

LISTENING STRATEGIES OF EFL LEARNERS ACROSS PROFICIENCY LEVEL

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Abstract

Listening is one of the skills that to be mastered by EFL learners. The ability to listen and understand person talking in English to communicate with other people is important. Students who are good at listening are able to understand more what the speaker says. In this case listening strategies refers to techniques, approaches or actions that students take in their listening process to help their listening comprehension. The main goal of this investigation was to identify the listening strategies of Elementary, intermediate and advanced second language students in English and to know the listening strategies employed by the research's participant. This research was conducted at The Eagle English course Pare Kediri. A total of 9 students were interviewed, they were questioned about the strategy they used to solve the difficulty in listening problems. Data collection methods used, interview. The interview data are transcribed and analyzed through thematic analysis. After analyzing the data from the interview, it was found that elementary, intermediate and advanced students used metacognitive, cognitive, and social affective strategies.

Keywords: listening strategy, across proficiency level.

INTRODUCTION

Language is only one of the common society activities. Everybody learns the society in which it grows up. Language is primarily a means of communicating thoughts from one person to another. There are many languages which are used to communicate among people. One of them is English. English, as an international language, is not only used as a media to communicate among people from different

countries, but also to get a lot of information. Therefore Crystal says (2000: p.2) that English is a global language.

There are some skills and components of English that must be mastered by learners. Listening is one of the skills that to be mastered by EFL learners. The ability to listen and understand person talking in English to communicate with other people is important. Students who are good at listening are able to understand more what the speaker says.

There is a place, named Kampung Inggris which offers lots of English courses. It is a village which is located in Pare, East Java. There are 150 institutions of English courses operating in the village. In fact, this village has become the largest center of learning English in Indonesia (Duta Pare). So, it can be said that this place becomes a favorite destination for many people all over this country to learn English. Pare is the adorable place that can give them good English, friendship, and building character

Based on the researcher observation on April 10th 2019 there are some programs which are offered in Kampung Inggris. Those are Speaking, Listening Vocabulary, Grammar, Pronunciation, Writing, IELTS, TOEFL, and Translation. Every institution of English course in Kampung Inggris has different program.

The Eagle English course is non-formal education it is located in Anyelir street no.21, Tulungrejo, Pare - Kediri. The program which are offered in this course, Listening, vocabulary, speaking Grammar, and pronunciation

The researcher wants to investigate in listening strategies employed by elementary, intermediate and advanced level. The researcher finds the EFL learner in listening skill on each proficiency level. This is an issue that makes the researchers want to conduct this study. The researcher does not know more what the listening strategies employed can make the achievement for each level. The researcher here has an assumption that

the achievement of each student is caused by the strategies employed by the students.

This is a unique to be explored and discussed into research. Based on many literatures relates to something unique above, the researcher desires to dig deeply concerning to the strategies of EFL learner in listening strategies and try to compare with the category of proficiency level. Hence, the researcher determines to continue what he wants to research with this thesis under title *Listening Strategies of EFL Learners and Proficiency Level*". It is appropriate title with what the researcher is going to do in his research

The researcher expects that this study is going to be useful for some aspects such as strategy, students and the other researchers. The classification of each aspect will be classified as follow.

The first aspect is for EFL teachers especially for listening teacher. Based on the result of this study, the researcher is hoped to able to know the strategies of students. Thus, the teacher can give and explain the material by using appropriate method seen by classification of proficiency level. If the teacher is able to classify and divide the method that has to be implemented to the students in every every level, automatically the teacher is able to setting the material and the method of teaching with the preparation before.

The second aspect is for EFL students especially for listening skill. The students will be motivated from this result of study. They can choose the appropriate strategy to increase their achievement of listening skill. Thus, the students can master the listening skill easily. In other side, the students can understand their weakness seen by the characteristic of the level. Due to that, the student itself realizes what he/she has to do about the lack of ability in listening skill.

The third aspect is for other researcher. It means that this study is able to present benefit to other researchers who use this topic or theme. Other researchers can make this research as their previous study or literature review to compare with new research

RESEARCH METHOD

This thesis used methodology and the procedures which are conducted in the research. It is important for the study since it elaborates the appropriate steps of how to answer the research questions systematically. The discussion covers five sections, they are (a) research design (b) the setting, subject and time of research, (d) collecting data, (e). Data analysis.

In conducting this study, the design that used in this study is a descriptive qualitative. Descriptive qualitative is designed to obtain information relating to the current status of phenomenon and presented toward determining the nature of situation that happen at a time of the research activities. The respondents of this study were English students who study in listening class of each level. The researcher chooses respondents by focusing into three groups. Those are elementary, intermediate, and advance level. The researcher decides to take English students who study in Pare at The Eagle English Course. The researcher chooses with the characteristic above because the students study in the place where the researcher knows listening skill course. And it is going to more maximal to investigate if the researcher chooses the respondents taken from each level.

There are three levels at The Eagle English course, first level is elementary, the second is intermediate, the third is advance, there are 9 students in elementary, 9 students in intermediate, and 4 students take advance. For elementary students if they want to step on the next level they have to pass the listening examination in

elementary level. And it the same as intermediate students, if they want to step on the next level in advance level, they have to pass the examination given in intermediate level

Thematic analysis was applied to the interview data analysis, which strictly followed the 6 phases of analysis procedure. All the interview data were firstly transcribed by the researcher verbatim. However, for the purpose of the study, the transcriptions were presented in a way where only related information. Then initial coding was conducted from the raw transcribed data. After finding the codes, the researcher asked some peers and qualitative research experts to guide the process of searching for the initial themes. The process of defining themes was circular instead of linear, which meant that they were constantly refined, added and removed until the themes were perfectly matched to the research questions

FINDING

The analysis of the data is conducted in line with formulated research problem. The whole data are taken from interview 9 respondents include elementary, intermediate, and advance from this study, which are written by the researcher for being reported for this study. this study consists of analyzes of the typical listening strategies in elementary, intermediate and advance students. The analysis of the data is conducted to answer the formulated research problem. The researcher is fortunate to be able to present the analysis as the following:

a. The typical listening strategies employed by elementary students

By doing interview to some students the researcher found the typical of the listening strategies employed for elementary level were note-taking strategy; Double-

check monitoring strategy, repetition strategy, linguistic inferencing strategy, creative elaboration strategy, and Questioning for clarification strategy.

In listening activity problem the students used note-taking as their strategy to improve their listening skill. They wrote down important information, words or sentences, they wrote down things they needed to remember

The second strategy that the students used was double check monitoring, they rechecked each words they heard from native speaker to make sure whether they got the correct words or not. This strategy could improve the students' carefulness in listening activity

Repetition became the third strategy used by elementary students to improve their listening skill beside they also could improve their knowledge of vocabulary, grammar and phonology by using this strategy, In repetition strategy the students repeated the word of phrases in the target language mentally or orally

In listening activity the students sometimes found difficulty to get detailed information, in order to recognize more elements and more detailed information the students used linguistic inferencing strategy

The fifth strategy was creative elaboration, some students used this strategy to retain new information, the students made an internal connection between what is being learned and previous knowledge.

And the last strategy was questioning for clarification, when the students were unsure about what the speakers meant, they asked for repetition and they stated what the speaker had said as they understood it, and checked whether what they'd heard was what the speaker really said.

Based on the statement above which has been explained by the researcher, it is able to be concluded that the listening strategies employed in elementary level there were six strategies, which are note-taking strategy, Double-check monitoring strategy,

repetition strategy, linguistic inferencing strategy, creative elaboration strategy, and Questioning for clarification strategy., The researcher through the interview is able to conclude that those strategies are able to develop the students' listening skill and they can understand more about the information given in listening activity.

b. The typical listening strategies employed by intermediate student

Based on the result that the researcher found that the typical strategies employed in intermediate level were repetition strategy, note-taking strategy, cooperation strategy, question for clarification strategy, voice and paralinguistic inferencing strategy, questioning elaboration and double check monitoring strategy.

The first strategy used by intermediate students was repetition, as in elementary students, the intermediate students also used repetition strategy to improve their listening skill. They listened to what speaker said and then they repeated every words they heard from the speaker

The second strategy was note-taking, there was no much different between elementary and intermediate students in using this strategy. The intermediate students wrote down important information, words or sentences, they wrote down the words they heard in order to remember the things they needed to remember

The third strategy used by intermediate students was cooperation strategy, the students used this strategy to gain new information from other students. The students can refine their understanding in listening activity

The fourth strategy was questioning for clarification. When the students got difficulty in catching the words they heard, because they did not understand or due to lack of understanding the meaning since they could not hear what was said, they asked the teacher or tutor to repeat the words

The fifth strategy was voice and paralinguistic inferencing strategy. The students integrated the unknown words by guessing the meaning of the words and inferred with the words they know

The sixth strategy was questioning elaboration strategy, in listening class the students used this strategy answer the question given. The students combined each sentence to get the right meaning

The seventh strategy was double check monitoring strategy. As explained in elementary students, double check monitoring was also used by intermediate students. They rechecked each word they heard from native speaker to make sure whether they got the correct words or not.

Based on the explanation that has been explained by the researcher above about kind of strategies used in intermediate students, it can be concluded that the listening strategies employed in intermediate students there were repetition strategy, note-taking strategy, cooperation strategy, question for clarification strategy, voice and paralinguistic inferencing strategy, questioning elaboration and double check monitoring strategy and based on the result that the researcher has interviewed the strategies can help the students to get better in listening subject.

c. The typical listening strategies employed by advance students

The typical strategies employed in advance level were self-evaluation strategy, note-taking strategy, Linguistic inferencing strategy, translation strategy, monitoring strategy, between parts inferencing strategy, cooperation strategy, Questioning elaboration strategy, Questioning for clarification strategy, Extra linguistic inferencing strategy and Selective attention strategy.

The first strategy used by advance students was self-evaluation strategy. To get the right information, the students prepared their mind in order to focus on the listening activity. They focus on what the speaker said, on what information were given in every sentences they heard

The second strategy was note-taking strategy, advance students used note-taking strategy as used in elementary students and intermediate students, they wrote the information they heard on their book to make sure they got the correct information

The third strategy was Linguistic inferencing strategy. The researcher has explained this strategy used in the elementary students, as explained in elementary students, advance students also used this strategy to infer the overall meaning of the sentences or text they heard from the speaker, they guessed the meaning of the unknown words to infer the whole meaning of the sentence. This strategy helped the students to make their listening skill better

The fourth strategy was translation strategy. The translation strategy helped the students to translate the information they heard into their first language. The students translated every word they heard from the speaker.

The fifth strategy was monitoring strategy, the students checking, verifying, or correcting ones listening while performing the task. The researcher found that some of the students that the researcher observed wrote down their most significant difficulties in their listening and tried to eliminate them, they evaluated their listening by using diaries, checklist and some of them used journal to evaluate their progress.

The sixth strategy was between parts inferencing strategy, the seventh strategy was cooperation strategy. The eight strategies were questioning elaboration strategy. At some point of time the students got difficulty in doing the listening task. They used

many strategies to help them with the listening problems, and one of the strategy used by advance students was questioning elaboration strategy

The ninth strategy was questioning for clarification strategy. There was no much differentiate between intermediate and advance students in using this strategy, When the students did not understand the meaning of the word or when they could not hear what was said in the audio, they asked the teacher or tutor to repeat the words. They asked concrete questions about points they did not understand

The tenth strategy was extra linguistic inferencing strategy. The eleventh strategy was selective attention strategy

Based on the explanation that has been noted by the researcher above about the strategies used in advance students were self-evaluation strategy, note-talking strategy, Linguistic inferencing strategy, translation strategy, monitoring strategy, between parts inferencing strategy, cooperation strategy, Questioning elaboration strategy, Questioning for clarification strategy, Extra linguistic inferencing strategy and Selective attention strategy.

DISCUSSION

This study explored the strategies used in elementary, intermediate and advance classes. Listening is a very complex process for the students therefore the strategies of listening must be used simultaneously. This Chapter concludes by giving suggestions for further research

- a. The Typical Listening Strategies Employed in Elementary, Intermediate and Advance Students.**

The present result of study indicates that most of the students whether from Elementary, intermediate or advance level used various strategies in their listening activity. The way they apply these strategies is consistent with the theories presented by O'Malley and Chamot (1989) and Vandergrift (2003).

The researcher question addressed the overall use of listening strategies by elementary, Intermediate and advanced students. In order to answer this question, a factor analysis was applied to explore the structure of listening strategies. The sample of 3 elementary students, 3 intermediate students and 3 advance students were included to be analyzed. As a result, 16 items were employed by the students, The items were note-taking strategy, Double-check monitoring strategy, repetition strategy, linguistic inferencing strategy, creative elaboration strategy, questioning for clarification strategy, cooperation strategy, voice and paralinguistic inferencing strategy, questioning elaboration, self-evaluation strategy, linguistic inferencing strategy, translation strategy, monitoring strategy, between parts inferencing strategy, Extra linguistic inferencing strategy and Selective attention strategy

b. The Implication of Strategies Employed in Elementary, Intermediate and Advance Students

Based on the interviewed the researcher found that Listening strategies do help the students succeed in listening activity, listening strategies also assess the students' listening ability and problems and build up their confidence in doing listening tasks. Listening strategies that have been explained by the researcher in chapter IV have made big contribution in developing students' degree of self-awareness in listening activity. Listening strategies employed in elementary, intermediate and advance students are intended to raise students' awareness of strategies they will use in

listening activity. When the students can use the right strategy, it will improve their listening skill

CONCLUSION AND SUGGESTION

a. Conclusion

This study explored the strategies employed in elementary students, intermediate students and advance students by The Eagle Course. The findings and the discussion reveal that the students reported using note-taking strategy and repetition strategy more frequently than other strategies explained. It is important that the English teachers help their students to use listening strategies such as note-taking strategy, Double-check monitoring strategy, repetition strategy, linguistic inferencing strategy, creative elaboration strategy, questioning for clarification strategy, cooperation strategy, voice and paralinguistic inferencing strategy, questioning elaboration, self-evaluation strategy, linguistic inferencing strategy, translation strategy, monitoring strategy, between parts inferencing strategy, Extra linguistic inferencing strategy and Selective attention strategy.

Based on the findings and the discussion the researcher found that the students from elementary, intermediate and advance are able to improve their listening skill through that strategy

b. Suggestion

The primary goal of this study was to investigate the cognitive strategy, metacognitive strategy and social affective strategy use in elementary students, intermediate students and advance students in listening activity. In line with this study

some suggestions are proposed to follow up the findings. These suggestions are particularly addressed to students and other researchers.

The first suggestion is for the students that taking listening class to improve their listening ability. The students must understand the text as they listen to it, keep the information in memory, combine it with what follows and adjust the comprehending of what they hear through previous knowledge and next information. The students should arrange from the basic to more complex as they gain in listening English audio inside or outside the class to improve their listening skill. The students need to build familiarity with the accents and speed of native speakers.

The second suggestion is for other researchers. The researcher hopes that the finding of this research is useful for them so that they can use it as a reference to do other research or they can conduct other researches which adapted or modify the method

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