STUDENTS’ LEARNING STRATEGIES IN THE ACADEMIC LISTENING COURSE

THESIS
Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan

STEFANI JESICA CHRISTA MATURBONGS
112015022

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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for the Degree of Sarjana Pendidikan

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Students’ Learning Strategies in the Academic Listening Course

Stefani Jesica Christa Maturbongs

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Abstract

Learning a new language is not an easy task for most people in the world. In addition, there are four language skills that need to be considered. Each language learner might face different challenges in mastering each language skill. Among four language skills, listening seems to be neglected by most of people whereas listening has a crucial role in language learning. In order to learn the language, each individual has her/his own learning style and strategy. This study involved students from batch 2015 FLA UKSW. This research will be focusing on learning strategies in the Academic Listening course. The purpose of this research is to identify the learning strategies that the students used in Academic Listening course. The researcher used a closed-ended questionnaire and semi-structured interview to collect the data. From this study, the researcher found that there were four strategies which were used frequently by the participant and how they used the strategies in their Academic Listening course.

Keywords: listening, listening skill, language learning, learning strategies, academic listening.

Introduction

In English as a Second Language (ESL) or English as a Foreign Language (EFL) programs, learning styles and strategies are considered as the key points to help determine the way students learn and their ability in learning the language (Oxford, 2003, p. 1). In fact, learning strategy could help the students to be more independent, autonomous, and lifelong learners (Allwright, 1990; Little, 1991, as cited in Oxford, 2003, p. 9). By implementing one or some strategies, learners are able not only to learn faster and easier, but also to learn to be self-sufficient and
self-regulated learners for a long time. Strategy can be implemented at any language skills, but in this study, the focus is put more on strategies for listening skills. According to Mendelsohn (1994, as cited in Gilakjani & Ahmadi, 2011, p. 977), listening is profoundly significant in communication which takes 40-50% total of communication. People spend most of their time to interact by listening to others. Thus, we can say that listening is an important aspect in language learning.

In spite of the positive views on the learning strategy, students might not be aware of using the appropriate strategy to make them learn faster and more effectively (Nyikos & Oxford, 1993, as cited in Oxford, 2003, p. 9). Zhang (2012, p. 625) mentioned that although listening plays an important role in language learning, students still find it difficult and frustrating.

Hence, this study is conducted to identify the learning strategies used by the students of English Language Education (ELE) Program in the Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana (UKSW), who have taken Academic Listening course. This research aims to answer this question: “What learning strategies did the students use in the Academic Listening course?”

The findings of this study, hopefully, will increase students’ awareness of the learning strategies that may help them in learning listening for academic purposes in a second/foreign language. More specifically, the results of this study will be beneficial for students of ELE Program, especially those who are going to take Academic Listening course, to implement strategies in their academic listening class.
Literature Review

This section provides several theoretical foundations that support the research. It is divided into four main points: listening, learning strategies and its classifications, listening strategies and academic listening. Previous studies on learning strategies are also provided in this section.

Listening

Yagang (1993, as cited in Sinanu, Palupi, Setiamunadi, & Hastuti, 2008, p. 41) described listening comprehension as “the ability to identify and understand what others are saying”. In addition, Purdy & Borisoff (1997, as cited in Adelmann, 2012, p. 515) stated that “listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages”. Furthermore, O’Malley, Chamot, and Kupper (1989, as cited in Gilakjani & Ahmadi, 2011, p. 978) also mentioned that listening is an active and conscious process where the listener uses his contextual information and existing knowledge to get meaning, but still uses several strategies. These experts’ proposed a similar idea in which listening is a process to receive and understand spoken utterances. Listeners use their background knowledge to understand and construct meaning.

As mentioned in the introduction, Mendelsohn (1994, as cited in Gilakjani & Ahmadi, 2011, 977) stated that listening takes 40-50% of total communication. It can be concluded that listening plays a significant role in people’s daily communication. In addition, Liubiniene (2009, p. 89) argued that listening skill as a language skill, could be developed through practice. Furthermore, Tyagi (2013,
p. 1) stated that to get messages importantly, listening skill is critically needed. Rost (1994, as cited in Ahmadi, 2016, p. 7) argued that in language learning, listening provides input and has a crucial role in learners’ knowledge development. Therefore, listening is considered to have a very significant existence for language learners. However, Gilakjani and Ahmadi (2011, p. 978) mentioned that listening and speaking skills are often neglected in course books or curricula which makes teachers unaware of those skills. As a consequence, there is no particular part of a lesson that focuses on listening skill only.

In conclusion, listening is a conscious process that requires the listeners to use their existing knowledge in order to understand and construct meaning from spoken utterances. Furthermore, it plays a crucial role in people’s daily communication. In the language learning, listening provides input and has a significant part in developing learners’ knowledge. However, learners are still neglecting the significance of listening in both everyday interaction and learning process.

**Learning Strategies and Its Classifications**

Learning strategy can be defined as techniques or devices to acquire the language (Rubin, 1975, as cited in Griffiths, 2004). Similarly, Shi (2017, p. 25) proposed that certain approaches or techniques used in learning L2 are called learning strategies. Furthermore, Cook (1993, as cited in Chilkiewicz, 2015, p. 182) described learning strategies as the learners’ decision in learning or using the language which affects learning. In a more detailed way, Oxford (1990, as cited in Lee, 2010, p. 134) defined learning strategies as the learner’s actions to have an
 Richards and Platt (1992, as cited in Pineda, 2010, p. 96) defined language learning strategies as an intentional or conscious action by the learners to understand, learn, and remember new information. Oxford (1990, as cited in Bao, 2017, p. 187) also mentioned a similar idea to Cohen. She stated that language learning strategy is the learners’ conscious actions to extend the acquisition, storage, retention, recall and use of information. The idea of these experts here is that learning strategies are consciously selected by the learners themselves. The purpose to consciously choose the suitable strategies is to extend acquisition, storage and remember new information.

O’Malley (1987, p. 4-5) proposed three types of learning strategies: metacognitive, cognitive, and social/affective strategies. Metacognitive strategies refer to learning through planning, monitoring, and evaluating. Cognitive strategies, as described by Anderson (1983, 1985, as cited in O’Malley, 1987, p. 4), is related to how learners elaborate their thinking by relating new information to information that already existed in their memory. Social/affective strategies refer to learning through social interaction or affective control over learning.

strategies to decrease anxiety and increase self-encouragement, deal with learners’ emotions, attitudes, and motivations toward learning. Social strategies include learning through interaction with other learners or people.

Oxford (1990, as cited in Griffiths, 2004, p. 4) classified language learning strategies into six groups: memory strategies, which are related to how the students remember the language; cognitive strategies, which refer to how the students think about their learning; compensation strategies, which enable students to make up for limited knowledge; metacognitive strategies, which refer to how the students plan and organize their learning; affective strategies, which are related to students’ feelings; and social strategies which refer to learning with others through interaction.

These three experts proposed similar ideas regarding learning strategies. All of them classified learning strategies as cognitive, metacognitive, social, and affective strategies. O’Malley combined social and affective strategies into one group called social/affective strategies. Furthermore, Oxford has categorized the strategies into a more specific group. Regarding to this, the study used Oxford’s six categories of learning strategies to identify and classify learners’ learning strategies in Academic Listening course.

**Listening Strategies**

Learning strategies can be implemented in learning four language skills, speaking, writing, reading and listening. Therefore, learning strategies can be used as listening strategies when the learners use the strategies to acquire listening skill.
According to Bao (2017, p. 188) listening strategy is the listeners’ decision to use particular methods and behaviors to help listen effectively and comprehensively.

Overall, learning strategy is learners’ conscious action in order to help them learn the language. In relation to listening, learners’ use of certain methods or approaches to acquire listening skills is called listening strategy. It is important to develop learning/listening strategies since they are beneficial for learning process and helpful for guiding and evaluating learning.

Academic Listening

Academic Listening course is one of the listening courses offered to second year students of ELE Program in FLA UKSW. In this course, students are expected to improve their listening abilities in English language, especially related with academic topics. Students listen to various kinds of recordings in the form of lectures, academic discussions, and English proficiency tests. Students learn to document what they listened in forms of note-taking and summary. To help increasing students’ listening skill, they also receive questions and answer the questions.

The objective of this course is that students are able to understand listening materials presented in the forms of academic conversations, lectures, and English proficiency tests. There are several knowledge and skills to be acquired in this course: listening for main ideas, listening for details, making inference while listening to academic conversations and/or lectures, taking notes from academic conversations and/or lectures, and summarizing academic conversations and/or lectures.
Previous Studies on Learning Strategies

The study done by Purnomowati (2016) aimed to investigate the listening strategies employed by ELE Program students of FLA UKSW. The study involved fifty students from batch 2014 who have taken all three listening courses (Extensive Listening, Intensive Listening and Academic Listening). The data were collected using Listening Comprehension Strategy Inventory (LCSI) with three categories of strategies (metacognitive, cognitive and socio-affective strategies). The study revealed that cognitive strategies were the most frequently used strategies, followed by socio-affective strategies and the last one was metacognitive strategies.

Another study was done by Mianmahaleh and Rahimy (2015) which involved 76 (38 female and 38 male) Iranian EFL learners. The study aimed to identify listening strategies used by female and male EFL learners and compare the listening strategies from both groups of participants. The instruments used by the researchers were Oxford Placement Test and a listening comprehension strategies questionnaire which was adapted from Cheng C. The researchers used O’Malley and Chamot’s classification of learning strategies; cognitive, metacognitive, and socio-affective strategies. From the study, it was found that there was high use of metacognitive strategies and students rarely used socio-affective strategies in their learning. Moreover, gender influenced the selection of listening strategies. The findings revealed that listening strategies are beneficial tools for the students to successfully learn the language. The application of learning strategies helped Iranian students to promote English ability on the
language input. Those strategies might be an effective approach to improve learners’ listening competence and motivation.

**The Study**

**Context of the Study**

The study was done at the Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana (UKSW), Salatiga. The aim of this study is to investigate the students’ learning strategies in Academic Listening course. Academic Listening course is one of listening courses in ELE Program in FLA UKSW. This course focuses on developing students’ listening skills for academic level. In this course, students will practice their listening skill by listening to academic discussions, lectures, and English proficiency tests.

**Participants**

Participants of this study were sixty-five students of 2015 from ELE Program in FLA UKSW who have taken Academic Listening course on their second year semester 1 2016/2017. Then sixty-five participants were narrowed down to five participants to be interviewed. The researchers selected those five participants based on their answer (agree or strongly agree) to the interesting phenomena found after the researcher analyzed the questionnaire. The phenomena related to metacognitive strategies (Statement 15, 17, & 21), compensation strategies (Statement 13), and affective strategies (Statement 23 & 25).
**Data Collection Instruments**

This study used closed-ended questionnaire and semi-structured interview. The questionnaire was adapted from Oxford’s (1995) Strategy Inventory for Language Learning (SILL). Some statements that were not relevant to the study (i.e. listening strategies) were not used in the questionnaire. The questionnaire used four Likert-scale (1: strongly disagree, 2: disagree, 3: agree, 4: strongly agree). The semi-structured interview was used for obtaining more detailed information from the participants related to the interesting phenomena found after analyzing the questionnaire. This type of interview was chosen because it offered more flexibility to the research. The questionnaire and the questions list are attached on appendix A and B.

**Data Collection Procedure**

First, the questionnaires were distributed to sixty-five students of Batch 2015 ELE Program of FLA UKSW. The participants were asked to fill in the questionnaire honestly and carefully. Before doing the questionnaire, the researcher asked the participants to write their student number. After all the questionnaires were collected, the researcher analyzed the questionnaire. After analyzing the questionnaire, the researcher found several interesting phenomena. The phenomena related to metacognitive, compensation, and affective strategies. For metacognitive and compensation strategies, the researcher found the smallest number of participants who answered disagree or strongly disagree, represented by Statement 15, 17, 21 (metacognitive) and 13 (compensation). For affective strategies, the researcher found the highest number of participants who did not
used the strategies represented by Statement 23 and 25. The researcher made questions related to those statements. Then, the chosen five participants were asked for their willingness and time for conducting the interview. The researcher set the schedule to conduct the interview. Before doing the interview, the researcher asked for permission to record the interview. The researcher also asked the participants whether they want the interview to be done in English or in Indonesian. This was intended to create a more friendly and comfortable atmosphere for the interviewees when they answer the questions.

**Data Analysis Procedure**

After all the questionnaires were distributed and the participants had returned the questionnaire, the researcher analyzed the result of the questionnaire manually by using Microsoft Excel. Each statement from the questionnaire was classified into six categories of learning strategies according to Oxford (2013). The researcher counted the frequency and percentage of the responses for each statement. The researcher found interesting phenomena related to metacognitive, compensation and affective strategies.

Looking from each item of each category of learning strategies, the researcher found that Statement 17 and 21 (metacognitive) only had one participant who did not use these strategies and Statement 15 (metacognitive) and 13 (compensation) had two participants who disagreed to these strategies. In addition, Statement 25 (affective) had the lowest number of participants who agreed to have used this strategy. Statement 23 (affective) had thirty one participants who used this strategy. Therefore, the researcher selected statements
to be used for the interview and to gain more information in how the students used those strategies in the Academic Listening course. Before analyzing the semi-structured interview result, the researcher transcribed all the recorded interviews. After that, the researcher re-read the transcriptions and highlighted similar answer from the transcriptions. Then the researcher used the participants’ answer to support the findings from the questionnaire.

Findings and Discussion

In this chapter, the researcher presents the results of the study. This was presented in order to answer the research question: What strategies did the students use to pass Academic Listening course? First the results of the questionnaire are presented. Next, to provide more thorough understanding, the interview results are discussed.

The Percentage of Six Learning Strategies

The researcher analyzed the questionnaire by counting the frequency and average of each statement. After analyzing the questionnaire, each category of the learning strategies was put in order from the highest to the lowest average. The result of the questionnaire is shown through Figure 1 below.
Figure 1 above shows that in general, from Oxford’s (1990) six categories of learning strategies, the strategy that was most frequently used by the participants is metacognitive strategies and the least frequently-used strategy is memory strategies.

The Four Most Frequently-Used Strategies

As it is shown in Figure 1, there are top four strategies which were frequently used by the participants: metacognitive, compensation, affective and social strategies.

A. Metacognitive Strategy

Table 1: Metacognitive Strategies

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>15. I try to find as many ways as I can to use my English</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Figure 1: Learning strategies chart
16. I pay attention when someone is speaking English
   0% 1% 45% 54% 100%

17. I try to find out how to be a better learner of English
   0% 1% 52% 47% 100%

18. I plan my schedule so I will have enough time to study English
   0% 48% 40% 12% 100%

19. I look for people I can talk to in English
   0% 15% 62% 23% 100%

20. I have clear goals for improving my English skills
   0% 11% 63% 26% 100%

21. I think about my progress in learning English
   0% 1% 62% 37% 100%

Table 1 shows the participants’ responses regarding metacognitive strategies. From seven statements of metacognitive strategies, S17 ‘I try to find out how to be a better learner of English’ (M = 3.44) and S21 ‘I think about my progress in learning English’ (M = 3.35) has the highest number of participants who answered agree or strongly agree. There are sixty-four participants agreed to have used these strategies and only one participant who did not use these strategies. Then, S15 ‘I try to find as many ways as I can to use my English’ (M = 3.21) has sixty-three participants who agree to have used this strategy and only one participant did not use this strategy in academic listening course.

To find out more regarding to how the participants did the strategies, semi-structured interview was conducted. The participants were asked how they find a
way to be a better English learner, monitor their learning progress and find a way to use their English. All participants had different responses regarding to these. Three out of five participants mentioned that they try to improve their English by watching English movies. Participant IN pointed out:

Saya ingin meningkatkan atau memperbanyak vocabulary saya. Mendengarkan lagu-lagu atau menonton film akan membantu saya untuk memperbanyak vocabulary saya.

I would like to improve or enrich my vocabulary items. Listening to songs or watching movies will help me to enrich my vocabulary. (Translated by researcher)

The other two participants proposed that practicing their English is one way to be a better learner of English. The following is the excerpt from participant IU’s interview:

Saya mencoba untuk mempraktekannya. Karena bahasa Inggris itu adalah bahasa asing, jadi waktu untuk menggunakanannya terbatas sehingga saya mencoba untuk menggunakan bahasa Inggris saya dengan teman yang juga bias berbahasa Inggris.

I tried to practice it. Since English is a foreign language, so the time for using it is limited so I tried to use my English with my friend who also can speak English. (Translated by researcher)

Participant WK said that she usually practiced her listening skill by listening to songs or English stories from YouTube. She also mentioned about practicing her grammar, so that she did not only knew about it but also was able to use the grammar. She stated:

Misalnya, di awal semester, kita belajar tentang grammar, di situ kita tidak hanya diberi materi tapi juga kita mempraktekkan bagaimana cara menggunakan formula dari grammar itu. Saya mempraktekkannya, jadi
saya tidak hanya tahu pattern-nya tapi juga bisa menggunakan nya. (WK)

For example, at the beginning of the semester, we learnt about grammar, there we were not only given the material but also we practiced how to use the formula of that grammar. I practiced it, so that I did not only knew the pattern but also able to use it. (Translated by researcher)

On the other hand, participant JK mentioned that he re-read the material from the handouts or lectures he had. He read it again to brainstorm his memory of what he had learnt throughout the semester. Seeing the responses from each participant, it can be seen that each of them had their own way in trying to become a better English learner.

To monitor their learning progress, each participant had their own way to do it. In general, they monitor their progress to check whether they were improving or not in their learning process. Participant WK specifically pointed out:

Kalau ada peningkatan, berarti saya berhasil dalam belajarnya, tapi kalau tidak ada peningkatan berarti saya gagal dalam belajar dan saya harus mencoba lebih keras lagi sehingga saya bisa berhasil dalam belajar saya.

If there was an improvement, it meant that I succeed in my learning, but if there was no improvement, it meant that I failed in my learning and I had to try harder so that I could be successful in my learning. (Translated by researcher)

Participant SE also stated that by monitoring her learning progress, she became more discipline in learning. In addition, participant JK said that monitoring his progress became like a motivation for him to keep improving to be better. On the other hand, in Academic Listening course, participant IN mentioned
that she monitored her progress by looking at her note-taking. Following is the excerpt from the interview:

Saya biasanya melihat dari note-taking saya, di awal banyak poin-poin yang saya lewatkan and ternyata keluar saat tes, jadi saya dapat nilai yang kurang memuaskan. Kemudian di note-taking selanjutnya, saya bisa menuliskan lebih banyak poin jadi saya bias dapat yang lebih baik saat tes. Dari situ saya bisa melihat perkembangan, progres saya. (IN)

I usually looked at my note-taking, at the beginning there were many points that I missed and it came out on test, so I got an unsatisfying score. Then the next note-taking, I could write down more points so I got better on my test. There I can see my improvement, my progress. (Translated by researcher)

Misalnya, di note-taking pertama saya, ada banyak poin penting yang tidak tertulis, lalu di note-taking selanjutnya, ada lebih banyak poin penting yang tertulis. (WK)

For example, on my first note-taking, there were many important points that were not written, then on the next note-taking, there were more important points that were written. (Translated by researcher)

Similar to participant IN, participant WK also used her note-taking to monitor her progress in Academic Listening course. She mentioned that from her note-taking, she could see the differences, the more she practiced, the better she got.

All of them mentioned that having conversation was one of the ways to use their English. Participant SE stated that she liked to have conversation with foreigners via online video call, not only to be able to speak with them but also listen to them so that she had gotten used to it. Participant IN also mention about having conversation via video call. Other participant (WK) mentioned that one of
her ways to use her English is to write something on paper or book in English.

The following is the excerpt from the interview:

Kalau untuk saya, salah satu cara untuk menggunakan bahasa Inggris saya itu terkadang saya suka menulis sesuatu di kertas atau buku, saat saya ingin menulisnya dan saya mencoba menulisnya dalam bahasa Inggris. (WK)

For me one way to use my English is sometimes I like to write something on paper or book, when I want to write it and I try to write in English. (Translated by researcher)

Saya juga suka memonton video-video di YouTube yang menggunakan bahasa Inggris untuk melatih listening saya, juga bagaimana cara melafalkan kata-kata. (IU)

I also like to watch videos on YouTube which use English to practice my listening, also how to pronounce words. (Translated by researcher)

Participant JK stated that being a participant for thesis interview is also a way to use his English. He can practice his English by doing it. Besides having conversation, it can be seen that each participant has their own ways in using their English, such as try to write in English or watching English videos.

The finding of this study showed the same result as the previous study by Mianmahaleh and Rahimy (2015). The result from both studies revealed that there was a high use of metacognitive strategies in learning listening. The students used those strategies to plan, monitor, evaluate and modify their listening comprehension. However, present study showed the opposite result to the previous study by Purnomowati (2016). In the previous study, it was found that
metacognitive strategies were the least frequently-used strategies. The study revealed low average use of metacognitive strategies.

B. Compensation Strategy

Table 2: Compensation Strategies

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>13. To understand unfamiliar English words, I make guesses</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>14. I try to guess what the other person will say in English</td>
<td>0%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Table 2 above shows the participants’ responses regarding to compensation strategies. It shows that S13 ‘To understand unfamiliar English words, I make guesses’ (M = 3.33) has only two participants who did not agree to have used this strategy. Sixty-three participants (97%) agreed that they used this strategy in their Academic Listening course. To obtain more information about how the participants used this strategy, the researcher conducted an interview.

Three out of participant stated that they guess unfamiliar word by hearing the surrounding words from the recording. They looked for the clues from other words in the recording. The other two participants guess the unfamiliar word by reading other words from the task paper. The excerpt of the interview is displayed below:
Biasanya, saya mendengarkan dari kata-kata lain yang mungkin berhubungan dengan kata yang tidak familiar tadi dan saya mencoba menebak kata itu dari situ. (WK)

Usually, I listened to other words that might be related to the unfamiliar word and I tried to guess the word from it. (Translated by researcher)

Misalnya, ada satu paragraph rumpang, biasaya di situ ada pernyataan yang bisa menjadi petunjuk, dan saya mencoba menebaknya dengan membaca pernyataan sebelum atau sesudahnya. (SE)

For example, there was an incomplete paragraph, usually there might be a statement that could be a clue, and I tried to guess it by reading the previous or the next statements. (Translated by researcher)

There was another way to guess unfamiliar word mentioned by two participants. Participant JK and IN stated that they also guessed unfamiliar word through picture.

C. Affective Strategy

Table 3: Affective Strategies

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>22. I try to relax whenever I feel afraid of using English</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>23. I give myself a reward or treat when I do well in English</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>44%</td>
</tr>
<tr>
<td>24. I notice if I am tense or nervous when I am studying or using English</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25. I write down my feelings in a language learning diary</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>57%</td>
</tr>
<tr>
<td>26. I talk to someone else about how I feel when I am learning English</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Table 3 shows participants’ responses related to affective strategy. It is found that S25 ‘I write down my feelings in a language learning diary’ (M = 2.01) has the highest number of participants who answered strongly disagree or agree. There were fifty-two out of sixty-five participants did not do this strategy in their Academic Listening course. Despite the fact that this strategy has many participants who did not use it, there are thirteen (19%) other participants who used this strategy in their Academic Listening course. In addition, S23 ‘I give myself a reward or treat when I do well in English’ (M = 2.53) has only thirty-one participants who used this strategy. Even though almost half of the participants did this strategy, there are more participants who answered strongly disagree or disagree to this strategy. Therefore, the researcher was interested to find out the reasons why the other participants writing down feeling in a language learning diary and giving rewards or treats when they do well in English. By obtaining more information regarding to these two strategies, other learners who do not use those strategies could try to implement the strategies in their learning process.

As it is mentioned before, only thirteen participants agreed to have used this strategy during the course. In this case, all five interviewees have used this
strategy. Two of the participants stated that because by writing diary they did not have to express or tell their feelings to others. Participant WK pointed out:

*Dengan menulis diari, kita bisa mengungkapkan apa yang kita rasakan tanpa harus mengatakannya pada orang lain dan menurut saya sifatnya lebih rahasia. Rasanya lebih nyaman kalau kita membagikan apa yang kita rasakan dalam sebuah diari.*

By writing diary, we can express what we feel without telling it to anybody and I think it is more confidential. It is just more comfortable if we share what we feel in a diary. (Translated by researcher)

On the other hand, there were several functions of writing feelings in a language diary mentioned by participants. First function is to practice writing skill. Participant WK specifically stated that she could practice her writing skill since she wrote it in English and she could learn from what she had written in her diary.

Participant SE also had similar thought with participant WK. She stated:

*Fungsi dari menulis diari itu untuk membuat saya merasa lega dalam mengungkapkan perasaan saya, terutama untuk orang introvert seperti saya, yang kedua itu untuk melatih kemampuan menulis saya, terutama menulis dalam bahasa Inggris.* (SE)

The functions in writing diary are to make me feel relief in expressing my feelings, especially for someone introvert like myself, the second function is to practice my writing skill specifically writing in English. (Translated by researcher)

Other function was mentioned by participant JK and IU. They stated that writing feelings in a language diary could be some kind of reflection. They re-read their writing, reflected back to what have they felt and experienced, and they learnt from it. Following is the excerpt from participant JK’s interview:
Sometimes I re-opened my diary and I felt like I was having a reflection, I should not give up in my learning and it helped me a lot.

In addition, participant IU stated that she also wrote down her goals or target in learning, what she wanted to achieve and her plan. Furthermore, she mentioned that diary could be a reminder for her. She said:

*Terkadang saya membaca diari saya, juga untuk mendapat semacam evaluasi atau refleksi. Dalam belajar, bisa juga sebagai pengingat, dengan membaca diari saya; itu memotivasi saya dan juga mengingatkan saya pada target-target yang sudah saya buat. (IU)*

Sometimes I read my diary, as well as to have an evaluation or reflection. In learning, it could be a self-reminder, by reading my diary; it motivated me and also reminded me of the targets I have made. (Translated by researcher)

Participant IN also have similar thought that writing her feelings in a language learning diary could be a motivation for her. As a conclusion, writing down their feelings in a diary might help them to express themselves and to remind and motivate them in keep learning the language.

Similar to the previous strategy, all five interviewees agreed that they had done this strategy during the course. Furthermore, they had various kinds of reward that they usually give for themselves. Some were treating themselves to delicious food and some were having ‘me time’. Participant JK mentioned:

*I rewarded myself with a lot of food, so I ate a lot. I mean, my effort was paid off; the lecture was satisfied and happy with my performance and improvement.*

Participant IU stated that she sometimes went out with her friends to a cinema or went shopping for herself as an appreciation of her hard work because
she could get a good result in learning. Similar to her, participant SE also mentioned that she liked to treat herself to a hair treatment or went out for dinner or spent her time to sleep, read book, or travelling. She also thought that it was some kind of her way to thank herself for her effort and struggle. Following is the excerpt from participant IU’s interview:

*Menurut saya, memberi reward itu salah satu cara untuk mengapresiasi kerja keras saya karena saya bisa mendapat hasil yang baik; juga memberi saya motivasi untuk belajar jadi saya bisa mendapatkan yang lebih baik.*

In my opinion, giving reward is a way to appreciate my hard work because I could get a good result; also it gave motivation to learn so that I could get better. (Translated by researcher)

In other hand, giving reward to themselves also had a significant function for them, which is as a motivation. They agreed that giving reward to themselves could motivate them in learning. Participant IN said that giving reward is like a motivation. Similar to her, participant WK stated that giving reward made her feel happy and it gave her spirit to learn more.

It seems interesting to see that each participant rewarded themselves with various kinds of things. The purpose of giving themselves a reward also varies for each participant. Some participants think that giving reward is a way to show or give appreciation to themselves for their hard work. Some stated that by giving reward, it could motivate them more in their learning process. Although some other participants (from the questionnaire) also have used these strategies, the
research would like to suggest other students to try using this strategy. Giving reward or treats could make the learners feel happy and motivate them to learn.

D. **Social Strategies**

Table 4: Social Strategies

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. If I don’t understand something in English, I ask the other person to slow down or say it again</td>
<td>2</td>
<td>3</td>
<td>34</td>
<td>26</td>
<td></td>
<td>3.29</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>5%</td>
<td>52%</td>
<td>40%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>28. I practice English with other students</td>
<td>0</td>
<td>4</td>
<td>40</td>
<td>21</td>
<td></td>
<td>3.26</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>6%</td>
<td>62%</td>
<td>32%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>29. I ask help from English speakers</td>
<td>2</td>
<td>25</td>
<td>29</td>
<td>9</td>
<td></td>
<td>2.69</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>38%</td>
<td>45%</td>
<td>14%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>30. I try to learn about the culture of English speakers</td>
<td>0</td>
<td>10</td>
<td>37</td>
<td>18</td>
<td></td>
<td>3.12</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>15%</td>
<td>57%</td>
<td>28%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4 above shows the participants’ responses related to social strategy. S28 ‘I practice English with other students’ (M = 3.26) has sixty-one participants who answered agree or strongly agree and only four students did not use this strategy. Then, S27 ‘If I don’t understand something in English, I ask the other person to slow down or say it again’ (M = 3.29) has sixty participants who agreed to have used this strategy. Only five (8%) participants did not use this strategy in their Academic Listening course. The finding of this study is similar to the previous study by Purnomowati (2016). The present study showed that affective
and social strategies included as the most frequently used strategies. The study by Purnomowati (2016) also showed that the most frequently used strategies were socio-affective strategies. The study indicated high use of socio-affective strategies among the participants.

**Conclusion**

As it is mentioned before, the learners choose their own learning strategies which are suitable for them in order to have a successful learning. The participants of this study did so. They chose their own learning strategies which were suitable for them and applied it in their learning. The purpose of this study was to identify the students’ learning strategies which they used in Academic Listening course. In general, the results of this study revealed that there were four categories of learning strategy which were frequently used by the students: metacognitive, compensation, affective and social strategies. The study also revealed two category of learning strategies which were rarely used by the students; cognitive and memory strategies.

From the questionnaire results, it was shown that metacognitive strategies were the most frequently-used strategies and memory strategies were the least frequently-used strategies. The first frequently-used strategy was metacognitive strategies which involved planning and monitoring learning progress. The study revealed how the participant planned and monitored their learning progress by implementing metacognitive strategies. The second was compensation strategy. Compensation strategy related to how students make up for limited knowledge.
The study showed how the students used this strategy to guess unfamiliar English words in Academic Listening course. Next, there was affective strategy which related to students’ feelings and emotions. The study revealed the reason why the participants wrote down their feelings and gave rewards or treats to themselves. The last one was social strategy which related to learning through interactions.

Based on the results of this study, there are several listening strategies that could be implemented by students of ELE Program of UKSW. This study suggests that lecturers could introduce the strategies to the students. By introducing the strategies to the students, they could be more aware of the learning strategies use. Lecturers could teach the students how to use each category of listening strategies which could help them to improve their listening skill. In addition, the lectures could help students to choose which strategy is suitable for them in order to help them to be better in comprehending listening material. Listening tasks and activities related to listening strategies could be done to employ the strategies.

However, the results of this study have certain limitation. First, this study only focused on what strategies were used in Academic Listening class, therefore, there were only several explanations in how to use the strategies based on the phenomena found in the questionnaire. In this case, the results of this study cannot be generalized to all contexts. Therefore, further studies could use other methods to collect the data, e.g. observation, focus group discussion or open-ended questionnaire. Further studies could focus its study on how to use certain strategies and the reason in choosing those certain strategies in the learning
process. Finally, the researcher hopes that this study could be a reference or consideration for those who study in the area of English learning.
ACKNOWLEDGEMENT

First and foremost, I would like to thank to God for his blessings throughout my study in this faculty and for guiding and allowing me to finish my thesis. Secondly, this thesis writing would not happen without the support and help from my beloved family. I would like to thank my wonderful mom and my amazing sister, who always encourage me and pray for me. Next, I would like to say thank you to my best friends; Dewi, Dita, Indri, Vero and Yuli, for being my mental support in every situation that happen in my campus life, especially in writing this thesis. Then, I wish to express my sincere thanks to my thesis supervisor, Ibu Gita Hastuti, M.A. for her guidance, support, and suggestions for my research. I would also like to say thank you for my thesis examiner, Ibu Antonina Anggraini Setiamunadi, M.Pd., for the constructive critics and suggestions for my research.


APPENDIX A

Survey Questionnaire on Students’ Learning Strategies in the Academic Listening Course

(Partially Adapted from Oxford’s SILL, 1995)

Dear participants,

My name is Stefani Jesica Christa M. This questionnaire is distributed to investigate students’ learning strategies in the Academic Listening course. Please answer in terms of how well the statements describe you. Do not answer how you think you should be, or what other people do. Your answers will not influence your grade. Please answer honestly and carefully. Thank you.

NIM : _______________________

Answer the questions by putting a tick mark (✓) on one of the columns.

**Explanation:**

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly Agree

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I think of relationships between what I already know and new things I learn in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I connect the sound of a new English word and an image or picture of the word to help me remember the word.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I remember a new English word by making a mental picture of a situation in which the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
word might be used.

4. I review English lesson often.

5. I practice the sound of English.

6. I use the English words I know in different ways.

7. I start conversations in English.

8. I watch English language TV shows spoken in English or go to movies spoken in English.

9. I try to find patterns in English.

10. I find the meaning of an English word by dividing it into parts that I understand.

11. I try not to translate word-for-word.

12. I make summaries of information that I hear or read in English.

13. To understand unfamiliar English words, I make guesses.

14. I try to guess what the other person will say next in English.

15. I try to find as many ways as I can to use my English.

16. I pay attention when someone is speaking English.

17. I try to find out how to be a better learner of English.

18. I plan my schedule so I will have enough time to study English.

19. I look for people I can talk to in English.

20. I have clear goals for improving my English skills.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>I try to relax whenever I feel afraid of using English.</td>
</tr>
<tr>
<td>23.</td>
<td>I give myself a reward or treat when I do well in English.</td>
</tr>
<tr>
<td>24.</td>
<td>I notice if I am tense or nervous when I am studying or using English.</td>
</tr>
<tr>
<td>25.</td>
<td>I write down my feelings in a language learning diary.</td>
</tr>
<tr>
<td>26.</td>
<td>I talk to someone else about how I feel when I am learning English.</td>
</tr>
<tr>
<td>27.</td>
<td>If I don’t understand something in English, I ask the other person to slow down or say it again.</td>
</tr>
<tr>
<td>28.</td>
<td>I practice English with other students.</td>
</tr>
<tr>
<td>29.</td>
<td>I ask for help from English speakers.</td>
</tr>
<tr>
<td>30.</td>
<td>I try to learn about the culture of English speakers.</td>
</tr>
</tbody>
</table>
APPENDIX B

List of questions used in semi-structured interview:

1. How do you guess unfamiliar words you found in Academic Listening course?
2. Do you try to find any clues?
3. How do you find the clues?
4. How do you find a way to use your English?
5. In what occasion do you try to use your English?
6. How do you find a way to be a better English learner?
7. Do you monitor your learning progress?
8. Why do you monitor your learning progress?
9. How do you monitor your learning progress?
10. Do you like to give reward for yourself when you do well in English?
11. What kind of reward do you give to yourself?
12. What do you think is the function in giving reward for yourself?
13. Why do you write down your feelings in a diary?
14. What is the function in writing down your feelings in a diary?