

LISTENING STRATEGIES OF EFL LISTENING HIGHER ACHIEVERS OF THE ENGLISH EDUCATION DEPARTMENT UNIVERSITAS ISLAM MALANG

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Abstract: The higher achievers have different abilities and character than lower achievers. Therefore, this study aimed to investigating the listening strategies used by EFL listening higher achievers. The objective of this studies was to describe the listening strategies employed by EFL higher achievers inside and outside the class. Descriptive qualitative method was applied to find the listening strategies used by EFL listening higher achievers inside and outside the class

Key Words: Listening Strategy, EFL Listening Higher Achievers, Inside the class, Outside the class.

INTRODUCTION

Chastain, (1971) expressed that the objective of listening comprehension is to comprehend the language at normal speed in an automatic condition. Hamouda, (2013) assumed that listening skill is very valuable in acquiring understandable input. Learning does not happen if there will not be any input. Gilakjani & Ahmadi (2011) expressed that listening has an important role in the communication process. The statement was supported by Gilakjani & Sabouri (2016) who stated that listening is the most important skill of the four main areas of communication listening, speaking, reading, and writing. Moreover, Vandergrift (1999) stated that listening lies at the heart of language learning but is least understood and researched. Because the very first stage commonly dealt with by learners throughout the process of both acquiring and learning a language is listening. However, based on the researcher's personal experience, a considerable number of learners are not yet able to grasp and understand what the speakers are saying indeed. In order to understand the meaning of listening strategies, listening strategies refer to a method for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input.

Using strategies is one of the methods that can become active in controlling learners' learning. Vandergrift (1999) showed that strategy development is important for listening because strategies are conscious means by which learners can direct and evaluate their comprehension and responses. O'Malley & Chamot (1990) claim there are three main types of strategies. Those are meta-cognitive, cognitive, and social strategies. The meta-cognitive strategy was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, evaluate, etc. The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, and top-down strategies. For social/ affective strategies,

Vandergrift (2004) defined the strategies as the technique listeners used to collaborate with others, to confirm understanding, or to lower anxiety. Gabr (2006) expressed that socio-affective strategies were those which were non-academic in nature and involve stimulating learning through establishing a level of empathy between the teachers and learners. Salikin, et al. (2017) showed that all six categories of learning strategies style by Oxford (1990) memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies were used by higher achievers. The higher achievers can develop competence of communication in oral and writing form. The characteristic of higher achievers are productive, creative thinking skills and high intellectual ability, above rates on academically dominant specific Arends (2012).

There were some several studies that have already investigated the listening strategies. The first study about EFL students was conducted by Huy (2015). The research study aims to examine learners' use of strategies focusing on three main aspects; the listening strategies groups, individual strategies, and repeating strategies. The finding demonstrated that research participants were aware of listening strategies at the average level and listening strategy group and individual listening strategies can be explained by the fact. The second previous study from Handayani (2014). This research aimed to know, the learning strategy employed by the students and how the strategy improved their listening comprehension. The results showed that EFL students' most frequently used strategy in this case study. It means that the participants typically make an intelligent guess when reading and listening by utilizing a wide range of linguistic and nonlinguistic clues. The third previous study, the researcher had discovered several strategies that participants use in listening. Zahroh (2022) explored the listening strategies used by high achievers and low achievers. It found that there is no significant strategy used by high achievers and low achievers. Most of the previous studies have already investigated about the listening strategies of EFL learners. It found some of the strategies used or employed by EFL learners, most of the previous studies investigate participants who have lower and higher achievements they found some of the different strategies used by learners.

Based on the listed by previous studies, there was similarities and differences of the previous study in investigating listening strategy. This research will focus on investigating the strategies used by EFL Listening Higher Achievers in listening classes. This research will show the listening strategies used by EFL listening higher achievers inside and outside class. This research can help learners to know good strategies. So, lower achievers can use good strategies to improve and achieve their listening comprehension. Therefore, the researcher is interesting to investigate more specific of learning strategies. The researcher interested to investigate the listening strategies used by learners in improving listening skills more deeply. The researcher wants to know what listening strategies are employed by EFL listening higher achievers inside and outside their class.

Research problems refer to questions raised in a research project which reflect what kind of answers are expected to be discovered through the process of research. The question that would be answered in this research is:

“What Listening Strategies are used by EFL Listening Higher Achievers inside and outside the class?”

METHOD

This study employed a descriptive qualitative method. This design help researcher to describe the listening strategies used by EFL Higher achievers inside and outside their listening class. Descriptive qualitative design is based on data generation methods that are flexible and sensitive to the social context in which data is processed. Qualitative research also included naturalistic data without intervention or manipulation of variables Nassaji (2015). So, the researcher got a description of the listening strategies used by EFL Higher achievers inside and outside their class.

The questionnaire and interviews were used in this research. The instruments to collect the data is questionnaire. The questionnaire was adapted from the research by the same questionnaires stated before Wakamoto & Rose, (2021) which is Listening Comprehension Strategy Questionnaire (LCS-Q). 15 questionnaire items of LCS-Q must be answered by the participants. The LCS-Q categorized listening strategies into three sub-constructs which are: Cognitive strategies (9 items), Metacognitive Strategies (4 items), and Practice (Self-regulation) strategy (2 items). The Likert scale model with a range of 1-5 which 1 for strongly agree, and 5 for strongly disagree was used in this research. The interviews are guides to follow up on survey results and provide more detailed information on listening strategies of EFL listening higher achievers. Esterberg (2002) describes an interview as a meeting of two of him who participate in a question-and-answer conversation to exchange knowledge and thoughts on a particular topic

There were 13 participants from different groups for this study. They were learners from the fourth semester who had already got listening scores of 80-100 (A) in the third semester of the English Education Program of the University of Islam Malang (Academic Guidelines, 2020). The researcher checked the learners' course result sheet in the third semester to make sure that the learners had scores of 80-100 (A) (Academic Guidelines, 2020). There were three participants of interview who mostly answer strongly agree and agree in the questionnaires and agree to be interviewed.

Data Collection

The first data collection technique is questionnaire distribution. The Google Form feature questionnaire was shared to participants with 15 questions about listening strategy. The researchers also briefly described how to answer the questionnaire. To collect the second data, the researcher used an interview method. An interview session was conducted after the researchers received the questionnaire results. then, three participants from learners who mostly answer strongly agree in the questionnaire and agreed to be interviewed represented the 15 questionnaires. The interview conducted by telephone. The interview was reviewed for 10 minutes for each participant.

Data Analysis

The data questionnaire used qualitative research for data analysis. Each participant's responses to survey questions reflect their personal beliefs. Data collected via Google Form feature, on the other hand, is expressed as a percentage after processing based on the frequency of total learner responses. The researcher used Microsoft Excel and spreadsheets to analyze the data and evaluate the EFL listening higher achiever strategies employed. For interviews, the analysis follows the suggestion of (Renz et al., 2018) including the following

steps: The interview results were transcribed to generate data, read and checked, noted from the transcripts, used, Formulas represent key concepts or problems, coded, Complete, the results have been explained and demonstrated.

RESULTS AND DISCUSSION

After collecting the data, the research results are divided into two parts. The first part is the results of the data questionnaires, the second part is the results of the interview sessions.

Finding from questionnaire related to listening strategies of EFL listening higher achievers inside and outside the class

Table 4.1 Listening strategy of EFL listening higher achievers Inside the class.

No	Component of Strategy	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Cognitive Strategy	4,2%	3,5%	3,5%	1%	0,5%
2.	Metacognitive Strategy	4,5	5,5%	1,5%	1,5%	0%
3.	Practice (Self-regulation) Strategy	3%	6%	1%	3%	0%

Based on Table 4.1 showed a high percentage of strongly agree and agree in three components, Cognitive, Metacognitive, and Practice (self-regulation) strategy. It means that EFL listening higher achievers inside the class used the Cognitive, Metacognitive, and Practice (self-regulation) strategies. EFL listening higher achievers struggle to understand and focus on developing the ability to recognize and motivate to achieve the listening comprehension goal.

Table 4.2 Listening strategy of EFL Listening higher achievers Outside the class

No	Component of Strategy	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Cognitive Strategy	3,5%	2,5%	3,5%	2%	1,5%
2	Metacognitive Strategy	5%	4,5%	3%	0%	0,5%
3	Practice (Self-regulation) Strategy	4%	4%	2%	2%	-

Table 4.2 also showed a high percentage of strongly agree and agree. Therefore, the Cognitive, Metacognitive, and Practice (self-regulation) strategies were used by EFL listening higher achievers outside the class. EFL higher achievers can be inferring the meaning from context, memorize, concentrate on developing the ability to recognize, track, monitor, react, and also reflect themselves to improve their abilities in listening comprehension so that they can achieve the target

Table 4.3 Listening strategy of EFL Listening higher achievers Inside & outside the class

No	Component of Strategy	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Practice (Self-regulation) Strategy	4,4%	3,6%	3%	1,6%	1,2%

Table 4.3 showed that Practice (self-regulation) strategies also had a higher percentage of strongly agree and agree. Therefore, EFL listening higher achievers used Practice (self-regulation) strategy inside and outside the class. EFL listening higher achievers

practice, and evaluate the listening task that has been done inside and outside the class repeatedly to improve their abilities in listening comprehension.

The summary of the finding from the questionnaires above showed that EFL listening higher achievers used three components of cognitive, metacognitive, and practice (self-regulation) strategies inside and outside the class. These three strategies had high percentage of strongly agree and agree in the questionnaire of inside and outside the class. The EFL listening higher achievers struggle to understand and focus on developing the ability to recognize, motivate and evaluate the listening task that has been done inside and outside the class to improve their listening comprehension.

Finding from interview related to listening strategies of EFL listening higher achievers inside and outside the class

The excerpts from participants are explained below:

Question 1 “What strategies do you use to help you improve your English listening comprehension?”

Question 2 “What strategies do you use to help your listening comprehension?”

Question 3 “After you finish a listening task, do you have any strategies to help you improve your listening comprehension of English?”

The result of the interviews can be concluded that learners in the first question had a strategy to improve their listening comprehension by getting information from the film, and podcast they use. They also try to understand the information they get from the listening materials. The learner's answers to the second question of the interview were, they have a place, media, and a good way to get a clear voice. They also try to understand the keyword to find the answer easily. The third question of the interview was about the strategy to improve listening comprehension after finishing the listening task. The learners review the listening task by replaying the audio or sound and remembering the new vocabulary from the task. They also practice listening and evaluate the listening task that has been done to minimize the error in the listening task.

Discussion

Regarding the finding, this research was supported by several previous studies. The first one was the research from Huy (2015) who also found learners used group, individual and repeating listening strategies at average level can be explained by the fact. The second research was from Handayani (2014) who aimed to know the strategy employed by the learners to improve the listening comprehension. The result was also similar to this study that the learners employed independent learning strategies. The next was Zahroh (2022) and Zuhairi & Hidayanti (2016) which found there is no significantly different strategies used by high and low achievers. However, based on the finding of this research showed that EFL listening higher achievers had useful strategies to improve their listening comprehension

when they were inside the class or outside the class. The strategies used by them were cognitive, metacognitive, and practice (self-regulation) strategies.

From the discussion above, the researcher concluded that the strategies used by EFL listening higher achievers followed the theory presented by some experts. The cognitive strategy used by EFL listening higher achievers was the theory presented by Bingol (2014). The meta-cognitive strategy theory presented by Holden (2004) was also used by ELF listening higher achievers. The theory from M. Goh (2010) was used by EFL higher achievers that name is the practice (self-regulation) strategy.

Conclusion

Based on the result and discussion, several strategies were employed by EFL listening higher achievers inside and outside the class. The cognitive strategy was often employed by EFL listening higher achievers to improve their listening comprehension. The researcher found out, that the EFL higher achievers focus on the instruction before the listening process. They memorized the vocabulary, reviewed it, and have good partners to improve their listening comprehension inside and outside the class. It means that the cognitive strategy was very effective strategy to improve the listening comprehension.

The EFL listening higher achievers also employed meta-cognitive strategy inside and outside the class to improve their listening comprehension. They often focus on the text to be understood and used understandable vocabulary. They predicted what the speaker would like to say next by understanding the keywords and also focusing on the audio of the listening task. So, the meta-cognitive strategy was useful strategy to improve the listening comprehension.

The last was the practice (self-regulation) strategy employed by EFL listening higher achievers inside and outside the class. They practiced and evaluated every day the listening task to minimize errors and misunderstandings. So that, they could improve their listening comprehension. This strategy also useful for learners in improving listening comprehension.

The researcher also suggested subsequent researchers on EFL listening higher achievers to add participants and also use other methods. In order to produce stronger findings about listening strategies used by EFL listening higher achievers.

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