



**LISTENING STRATEGIES OF EFL LISTENING HIGHER
ACHIEVERS OF THE ENGLISH EDUCATION
DEPARTMENT UNIVERSITAS ISLAM MALANG**

SKRIPSI

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ABSTRACT

Busthomi. 2023. *Listening strategies of EFL listening higher achievers of the English education department university of islam malang.* Thesis, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisors: (1) Drs. Yahya Alaydrus, M.P.d. (2) Ika Hidayanti, S.Pd. M.P.d.

Keywords: listening strategy, EFL listening higher achievers, inside the class, outside the class

The higher achievers have different abilities and character than lower achievers. Therefore, this study aimed to investigating the listening strategies used by EFL listening higher achievers. The objective of this studies was to describe the listening strategies employed by EFL higher achievers inside and outside the class. Descriptive qualitative method was applied to find the listening strategies used by EFL listening higher achievers inside and outside the class. The questionnaire by likert scale model with a range of 1-5, 1 for strongly agree, and 5 for strongly disagree shared to 13 participants from the different group who have high score in listening. The interview session also conducted to 3 participant who mostly answer strongly agree in questionnaire.

The finding of this study showed that three components of cognitive, meta-cognitive, and practice (self-regulation) strategies were used by EFL listening higher achievers inside and outside the class. The cognitive strategy was the one most often used by learners, followed by meta-cognitive strategy, then practice (self-regulation) strategy. EFL listening higher achievers focus on the instruction, memorizing and understanding of vocabularies, reviewed, practiced and evaluated.

Based on the result, several strategies were used by EFL listening higher achievers inside and outside the class. The EFL listening higher achievers were often used cognitive strategy inside and outside the class to improve their listening comprehension. The meta-cognitive and practice (self-regulation) strategies were also used by EFL listening higher achiever insid and outside the class to improve their listening comprehension. Therefore, the researcher suggests to learners and teachers to use the cognitive, meta-cognitive, and practice (self-regulation) strategies in process of improving listening comprehension. The researcher also suggests to the next researcher for adding participants and also used other method to produce stronger finding about listening strategies of EFL listening higher achievers.

ABSTRAK

Busthomi. 2023. *Strategi Mendengarkan EFL Mendengarkan Mahasiswa Berprestasi Jurusan Pendidikan Bahasa Inggris Universitas Islam Malang.* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang.
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Kata Kunci: strategi menyimak, menyimak EFL siswa berprestasi, di dalam kelas, di luar kelas

Orang yang berprestasi lebih tinggi memiliki kemampuan dan karakter yang berbeda dari orang yang berprestasi lebih rendah. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki strategi mendengarkan yang digunakan oleh pendengar EFL yang berprestasi lebih tinggi. Tujuan dari penelitian ini adalah untuk menggambarkan strategi mendengarkan yang digunakan oleh siswa berprestasi EFL di dalam dan di luar kelas. Metode kualitatif deskriptif diterapkan untuk menemukan strategi mendengarkan yang digunakan oleh siswa berprestasi tinggi dalam mendengarkan EFL di dalam dan di luar kelas. Kuesioner dengan model skala likert dengan rentang 1-5, 1 untuk sangat setuju, dan 5 untuk sangat tidak setuju dibagikan kepada 13 peserta dari kelompok berbeda yang memiliki skor tinggi dalam mendengarkan. Sesi wawancara juga dilakukan kepada 3 partisipan yang sebagian besar menjawab sangat setuju dalam kuesioner.

Temuan penelitian ini menunjukkan bahwa tiga komponen strategi kognitif, meta-kognitif, dan praktik (pengaturan diri) digunakan oleh siswa berprestasi tinggi mendengarkan EFL di dalam dan di luar kelas. Strategi kognitif merupakan strategi yang paling sering digunakan oleh peserta didik, diikuti dengan strategi metakognitif, kemudian strategi praktik (pengaturan diri). Pendengar EFL yang berprestasi lebih tinggi fokus pada instruksi, menghafal dan memahami kosakata, ditinjau, dipraktikkan, dan dievaluasi.

Berdasarkan hasil tersebut, beberapa strategi digunakan oleh EFL yang berprestasi tinggi dalam mendengarkan di dalam dan di luar kelas. Pendengar EFL yang berprestasi lebih tinggi sering menggunakan strategi kognitif di dalam dan di luar kelas untuk meningkatkan pemahaman mendengarkan mereka. Strategi meta-kognitif dan praktik (pengaturan diri) juga digunakan oleh EFL yang berprestasi lebih tinggi dalam mendengarkan di dalam dan di luar kelas untuk meningkatkan pemahaman mendengarkan mereka. Oleh karena itu, peneliti menyarankan kepada peserta didik dan guru untuk menggunakan strategi kognitif, meta-kognitif, dan praktek (self-regulation) dalam proses meningkatkan pemahaman mendengarkan. Peneliti juga menyarankan kepada peneliti berikutnya untuk menambahkan peserta dan juga menggunakan metode lain untuk menghasilkan temuan yang lebih kuat tentang strategi mendengarkan EFL yang berprestasi lebih tinggi.

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, research problems, objective of the study, significance of study, scope, and limitation and definition of key terms.

1.1 Background of the Study

Listening is a process to get information from the speakers. Listeners will get the information from speakers spontaneously based on their listening comprehension. The learners who have good listening comprehension, they will be easy to get information. It supported by Goss (1982) “who that in listening comprehension, listeners attempt to construct meaning as they receive information from listening sources”. The learners have to understand the vocabulary, pronunciation, intonation, pitch, and stress of the speakers to get good information from the speakers. Harmer (2001,p 98.) “explained that listening helps learners get information from the speaker about pronunciation, intonation, pitch, and stress, as well as grammar and vocabulary, which helps them become better listeners”.

There are a lot of definitions of the term “listening”. Chastain, (1971) expressed that the objective of listening comprehension is to comprehend the language at normal speed in an automatic condition. Hamouda, (2013)

assumed that listening skill is very valuable in acquiring understandable input. Learning does not happen if there will not be any input. Gilakjani & Ahmadi (2011) expressed that listening has an important role in the communication process. The statement was supported by Gilakjani & Sabouri (2016) who stated that listening is the most important skill of the four main areas of communication listening, speaking, reading, and writing.

Moreover, Vandergrift (1999) stated that listening lies at the heart of language learning but is least understood and researched. Because the very first stage commonly dealt with by learners throughout the process of both acquiring and learning a language is listening. However, based on the researcher's personal experience, a considerable number of learners are not yet able to grasp and understand what the speakers are saying indeed. In order to understand the meaning of listening strategies, listening strategies refer to a method for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input.

Using strategies is one of the methods that can become active in controlling learners' learning. Vandergrift (1999) showed that strategy development is important for listening because strategies are conscious means by which learners can direct and evaluate their comprehension and responses. O'Malley & Chamot (1990) claim there are three main types of strategies. Those are meta-cognitive, cognitive, and social strategies. The meta-cognitive strategy was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, evaluate, etc.

The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, and top-down strategies. For social/affective strategies, Vandergrift (2004) defined the strategies as the technique listeners used to collaborate with others, to confirm understanding, or to lower anxiety. Gabr (2006) expressed that socio-affective strategies were those which were non-academic in nature and involve stimulating learning through establishing a level of empathy between the teachers and learners.

The explanation above showed that listening strategies are very important for developing listening comprehension. As described by Seo (2005) that the learners' intervention group who received instruction had a higher level listening comprehension than non-intervention group.

A higher achiever is someone who understands what it takes to succeed in school and is prepared to invest the time and energy required. They are renowned for being proficient language learners. According to the explanation, a learner who succeeds in school is probably one who achieves a high score or passes the level set by the institution Salikin et al (2017).

Salikin, et al. (2017) showed that all six categories of learning strategies style by Oxford (1990) memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies were used by higher achievers. The higher achievers can develop competence of communication in oral and writing form. The characteristic of higher achievers

are productive, creative thinking skills and high intellectual ability, above rates on academically dominant specific Arends (2012).

The higher achievers are people who achieve a goal, Bainbridge (2015). A learners who gets a good listening score and good grade is considered to be a high achiever. Kingore (2004) stated that many characteristics of a listening high achiever, some of them are enthusiasm for learning, responsive, and enjoying the learning. The higher achievers also reported having a more positive attitude toward school and teachers than low achievers Hamour, et al (2013). According to a different study, listening higher achievers are closer to their teachers and have fewer conflicts with them Nurmi (2012).

Based on explanation above, the higher achievers have different abilities and characters than low achievers. Therefore, the researcher is interesting to investigate more specific of learning strategies. The researcher interested to investigate the listening strategies used by learners in improving listening skills more deeply. The researcher wants to know what listening strategies are employed by EFL listening higher achievers inside and outside their class.

1.2 Research Problems

Research problems refer to questions raised in a research project which reflect what kind of answers are expected to be discovered through the process of research. The question that would be answered in this research is:
“What Listening Strategies are used by EFL Listening Higher Achievers inside and outside the class?”

1.3 Objective of the Study

The research objective of this study is to answer the preceding question above:

“To describe the listening strategies used by EFL Higher Achievers inside and outside the class.”

1.4 Significance of the Research

There are two significances in this research both theoretical and practice significance. This study is useful both theoretically and practical aspect.

Theoretically this study gives contribution on theory in learning technique of the listening comprehension. The information of this study will be useful for learners and teachers, especially for lower achievers.

Meanwhile, practically of this study can help learners to gain more knowledge to improve their listening comprehension. Moreover, lower achievers can employ the EFL higher achievers' strategies to solve their difficulties in listening.

1.5 Scope and Limitation of the Research

In the study, the researcher has scoped the strategy used for the third semester of the English Language Education Study Program at the University of Islam Malang. The study focuses on EFL listening higher achievers strategies inside and outside their classes while they were in the third semester.

As the participant of this research, the researcher has limited participant. There were 13 learners who had a good score in listening when they were in the third semester. The researcher checked the learners' course result sheet to select them base on their score in the third semesters. Learners who have scores 80-100 (A) Academic Guidelines (2020) are in criteria, and learners who have score under 80-90 (A) are not in criteria. The deficiency of this study is that only 13 students were included in the criteria to become participants. The researcher also had limited time when conducting research with participants.

1.6 Definition of Key Terms

The definition of key terms explains some terms that are related to the main concept of the thesis.

a. Listening strategy

Listening strategies are techniques, and tactics used by EFL listening higher achievers. In listening strategy there are several aspects, but in this study concerns all aspects included in three components; cognitive strategy, meta-cognitive strategy dan practice (self-regulation) to develop their listening skill.

b. EFL Listening Higher Achievers

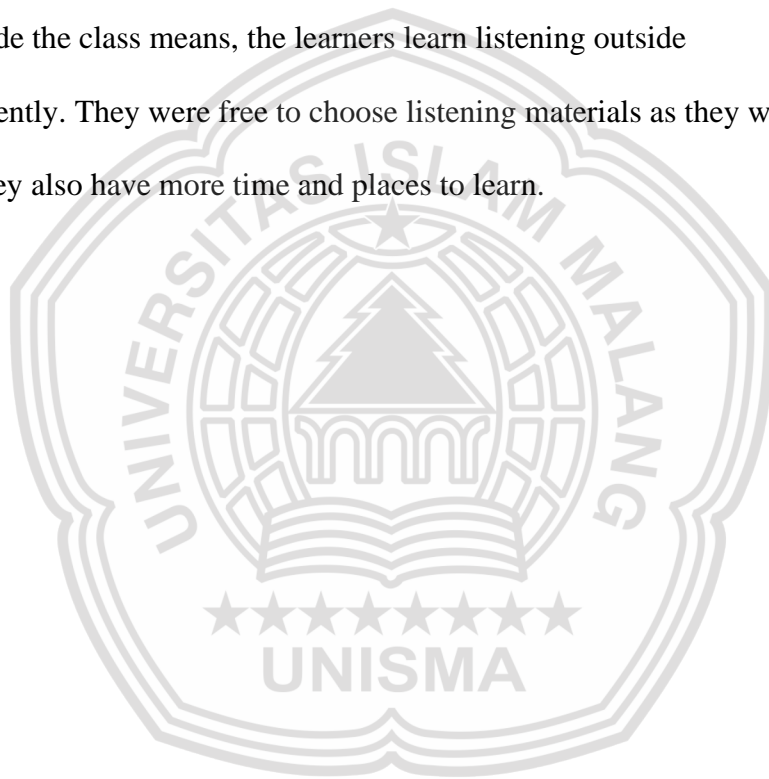
The group of learners who got high listening score in the final test of the third semester. High listening score is 80 to 100, (A) Academic Guidelines (2020) in listening final test.

c. Inside the Class

Inside the class means, the learners learn listening with their teachers' instruction and materials. All the learners have same listening material and task from the teachers to learn. They also have limited time and places to learn.

d. Outside the Class

Outside the class means, the learners learn listening outside independently. They were free to choose listening materials as they want to learn. They also have more time and places to learn.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After the presentation of all the data, the researcher draws some conclusions from the findings and gives suggestions for both current research and practice. In this chapter, there are two main topics of discussion. The first one is a conclusion given after the investigation. The second item is a suggestion.

5.1 Conclusions

This study was conducted to answer two research questions as stated in the research problems. The researcher used the questionnaire and interview to answer the research questions. The researcher was going to conclude the listening strategies of EFL listening higher achievers inside and outside the class.

Based on the result and discussion, several strategies were employed by EFL listening higher achievers inside and outside the class. The cognitive strategy was often employed by EFL listening higher achievers to improve their listening comprehension. The researcher found out, that the EFL higher achievers focus on the instruction before the listening process. They memorized the vocabulary, reviewed it, and have good partners to improve their listening comprehension inside and outside the class. It means that the cognitive strategy was very effective strategy to improve the listening comprehension.

The EFL listening higher achievers also employed meta-cognitive strategy inside and outside the class to improve their listening comprehension. They often focus on the text to be understood and used understandable vocabulary. They predicted what the speaker would like to say next by understanding the keywords and also focusing on the audio of the listening task. So, the meta-cognitive strategy was useful strategy to improve the listening comprehension.

The last was the practice (self-regulation) strategy employed by EFL listening higher achievers inside and outside the class. They practiced and evaluated every day the listening task to minimize errors and misunderstandings. So that, they could improve their listening comprehension. This strategy also useful for learners in improving listening comprehension.

5.2 Suggestions

In conclusion, implementing three strategies cognitive, meta-cognitive, and practice (self-regulation) improved listening comprehension. The researcher gave some of the suggestions that begin with suggestions for the learners who have difficulty in improving their listening comprehension, the three components of cognitive, met-cognitive, and practice (self-regulation) strategies were suitable strategies for them to make them easier of improving listening skills. In order that the learners could achieve their goal of becoming EFL listening higher achievers. The researcher also suggested subsequent researchers on EFL listening higher achievers to add participants and also use other methods. In order to produce stronger findings about listening strategies used by EFL listening higher



achievers. The suggestion for teachers is that they need to help improve learners' listening skills by using strategies that learners often use such as cognitive, meta-cognitive, and practice (self-regulation) strategies as found in this study. Therefore, the learners are more excited and motivated to develop their listening skills.



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