STRATEGIES USED BY GOOD STUDENTS IN LISTENING CLASSES

THESIS
Submitted in Partial Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan

MENIK APRILIA ROHMATULLOH
112015055

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
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Menik Aprilia Rohmatulloh
112015055

Approved by:

Thesis Supervisor

Thesis Examiner

Prof. Dr. Gusti Astika, M.A.

Dr. Listyani.
Saya yang bertanda tangan dibawah ini:

Nama : Menik Aprilia Rohmatulloh
NIM : 112015055 Email : 112015055@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Jadul tugas akhir : STRATEGIES USED BY GOOD STUDENTS IN LISTENING CLASSES
Pembimbing : 1. Prof. Dr. Gusti Asika, M.A.
2. Dr. Listyani. (Penguji)

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Menik Aprilia Rohmatulloh
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Saya yang bertanda tangan di bawah ini:

Nama : Menik Aprilia Rohmatulloh
NIM : 112015055 Email : 112015055@student.uksw.edu
Fakultas : Bahasa dan Seni   Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : STRATEGIES USED BY GOOD STUDENTS IN LISTENING CLASSES

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Menik Aprilia R.

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Menik Aprilia R

Approved by

Thesis Supervisor

Prof. Dr. Gusti Astika, M.

Thesis Examiner

Dr. Listyani.
# TABLE OF CONTENT

COVER PAGE .......................................................................................................................... i
INSIDE COVER PAGE .......................................................................................................... ii
APPROVAL PAGE ................................................................................................................ iii
PERNYATAAN TIDAK PLAGIAT ........................................................................................ iv
COPYRIGHT STATEMENT ................................................................................................... v
PERNYATAAN PERSETUJUAN AKSES ........................................................................ vi
PUBLICATION AGREEMENT DECLARATION ............................................................ vii
TABLE OF CONTENT ..................................................................................................... viii
LIST OF FIGURES ........................................................................................................... x
ABSTRACT ......................................................................................................................... 1
INTRODUCTION .................................................................................................................. 1
LITERATURE REVIEW ..................................................................................................... 4
  The Importance of Listening Skills to EFL Students ................................................... 4
  Cognitive Strategies ...................................................................................................... 5
  Affective Strategies ...................................................................................................... 7
  Psychomotor-based Strategies .................................................................................... 7
THE STUDY ....................................................................................................................... 9
  Method of the study ..................................................................................................... 9
  Context of the study ................................................................................................... 9
  Participants .................................................................................................................. 10
  Data collection instrument ........................................................................................ 11
  Data collection procedures ....................................................................................... 11
  Data analysis .............................................................................................................. 12
FINDINGS AND DISCUSSION ........................................................................................ 12

The Most Frequently Used Strategies ................................................................. 12

Cognitive Strategies ............................................................................................ 14
Taking Notes ......................................................................................................... 16
Translating ............................................................................................................ 17
Predicting .............................................................................................................. 18
Paying Attention or Maintaining Focus .............................................................. 19
Skipping Recordings ............................................................................................ 20
Drawing Conclusion ............................................................................................ 20

Affective Strategies ............................................................................................ 22
Increasing Self-motivation ................................................................................. 23
Lowering Anxiety ............................................................................................... 24
Questioning for Clarification .............................................................................. 25

Psychomotor-based Strategies ........................................................................... 27
Sitting Close to the Board ................................................................................... 28
Paying Attention to Gestures, Intonation or Word Stress .................................. 29
Doing Things Unrelated to Learning ................................................................. 30

CONCLUSION ............................................................................................................. 31
REFERENCES ............................................................................................................ 33
ACKNOWLEDGEMENTS ........................................................................................ 35
APPENDIX .................................................................................................................. 36
LIST OF FIGURES

Figure 1: The Most Frequently Used Strategies.........................................14
Figure 2: Cognitive Strategies..................................................................15
Figure 3: Affective Strategies..................................................................23
Figure 4: Psychomotor-based Strategies....................................................28
STRATEGIES USED BY GOOD STUDENTS IN LISTENING CLASSES

MENIK APRILIA ROHMATULLOH

112015055

ABSTRACT

This study presents strategies that good students used in listening classes. It attempted to answer this research question: “What listening strategies do the students apply in Extensive, Intensive and Academic Listening classes?”. In this study, the participants were 14 students from batch 2016 who scored A in listening classes. They were asked to respond to 14 questions related to the strategies they used in listening classes. The data analysis shows that all of the students tended to apply all of the strategies, Cognitive, Affective and Psychomotor-based Strategies, but they more frequently used Cognitive Strategies compared to Affective and Psychomotor-based Strategies. This study might be beneficial for the students who have difficulties in listening classes.

Keywords: Cognitive Strategies, Affective Strategies, Psychomotor-based Strategies.

INTRODUCTION

Listening is a very basic skill to acquire a language. Before people speak, write, and read, they need to acquire listening skill. Canpolat, Kuzu, Yıldırım, & Canpolat (2015) stated that “The skill of listening is the first linguistic skill that humans acquire”. It means that human acquires listening skill before the other three skills. Without listening skill, people will find
difficulties to understand language. Listeners do not only hear information passively, but they also need to understand and get the message. Informal educational environment, listening is the most important aspect for the students. If they cannot understand information, they might not be able to speak and write. Hence, listening may become one of the most important skills. According to Taherkhani (2011), “among the many difficulties English students face during the learning process, listening is one that really stands out”. It means that among four English skills, listening is the most basic skill which is very significant to acquire.

Nowadays, a lot of teachers apply strategies to help their students in understanding the message in listening classes. According to Canpolat, Kuzu, Yıldırım, & Canpolat (2015), there are three listening strategies commonly used in listening classes; Cognitive, Affective, and Psychomotor-based Strategies. Cognitive Strategies relate to the students’ ability to react to what they receive. Affective Strategies are limited to body control and awareness or it is related to the students’ feeling. Psychomotor-based Strategies are limited to participation of movement. Canpolat, Kuzu, Yıldırım, & Canpolat (2015), mentioned that getting the main idea, paying attention, taking notes, a desire to know something are included in Cognitive Strategies. Entering the class on time, having high motivation, feeling peaceful, and enjoying the lesson are included in Affective Strategies. Whereas making eye contact, paying attention to gestures,
expression, tone of voice, and sitting up straight are included in Psychomotor-based Strategies.

The previous study done by Canpolat, Kuzu, Yildirim & Canpolat (2015) showed that Iranian students believed that students had a better understanding in listening classes when they used listening strategies. This finding compared three listening strategies which are Cognitive, Affective, and Psychomotor-based Strategies. But, students in Iran mostly used Cognitive Strategies in their listening classes compared to Affective and Psychomotor-based Strategies. Canpolat et al (2015) also found that doing something else while listening which concerned to Psychomotor-based Strategies was a negative listening tactic.

However, the research was held in Iran. It would have a different result if the same research was held in Indonesia with different participants. Perhaps, the students in Indonesia and Iran have different perceptions of listening strategies. So, if the research is held in Indonesia the result might be Affective or Psychomotor-based that will become the most frequently used strategy of the students in Indonesia, especially for good students.

Since the findings of using listening strategies might be different, it is necessary to know what listening strategies that students in Indonesia used in their listening classes and specifically the strategies that are frequently used by good students in Indonesia. This study was conducted to gain information about what listening strategies were used by good students
in their listening classes. This study was held in Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana (UKSW) Salatiga Central Java, Indonesia. The participants were good students of batch 2016 from English Education Program of FLA UKSW. Good students in this study refer to the students who scored “A” in listening classes; Extensive, Intensive and Academic Listening classes. This study will hopefully benefit not only for good students, but for all students who will take listening classes, with the hope that those students will find enjoyable listening classes. The research question for this study is, “What listening strategies do the students apply in Extensive, Intensive and Academic Listening classes?”

LITERATURE REVIEW

This study explored listening strategies of students in Faculty of Language and Arts in listening classes. The following sections describe the relevant literature on listening strategies.

The Importance of Listening Skills to EFL Students

Listening might be one of important skills for English as a Foreign Language (EFL) students because it may be a primary skill for students who learn a new language. Yavuz & Celik (2017) state that listening skill is a past condition of oral output in language learning process. It covers most of part of the input and it is an important thing in obtaining input in the learning process. Since output really depends on input, it makes listening
skills important in the output process too. Yavuz & Celik (2017) also added that listening is a primary tool to make students understand in target language and acquire input. According to Bano (2017), in EFL contexts, speaking and listening become more important skills than writing and reading. Therefore, the skill which is considered as the most important component in language teaching is listening skill. Yildirim & Yildirim (2016) believed that in the late of 1960s, listening was one of the most neglected skills in EFL contexts because language teachers paid more attention to grammar and reading. Based on language teaching history from methodology perspective, each method dealt with language learning in various ways. For example, in Grammar Translation Method, teaching listening never became the main concern and there was no training for teachers in teaching listening. Besides that, Direct Method emphasized more on the improvement of listening skills before the other skills. In the 1970s, the importance of listening increased. Because of that, aural comprehension became an important part in foreign language learning. In brief, listening skill becomes the foremost skill compared to the other skills in EFL contexts.

**Cognitive Strategies**

This section presents several definitions of Cognitive Strategies. Cognitive Strategies are defined as strategy which relate to brain activities such as taking notes, identifying main ideas, a person’s knowledge, mental translation and elaborating information from the recording while listening.
Ngo (2015) states that Cognitive Strategies are defined as mental activities for processing the language to finish a task. Identifying main ideas, drawing a conclusion, paralinguistic knowledge, predicting, summarizing, elaborating information, imaging, translating, and note taking are the activities included in Cognitive Strategies.

Similarly, Poon (2011) states that Cognitive Strategies refer to strategies in order to process information from oral narrative discourse, for example differentiating the sounds, inferring meaning, identifying the main ideas, getting specific information, inferring the attitudes of the characters, and inferring the attitudes of the author. Those are the strategies used by the students to process oral narrative discourse. In addition, Bidabadi & Yamat (2014) found that there are five themes in Cognitive Strategies: imagining a picture, paying attention to the general meaning of the spoken text, guessing the meaning of words or sentences, note taking, communicating and skipping. Bidabadi & Yamat (2014) also said that the use of Cognitive Strategies (visualization, note-taking, and inferencing) help the learners to monitor learning materials. It means that from Bidabadi & Yamat (2014)’s study, they believed that from five themes in Cognitive Strategies, visualization, note-taking and inferencing could be an aid to face listening materials in their listening classes. In brief, Cognitive Strategies facilitate students to grasp and process the oral input in listening classes.
Affective Strategies

This section presents several experts’ opinions toward Affective Strategies. Affective Strategies are defined as strategies that relate to the students’ feelings and emotions in doing tasks in listening classes. Wijirahayu & Dorand (2018) define Affective Strategies as strategies which involved some factors such as lowering anxiety, encouraging oneself and controlling emotions. Gallego & Yaniz (2014) stated that Affective Strategies are related to a learning process oriented toward controlling emotion or motivation. Those two aspects affect performance directly. In addition, according to Vandergrift (1997) as cited in Ngo (2015), Affective Strategies involve three activities: (1) questioning for clarification which means clarifying unclear information related to listening tasks, (2) cooperation which means working with other students, and (3) lowering anxiety which means using several ways to avoid worry in order to do the task successfully. In brief, Affective Strategies are concerned with managing emotions, mood and anxiety in students’ learning process.

Psychomotor-based strategies

Psychomotor-based Strategies are the strategies that are related to physical activities such as moving and acting. Canpolat et al (2015) found that sitting close to the board, following along with their head and eyes, making eye contact, providing feedback, sitting up straight, paying attention to gestures, expressions, voice, streses in speech and doing things unrelated
to learning are activities which refer to psychomotor-based strategies. Canpolat et al (2015) added that during listening to speakers, some students preferred to sit close to the board, some of them make eye contact to pay attention to the speakers gesture, and some students who get bored will distract other students. On the other hand, Hoque (2017) stated that the Psychomotor domain consists of motor skills usage and their coordination. There are seven Psychomotor domain categories, which are perception, set, guided response, mechanism, complex over response, adaptation and origination. Mishra & Barrans (2014) state that “Psychomotor skills provide a capability to learners to perform a task with reasonable competence. Various levels of competencies in psychomotor skills are Imitation / Observation, Manipulation, Precision /Competent, Articulation /consolidation and Naturalization & Mastery”. It means that students who have Psychomotor skills are able to do their task with reasonable competence. Besides that, the competence has some kind of levels which are imitation, manipulation, precision, articulation and mastery. In brief, it can be concluded that Psychomotor-based Strategies consist of some categories which are related to motor skills.

This study used these three strategies to investigate the strategies used by good students in listening classes. This study was designed for Faculty of Language and Arts of Univesitas Kristen Satya Wacana students from batch 2016. It used interview as the instrument and the research
question was, “What listening strategies do the students use in Extensive, Intensive and Academic Listening classes?

THE STUDY

Method of the study

This study used a survey methodology to investigate good students’ listening strategies that they used in listening classes. It used a survey methodology because it is a systematic method for gathering the data about the strategies used by the participants. The data was collected using an interview.

Context of the study

This research was conducted in English Language Education Program of Faculty of Language and Arts Universitas Kristen Satya Wacana. The data collection was done in the first semester of 2018-2019 academic year. English Language Education Program requires students to pass three listening classes which are Extensive Listening, Intensive Listening, and Academic Listening. Those three listening classes develop the students listening ability in different ways. Extensive Listening class requires students to listen to videos such as children short stories and news from Youtube in classroom activities and as homework. This class aims to introduce the students to basic listening. Intensive Listening class requires
students to listen to videos or recordings which are more difficult than the recordings or videos in Extensive Listening classes. In this class, the teacher stimulates the students first with the title of the recording and the students are asked to guess what the recording is about before the recording is played. The other listening class is Academic Listening class. This class requires students to listen to academic recording without visualization. This listening class is harder than the two listening classes, Extensive and Intensive Listening classes. The aim of this class is to make the students accustomed to academic vocabulary and the speaker’s accent. The three listening classes above are expected to enhance the English Language Education Program students vocabulary and listening skill.

**Participants**

Several students from batch 2016 who have passed three listening classes were recruited in this study. The total participants in this study were 14 good students. There were 5 students from Extensive Listening class, 4 students from Intensive Listening class and 5 students from Academic Listening class. The reason why the total participants were 14 students because it would give rich data. The total ages from 21 to 23 years old. The research used quota sampling because the students who had been chosen must qualify and scoring A in Extensive, Intensive and Academic Listening classes.
Data collection instrument

This study used an interview to collect the data. The interview questions were adapted from Canpolat, Kuzu, Yilidrim & Canpolat’s (2015) journal. This instrument was chosen because it could collect a large number of data in a short period of time and was relatively cost-effective. The result of the interview was different because it depended on the strategies that good students used in listening classes. The interview was aimed to know which strategies were mostly applied by the participants in listening classes.

Data collection procedures

A pilot study was conducted before interviewing the real participants. In the pilot study, 3 participants from Extensive, Intensive and Academic Listening classes were interviewed with 14 questions related to Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies. The result showed that 2 participants used Cognitive Strategies and 1 participants used Psychomotor-based Strategies in their listening classes. This pilot study aimed to check the interview questions whether the questions had already understandable for the participants or not.

Before doing the interview to 14 participants, the aim of the study was informed to them. The participants were given some oral questions and should answer those questions directly. At the same time, the answer of the participants was recorded using a smartphone.
**Data analysis**

The data were divided into three big groups; Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies. The analyzed data was calculated in percentages for the three strategies. It was presented in a diagram and interview excerpts to show the strategies used in listening classes. The excerpts were translated by the researcher.

**FINDINGS & DISCUSSIONS**

After calculating the data from interview transcripts, the findings have been presented in four sections. The first section was the most frequently used strategies. It focuses on the strategies that the participants used in listening classes compared to three strategies (Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies). The next sections were Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies. These three sections have been presented in percentages with comments from the participants.

**The Most Frequently Used Strategies**

This section presents a figure that shows percentages of every strategy that the participants used in listening classes. This result was based on the data analysis from interviewing the participants related to three strategies, Cognitive, Affective and Psychomotor-based Strategies.
The percentages in the figures were calculated from the participants’ statements related to Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies. The participants’ statements were divided into three big groups of strategies which consisted of Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies. Then, the total of each strategy was calculated into percentages.

The figure 1 below shows that these percentages were found from the participants’ comments or statements of the interview transcripts. The figure shows that the participants tended to use Cognitive Strategies rather than the other two strategies. There were 52.10% or 14 of the participants who used Cognitive Strategies, 18.08% or 10 of the participants used Affective Strategies and 29.78% or 13 of the participants used Psychomotor-based Strategies. Compared to these three strategies, Cognitive Strategies were the most frequently used strategies in listening classes. This finding is similar to Bao’s finding. According to Bao (2017), in general, the frequency of listening strategies used by students is at a medium level. From high to low, the most frequently utilized strategies are Cognitive Strategies, Metacognitive Strategies, and Social/Affective Strategies. More than 50% of students in Bao’s study thought that good foreign language learners have “language talent”. The frequency of the strategy that Bao’s participants use was only at the medium level. It means, based on Bao’s study, from those three strategies, Cognitive Strategies were the most frequently used strategy in listening classes. This study also shows
similarity to Zonoubi (2011). He found that prediction and contextualization which were part of Cognitive Strategies were frequently used by the participants of the two groups “audio-visual” and “only audio version” in Najafabad Islamic Azada University.

There was a significant difference between the used of these three strategies by the participants in this study. However, the number of the participants who used these three strategies were not really significant. In each strategy, more than half participants used these strategies in their listening classes. But, they tended to use more Cognitive Strategies compared to Affective and Psychomotor-based Strategies.

**Cognitive Strategies**

This section presents a figure which shows Cognitive Strategies used by the participants and their comments related to the use of Cognitive Strategies in listening classes. The result is presented in the figure and interview excerpts based on the interviews.
Figure 2 below shows that taking notes was the most frequently used strategy in Cognitive Strategies compared to translating, predicting, paying attention and focus, skipping and drawing a conclusion. Among these strategies, 40.81% or 12 of the participants used taking notes strategy in listening classes. On the other hand, translating and skipping strategies were the least frequently used strategy. Based on the figure, both translating and skipping strategies had the same percentages which were 4.08% or 2 of the participants as the figure below reveal.

Among these 6 strategies concerning to Cognitive Strategies, the participants tended to use taking notes strategy and paying attention and maintaining focus strategy. Both of the strategies became the most frequently used strategies in Cognitive Strategies. The other strategies were used by the participants, but the frequency was not as often as taking notes strategy and paying attention and focus strategy.
Taking Notes

The participants in this study tended to take notes while listening to the speaker in their listening classes. The keywords, main points of the recording and difficult words were written by most of the participants as revealed in participant’s comments below:

Excerpt 1: Student 4’s opinion
I write the recording’s main points and keywords. (student 4)

Excerpt 2: Student 9’s opinion
I do note taking, I usually write keywords like the points of what the speaker talk about and the vocabulary which is used by the speaker.(Student 9)

Excerpt 3: Student 13’s opinion
I write some words which I got from the recordings and I write difficult words that I do not know the meaning. (Student 13)

From the interview excerpts above, the participants used note-taking strategies in listening classes. The important points, difficult vocabulary and keywords were written by the participants in order to help them understand the recording. This finding in this study is related to Orsdemir & Yilmazer (2016)’s study. They found that note-taking gave students improvement in listening and writing, enhanced their concentration and made them more systematic. On the other hand, Orsdemir & Yilmazer’s participants claimed that note taking was much harder and time-consuming. Orsdemir & Yilmazer’s findings are similar to this finding because note taking is seen as an aid in listening classes, but the disadvantages of note-taking based on
Orsdemir & Yilmazer (2016) are not related to this findings because the participants in this study enjoyed to use note taking technique. Moreover, most of the participants used note taking strategy in listening classes.

Besides that, some of the participants in this study also reported that they did not need to take notes when the recording was not long enough as the participants’ answer below:

Excerpt 4: Student 10’s opinion
Sometimes, If I need to know the main points, I rarely do a note taking. But, if I need to write a report, I will do a note taking. (Student 10)

Excerpt 5: Student 14’s opinion
If the recording is too long, I will use taking notes strategy. But, if I only need to answer a short question from the teacher, I will not use it. (Student 14)

They tended to take notes when they were asked to write a report or task from the lecture or having a long conversation in one recording. If there was only simple recording with short questions or quizzes, some of the participants did not need to take a note while listening to the recording. The participants thought that in answering questions from simple and short recording they only need to listen the recording carefully.

Translating

Besides note taking, some participants also tried to know the meaning of the vocabulary they wrote while listening to the speaker. As their strategy in listening classes, translating becomes a good choice after note taking. Although some participants thought that they only needed to
write vocabulary that they heard in the listening section through note taking, but some of the participants thought that they did translating strategy too, as they comments below:

Excerpt 6: Student 1’s opinion
The first step, I write the main points. Second, I write some new vocabulary and I will look for the meaning. (student 1)

Excerpt 7: Student 8’s opinion
I write the vocabulary first, then check it in the dictionary. (Student 8)

The participants’ comments show that after they found new vocabulary in the listening section, they preferred to check the meaning from the dictionary. Besides that, it would make the participants easier to understand the context of the recording. It also added the participants’ knowledge about new vocabulary.

Predicting
The other strategy that the participants used was predicting. It helped them to figure out the content of the recording from its title before it was played. The participants stated that they used predicting strategy in listening classes, as their comments below:

Excerpt 8: Student 9’s opinion
The first step, I will guess it. Then, I predict what will be asked from the recording. (Student 9)

Excerpt 9: Student 10’s opinion
I predict the content of the recording from its title. (Student 10)

These comments indicate that the participants predicted the content of the recording based on its title. They stated that through predicting from the title of the recording, they could predict what the speaker would talk. It also helped them to focus on the recording too rather than they did not predict the recording at all.

**Paying Attention and Maintaining Focus**

The participants also tended to pay attention and focus on the recording that was being played. The participants’ comments concerning paying attention or focusing are stated below:

Excerpt 10: Student 5’s opinion

Focus to the recording is very important. If I am not focus, I will not understand the recording. (Student 5)

Excerpt 11: Student 8’s opinion

In the class, I really concentrate and listen to the recording. (Student 8)

Based on the participants’ comments above, they thought that paying attention or focusing to the speaker was very important in listening classes. Paying attention or focus to the speaker helped the participants to understand the content of the recording. If the participants did not pay attention or focus, they would not understand the recordings. So, they paid attention to the recordings in order to have better concentration and got informations from the recording.
Skipping Recordings

The participants in the interview also mentioned that they used skipping recordings strategy when listening to the recording, as their comments below show:

Excerpt 12: Student 3’s opinion

Sometimes, I listen to the recording for several times. Then, for the second or third times, I will focus on the missing part only. (Student 3)

Excerpt 13: Student 13’s opinion

I play the recording twice until three times. Then, I will stop on the vocabulary that I have not know yet. (Student 13)

The participants reported that they repeated the recording many times in order to look for the vocabulary that they had missed. It became a tactic for some participants to catch up with the vocabulary. They skipped the part that they could not get the vocabulary from the recording. So, the information of the recording could complete and they could understand the content better.

Drawing conclusion

On the other hand, the participants in this study also used draw conclusion strategy. They said that rather than comparing the participants’ own knowledge with the information of the content, they preferred to draw a conclusion of the content. The participants said that they rarely found the recording that they have known before. Every recording used in listening
class was new and they had never heard before. In this case, they tended to
draw a conclusion without comparing their ideas about the content of the
recording played in the listening classes.

Excerpt 14: Student 10’s opinion
In the class, I only draw a conclusion from the recording. (Student 10)

Excerpt 15: Student 11’s opinion
Sometimes, I draw a conclusion because I have never know the content of the recording before. (Student 11)

Excerpt 16: Student 14’s opinion
After listening to the recording, I read my notes first and relate it to the contexts. Then, I draw a conclusion. (Student 14)

Those comments indicated that the participants used a conclusion strategy in listening classes. The finding shows that only a few participants used draw conclusion strategy. The finding in this study had a different result with Goh (2002)’s study. Goh (2002) study as cited in Zanoubi (2011), shows that “inferencing and contextualization strategies had the highest level of use. More than 75% of his respondents used Visual clues, contextual clues and familiar context words to help them bridge gaps in their understanding”. It means that most of the respondents in Goh (2002)’s study used contextualization and inferring strategies to help them understand better. It was very different from the result of this study because drawing a conclusion strategy or inferencing was rarely used by the participants.
All of the participants’ comments stated above indicated that they applied these strategies because they wanted to and they felt comfortable to apply it in their listening classes. The result in this study shows that the participants tended to use Cognitive Strategies such as taking notes, translating, drawing a conclusion, predicting, skipping and paying attention or focus to the speaker. This finding is similar to Ngo (2015) who stated that students frequently used three strategies, which are imaging, translating, and note-taking strategies out of nine strategies in Cognitive Strategies group. In this study, taking notes was the Cognitive Strategies which often used by the participants. Based on the interview, the good students from batch 2016 used these strategies because they were willing to do in order to understand what the speaker in the recording talked about and got the important points from the recording. From the analysis above, it can be concluded that taking notes which belongs to Cognitive Strategies are often used by the participants in listening classes. Hence, when the students were comfortable to use a certain strategy, it became an aid in their listening classes and they would enjoy the learning process as Bidabadi & Yamat (2014) cited in literature leview.

Affective Strategies

This section presents a figure related to Affective Strategies used by the participants and their statements related to the use of Affective Strategies in listening classes. These findings are based on the interviews.
The figure 3 shows that the most frequently used strategy is motivation. 52.94% or 7 of the participants indicates that they used motivation strategies rather than other strategies. The least strategy used by the participants is questioning for clarification strategies which reached 17.64% or 3 of the participants. The data percentages are presented in the figure 3 below.

**Figure 3: Affective Strategies**

- **Increasing self-motivation**: 52.94%
- **Lowering anxiety**: 29.41%
- **Questioning for clarification**: 17.64%

**Increasing Self-motivation**

The participants tended to motivate themselves when they were in listening classes. Although they found some difficulties and made them bored in listening classes, they always pushed themselves to listen to the recording, as their comments below show:

**Excerpt 17: Student 3’s opinion**
I remember my goals here to study. So, I learn everything although I do not like the subject. I challenge myself to love it. (Student 3)

Excerpt 18: Student 9’s opinion

When I feel bored in listening class, I motivate myself and remember my goals. So, I should do the task and do my best no matter what. (Student 9)

Excerpt 19: Student 12’s opinion

I motivate my self to do the task although the topic is not interesting for me. (Student 12)

The participants in this study were aware that increasing self-motivation was needed in their listening classes. Some of the participants said that if they did not like the content of the recording, it would make them bored in listening classes. In facing this kind of problems, the participants stated that they always motivated themselves by pushing themselves to listen to the recording and remembering the goals that they needed to pass the class and get a good grade.

Lowering Anxiety

Besides Increasing self-motivation in listening classes, the participants stated that anxiety in listening classes also affected their learning. They tried to avoid anxiety in the class, as the comments below reveal:

Excerpt 20: Student 4’s opinion

Sitting close to the lecture makes me uncomfortable. I prefer in the middle row, it fits me. (Student 4)

Excerpt 21: Student 6’s opinion
I do not like to sit in the front row. I prefer sitting in the back, I feel free and no one see me. (Student 6)

Excerpt 22: Student 11’s opinion

I follow the lecture’s instruction and make sure there is no missing part, so I do not get in trouble. (Student 11)

Not all participants had the same confidence in listening classes. Some of them also had anxiety in learning. The participants reported that they were afraid if the teacher asked about something that they did not know. In facing this problem, the participants reported that they always paid attention to everything that the teacher talked about. The participants also avoided the teacher by sitting in the middle, so that they could concentrate more to listen to the recording.

**Questioning for Clarification**

The participants also stated that they used questions as clarification strategy as the comments below reveal:

Excerpt 23: Student 11’s opinion

If I do not understand, usually I ask my friend to make it clear. (Student 11)

Excerpt 24: Student 5’s opinion

I am a type of person who likes everything is clear. If it is not explained clearly, I cannot understand it. (Student 5)

In listening classes, some of the participants who did not really understand the instructions would ask for clarification in order to avoid misunderstanding. On the other hand, when the participants felt reluctant
about what they had listened to, they would ask their friends in order to make sure that they did not misunderstand. They tended to ask lecturer or friends.

From all of the participants’ comments above, the findings in this study concerning Affective Strategies show that the participants used Increasing self-motivation, lowering anxiety and questioning for clarification in listening classes. However, in Affective Strategies, the most frequently used strategy was increasing self-motivation strategy compared to lowering anxiety and questioning for clarification strategy. Increasing self-motivation was often used because it helped the participants to keep listening to the recordings when they found boring recordings. Although boring recordings made them unhappy to listen, they forced themselves in order to get a good grade and reach their goal in listening classes. On the other hand, motivation also appeared when they listened to the recording which made them happy to listen. This motivation is categorized as intrinsic motivation. The result of this study shows that the participants had intrinsic motivation in listening classes. Oletic & Ilic (2014) define intrinsic motivation as a motivation which is related to internal factor. They also state that when people are intrinsically motivated, they will do something for fun without a desire for reward. The result of in this study is similar to Goctu (2016)’s study. He stated that students have both intrinsic and extrinsic motivation in listening skills. Gotcu (2016) also added that cases that intrinsically motivate students in listening classes are listening for pleasure.
and students think listening is the most enjoyable language skills compare to the other skills. Passing a listening exam, continuing study abroad, listening for their future profession, and getting good grades are external factors which can motivate students. From the data stated above, the participants in this study show that they mostly motivate themselves in dealing with boring recordings or uninteresting recordings in listening classes. So, the strategies might help them feel better in their listening classes

**Psychomotor-based Strategies**

This section presents a figure which shows data of Psychomotor-based Strategies and participants’ comments concerning the use of Psychomotor-based Strategies in listening classes. This finding is based on the interviews.

Figure 4 below shows that based on Psychomotor-based Strategies, the participants used sitting close to the board, doing something and paying attention to gesture, intonation, and word stress strategies. The result of this study shows that there were 39.28% or 11 of the participants used doing things unrelated to learning strategy and paying attention to gesture, intonation, word stress strategy. In Psychomotor-based Strategies, both strategies became the most frequently used strategy. The least frequently used strategy was sitting close to the board strategy which reached 21.42% or 5 of the participants as the figure 4 below reveal.
Sitting Close to the Board

In listening classes, the participants had several reasons why they love to sit close to the board. Below are their comments:

Excerpt 25: Student 5’s opinion
I do not like to sit in the back because people in front of me will distract my concentration. That is why I love to sit in the front row, so I can get the instruction clearly. (Student 5)

Excerpt 26: Student 7’s opinion
Overall, My friend and I love to sit in the front row and they make me motivated. (Student 7)

Excerpt 27: Student 12’s opinion
I usually sit in the front row or the second row. (Student 12)

According to the comments above, the participants reported that sitting close to the board made them focus on the recording. It also gave them understandable instructions from the teacher. Besides that, sitting close to the board aimed to avoid distraction while other students in the class were
listening to the recording too. On the other hand, sitting close to the board
together with friends gave some participants motivation to listen to the
recording.

**Paying Attention to Gestures, Intonation or Word Stress**

The participants also commented that they use paying attention to
gestures, intonation or word stress in listening classes, as they reported
below:

Excerpt 28: Student 2’s opinion

Usually I pay attention to the word stress when the certain topic
which is being discussed. (Student 2)

Excerpt 29: Student 3’s opinion

I pay attention to the gesture and facial expression (Student 3)

Excerpt 30: Student 6’s opinion

If the video is played, I pay attention to gesture and intonation.
(Student 6).

They reported that when the teacher gave them a video, they tended to focus
on the gestures, intonation or word stress. By focusing on the strategies, the
participants thought that these aspects could indicate when the important
points would be spoken. Moreover, expression and gesture of the speaker
also helped them to get the important points of the video given. On the other
hand, Student 12 added that pronunciation was not really important because
every speaker had a different way to pronounce.
Doing Things Unrelated to Learning

Besides paying attention to gestures, intonation or word stress, the participants reported that they did things unrelated to learning when they felt bored in listening classes, as their comments below:

Excerpt 31: Student 1’s opinion
If I feel bored, I do something else like I use my smartphone for a moment in order to build mood. (Student 1)

Excerpt 32: Student 2’s opinion
When I feel bored, Sometimes I write and draw something (Student 2)

Excerpt 33: Student 6’s opinion
When I feel bored, usually I use my smartphones, draw something and then pay attention again to the recording. (Student 6)

It shows that the participants doing things unrelated to learning when they felt bored in listening classes. Checking their smartphones and drawing in the class were the activities which they did when they felt bored. Some of the participants reported that these activities were a trick in order to re-build their mood to listen to the recording. So, they would not feel bored anymore and started to listen to the recording again.

It can be concluded that the findings concerning Psychomotor-based Strategies show that the participants used sitting close to the board, doing things unrelated to learning and paying attention to gesture, intonation, and word stress strategies in listening classes. The result of this study is similar to Canpolat, Kuzu, Yildirim & Canpolat (2015)’s study. Their finding
concerning Psychomotor-based Strategies show that the students often had eye contact with the instructors while listening because it can make the students follow the instructor’s gesture and facial expression. They also found that the students did sitting up straight and sitting close to the board in listening classes in order to avoid noise. Canpolat et al (2015) also added that doing things unrelated to learning while listening was a negative tactic because it can be a distraction while they are listening to the recording. Although Canpolat et al (2015)’s study has a similarity to the result of this study, but there is also a difference. Canpolat, Kuzu, Yildirim & Canpolat’s (2015) study see doing things unrelated to learning strategy as negative listening tactics. Whereas, the result of this study shows that doing things unrelated to learning while listening help the participants to re-build their mood while the recording was boring.

CONCLUSION

This study aimed to answer this question, “What listening strategies do the students apply in Extensive, Intensive and Academic Listening classes?” The strategies were divided into three strategies which consisted of Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies. The result shows that among these three strategies, the participants used more Cognitive Strategies rather than other strategies. There were 52,10% or 14 of participants indicated that they used Cognitive Strategies, 29,78% or 13 of the participants used Psychomotor-based Strategies and 18,08% or 10 of the participants used Affective Strategies.
There was a significant difference between these three strategies where the Affective Strategies were rarely used by the participants. Hence, the result of this study similar to Sa’diyah (2016), who states that the last common strategies used by students in listening classes are Affective Strategies by which the students use this strategy to motivate themselves to finish their test.

The findings in this study may be useful for further research to investigate students’ perceptions of using Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies. This study still had a limitation. It only compared three strategies, Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies. Whereas, there are other strategies which may be used by the students in listening classes. The result of this study may help the students in FLA who have difficulty in listening classes by applying Cognitive Strategies, Affective Strategies, and Psychomotor-based Strategies.
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Interview Questions

1. Apa yang kamu lakukan ketika kamu mendengarkan recording?
2. Apakah memperhatikan dan fokus terhadap speakers penting dalam kelas listening?
3. Ketika mendengarkan, apakah kamu menulis catatan? Jika iya, apa yang biasanya kamu tulis?
4. Apakah kamu aktif berpartisipasi dalam aktivitas-aktivitas kelas? (contoh: kamu bertanya tentang sesuatu yang belum kamu pahami atau menjawab pertanyaan dari dosen)
5. Apa yang kamu lakukan setelah mendengarkan audio recording? (contoh: membandingkan isi recording tersebut dengan apa yang telah kamu ketahui atau mungkin menarik kesimpulan)
6. Ketika mendengarkan audio recording, apa yang kamu lakukan agar kamu dapat memahami audio recording dengan mudah?
7. Audio recording yang seperti apa yang bisa memotivasi kamu untuk mendengarkan? (contoh: memiliki informasi yang bermanfaat atau yang dapat menjadi latihan untuk tes)
8. Apa yang kamu lakukan dan rasakan ketika topik yang didiskusikan tidak menarik untukmu?
9. Apa yang kamu rasakan jika guru di kelas listening mu memiliki sifat yang tegas?
10. Apa yang kamu rasakan ketika kamu telat di kelas listening?
11. Ketika kamu mendengarkan pembicara, apa yang akan kamu perhatikan? (gesture, penekanan suara, ekspresi)
12. Dimana tempat duduk faforitmu di kelas listening? Depan, tengah atau belakang? Mengapa?
13. Apakah kamu lebih memilih untuk duduk sendiri atau bersama dengan teman-temanmu?
14. Apa yang kamu lakukan ketika kamu merasa bosan selama kelas listening?