy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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

#### **5.1 Conclusion**

The aim of this study was to analyze the listening strategies that EFL undergraduate students used in listening at one of public universities In Jambi. Based on the findings and discussion, there were many strategies that get impact to increase the students ability in listening for EFL undergraduate 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 taking a note while listening to make them remember it in long term, 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.

In addition, between male and female have different strategies. Female like to use metacognitive strategy, and followed by cognitive and socio-affective strategy. For male, they used cognitive strategy, and followed by metacognitive strategy, and socio-affective strategy.

## **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 recommend 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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