DEVELOPMENT OF STUDENTS’ SELF-REGULATED LEARNING STRATEGIES IN EXTENSIVE LISTENING CLASS

THESIS
Submitted in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

Fitri Dwi Susanti
112012043

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
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# TABLE OF CONTENTS

Cover Page ....................................................................................................................i  
Approval Page ..............................................................................................................ii  
Copyright Statement ...................................................................................................iii  
Publication Agreement Declaration .............................................................................iv  
Pernyataan Tidak Plagiat ............................................................................................v  
Pernyataan Persetujuan Akses ..................................................................................vi  
Table Of Contents ......................................................................................................vii  
List Of Tables ..............................................................................................................ix  
List Of Figures ............................................................................................................x  
Introduction ................................................................................................................1  

## Literature Review ..................................................................................................2  
A. Extensive Listening ..............................................................................................2  
B. Self-Regulated Learning Strategy .........................................................................4  
C. Listening Strategies ..............................................................................................7  
D. Review of Previous Study ....................................................................................9  

## The Study ..............................................................................................................10  
A. Method of Research ...........................................................................................10  
B. Context of the Research .....................................................................................11  
C. Participants .........................................................................................................12  
D. Research Instrument ...........................................................................................12  
E. Data Collection Procedures ................................................................................12  
F. Data Analysis Procedures ...................................................................................13  

## Discussion ............................................................................................................13  
A. Overall Result of Pre and Post Questionnaire ....................................................13
LIST OF TABLES

TABLE 1: Differences between Extensive Listening and Intensive Listening........ 3
TABLE 2: Overall Result of Pre and Post Questionnaire.................................. 14
LIST OF FIGURES

FIGURE 1: Phases of Self-Regulated Learning ......................................................... 6
FIGURE 2: Planning and Managing Time ............................................................... 15
FIGURE 3: Organizing Listening Practice ............................................................. 16
FIGURE 4: Rehearsing Listening .......................................................................... 17
FIGURE 5: Coding Information Strategically ..................................................... 18
FIGURE 6: Establishing Productive Study for Listening ...................................... 19
FIGURE 7: Using Social Resources for Listening ............................................... 20
INTRODUCTION

Listening is one of the important skills in learning English as a foreign language (EFL). Harmer (2003) as cited in Renandya (2011) stated that students need to be exposed to the English language if they want to learn it, and one of the best ways of doing this is through listening (p.29). Yet, not all EFL learners are familiar with listening, particularly students who do not live in an English speaking environment and thus do not get enough exposure to English naturally. Therefore, it is important for the learners to practice their listening skill during the learning process in the classroom as well as outside the classroom.

Another aspect that holds an important role in developing listening skill is how learners manage and regulate their learning strategy. Learners need to create their most proper strategy that is suitable for them and anticipate obstacles that might happen on their learning process. According to Zimmerman (1990) as cited in Tsuda & Nakata (2012), self-regulated learning is an endless cycle with a continuous feedback loop, because self-regulated students can select and use self-regulated learning strategies to achieve desired academic outcomes on the basis of feedback about learning effectiveness and skill (p.44). Self-regulated learning strategy helps student to organize their learning and develop their listening skill based on their own strategy used.

The aim of this study is to investigate students’ self-regulated learning strategies and students’ development in their self-regulated learning during the learning process. Considering the purpose of this study, the research question of this study is, ‘How do students develop self-regulated learning strategies in listening class?’ This research, is expected to provide the students with information about their
listening skill and ability based on their own learning strategy. Moreover, the listening teachers could be more aware of the way they deliver the materials because each student may have different learning strategies. Then the teachers could motivate the students to use the strategies that may suit the students to support their learning process.

LITERATURE REVIEW

This study focused on the concepts of extensive listening, self-regulated learning, and listening strategies. The first point discusses the distinction between extensive and intensive listening, then follows the description about self-regulated learning and listening strategies used during the listening process.

A. Extensive Listening

Generally, listening is divided into two types; intensive listening and extensive listening. According to Rost (2002) as cited in Chen (2013), intensive listening refers to listening for precise sounds, words, phrases, grammatical units, specific information, and details in a style that has traditionally been used in L2 classrooms (p. 138). On the other hand, extensive listening refers to any types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input that may help them to deal with their listening difficulties (Renandya & Farrell, 2010, as cited in Renandya, 2011). Yet, intensive listening and extensive listening have their own purposes and characteristics in the learning process. The distinctions between Extensive Listening and Intensive Listening are described by (Field, 2008; Renandya, 2011, Waring, personal website, n.d.) as cited in Chang (2012) below.
Table 1

*Differences between Extensive Listening and Intensive Listening*

<table>
<thead>
<tr>
<th>Extensive Listening</th>
<th>Intensive Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>listening to (or being involved in) massive amounts of text</td>
<td>listening for specific information</td>
</tr>
<tr>
<td>text which learners can understand reasonably smoothly</td>
<td>listening for the exact words of a phrase or expression</td>
</tr>
<tr>
<td>high levels of comprehension</td>
<td>listening for details</td>
</tr>
<tr>
<td>listening without being constrained by preset questions or tasks</td>
<td>listening to mimic a text</td>
</tr>
<tr>
<td>listening at or <em>below</em> one’s comfortable fluent listening ability</td>
<td></td>
</tr>
</tbody>
</table>

From Table 1, the strength of extensive listening is that the students can start from below their listening ability, so that students can easily follow the material during the listening process. Other advantages of extensive listening were also stated by Nation & Newton (2009, p. 38, as cited in Renandya, 2011). First and foremost, it provides learners with a cognitive map, i.e., a network of linguistics information from which learners can build up the necessary knowledge for using the language. Furthermore, extensive listening can (1) enhance learners’ ability to cope with the speech rate, (2) improve students’ word recognition, (3) enhance students’ bottom-up listening skills, (4) improve students’ listening vocabulary, (5) help students become more fluent listeners, (6) give students a lot of opportunities to experience a high level
of language comprehension, and (7) enhance students general proficiency in the language.

Renandya & Farrell (2011) believed that extensive listening might just be the kind of approach that may help EFL students deal with their listening problems. Since students are given freedom to choose their own materials, they can hopefully attain the advantages of extensive listening. Of course it would be such a pleasure to listen to their favorite texts.

B. Self-Regulated Learning Strategy

According Pintrich (2000) as cited in Donker- Bergstra and Kostons (2012), self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment (p. 453). Through these learning strategies students are allowed to set their own ways in learning the language, they could choose the most appropriate and comfortable strategies to used.

Moreover, Nakata (2010) also pointed out that it is highly probable that the three factors of language proficiency, language learning skills, and an intrinsic value for learning the language could be the key to autonomous language learning: that being a situation where learners enjoy what they do, feel in control of their own learning, and take steps to manage or regulate the subjects they undertake to learn. Absolutely, self-regulated learning holds an important role in the learning process.

Academic self-regulation processes include planning and managing time; attending to and concentrating on instruction, organizing, rehearsing, and coding
information strategically; establishing a productive work environment, and using social resources effectively (Schunk & Zimmerman, 1997, p.195). The processes included in self-regulated learning would help the learners to create their most appropriate strategy in learning.

Zimmerman (1998) stated that novice learners are trapped by the vicious circle characterized by unclear and distant goals, low self-efficacy beliefs, unfocused plans, self-evaluation avoidance, low ability attribution, and negative self-reactions. In contrast, skillful self-regulated learners were benefited by the virtuous circle (i.e. specific goals, high self-efficacy beliefs, self-monitoring, strategy attribution, and positive self-reactions) that helps them to control their own learning, select appropriate learning strategies, and motivate themselves without relying on teachers or other external agents of instruction. For that reason, self-regulated learning may not be suitable for all types of students. Therefore it is the teachers’ responsibility to help students understand and derive the benefits of the cyclical self-regulatory phases and to deter them from negative self-reactions that lower self-efficacy beliefs (Zimmerman, 2008).

Zimmerman (2000) has identified three phases of becoming self-regulated learners: the forethought phase, which refers to processes and beliefs that occur before efforts to learn; the performance phase, which refers to processes that occur during behavioral implementation; and self-reflection, which refers to processes that occur after each learning effort (p.67).

Similarly, Zumbrunn, Tadlock, and Roberts (2011) also pointed out the phases of becoming self-regulated learners. The structure and function of three cyclical self-regulatory processes is shown in the diagram below.
The first phase is forethought and planning. During the phase students analyze the learning task and set goals toward completing that task. In this phase students need to find the best strategies to approach the task and to get the most appropriate goals. Second, in the performance monitoring phase, students employ strategies to make progress on the learning task and monitor the effectiveness of those strategies. At this phase, teachers’ feedback could help the students when they were in a difficult situation. Third, in reflection on performance phase, students evaluate their performance on the learning task with respect to the the effectiveness of the strategies that they choose.
C. Listening Strategies

Learning a new language could be challenging for some learners. To help learners achieve the course objectives, they need strategies to develop their listening skill. Richards (2008) stated that strategies can be thought of as the ways in which learner approaches and manages a task (p.9). Several studies found that due to limitation of memory capacity for the target language, listeners use different listening strategies which are some techniques and steps taken by learners in general and listeners in particular to help them to acquire, store, retrieve, and utilize information (O’Malley, Chamot, & Küpper, 1989; Richards, 1983; Vandergrift, 1997). The strategies are used to help students to get information from the recording more easily.

The two kinds of strategies in listening is described by Buck (2001, p.104) as cited in Richards (2008). The first is cognitive strategies, which are mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval. There are three processes in this strategy, namely comprehension process, which is associated with the processing of linguistic and nonlinguistic input; storing and memory process, which is associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory; and using and retrieval process which is associated with accessing memory, to be prepared for output. The second is metacognitive strategies, which are those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. There are four functions in the metacognitive strategy, including assessing the situation, monitoring, self-evaluating, and self-resting.
Similarly, Chamot and O’Malley (1994) and Oxford (2010) also proposed two strategies that they named cognitive and metacognitive strategies. They pointed out that cognitive strategy consists of summarizing, induction, auditory representation, making inferences, using resources, grouping, note-taking, elaboration of prior knowledge. Meanwhile, metacognitive strategy consists of planning, monitoring, and evaluating.

Besides cognitive and metacognitive strategies, there are two types of processing that may help understanding in listening practices called top-down and bottom-up processing. According to Long (1989), the distinction between top-down and bottom-up is based on the learner’s attempt to understand what they hear or read. With bottom-up processing, students start with the component parts; words, grammar, and the like. Top-down processing is the opposite. Learners start with their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (awareness of the kinds of information used in a given situation). The aforementioned listening strategies and processing may be used by students in the development of their self-regulatory competence.

Pintrich and Zusho (2002) as cited in Schunk (2005) showed that students become more strategic with development and cognitively capable of using both basic and more complex cognitive and metacognitive strategies. Moreover, they pointed out that cognitive factors play a role in the development of self-regulatory competence in two ways. For one, with development students are better able to set goals, assess progress toward their goals, and change strategies as needed. For another, development helps to improve the speed and efficiency of self-regulatory processes (e.g., storage and retrieval of information from memory). Furthermore, Bacon (1992)
as cited in Shang (2008) stated that to be more successful listeners should employ a greater number and range of listening strategies; listeners should be flexible in changing strategies to meet the task and be motivated to understand the oral message. In sum, strategies could help students to become self-regulated learners and develop their skill and ability. Indeed, listeners need to suit themselves with the most appropriate strategies in order to achieve the academic goal.

D. Review of Previous Studies

Some researchers have conducted studies about self-regulated learning strategy. First, research study done by Garrido (2012) was conducted to examine the relationship between self-regulated learning and students’ academic achievement of English language learning using Motivated Strategies Learning Questionnaire (MSLQ). The results indicated that self-regulated learning is related to the academic achievement of students in reading, writing, and mathematics. Similarly, the components of SRL (i.e., motivation and learning strategies), especially motivation, were found to be significantly related to achievement as well.

In addition, Pintrich and De Groot (1998) conducted a correlational study to examine relationships between motivational orientations, self-regulated learning, and classroom academic performance. The results showed a positive relation between self-regulated learning and students’ efficacy belief toward their performance in the classroom.

A more recent study was conducted by Wang, Kim, Bong, and Ahn (2013) who investigated the relationship between self-efficacy, self-regulation, and English language proficiency for Korean college students. The result revealed that (a) female
students reported higher levels of self-efficacy beliefs, more frequent use of SRL strategies, and higher English proficiency; (b) undergraduate students reported higher levels of self-efficacy beliefs and higher English proficiency than graduate students but their use of SRL strategies did not differ significantly; and (c) participants did not differ in their use of a test-taking strategy (reading the questions before reading the text versus reading the text before reading the questions), and this test-taking strategy did not make a difference in participants’ performance on the standardized English test, either.

The studies about self-regulated learning have been conducted several times. However, those studies focused on the relation between self-regulated learning and general course. It seems that there have been few studies that discuss self-regulated learning in a particular language skill, such as listening. Therefore, the aim of this study was to analyze development of students’ self-regulated learning in an Extensive Listening course.

THE STUDY

A. Method of the Research

This study used a descriptive method in analyzing the data. According to Tashakkori and Teddie (2010), descriptive method includes the description of conclusion through exploring the statistics or a simple graphic. The aim of this method is to give a clear illustration picture or summary, which can help the readers to understand the kind of variables and other related things. Based on the statements, the objectives in this research were to investigate students’ self-regulated learning strategies and students’ development in their self-regulated learning during the
learning process. This study described the strategies used by the students and the development of their listening skill during the semester in the Extensive Listening course at the English Language Education Program in the Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana (UKSW) in Salatiga.

B. Context of the Research

Every student at the English Language Education Program of FLA, UKSW Salatiga has to take some listening courses because those are required courses. There are three listening courses offered in the English Language Education Program: Extensive Listening, Intensive Listening, and Academic Listening. These courses are designed to be worth four credits each, which means that the students will meet their teacher in class for four hours a week in one semester. The differences among the Extensive Listening, Intensive Listening, and Academic Listening courses are in their purposes and the nature of listening activities. In the Extensive Listening course students listen for the gist or comprehension of different texts. Here, in attempt to expose students to listening experiences, they are encouraged to do some listening activities outside the class starting from the topic and level they are comfortable with, and then share their listening experiences in class. Meanwhile, in the Intensive Listening course students listen for specific information, and in the Academic Listening course students try to follow a lecture or discussion in English and take notes. Unlike in the Extensive Listening course, in the latter two listening courses, listening activities are mostly done in class. Considering the nature of listening activities, the study chose the Extensive Listening course as the context to investigate the students’ self-regulated learning.
C. Participants

The participants of this research were students who were taking the Extensive Listening course in Semester 2, academic year 2015-2016. The participants were from batch 2014. There were in total 97 students, 24 male and 73 female, from four listening groups.

D. Research Instrument

The research instrument for this study was a close-ended questionnaire. The questionnaire used four-point Likert-scale: (1) never use it (2) seldom use it (3) use it sometimes (4) often use it. The questionnaire had 23 questions, which elicited students’ strategies in listening class. The questionnaire items were adapted from Wang, Kim, Bong, and Ahn (2013). There were 23 questions divided into six categories, such as planning and managing time (4 questions), organizing learning (5 questions), rehearsing listening (5 questions), coding information strategically (6 questions), establishing productive study environment (1 question), and using social resources for learning (2 questions). These categories followed the self-regulatory processes proposed by Schunk & Zimmerman (1997).

E. Data Collection Procedures

The data collection was administered twice in the semester. The first was administered to the students in four listening classes at the fourth meeting after the class ended, which was later referred to as the pre-questionnaire. In other words, students had already had some experience doing the listening activities in this course before the pre-questionnaire was administered. Then the second was at the last
meeting to get the post data, which was then referred to as the post-questionnaire. Before distributing the questionnaires, I asked for permission from the extensive listening lecturers to distribute the questionnaires in the class.

F. Data Analysis Procedures

After collecting the data, the data were entered to Microsoft Excel. The average score of each item was calculated. Then, the average score of each category from pre-questionnaire and post-questionnaire was calculated. Next, the averages of the pre-questionnaire and post-questionnaire were displayed in the table to give clear comparison on pre- and post-questionnaires. The difference score between pre- and post-questionnaires showed the development of the students’ strategies during the semester.

DISCUSSION

The result of the development of students’ self-regulated learning strategy in Extensive Listening course between pre and post questionnaire was compared in a table. As Table 2 shows, the averages did not show consistent pattern from pre questionnaire to post questionnaire.

As can be seen from Table 2, the average in part A and F increased from pre to post questionnaire, then the average in part B, C, D, and E decreased from pre and post questionnaire. The changes between pre questionnaire and post questionnaire did not seem to be significant.
Table 2

*Overall Result of Pre- and Post-questionnaire*

<table>
<thead>
<tr>
<th>Part</th>
<th>Categories</th>
<th>PRE Questionnaire</th>
<th>POST Questionnaire</th>
<th>Score Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Planning and managing time</td>
<td>3.14</td>
<td>3.16</td>
<td>0.02</td>
</tr>
<tr>
<td>B</td>
<td>Organizing listening practice</td>
<td>3.06</td>
<td>2.99</td>
<td>0.07</td>
</tr>
<tr>
<td>C</td>
<td>Rehears ing listening</td>
<td>3.29</td>
<td>3.27</td>
<td>0.02</td>
</tr>
<tr>
<td>D</td>
<td>Coding information strategically</td>
<td>2.96</td>
<td>2.90</td>
<td>0.06</td>
</tr>
<tr>
<td>E</td>
<td>Establishing productive study for listening</td>
<td>3.48</td>
<td>3.38</td>
<td>0.10</td>
</tr>
<tr>
<td>F</td>
<td>Using social resources for listening</td>
<td>2.82</td>
<td>3.09</td>
<td>0.27</td>
</tr>
</tbody>
</table>

The following sections present the result of each category, in the form of chart to give clear picture about students’ strategy development during the semester.

Figure 2 shows the result of the participants’ response to the first strategy *Planning and managing time* from pre questionnaire and post questionnaire. It can be seen from Figure 2 that there was an increase of using the strategy from 3.14 to 3.16. The highest score from pre and post questionnaire comes from the question Number 2 (Take a break when I am tired during listening) from 3.31 to 3.4.
At the earlier time of the semester students might not get many assignments, and as the result, they sometimes used the strategy. Later in the semester, students started to realize the importance of planning and managing since they had to do many assignments on time. Figure 2 indicates that the participants paid attention to their study time allocation. When learners allocate their time to study, it could be easier for them to achieve the academic goals. This result also confirmed Paris and Paris (2001) who asserted that managing time and resources through effective planning and monitoring is essential to setting priorities, overcoming frustration, and persisting to task completion (p.97).
Figure 3 summarizes the finding based on the second category in the questionnaire, *Organizing listening practice*. Figure 3 shows that the participants sometimes used the strategy at the beginning of the semester (M=3.06). They set a goal to develop their listening ability by making strategies such as checking the next assignments before class, searching related information about the material, writing new words on cards, and classifying new words in order to get all of the information in the recording.

This result confirms Schunk (2001), as cited in Zumbrunn, Tadlock, and Roberts (2011), who indicated that planning occurs in three stages: setting a goal for a learning task, establishing strategies for achieving the goal, and determining how much time and resources will be needed to achieve the goal (Schunk, 2001).

However, there was a decrease of using the strategy at the end of the semester from 3.06 to 2.99. At the end of the semester students might not need to organize their listening practice since they have already practiced the strategy from the
beginning of the semester. As they practiced listening more often, they may consider that without doing the strategies under this category so often, they could still understand the messages in the listening materials.

Figure 4 summarizes the finding based on the third strategy in the questionnaire, *Rehearsing listening*. It shows that in the pre questionnaire the participants used the strategy more frequently than in the post questionnaire in order to get clear information on the recordings. It can be seen from Figure 4 that there was a decrease of using the strategy from 3.29 to 3.27. The highest decreasing score in this category comes from question number 2 (Keep listening to the material until I understand it) from 3.65 in the pre questionnaire to 3.56 in the post questionnaire. It might be the reason why there was a decrease in this category. However, although there was a slight decrease in frequency, students still sometimes used the strategies under this category.

![Figure 4. Rehearsal Listening](image)

*Figure 4. Rehearsal Listening*
Vandergrift and Goh (2002) as cited in Alm (2013) stated that listening to something more than once enable learners to become familiar with the content, vocabulary, and the structure of the spoken text (p.201). By practicing listening intentionally, the students can easily deal with the contents, vocabulary, and structures of the spoken text. Since students started to be familiar with English spoken text, at the end of the semester they might not need to listen to the recording several times to understand the message. It is proven by seeing Figure 4 in which the score in post questionnaire was lower than the score in the pre questionnaire.

Figure 5 summarizes the finding based on the fourth category in the questionnaire, *Coding information strategically*. The result from Figure 5 shows that the average from pre questionnaire to post questionnaire decreased from 2.96 to 2.90. Although the means in both pre- and post-questionnaire indicate the frequency near ‘sometimes’, they imply that the strategies under this category were the least frequently used strategies. It may be because the students regarded them not really
necessary to help them understand the listening materials. The decrease in the average of the frequency may also indicate that with more practice in listening, the students in this study thought that they did not need to always do the coding strategies during the listening activities; they sometimes did some of the strategies only when it was necessary.

Figure 6 summarizes the finding based on the fifth category in the questionnaire, *Establishing productive study for listening*. The result from Figure 6 shows that the participants sometime used the strategy at the beginning of the semester. They tried to make a comfortable environment for study, such as finding a quiet place to practice listening in order to get all of the information on recording.

However, as the finding in Figure 6 shows, the average from pre questionnaire to post-questionnaire decreased from 3.48 to 3.38, which is the greatest decrease in frequency (0.10) among all the categories of the self-regulated learning processes in this study.

![Figure 6. Establishing Productive Study Environment for Listening](image-url)
The students in this study might feel that they did not need a very quiet place anymore during the listening practice since they could adapt themselves in any type of conditions after some time of listening practice.

Figure 7 summarizes the finding based on the sixth category in the questionnaire *Using social resources for listening*. The result from Figure 7 shows that the average from pre-questionnaire to post-questionnaire increased from 2.82 to 3.09, which is the greatest increase in frequency (0.27). As they practiced listening more often, the students in this study seem to have realized that they needed help from others, especially from their peers. It is proven by the highest score from question number 2 (Ask friends when I find difficulties or to get listening materials) from 3.28 in the pre-questionnaire to 3.65 in the post-questionnaire. They might find that asking friends was less threatening than asking teachers when they faced difficulties.

This finding echoes the finding in Butler (1998) as cited in Zumbrunn, Tadlock, and Roberts (2011) that self-regulated learners do not accomplish every task.

![Figure 7. Using Social Resources for Listening](image-url)
on their own, but rather frequently seek help from others when necessary. They could seek help from their peers and their teachers. Some students are not brave enough to consult with their teacher so they can ask their friends to get a better understanding.

CONCLUSION

The purpose of the study was to investigate students’ self-regulated learning strategies and students’ development of strategy use in their self-regulated learning during the Extensive Listening class. There are some findings in this study. First, the students used six self-regulated learning strategies such as planning and managing time, organizing listening practice, rehearsing listening, coding information strategically, establishing productive study environment for listening, and using social resources for listening. However, there did not seem to be any significant development in the use of those self-regulated learning strategies seen from the low score differences of the categories from the pre- to the post-questionnaires. The second finding is that students used the strategies under the category coding information strategically least frequently. The third finding is that as they practiced listening more often, students realized more that they needed the help of others (especially their friends) to understand the listening materials better.

However, the limitation of the study needs to be acknowledged. The study is limited by lack of information in strategies used by the students. Therefore further research could be conducted using more varied instruments to uncover the strategies used by the students.
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REFERENCES


APPENDIX

Questionnaire

Dear friends,
I am Fitri Dwi Susanti (112012043) a thesis student who is conducted a research about self-regulated learning strategies. I would like you to respond to this questionnaire about how you practice and develop your listening skills in this course. There is not right or wrong answer to each statement. Select the number best reflects you when you are practicing your listening skills. Your responses will only be used for research purposes and it will not in any way affect your grades in this course. Thank you for your participation.

SELF-REGULATED LEARNING STRATEGY FOR LISTENING
Name: ____________________________   NIM: __________________
Please circle:  Male  Female

The following questions ask about what to do when listening to English.
Please select:  1 = never use it      2 = seldom use it     3 = use it sometimes     4 = often use it

A.  Planning and managing time for listening practice
1.  Make a study plan to develop listening skill
   1   2 3  4
2.  Take a break when I am tired during listening
   1   2 3  4
3.  Take a rest for a while, then, listen to the text again
   1   2 3  4
4.  Try my best to find time to practice listening
   1   2 3  4

B.  Organizing listening practice
1.  Check my assignment before listening practice
   1   2 3  4
2. Set a goal for listening to the material
   1  2  3  4
3. Search related information when I have difficulties understanding the material
   1  2  3  4
4. Write new words on cards after listening practice
   1  2  3  4
5. Classify new words in order to remember them
   1  2  3  4

C. Rehearsing listening
1. Review the listening materials from audio or videos
   1  2  3  4
2. Keep listening to the material until I understand it
   1  2  3  4
3. Listen to the recording several times if I do not understand it first time
   1  2  3  4
4. Watch TV in English on my initiatives
   1  2  3  4

D. Coding information strategically
1. Write new words while listening to the material
   1  2  3  4
2. Write an outline after listening to the material
   1  2  3  4
3. Summarize important information after listening to the material
   1  2  3  4
4. Pay attention to the structure / grammar while listening to the material
   1  2  3  4
5. Guess meaning of new words while listening to the material
   1  2  3  4
6. Pay attention to the stressed words or phrases in order to understand information

1  2   3  4

E. Establishing productive study environment for listening
1. Find a quiet place for listening when the place is too noisy or busy

1  2   3  4

F. Using social resources for listening
1. Consult teachers when I find difficulties in the listening text

1  2   3  4
2. Ask friends when I find difficulties or to get listening materials

1  2   3  4

Consent form
If I need more information on your questionnaire, may I contact you for an interview?
Yes / No (circle one)
If you say yes, please complete the following information
Name : ........................................
Phone number : ........................................
Email : ........................................

😊Thank you😊