

GOOD LISTENING COMPREHENSION ACHIEVERS STRATEGIES BY ENGLISH DEPARTMENT STUDENTS OF UNISMA: GENDER BASED RESEARCH

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Abstract: The main purpose of this research was to find out the listening strategies used by good listening comprehension achievers and the strategies frequently used by them. Descriptive qualitative research design with triangulation method was the research design with six students of English department of UNISMA who were chosen based on the criteria provided in this study. The data were collected through interview session using interview sheets that was adapted from Listening Strategy Used Questionnaires as cited in Pratiwi (2019). The data were analyzed using data reduction, display, and drawing conclusion by transcribing the interview result and supporting data by students' GPA of listening and speaking subjects. The result showed that the students who categorized as good listening comprehension achievers used various strategies for their listening activity, namely: a) cognitive strategy, b) metacognitive strategy, and c) Socio-affective strategy. The result of this study was male and female students were dominantly used cognitive and socio- affective strategies than metacognitive strategies. Besides, female used cognitive strategies more often than male participants. A new finding was found out that female student also used another integrated strategies those are memory and cognitive strategy.

Keywords: listening comprehension, listening strategies, good achievers

INTRODUCTION

Learning strategies have been acknowledged for years ago as the need of learning process for all level students in English skills especially listening skills. As stated by Chen (1998) that students need a strategies to alternate them and to develop their achievement of language learning process. The use of the strategy has the important role of becoming the students as good achievers. Many factors affect the improvement of language learning and one of the factors is learning strategies. Since learning language is quiet difficult and has a complex structure and different aspect of each skills, it is crucial for them to use the strategy in learning process and understand what and how to expand their comprehension skill.

Every student has his own way of learning or special treatment for learning process that can motivate them and boost them to gain a knowledge then acquiring a new

information of what they have had. Prayogo (2017) found that one of fundamental skill is listening skill which can develop the acquisition of another skill when students having good listening comprehension skill, it is supported by Nation (2009) stating that listening is a basic skill to learn to develop the acquisition of another skills. From the statements above, it means that students must have good listening comprehension skill as it has important role of language learning process. Additionally, listening is a skill that people use the most in everyday life about 40-50% (Gilakjani & Sabouri, 2011). Definitely, to have good listening comprehension needs a good strategy in comprehension process then they can comprehend it well and acquire another skill. According to a research conducted by Yulisa (2018) shows that there is a significant correlation and influence between listening strategies and listening comprehension skill. Since listening is not only the activity of hearing the word, but how students understand the sound, meaning, and grammatical structure, students have to prepare a good and appropriate way of learning listening then produce good listening comprehension.

This study focused on listening strategies and the problems often faced by EFL students. There are some listening cases proven by Hamouda (2013) that the major problem of listening comprehension faced by Saudian students are accent, speed of speech, pronunciation, lack vocabulary, anxiety, and bad quality of recording. Those problems are general problems that genuinely encountered by EFL students in almost all level according to researcher experience. Nawrouzi., Zareiyan,G., & Nimehchisalem (2015) proven that listening skill is problematic for EFL students. English as a foreign Language has limited practice than a second language thus is affected students development of communication competence which listening is involved. In fact, EFL students have learned English for twelve years during elementary school, Junior High School and Senior High School. Listening is neglected in thus twelve years learning process in EFL context. Nawrouzi et al (2015) stated that Iranian students were primary guided to focus on language structure, vocabulary, reading, and translation during six years school. Many EFL students and teachers has a little pay attention to communication competence such as listening and speaking that caused students become low achievers in this comprehension skills which is the most important to comprehend as stated before that listening is used the most in everyday life.

However, there are some EFL students who become good achievers in listening comprehension skill. Those students use some of good strategies to help them to understand what they are listening to. Good achievers of language learning not only try to

reach high score but they try to get understand very well what they are learning and comprehend it. According to Mahalingam & Yunus (2016), good achievers of language learning always try to take many opportunities of learning process and bravely to take a risk or making errors because it makes benefits for them. Samperio (2019) found that Good or high achievers of language learning has a strategies for learning process as well as low achievers but the differences are types of strategy use and frequency to use the strategy. He also mentioned in his study which state good achievers have more practice than low achievers. Additionally, different learners use different language learning strategies to improve their language skills as well as their proficiency level (Mahalingam & Yunus, 2019). Furthermore, Mochizuki (1999) argued that good listening comprehension achievers use many strategies and high frequently use of strategies. Mochizuki showed that good achievers of listening comprehension used various strategies such as cognitive, metacognitive, compensation, and social strategies more often than the low achievers. Thus, it is important to write this study which can help the low achievers to take advantage by knowing what exactly strategies used by good or high achievers and how to manage those strategies.

Becoming a good achiever of language learning is a willing of most of the EFL learners. Besides, there are many problems they faced in comprehension process of English Language Learning particularly listening skill. Therefore, I wrote this paper to give a references for EFL students and teachers about listening strategies and its use by investigating what are the strategies for listening comprehension process which can be used by EFL students and what the different strategies used by male and female EFL students in order to have good listening comprehension by providing the title *Good Listening Comprehension Achievers Strategy by English Department Students of UNISMA: Gender Based Research*.

METHOD

A descriptive qualitative research method with triangulation design was used in this study. According to Denzin & Lincoln (1994), a qualitative research focuses on interpretation of phenomenon in their natural settings to make sense in terms of the meanings people bring to these settings. The decision to use this research design was due to the investigation about what strategy used by good male and female listening comprehension achievers in listening comprehension activity.

The participants of this study were the students from English Department of UNISMA. They are male and female students who got high scores which were taken through the GPA as the main standard in choosing participants and was on the score of “A” for listening and speaking courses. The researcher also focused on the students who had a set of supported criteria as successful listeners also an oral communication which is proven by speaking scores. They were chosen based on criteria set by a researcher. The researcher involved six students which consisted of three male and three female students to participate in this study. There were reasons why the researcher chose the participants, firstly, researcher want to find out what strategy used by male and female students in reaching a good achievement of listening comprehension skill. Then, what strategy that frequently used by them which makes them become good achievers of listening comprehension skill. Particularly, to convince the readers there are some references of listening strategy use which can help them become a good listeners that proven by the subjects.

The research instrument is the important part of this study because it collects the data needed in this study. The instrument of this study was interviews and supported by students data recording of listening and speaking score from elementary to advanced level. Having an interview to the students is one of research procedure that can give the researcher a concrete data. The interview questions were adapted from Listening Strategy Used Questionnaires as cited in Pratiwi (2019) adapted from Cheng (2002 as cited in Jou, 2010); Oxford (1990 as cited in Wathajarukiat, Chatupote, & Sukseemuang, 2012); Vandergrift and Tafaghodtari (2010 as cited Abdalhamid, 2012) which changed into interview questions. The interviews used to know what students difficulties in learning listening and what strategy to solve the problems in learning listening, also what are listening strategy the most frequently used by them. The interview was in the form of semi-structured interview, which means that the researcher gave some questions and additional questions depending on the situation to get more detail information. The topic of the interview can be developing with the responses of the interviewed subject. Moreover, tape recorder was used to record the interview process. Each of participants were interviewed on the different date:

The objectives of this study were to figure out what strategy used by good listening comprehension achievers and what listening strategies used the most by them. Related to the objectives of this study, the researcher obtained the data by conducting

several steps as the procedure. After the samples were selected, the subjects of this study were invited to the interview sessions. The interviews conducted for twice to make sure the stability of subjects' performance and consistency of the data related to this interview theme. The participants were interviewed individually, they were invited to have face to face interview in the first interview then they had the second interview in group after three days having the first interview. This repeatedly interview was conducted to convince their performance among the use of listening strategy.

After collecting the data, there were some procedures to analyze the data. Firstly, the researcher organized all the result of interview from first interview to the last interview sessions and matched all the answer by the subject related to listening strategy use. Secondly, the researcher transcribed the data interview into written form. Then, researcher summarized all the data gotten from the interviews and giving an explanation by a written form of the interview results using a code as like (CS) Cognitive Strategies, (MS) Metacognitive Strategies, (SAS) Socio-Affective Strategies. After that, the data was categorized based on the initial to distinguish the data from another one. Next, make an interconnected explanation of the findings or results and the data gotten from the GPA to convince that the findings or the result is valid.

FINDINGS & DISCUSSION

After having the interviews with the participants, the data were transcribed and compiled into a written form. Then, the results were composed to be a description section and using a code based on the strategies employed by the participants. Then, the described data were interpreted in the sub chapters of the findings.

In this sub chapter, it was revealed that the participants using various strategies before, during, and after their listening activity in class. Those listening strategies which were employed by them were connected to their successful result on their listening comprehension skill. Then to maintain the classification of the strategies employed by good listening comprehension achievers of English Department students, the data were grouped based on the categories of listening comprehension strategies, cognitive, metacognitive, and socio-affective strategies.

Here are the finding of this study :

Participants	Cognitive		Metacognitive		Socio-Affective		Total	
Male	13	43%	6	20%	11	37%	30	100%
Female	13	46%	3	11%	12	43%	28	100%

Table. 1 Listening strategies used percentage

As seen in table.1 above, the participants who are categorized as a good listening comprehension achievers are intended to have various strategies use. Even there are different frequency uses of each category of the strategies. As written above that male participants apply 43% for cognitive strategies, 20% for metacognitive strategies and 37% Socio-affective strategies which means that they used cognitive strategies at most among the other strategies for their learning listening. Moreover, female participants apply about 46% cognitive strategies, 11% metacognitive strategies, and 43% of socio-affective strategies. It also said that the most listening strategies used by female participants are cognitive strategies.

Furthermore, thus findings showed that female participant use the listening strategies with higher frequency than male participants. However, thus different intention and frequency of employing strategies by the participants is based on their difficulties and their needs in learning listening. On this present study, it shows that successful listeners applied various strategies during their learning listening. In fact, that was a common finding toward the research. The main point of the present study was also finding a new phenomenon in the using of strategies that have been told by the participants as they use the combination strategies those are memory and cognitive strategies.

The current study was conducted in order to find the language learning strategies for listening subject used by male and female students who are categorized as successful listeners in different approach. Moreover, there was still limited study which conducted investigation towards language learning strategies which focuses on particular skill in English and on gender approach.

After analyzing the story of the participants, according to findings, there are two points that will be discussed. First, it will describe what are listening strategies used by

male and female students of English Department who are categorized as a good listening comprehension achievers. Then, it will describe what listening strategies the most frequently used by good listening comprehension achievers.

From the story of male participants that was taken from interview session, it turned out that they often use cognitive strategies during their learning listening. It shows that they did recognizing and using formulas (5w+1H) to make them understand of what they listened. However, a new phenomenon from the result above is one of the participants used a formulas if it is needed. Then they also did repeating and translating the word they do not understand or unfamiliar with. Next, one of male participant tried to receive the information by catching the main idea then highlighting the details. After that he did make an output by taking some notes. It revealed that he did a sets of the use of Cognitive strategy which known as PRAC : Practicing by using formulas, Receiving the idea, Analyzing the words, and Creating structure for input and output, Oxford (1990). , it also revealed that they did use metacognitive strategy. However, one of them stated it was just in case, means when they really need to make a plan for the next material given by the lecture. Here, he tried to arranged and planed his listening task to reach the goals of listening activity. But, one of them was employed metacognitive strategies more often than other participants.

Beside both of cognitive and metacognitive strategies, they also employed a combination strategies those are social and affective strategies which known as socio-affective strategies. In this strategy, it shows that they involved other students during their listening activity. It revealed they involved a communication or social behavior among other students or even lecture. It can be seen when they ask their friends or his lecture when they did not understand the task. Besides, they also did lowering anxiety by relaxing and focusing their mind to what they listened to and encouraging themselves by make themselves confidence in doing listening task.

According to the story of female participants which is taken through interview session, they did practicing naturally the listening task using translating the word and formulas. They also did repeating the word that they did not unfamiliar with.

It also shows that sometimes some of them make a prediction or hypothesis in doing listening task. It means that she did analyzing the word she listened then transferring into the best answer of a listening task. They also used less of metacognitive strategy for their listening activity or listening task. As stated above that she rarely check parts of content that she does not understand even make some notes or other evaluation.

As Male participants have done in using listening strategy use, female participants also used combination strategies those are socio-affective strategies beside cognitive and metacognitive strategies. It is proven by the statement that they used music to relax themselves in doing listening task and trying to encouraging themselves by making themselves confidence. They also tried to cooperate with others to overcome their problem during listening activity. It shows that they applied social strategies for their listening activity or doing listening task.

Furthermore, there is another finding revealed in this study of the listening strategy use applied by female participant which showed the use of another strategy that is the combination between memory strategies and cognitive strategies. It stated as below:

“.....**when he said about something important I will memorize it.**

“.....**I just memorize it naturally.**

“.....**i just memorize the important words that I just already know from the listening tasks.**

Those statements explain that they tried to receive and catch the idea of the content in listening task then sending it into their information storage. They tried to remember thus important words or phrases naturally in order to help them improving their listening comprehension skill.

CONCLUSION AND SUGGESTIONS

According to the findings and discussions, it can be concluded that the male and female students have similarities of applying one of the three listening comprehension strategies concerned in this study, namely: Cognitive, Metacognitive, and Socio-Affective Strategies. Both of male and female used cognitive strategies more often than the other two strategies. Besides, they have differences in the dominant of the listening strategy use and its practice. Thus applications of listening comprehension strategies employed by male and female students are based on their personality and exactly their needs in learning listening after all. From the analysis, it was found out that both of male and female students show high attention of employed language learning strategy use particularly for listening comprehension skill. It is proven by the various strategies they were employed in learning listening in order to improve their listening comprehension skill then becoming good listening comprehension achievers. Another finding shows from how they solve their problem in listening comprehension skill by managing the use and integrating one strategy to another that they thought it was suitable for their needs and their personality as male and female students.

The next conclusion, male and female students were dominantly used cognitive and socio-affective strategies and use less of metacognitive strategies for learning listening. However there are some differences between them, the female have used the cognitive more often than male participants. Besides, all of them use cognitive strategies more often than socio-affective strategies. Moreover, male have used metacognitive more often than female. Another differences are female use the alternative strategies for learning listening by integrating memory and cognitive strategies. Thus alternative strategies were used to support the other strategies and finding out the most proper way of learning based on their needs and their personalities.

The next researchers are suggested to conduct another qualitative study about listening strategy use in the different perspective and find out the influenced factors behind the differences or the similarities between male and female students

related to the use of listening comprehension strategy. It is also suggested to the teachers and lecturers to help the student finding out the strategy as their need in language learning especially listening skill also to always guide the students to the use of those listening strategies.

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