STRATEGIES USED BY ELEP STUDENTS IN ACADEMIC LISTENING CLASS:
A COMPARISON BETWEEN LOW AND HIGH ACHIEVER STUDENTS

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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Strategies Used by ELEP Students in Academic Listening Class: A Comparison Between Low and High Achiever Students

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Abstract

Learning language is quite complicated for some people. There are four language skills which are reading, listening, speaking, and writing that need to be learned. Some language learner might have different difficulty or challenges in mastering each language skills. Based on the four of language skills, listening is one of receptive skills which need to be learnt by the language learners at the beginning but mostly many of the language learner neglect it. Learning listening skills may help the learners to learn other skills of English, such as reading, speaking and writing. The purpose of this study was to investigate differences of the listening strategies used by high achievers and low achievers of English Language Education Program (ELEP) students in Academic Listening Class. Close-ended questionnaire had distributed to 30 students who were low achievers and high achievers in Academic Listening class. The questionnaire items consist of three categories, which are Metacognitive strategies, Cognitive strategies, and Socio-Affective strategies. The result of this study, I learnt that either both group high achievers and low achievers showed that the most frequently strategy used was Cognitive strategies. In high achievers the frequently used cognitive strategies were focus on prosodic component of text which they prefer to piece things together from the details. Also, for defining and predicting, they tend to listen the main ideas the details and make hypotheses on text by the titles. However, in low achievers, all the cognitive strategies were used frequently by them. The findings are expected to help the students to find listening strategies which suitable for them that can help them increase their listening skills.

Keywords: strategies, listening, academic listening

INTRODUCTION

Many people consider listening as one of the basic language skills that needs to be mastered by EFL (English as a Foreign Language) students because it is a key to acquire a language and to receive language input. Listening also plays an important role in communication. In Mendelsohn’s (1994, as cited in Gilakjani and Ahmadi, 2011) journal, it is stated that listening becomes a big part of communication as it takes 40-50% of the total time spent on communicating. It is bigger than the other skills such as speaking which takes 25-
According to Rost (2002), listening can be defined as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy. As a good listener, one must have the ability to catch the meaning of the message well.

Nevertheless, listening English is not easy to be mastered, especially by EFL students. Hamouda (2013) stated that EFL learners have crucial problems in listening comprehension because universities pay more attention to grammar, reading, and vocabulary. In the Faculty of Language and Arts (FLA), especially for English Language Education Program (ELEP) students in Universitas Kristen Satya Wacana (UKSW), there are several listening courses that the students need to take such as Extensive Listening, Intensive Listening and Academic Listening. This study will focus its discussion in the Academic Listening class. Academic Listening class is a listening course which aims to improve the students’ listening skill in listening for academic purposes such as listening to lectures or listening to academic discussion. When I took the Academic Listening class in my second year in ELEP, my friends and I felt that the class was very difficult. One of the difficulties that I faced was the discovery of unfamiliar words. In this class, sometimes I listened to some words about scientific things that I have not encountered before. Next, the speakers’ accents. Mostly I only listen to movies, or other recorded media in American accent, thus when I dealt with other recordings that sound British or other accents, it made me confused. Then, the speed of recorded materials. Sometimes native speaker in the recorder speaks too fast, which made me sometimes miss some parts and did not understand what the speaker was talking about. From my experiences in facing the difficulties while taking the Academic Listening class, I would like to conduct a research in this field.

There have been some discussions concerning academic listening. One of the
researches is from Hamouda (2013). The research review from Hamouda (2013) argues that university students deal with several kinds of listening problems such as unfamiliar words, the length of the spoken text, speed rate, a variety of accents, lack of concentration and pronunciation. The focus on my report is similar to Hamouda’s research but this will be in an Indonesian context which is EFL students who are experiencing some difficulties in their listening class in ELEP UKSW. Many students acquired low grades or even not passing their Academic Listening class successfully. This condition can be caused by their minimum awareness towards the listening strategies which can assist them in the Academic Listening class. Based on the research study from Bidabadi (2011), Iranian EFL university students are able to employ metacognitive strategies more frequently and actively followed by cognitive and socio affective listening strategies. In other words, these freshmen were able to apply a major number of different listening strategies to comprehend a listening text. The Iranian students were able to plan and use their top-down and bottom-up processing skills for learning in general and for listening in particular (Vandergrift 1997; National Capital Language Resource Center 2003, 2004). Since listening is one of the basic language skills that is needed to be mastered, hence, this study aims to find out the strategies that are used by the students to pass the Academic Listening class. Also, this study is set out to answer the research question:

*What are the most frequent strategies used by high achievers and low achievers of ELEP students in Academic Listening class?*

This study is expected to identify the listening strategies that are used by the students in the Academic Listening class. Moreover, it is also to provide reading insights for ELEP students who are dealing with difficulties in listening course to be used as their consideration to grow their awareness towards the importance of mastering English listening skill. It is hoped that this study will be able to help students enhance their listening ability and be able to develop their learning strategies during listening processes and dealing with the difficulties that they face in the Academic Listening class.
LITERATURE REVIEW

Definition of Academic Listening

Academic Listening is one of listening practices where learners are expected to listen to various academic materials and are able to understand the content or the message of an audio or a lecture. (Rahimirad & Moini, 2015) define Academic Listening skill as an indispensable necessity for English for academic purposes (EAP) learners in English-medium universities and also critical for their future success in comprehending conference lectures. Also, listening to lectures is the most essential requirement for EAP learners, which is itself quite a challenging area for most of the learners due to their likely inadequate general English proficiency level and difficulties in comprehending and remembering the content of lectures (Huang & Finn, 2009).

Hence, the learners need to adjust the highest skill of listening where they have to understand the content or the message that is given to them. In this research, Academic Listening relates to a course that helps learners to master listening skills for academic purposes. In Academic Listening class, the learners will learn many listening strategies that the lecturer teach such as how to note taking while listening, therefore the learners could understand what the listening material talk about. The lecturer also gives many the listening material to be listened in class with many different topics such science, social and many other daily conversation with various themes. It will make the learners have many listening input and they would be get used to listen the language input.

Difficulties in Listening Classes

Generally, Listening is a challenging language skill for many learners in which the learners regularly encounter frustration (Arnold & Goh, 2000, as cited in Alshaikhi, & Madini, 2016) cited from (Ani, 2018). Bingol, Mustafa Azmi, et al., (2014) analyzed some
potential problems that might appear in listening class. The first one is the quality of the recorded material. As cited from (Gilakjani & Sabouri, 2016), in some listening classes, teachers use several recorded materials that do not have elevated quality for the learners. The quality of the recorded material may influence the learners’ understanding of the listening material. The second potential problem is cultural differences. Unfamiliarity with the cultural knowledge of the language might affect the learners’ comprehension. The learners would find it difficult to understand the context of the listening material. The teacher should be responsible to provide prior knowledge about the topic beforehand. The third is the accent. Munro and Derwing (1998) stated that too many genres of accented speech can cause derivation in comprehension.

Also, Brown and Yule (1983, p. 24) cited from (Rini, 2017) exclaimed that the accent of the speaker can determine how the listeners understand the topic of the listening material. This may interfere with the listening comprehension process for the learners. The fourth is unfamiliar vocabulary. The learners will easily understand the listening material if they know the meaning of words that appear in listening material. It can raise the learners’ interest and motivation and might give a positive effect on the learners’ comprehension. Otherwise, when the learners deal with or face many words that they do not comprehend, they will get nothing in the context of the listening material. The fifth is the length and speed of the listening. The learners’ levels can determine how much information they can keep and the length of the parts are in their minds. For lower-level learners, it will be difficult to listen to more than three minutes and finish the listening tasks. The learners need time to understand the context of the listening material, if the speakers speak faster it will be difficult for the learners to catch the context of the listening material.

Types of Listening Strategies

As a listener is possibly trying to avoid some mistake or misunderstanding in speech,
they might try to decode the meaning or the messages by using various types of a clue, or might ask other speakers for help. (Chamot, 1987, p. 71) As cited in (Schmitt, et al., 2010, p. 180) gives a great basic definition of learning strategies: “techniques, approaches, or deliberate actions that learners take in order to facilitate the learning and recall of both linguistic and content area information’. Strategy can be changed and adjusted according to the level of the learner. Learners’ language level is the basic reason that affects the choice of method (Conrad, 1985; O’Mallay & Chamot, 1990; Rost & Ross, 1991). Hence, many researchers such as Conrad (1985), O’Mallay and Chamot (1990), and Rost and Ross (1991) and Azmi Bingol, and all (2014) and (Gilakjani & Sabouri, 2016) concluded that there are three types of strategies in listening comprehension. They are metacognitive, cognitive, and socio-affective.

Metacognitive Strategy

Metacognitive Strategy according to Bacon (1992) cited from Nowrouzi, et al. (2014) is classified into three types which are pre-listening, while-listening and post-listening. “In pre-listening, listeners prepare for listening through manipulating the environment, focusing attention, applying an advance organizer, selective attention, and deciding to think in English”. While-listening, listeners try to focus on their attention and monitor their listening. Post-listening is an evaluation of their listening comprehension and recognizes what they should do to help their listening understanding. According to Wenden (1998), learners who use metacognitive strategies tend to learn faster and integrate the knowledge extraordinarily, define themselves as constant receivers and can deal with all situations, having self-confident to get help from partners, teachers, or family, can observe and assess themselves, they also can handle the situation when things are is getting wrong and adaptation are made to reflect switching condition. For instance, metacognitive strategies include self-monitoring, selective
attention, and planning of cognitive strategies (Bingol, Mustafa Azmi, et al., 2014).

**Cognitive Strategy**

Cognitive Strategies based on (Brown and Palincsar, 1982; O’Malley and Chamot, 1990) relates to learning materials that involve direct manipulation or transformation in performing a learning task. According to Derry & Murphy (1986) as cited in Abdalhamid (2012), cognitive strategies are problem-solving techniques that learners apply for the acquisition of knowledge or skill in handling the learning tasks. Also Bingol, Mustafa Azmi, et al. (2014) stated that cognitive strategy can make it easier for learners to acquire knowledge and the learning task. There are five points of Cognitive strategies based on Goh (2002); Vandergrift (2003); and Kondo and Yang (2004); 1) predicting/inferencing from text, voice, body language and between discourse parts 2) elaboration from personal experience, world knowledge, academic learning, imagination 3) summarization; mental, physical (notes) 4) translation and 5) repetition (Schmitt, et al., 2010, p. 187). In addition Goh (1998) cited from (Gilakjani & Sabouri, 2016) claims that cognitive strategies involve learners to apply cognitive strategies to help them process, store and recall new information. In cognitive strategies, there are two broad types of cognitive strategies in listening, which are Bottom-Up and Top-Down process (Abdalhamid, 2012).

**Bottom-up process**

Bottom-up process refers to word for word translation, setting the role of speech, repeating the oral text and concentrating on prosodic components of the text. Besides, bottom-up processing includes to the process of “using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time” (Brown, 2006, p. 2) cited in (Yildirim & Yildirim, 2016, p. 2098) or it can be said that
Bottom-Up process is trying to make sense of what we listen to by focusing on the different parts such as the vocabulary, the grammar or functional phrases (Helgesen, Marc, et al., 2007).

**Top-down process**

Next, Top-Down process is a strategy that involves predicting, presuming, defining, and visualization (Gilakjani & Sabouri, 2016). Proficient learners tend to use top-down strategies than beginners (Conrad, 1985; Tsui & Fullilove, 1998; O’Malley, Chamot, & Kupper, 1989; Abdalhamid, 2012). Some ways from Top-Down process, we can say that it is a converse of Bottom-Up process, starting from whole to part and focused on understanding the meaning rather than an acknowledgment of sounds, words, and sentences (Schmitt, et al., 2010). Top-down processing has been said to involve the listener as ‘active model-builder’ (Anderson and Lynch, 1988: 11) cited in (Schmitt, et al., 2010). In turn Top-Down process starts with background knowledge called schema (general knowledge based on life experience and previous learning) (Helgesen, Brown, & Nunan, 2007).

**Socio-affective strategy**

The last type of listening strategy is Socio-affective strategy. According to Vandergrift (2003) and Abdalhamid (2012), socio-affective strategies are methods that listeners use to collaborate with others, to monitor their understanding, and to reduce their apprehensions. Bacon (1992) cited in Nowrouzi, et al.(2014) divided socio affective strategy into social strategy and affective strategy. Social strategy is pointed to share the idea to others to get the understanding in listening and affective strategy is reassuring themselves during the listening
process. There is a necessary relationship between low suspicion and high suspicion in listening performance: that is, the use of affective strategies makes it easier and improves listening (Aneiro, 1989) cited from (Gilakjani & Sabouri, 2016). According to Gardner & MacIntyre (1992, 1993) cited in Abdalhamid (2012), the affective strategies are exceedingly necessary that is used to control learning experiences since the learning context and learners’ social-psychological factors (i.e., how learners feel about the learning experience) are straightly related.
Listening Strategies

- Metacognitive Strategy
  - pre-listening
    - preparation
    - focusing attention
    - advance organizer
    - selecting attention
    - deciding to think
  - while-listening
    - focus on their attention
    - monitori listening
    - evaluation of understanding
  - post-listening
    - recognize what should they did
    - translation word for word
    - set the role of speech
    - focus on prosodic component of text

- Cognitive Strategy
  - Bottom-up
    - predicting
    - presuming
    - defining
    - visualization
    - sharing the idea to other to get the understanding
  - Top-Down
    - social strategy
    - affective strategy
    - reassuring themselves during listening process

- Socio-Affective

10
THE STUDY

This study uses a quantitative method. According to Cozby & Bates (2015, p. 118) “Quantitative research tends to focus on specific behaviors that can be easily quantified (i.e., counted). Qualitative researchers emphasize collecting in-depth information on a relatively few individuals or within a very limited setting; quantitative investigations generally include larger samples. The conclusion of qualitative research is based on interpretations drawn by the investigator; conclusions in quantitative research are based upon statistical analysis of data.” This study addresses students’ experiences in the Academic Listening Class at the English Language Education Program (ELEP), Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana. The data was collected using questionnaire with the following research question: “What are the most frequent strategies used by high achievers and low achievers of ELEP students in Academic Listening class?”

Context of the study

The study was conducted in the Faculty of Language and Arts (FLA) of Universitas Kristen Satya Wacana (UKSW), Salatiga, Central Java. This place was chosen, first because in FLA UKSW there is a listening study program from the ELE Program which is Academic Listening, which is one of the listening courses that the learners need to take after they have taken the Extensive listening and Intensive listening class.

Second, FLA UKSW is where I am currently studying and taking my undergraduate program, therefore it is easy to get access for data collection. By collecting data in FLA UKSW, it is hoped that this study can achieve the aim which is to investigate learners’ learning strategies in Academic Listening class.
Research Participant

A total of participants of this study were 30 students. 15 students who are high achievers and 15 students who are low achievers because they have already taken and passed the Academic listening class before. Also their final grade score as one of the prerequisite to fulfill questionnaire, which A until B for high achievers and BC until C for low achievers. The students were taken from batch 2016 and 2017 from the ELEP in FLA UKSW. Thus we are able to identify the strategies that students used based on experiences that they face during academic listening class.

Data collection instrument

This study used a close-ended questionnaire to collect the data. The data were collected by using a questionnaire (see appendix) adapted from some previous major study of listening strategies; as cited from Pratiwi (2015). The questionnaire statements were modified to make it easier for participants to understand and are related to the strategies of listening that the students used which consist of three categories such as Metacognitive Strategies, Cognitive Strategies, and Socio-Affective Strategies (figure1). The questionnaire was divided into twelve (12) statements of Metacognitive strategies; four (4) for Pre-Listening, (4) for While-Listening and (4) for Post-Listening. Next, eight (8) statements of Cognitive strategies; four (4) Bottom Up and four (4) Top Down. Also, four (4) statements for Socio-Affective Strategies; two (2) for Social and two (2) for Affective. The totals of questionnaire items were twenty four (24) questions. There were five options to scale the frequency in using these strategies, such as 0 (Never), 1 (Seldom), 2 (Sometimes), 3 (Often), and 4 (Always).

Data collection procedures

The data collection was conducted in the second semester of 2019/2020 period. The questionnaire was piloted first to 4 ELEP participants who passed the Academic Listening class to check the clarity and validity of the questionnaire items before it was distributed.
Then, after doing revisions of piloting were done under the supervisor’s guidance to avoid unclear items that might lead to misunderstanding of the participants in completing the questionnaire. The data collection was done with the lectures’ permission who taught students who were taking the Academic Listening Class to distribute the questionnaire in their class. During the questionnaire distribution, I explained the purpose of the study. Then, the students were given some time to fill in the questionnaire. After all the questionnaires were returned, all of the data were then analyzed.

**Data analysis procedures**

The data collected from the questionnaire were analyzed using Microsoft Office Excel to find the frequency of the strategies used by the students. Then the data results are discussed under findings and discussion chapter. The column chart style was used to present the results of the data collection.

**FINDINGS AND DISCUSSIONS**

In this chapter presents the result of the findings of this study to answer which listening strategies that are most frequently use by high achievers and low achievers of ELEP students’ in Academic Listening and show that language learning strategies especially listening strategies explain some differences between students based on their performance in the listening skill. The result of this study is similar with previous study from (Watthajarukiat, Chatupote, & Sukseemuang, 2012) about investigated English listening strategies that used by Thai public universities students. The study indicated that Thai undergraduate students used cognitive strategy were the most frequently used, followed by metacognitive and socio-affective. Thai students implied that they thought that translating one word for word was important. This is in line with the result of this study, ELEP students’ in Academic Listening class also frequently applied cognitive strategy as their listening strategies, as followed by the
strategies such as translation word for word, setting the role of speech and focus on prosodic component text. Therefore this result of both previous study and this study shows that Asian university students frequently like to use cognitive strategy.

This result study will answer what is the most frequently strategies that high achievers and low achievers of ELEP students’ used in Academic Listening class. The result study also shows that the final grade score of high achievers and low achievers in academic listening class would be different or even there will be no different at all. Moreover, any relevant theory and findings were provided for the analysis of the result of the data collection.

**Metacognitive Strategies**

Diagrams below will show the result of listening strategies that High achievers and low achievers mostly used in their academic listening class. The first diagram shows the result from High Achievers who have the final grade score A until B and it follows by Low Achievers who have the final grade score below B which were BC and C.

*Pre-Listening*

Figure 2: *Metacognitive (Pre-Listening) of high achievers*
Figure 2 present Pre-Listening strategy of the Metacognitive Strategies from high achievers it shows several strategies such as advance organizer, preparation, selecting attention and deciding to think. In this Figure 2, there were two strategies that most frequently used by the participants. There were 9 participants for preparation and 9 participants for deciding to think. In preparation, the participant likes to prepare their mind to concentrate before they start listening. Also, in deciding to think they tended to have a plan before listening inside their head for how they are going to listen. Next, there was selecting attention. There were 5 participants often used selecting attention for their strategy. In selecting attention, the participants like to think about similar texts that they may have listened to. Then, for the least frequent used was advance organizer which was the participant like to clarify the objectives of an anticipated listening task or propose strategies for handing it.

Figure 3 present Pre-Listening strategy of the Metacognitive Strategies from low achievers it shows several strategies such as advance organizer, preparation, selecting attention and deciding to think. In this Figure 3, the most frequently strategy used by the
participants was preparation. There were 12 participants like to prepare their mind to concentrate before they start listening. Then, on the second place there were two strategies which 9 participants chose were advance organizer and selecting attention. In advance organizer in which the participants were like to clarify the objectives of an anticipated listening task or propose strategies for handing it. Also, in selecting attention, the participants like to think about similar texts that they may have listened. Then, for the least frequent used was deciding to think. There were only 6 participants that tended to have a plan before listening inside their head for how they are going to listen.

**While-Listening**

Figure 4: Metacognitive (While-Listening) high achievers

![While-Listening high achievers chart]

Figure 5: Metacognitive (While-Listening) low achievers

![While-Listening low achievers chart]
Figure 4 present the second strategy of Metacognitive Strategies which was While-Listening from high achievers. While-listening strategy consists two strategies which was monitori listening and focus on their attention. In here, the most frequently strategy that applied by the participants was focus on their attention with 11 participants. While listening, the participants try to listen for specific details to see whether they can understand the listening material. Then in the second place with 10 participants was monitori listening which the participants would check what part of the content from the listening material that they do not understand. Then, least frequent with same amount of participants which was 7, there were monitori listening and focus on their attention. On the least used monitori listening, the participants would less double check their answer while listening and for the focus on their attention, the participant less aware about their inattention and would not correct it while doing listening test.

In figure 5 shows the While-Listening strategy of Metacognitive Strategies of low achievers. While-listening strategy consists two strategies which was monitori listening and focus on their attention. In here, the most frequently strategy that applied by the participants was monitori listening, there were 11 participants that would like to double check their answer in listening test to make sure if their answers were correct or not. This result was inverse with the result of high achievers. The high achievers tended to not double check their answer. On the second place, there were two strategies which were focus on their attention strategies with 10 participants for each strategy. In the first focus on their attention, the participants aware to their inattention and would like to correct it while doing listening test and the participant also try to listen for specific details to see whether they can understand or not. Last position, there was monitori listening. There were only 8 participants who like to check the parts of content of listening material that they do not understand.
Post-Listening

Figure 6: Metacognitive (Post-Listening) high achievers

Figure 7: Metacognitive (Post-Listening) low achievers
In figure 6 present the last strategy of Metacognitive Strategies from high achievers which was Post-Listening. In Post-Listening, there were two strategies; evaluation of understanding and recognize what should they did. This figure shows that Evaluation of understanding is the most frequently used by the participants which were 9 participants. The evaluation of understanding. Here, after listening the participants evaluates how much they could understand the listening material so far. Second place was evaluation of understanding that 8 participants often to reflect on their problems, such as the keywords that they do not understand or do not familiar with, it followed by other evaluation of understanding that 7 participants tried to think back to how they listened and what they might do differently next time in listening test. Last, recognize what should they did strategy. In here, 5 participants they likely to think back to the quality of strategy that they use (ex; planning, inferencing) and about how they can do better next time. Basically, the participants less aware of what strategy they use when listening.

Figure 7 shows the last strategy of Metacognitive Strategies from low achievers which were Post-Listening. In Post-Listening, there were two strategies; evaluation of understanding and recognize what should they did. The most frequently used strategy was evaluation of understanding with 13 participants. In this strategy, the participants used to reflect on their problems while listening, the problems that they might face such as the keywords that they do not recognize or understand. Secondly, the often strategies used were evaluation of understanding or recognize what should they did with 10 participants for each of the strategies. In evaluation of understanding, the participants like to think back to how they listened such if they already had the proper strategy to help them or not also about what they might do differently next time when did listening comprehension.

Based on the result of the questionnaire, the metacognitive strategies that frequently used such as pre-listening, while-listening and post-listening from high achievers and low
achievers have different order of result. Previous study from (Coskun, 2010) he discovered that the advantages of Metacognitive strategy use might turn the students into skilled listeners. Principally, similari with the result of the study, the metacognitive strategies showed that the participants were developing their learning skill process through; preparation, focus attention, monitoring, evaluation (figure 1).

Cognitive Strategies

**Bottom-Up**

Figure 8: *Cognitive (Bottom-Up) of high achievers*

![Figure 8: Cognitive (Bottom-Up) of high achievers](image)

Figure 9: *Cognitive (Bottom-Up) of low achievers*

![Figure 9: Cognitive (Bottom-Up) of low achievers](image)
Figure 8 presents the second listening strategies which was Bottom-Up strategy of Cognitive Strategies from high achievers which were consist of three strategies such as translation word for word, setting the role of speech and focus on prosodic component text. In this figure, with 9 participants, the most frequently applied strategy was focus on prosodic component of text. In this strategy, the participants like to piece things together from the details, they like to put the little parts (information) from the listening material then gathered those parts into a big result (the answer). Next, on the second position there were two strategies which were setting the role of speech and focus on prosodic component of text, that have same amount of participants. Each of the strategies consists of 7 participants. On setting the role of speech strategy, the participants would notice with the 5W+1H questions in the content of listening material. Next, for focus on prosodic component of text, the participants like to repeat the words or phrases softly or mentally. They would like to spell again the words or phrases that they listened to make sure the meaning and put it on their mind. last, for the least frequent strategy was came to translation word for word. There were 3 participants who like to understand the word one by one by translate it. This strategy seemed not too desirable for mostly participants.

Figure 9 presents the second listening strategies which was Bottom-Up strategy of Cognitive Strategies from low achievers which were consist of three strategies such as translation word for word, setting the role of speech and focus on prosodic component text. This figure was quite interesting. The results of this strategy from low achievers were different with the high achievers. In high achievers, the most frequently strategies used was focus on prosodic component of text. The participants like to piece things together from the details. But in the low achievers, all those three strategies were the most frequently used with the same amount of participants which were 10 participants. First, setting the role of speech.
The participants would notice with the 5W+1H questions in the content of listening material. Then, translation word for word, again in the high achievers this strategy came to the least frequent used. But in low achievers translation word for word also mostly used. They like to understand the word one by one by translate it because it would help them to easier understand the material. Next, focus on prosodic component of text. In this strategies first, the participants repeat the words or phrases softly or mentally. Similar with the high achievers, they would like to spell again or said again the words or phrases that they listened to make sure the meaning and put it on their mind. Also, the participants like to piece things together from the details, they like to collect the small parts of (information) from the listening material then draw up those parts into the answers.

*Top-Down*

Figure 10: Cognitive (Top-Down) of high achievers

![Cognitive (Top-Down) of high achievers](image)
Figure 10 presents the Top-Down strategy of Cognitive strategies of high achievers. Top-Down strategy consists of four strategies there were predicting, presuming, defining and visualization. This figure shows that defining and presuming were the most frequently used strategies. It shows from 12 participants chose those two strategies. In the defining strategy, the participants like to listen for the main ideas first and then came to the details. For the presuming, the participants like to make guess about the topic based on what has already been said. They guess from what they already said before, for example; they listened about “chemical reaction” or “science study” before then they would guess that the topic was about science. Next, for the second place, there was predicting strategy. The 11 participants’ often chose to predict or make hypotheses on text by title. They hypotheses the topic that they listened based on the title. If the title said about medicine, then the listening material would talk about science or health things. Last but not least, the least strategy that the participants used was visualization. There was only 8 participants used visualization. The participants tried to think in English instead of Indonesia or their first language. They tried to visualize what they listened into English rather than in Indonesia to make them easier to understand the listening material.
Figure 11 presents the Top-Down strategy of Cognitive strategies of low achievers. Top-Down strategy consists of four strategies there were predicting, presuming, defining and visualization. This figure 11 is same with previous figure 10, the result of this figure shows that all the strategies were frequently used by the participants. All those 12 participants claimed that defining, predicting, visualization and presuming strategies were used in their listening comprehension. First, the defining strategy, the participants like to listen for the main ideas of the listening material first and then came to the details to find out the answer. Next, for the predicting strategy, the participants often predict or make hypotheses on text by title. They did prediction of the topic that they listened based on the title. If the title had a word “the politics during peace and wartime”, then the participants would predict the listening material would talked about the differences how politics run while peace and wartime. Next, visualization strategy. In here while listening, the participants tried to think in English instead of Indonesia or their first language to visualize what they listened to make it easier to understand the meaning of the listening material. Last, presuming strategy, the participants like to make guess about the topic based on what has already been said before. For example; they listened about “... wartime politics before WW II, during the Great Depression of the 1930s ...” then they would guess that the listening material would talk about politics during WW II.

Thus, in cognitive strategy, the result between high achievers and low achievers was same. The most frequently used strategy in cognitive was Top-Down strategy. However the result of cognitive strategy in low achievers was unique all the strategies from each top-down and bottom-up overall have the same total amount of participants. Cognitive strategy made the participants use their background knowledge. On (Tuengkun, 2014) study that international Asian students at American universities in North Texas most frequently applied cognitive strategies, it shown in Tuengkeun’s finding that cognitive strategies the highest
score of others strategies.

Socio-Affective Strategies

Social

Figure 12: Socio-Affective (Social) of high achievers

Figure 13: Socio-Affective (Social) of low achievers
Figure 12 presents Social strategy of Socio-Affective strategies of high achievers. Social strategy consists of one strategy which was sharing the idea to other to get. First with 5 participants, the most frequently used strategy came to the practice listening and speaking in English with friends. The participants mostly chose to practice their listening and speaking skill with their friends, so their friends could measure the participants’ listening and speaking skill. Next, other 3 participants like to ask others for feedback on how to solve their listening problems. The participants like to get any suggestions or comments for other to solve their problems in listening.

Figure 13 present the Social strategy of Socio-Affective strategies of low achievers. Social strategy consists of one strategy which was sharing the idea to other to get the understanding. First, the most frequently used strategy consists of 6 participants. The participants like to ask others for feedback on how to solve their listening problems. Second, there were 3 participants chose these strategy which was they like to practice their listening and speaking in English with their friends. This strategy made the participants could check each other listening and speaking skills.

**Affective**

![Figure 14: Socio-Affective (Affective) of high achievers](image-url)
Figure 14 present the affective strategy of Socio-Affective strategies of high achievers. Affective strategy consists of one strategy which was reassuring them during listening process strategy. First, there were 10 participants that while listening tried to relax themselves, breathe deeply, meditate, and clear their mind. Therefore they would be easier to comprehend the listening material. Also, other 8 participants were chose to encourage themselves through positive-self talk. They prefer to build motivation for their own self while listening so they would not get nervous and lost their control.

Figure 15 present the affective strategy of Socio-Affective strategies. affective strategy consist of one strategy which was reassuring themselves during listening process strategy. First, there were 10 participants while listening tried to relax themselves, breathe deeply, meditate, and clear their mind. they chose these strategy to calm their self and increase their awareness and concentration while listening. Second, there were 7 participants while listening tried to encourage themselves through positive-self talk. They would say something like “you can do it” “it’ easy for you”. They do this to increase and maintain their confidence and concentration while listening and it could be less pressure for them.
Hence, Socio-affective strategies determined the participants that they prefer to sharing the idea to others and reassuring themselves during listening process. Based on (Anandari, 2015) claimed that all of the 147 students from the English Language Education Study Program (ELESP) batch 2013 in one of private university in Yogyakarta used the three strategies to some extent. Interestingly, Socio-affective was the strategy that helped them increasing their comprehension in the listening class.

**Overall findings of Listening Strategies**

![Overall Listening Strategies](image)

Based on the findings result of the study, here is the overall listening strategies results’ from high achievers and low achievers. Figure 16 present that from all the listening strategy, cognitive was the frequently used strategy by the participants from high achiever or low achievers. In figure 16 shows that Cognitive strategies for high achievers, for bottom-up strategy they mostly used focus on prosodic component of text. They would repeat words softly to understand the word and piece things together from the details and for Top-Down there were two strategy that they mostly used which were defining and presuming. In
defining, the participants like to listen the main ideas and comes to details. Next, in
presuming similar with predicting the participants like to make guess about the topic based on
what has already been said. Different with the result from high achiever, the result for low
achievers shows that all the strategies in cognitive strategies which consist of bottom-up and
top-down have the same equal of amount number of participants (figure 10 and 11).

CONCLUSION

The aim of this study was to find out the most frequently strategies between high
achievers and low achievers of ELEP students’ used in Academic Listening class of FLA,
UKSW. In here, as mentioned before, that the participants chose their own learning strategies
which were suitable for them and mostly applied it in their learning. In general, the results of
this study acknowledge four categories of listening strategy which were frequently used by
the participants: Metacognitive, Cognitive and Social-Affective strategies.

From the questionnaires’ result, it was shown that in high achievers or low achievers,
cognitive strategies were the most frequently used strategies and socio-affective strategies
were the least frequently used strategies. Cognitive strategies was the most frequently used
strategies which included their background knowledge such (bottom-up) setting the role of
speech, translation word for word, focus on prosodic component of text, (top-down) defining,
predicting, presuming, visualization. Based on the result, that the most frequently strategy
used in cognitive (bottom-up and top-down) from high achievers were focus on prosodic
component of text which they prefer to piece things together from the details. Also, for
defining and predicting, they tend to listen the main ideas first then to the details and make
hypotheses on text by the titles of listening material.

Then, in low achievers all the cognitive strategies such as setting the role of speech
which they will notice the questions of 5W+1H in the content, translation word for word to
understand each word in listening material, and focus on prosodic component of text that they
like to repeat the words orally and piece things from the details to get the answer. The second was metacognitive strategies. Metacognitive strategies was related to the developing their learning process through; preparation, focus attention, monitoring and evaluation. Last, Socio-affective strategies. Socio-affective strategies prefer to sharing the idea to others and reassuring themselves during listening process in Academic Listening class.

According to the result of this study, there are several listening strategies that could be applied by the students of ELEP of UKSW. This study suggests that the strategies could be introduced to the students. Then, the students could be more aware to their learning strategies that they use. Lectures could teach the students how to use or help the students to choose the strategies that suitable to their preference which could help the students to improve their listening skill and be better in comprehending listening material.

However, the result of this study has several limitations. First, this study only focused on what strategies were used in Academic Listening Class. Then, the questionnaire items that used in this study consist only 24 items. It is certainly not enough to cover all the strategies used by the students. Also, 30 students were involved. In this case, the results of this study cannot be generalized to all contexts. Therefore, further studies could use a wider variety of collecting data methods, e.g. observation, interview or open-ended questionnaire. For further studies could focus its study on how to use certain strategies, the reason in choosing those strategies in the learning process especially listening skill, group discussion, effective teaching method and perhaps more students can be involved to finish the questionnaire to make the result more reliable. Finally, the researcher hopes that this study could be a reference or consideration for those who study in the area of English learning context.
ACKNOWLEDGEMENTS

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References


Appendix

Survey Questionnaire on Students’ Learning Strategies in the Academic Listening Course
(Partially Adapted from Cheng (2002 as cited in Jou, 2010); Oxford (1990 as cited in Watthajarukiat, Chatupote, & Sukseemuang, 2012); Vandergrift and Tafaghodtari (2010 as cited Abdalhamid, 2012).)

Dear participants,
My name is Erviana Putri S. 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.

A. Data
   NIM: ___________________________
   Gender: _________________________
   Academic Listening Grade: __________
   Academic Listening Lecturer: ________

QUESTIONNAIRE
Direction: Please put the symbol (√) on your choice for Never (0), Seldom (1), Sometimes (2), Often (3), and Always (4) in the following statements.

NOTE:
Never means you never use the strategy, Seldom means you rarely use the strategy 1-2 times, Sometimes means you use the strategy 2-4 times, Often means you use the strategy 4-6 times, Always means you always use the strategy more than 6 times

<table>
<thead>
<tr>
<th>No</th>
<th>Strategy</th>
<th>The Strategies that I prefer to choose in Listening activity</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(Metacognitive strategy)</td>
<td>I clarify the objectives of an anticipated listening task and/or propose strategies for handing it. (S1)</td>
<td></td>
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<tr>
<td>2.</td>
<td>Pre-listening</td>
<td>Before listening, I prepare my mind to concentrate (S2)</td>
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<td>3.</td>
<td></td>
<td>Before listening, I think of similar texts that I may have listened to (S3)</td>
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<td>4.</td>
<td></td>
<td>Before I start to listen, I have a plan in my head for how I am going to listen (S4)</td>
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<td>5.</td>
<td>While-listening</td>
<td>While listening, I will check what part of content I don’t understand (S5)</td>
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<td>6.</td>
<td></td>
<td>While listening, I will double check again for my answer (S6)</td>
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<td>7.</td>
<td></td>
<td>I am aware of my inattention and correct it while doing listening test (S7)</td>
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<td>8.</td>
<td></td>
<td>I try to listen for specific details to see whether I can understand them (S8)</td>
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<tr>
<td>9.</td>
<td>Post-listening</td>
<td>After listening, I think back to how I listened and about what I might do differently next time. (S9)</td>
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<td>10.</td>
<td></td>
<td>After Listening, I think back to the quality of my strategy use (for example planning, inferencing) and about how I can do better next time. (S10)</td>
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<td>11.</td>
<td></td>
<td>After listening, I reflect on my problems, such as the key words that I do not understand (S11)</td>
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<td>12.</td>
<td></td>
<td>After listening, I evaluate how much I could understand (S12)</td>
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<tr>
<td>13.</td>
<td>(Cognitive Strategy)</td>
<td>While listening, I will notice the questions with who, how, when, where and what in the content (S13)</td>
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<td>14.</td>
<td>Bottom up</td>
<td>While listening, I try to understand each word (S14)</td>
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<td>15.</td>
<td></td>
<td>While listening, I repeat words or phrases softly or mentally (S15)</td>
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<tr>
<td>No</td>
<td>The Strategies that I prefer to choose in Listening activity</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>17.</td>
<td>Top-down</td>
<td>I listen for main ideas first and then details(S17)</td>
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<td>18.</td>
<td>I predict or make hypotheses on context by titles(S18)</td>
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<td>19.</td>
<td>I try to think in English instead of Indonesia(S19)</td>
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<td>20.</td>
<td>I make guess about the topic based on what has already been said(S20)</td>
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<tr>
<td>21.</td>
<td>(Socio-Affective)</td>
<td>I ask others for feedback on how to solve my listening problems(S21)</td>
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<td>22.</td>
<td>Social strategy</td>
<td>I practice listening and speaking in English with my friends.(S22)</td>
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<tr>
<td>23.</td>
<td>Affective strategy</td>
<td>I encourage myself through positive-self talk(S23)</td>
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<tr>
<td>24.</td>
<td>I try to relax myself, breathe deeply, meditate, and clear my mind while listening.(S24)</td>
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</tbody>
</table>

Please write your contact number if you willing to be interviewed ( WhatsApp* / Line / E-mail )

_____________________________________________________

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