ACKNOWLEDGEMENT

Praise to the Lord of our universe Allah S.W.T, the almighty, the greatest the most merciful and Prophet Muhammad S.A.W and his followers. The researcher would like to recite Alhamdulillahirabbilalamin for the completion of this thesis entitled "Language Learning Strategies in Listening Skill: The Profile of Fourth Semester Students in IKIP PGRI Pontianak".

This thesis is written in order to fulfil one of the requirements in finishing my study in English Study Program as well as achieving the purpose of the study. Therefore, the researcher would like to give the highest appreciation to the following individuals who have supported and helped the researcher in completing this thesis, the following individuals are:

1. Prof. H. Samion AR, M. Pd as the Rector of IKIP-PGRI Pontianak who has given permission and chance to conduct this study.
2. Drs. Zuldafrial, M. Si as the Dean of Language and Art Education Faculty of IKIP-PGRI Pontianak.
3. Finny Anita, M. Pd as the Head of English Study Program of Language and Art Education Faculty of IKIP-PGRI Pontianak.
4. Yulia Ramadhiyanti, M. Pd as the Secretary of English Study Program of Language and Art Education Faculty of IKIP-PGRI Pontianak.
5. Tri Kurniawati, M. Pd as my main supervisor who has given me guidances, advices, revisions and corrections during the stage of writing this thesis.
6. Citra Kusumaningsih, M. Pd as the assistant supervisor who has also given her great advices, corrections and revisions throughout the course of writing this thesis.
7. Aunurrahman, M.Pd who has given his guidances, advices, and supports throughout my study as well as in writing this thesis despite his busy schedules.
8. Lecturers and Staffs of English Study Program who have provided insights, supports and services in helping the researcher to finish this thesis.

9. Juniors from fourth semester of English Study Program academic year 2015/2016 who have been willing to participate in the study.

Critiques, suggestions and all sorts of positive feedbacks are expected by the researcher as a way to motivate, to learn, and to improve researcher's ability in research as well as in academic writing. Last but not least, hopefully this thesis can be a good source of knowledge and information for those who read it.

Pontianak, May 2016

The Researcher

ABSTRACT

ADHITYA AGRI ASTARINI. 2016. LANGUAGE LEARNING STRATEGIES IN LISTENING SKILL: THE PROFILE OF FOURTH SEMESTER STUDENTS IN IKIP PGRI PONTIANAK. Main Supervisor: Tri Kurniawati, M.Pd. Assistant Supervisor: Citra Kusumaningsih, M.Pd.

This thesis begins with the premise that language learning strategies are important to students in listening skill, and that this applies no less to other skills in language learning. After issues of terminology and definition are addressed, there is a discussion of the theoretical framework of the language learning strategies and listening skill concept. Specifically, this research aimed to describe the use of language learning strategies in listening skill by fourth semester students of English Education Study Program IKIP PGRI Pontianak in the academic year of 2016/2017. This research was a one-shot survey descriptive quantitative research where the population in this study was fourth semester students of English Education Study Program in IKIP PGRI Pontianak. A complete enumeration of the population involved 125 students as the participants of this study.

Strategy Inventory of Language Learning (SILL) consisting 50 statements rated in five Likert-scale, a questionnaire by Oxford (1990) was the instrument utilized in collecting the data. The data obtained analysed by using descriptive statistics analysis. The result suggested that the strategy use of fourth semester students in listening skill covered the complete classification including six types of strategies (memory, cognitive, metacognitive, compensation, affective, and social strategies). However, the data revealed that the level of strategy use by fourth semester students was classified as medium frequency (M=3,38). In measuring the frequently used strategies, 21 items of the instrument labeled as frequently used strategies, while 29 items were moderately used strategies.

The thesis concludes by bringing together discussion of findings and suggestions areas for the students, lecturers of IKIP PGRI Pontianak, and further research.

Keywords: Language Learning Strategies, Listening Skill, SILL

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the study

"The results of previous studies on second/foreign language learning indicate that language learning strategies play an influential role in the process of language learning" (Zare, 2012: 162). These strategies help them in studying language more effectively and overcoming their problems by themselves. By using strategies, they can work out the answers and solutions, as well as managing their own learning. It is by nature that strategies are utilised as helping tools or aids to students' language learning especially in developing communicative competence. In this case, it can results in improved proficiency and better self-confidence. As an example, some students might be aware of the learning strategies and their importance while most of the others are not. Thus, students who are aware will certainly try to combine and find the best strategies they may implement in a certain condition. "These particular students are likely to be using a wide variety of language learning strategies and are probably on the way to becoming autonomous self-regulated learners" (Oxford, 1999: 109). Otherwise, the rest of the students will implement only a limited number of strategies, most likely because they are unaware of the strategies itself.

Moreover, language learning deals with four aspects considered as the core of every language, they are: speaking, writing, reading and listening. Listening as a receptive aspect will be chosen to be the focused aspect of the study because it is believed that for most of EFL students, listening is the most frustrating and

problematic one due to the fact that universities pay more attention to grammar, reading and vocabulary (Gilakjani and Ahmadi, 2011:978). Despite of being problematic, listening is very important in language learning especially for EFL students. Before the EFL students can speak the language, it is necessary to know how the language is spoken by listening to the spoken language itself. In order to solve the complexity in listening, helping tools are to be utilized, in this case language learning strategies. Variations in language learning strategies can serve as a helpful feature since students may choose and decide the suitable strategies they need in order to solve the problem they face in listening, or even better to improve their listening skill.

From a long time ago, researchers around the world have tried to describe and expose about language learning strategies implemented by different types of subjects (e.g. Chang, 1991; Goh & Kwah, 1997; Green & Oxford, 1995; Phillips, 1991; Rao, 2006; Rubin, 1975; Sheorey, 1999; Teng, 1998; Wharton, 2000). A research was conducted by Teng on 51 students of National Yunlin University of Science and Technology in Taiwan where he came to a conclusion that compensation strategies has the highest average frequency among 6 different types of strategies (Teng, 1998: 5). On the contrary, an earlier research by Vandergrift found that his subjects, high school students in Core French implemented cognitive strategies the most compared to 2 other strategies (Vandergrift, 1997: 396). However, a more recent study by Chang with his subject 360 undergraduate foreign language majors at a university in central Taiwan resulted a very similar description with Teng in which compensation strategies are the frequently implemented

strategies (Chang, 2011: 206). Those research reported about variations of sample and result underlining the importance of language learning strategies.

In order to gain prior information about current situation of the participants regarding language learning strategies and listening skill, an informal interview was conducted. As the result of the interview, it is known that a phenomena of unawareness of language learning strategies and having difficulties in listening skill occur among the fourth semester students. Problems such as the lacking vocabularies or even being unable to focus and concentrate during listening are the most common ones in listening skill case. Furthermore, to relate with language learning strategies as helping tool, ten fourth semester students were asked about their resolutions to deal with their difficulties in listening. All of them provided almost the same answer which is by listening musics and watching movies in English. The answer given can be considered as the use of language learning strategies in their listening skill. However, their strategy use was too limited, not to mention that the term and wide range of language learning strategies itself is yet to be known by the fourth semester students.

Although many researchers have described the use of language learning strategies (e.g. Chang, 1991; Green & Oxford, 1995; Oxford, 1999; Phillips, 1991; Rao, 2006; Teng, 1998; Wharton, 2000), few have studied strategies in language learning implemented in listening skill. Furthermore, the phenomena of lacking awareness of language learning strategies, let alone using them in listening occurs in the participants of the study. To complement the previous studies and to describe the use of language learning strategies in listening skill, the researcher conducted a

study on the fourth semester students of English Education Study Program in IKIP PGRI Pontianak. Therefore, this study was considered crucial not only because such study has never been conducted in Pontianak, but also because of the characteristics of the participants in the present study.

B. Research Question

Based on the background of this study, these following research questions were formulated:

1. What are the strategies implemented by fourth semester students of English Education Study Program of IKIP PGRI Pontianak in listening skill?

2. What are the frequently used strategies of fourth semester students of English Education Study Program of IKIP PGRI Pontianak in listening skill?

C. Research Purpose

In this study, the researcher described the use of strategies in learning English listening skill. Specifically this study aimed:

1. To find out the types of strategies implemented by fourth semester students of English Education Department of IKIP PGRI Pontianak in English listening skill.

2. To find out the frequently used strategy of fourth semester students of English Language Department of IKIP PGRI Pontianak in English listening skill.

D. Scope of the Research

In current study the researcher investigated the use of strategies in learning English listening of fourth semester students of English Education Department. It is believed that fourth semester is the optimal level of since the students have been able to adapt with higher education learning after a 1-year-study they have passed.

1. Research Variable

A variable is a characteristic or attribute that varies (Lodico et.al, 2010: 24). In this research a single variable was set, that was language learning strategies in English listening skill.

2. Terminology

The following definitions were provided to ensure uniformity and understanding of these terms throughout the study:

a. Language Learning Strategies

Language learning strategies are helping tools in which help enhancing students' language learning to accomplish language learning competences.

b. Listening skill

Listening skill is a skill of language in which the listener needs to understand and comprehend the message delivered orally by the speaker, by paying attention to every aspects of the message itself.

c. Fourth Semester Students

The fourth semester students are students who have passed three semesters in their study.

E. Significance of the Research

The present research would benefit in the following aspects:

1. Theoretical Benefits

In theoretical field, the study added more information and knowledge about language learning strategies in listening skill since the characteristics of the proposed sample has yet to be studied on before.

2. Practical Benefits

a. To Participants

The result would help students in knowing more about themselves as language learner. Moreover, this study provided information and inventory in using strategy in language learning . Thus, it increased students' awareness of the language learning strategies especially in listening skill.

b. To Lecturers

This study served as a valuable source of information for lecturers to understand about language learning strategies their students implement. The lecturers might use it in determining the best method in teaching that probably would suit their students the most.

c. To Researchers

As for researchers, this study served as the first step in exploring about language learning strategies employed by students who have special characteristics which make them different from all previous study. Later on, the result would help the development of existing theory about language learning strategies because it could be used as an additional information and data from the aspect of EFL students.

CHAPTER II

LANGUAGE LEARNING STRATEGIES IN LISTENING SKILL

A. The Nature of Language Learning Strategies

1. Definition of Language Learning Strategies

As studies about language learning strategies have became more popular among researchers, more definitions of language learning strategies emerged as the results. Starting from the very general definition, O'Malley and Chamot (1990: 1) defines learning strategies as "…the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information." From the very same year, a more specific definition is given by Oxford (1990: 8) where she states that learning strategies are "specific actions taken by the student to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." In contrary to the two earlier definitions, Lee argues that learning strategies are learning skills, learning-to-learn skills, thinking skills, problem skills or, in other words the methods which students use to intake, store, and retrieve during the learning process (Lee, 2010: 134). In short, Lee sees language learning strategies as skills.

However, Chamot tends to define the learning strategies in much simpler way where learning strategies cover the whole things students do to reach the goal of the learning (Chamot, 2004: 14). In contrary to Chamot, Cohen explores the aspect of student consciousness by emphasizing that learning strategies are the actions or steps used by students which are

consciously selected in order to learn the language, the use of it, or even both (Cohen, 1998: 280). To simplify, Richards says that strategy itself can be thought as the ways in which a student approaches and manages a task (Richards, 2008: 11). Though definitions of language learning strategies may vary, there are similarities which pointed out that language learning strategies are used to help the students to enhance their language learning by taking actions consciously or unconsciously to accomplish language learning competences or goals.

To conclude, language learning strategies are actions or behaviours including consciously selected steps taken by students in order to learn the language, the use of it or even both, and how they approach and manage a task so that it will help students in having a more enjoyable and self-directed learning..

2. Classifications of Language Learning Strategies

Many different definitions of language learning strategies are offered by some experts, as well as the classifications of the strategies. Oxford (1990: 18-21) describes and classifies them into six classes which are divided into two major classes, direct and indirect strategies. O'Malley and Chamot (1990: 46) on the other hand classify them into three different types, metacognitive, cognitive, and social/affective strategies.

Oxford's two major classes are divided based on their involvement into the target language itself. Memory strategies, cognitive strategies, and

compensation strategies which are involved directly into the language are

classified as direct strategies, while metacognitive strategies, affective

strategies, and social strategies are the indirect ones.
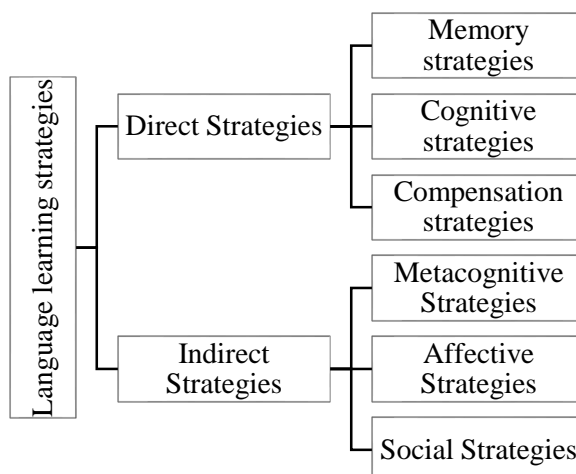
Figure 2.1 Categories of Language Learning Strategies (Adopted fromOxford 1990)

Although three strategies (memory, cognitive, and compensation)

are covered in direct strategies, they serve and do different processes.

"Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information. Cognitive strategies, such as summarizing or reasoning deductively, enable students to understand and produce new language by many different means. Compensation strategies, like guessing or using synonyms, allow students to use the language despite their often large gaps in knowledge." (Oxford, 1990: 37)

Figure 2.2 shows the group of strategies in each type of direct strategies.
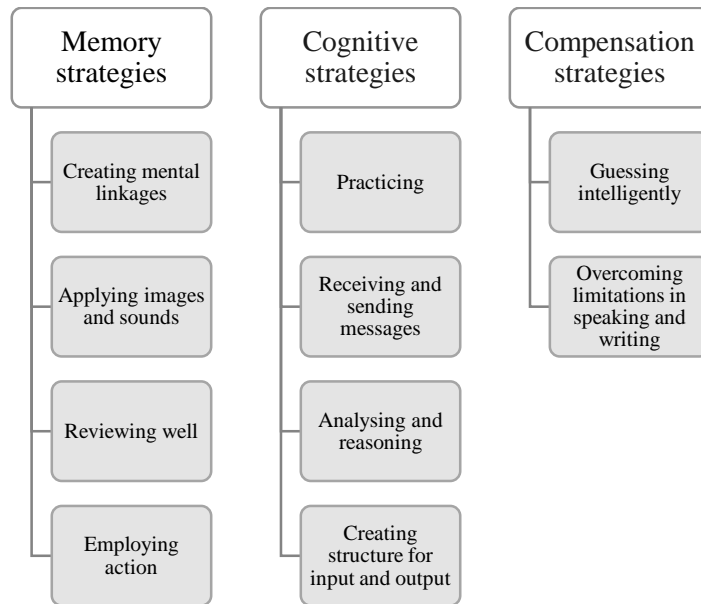
Figure 2.2 Direct Strategies (Adopted from Oxford 1990)

In the contrary of direct strategies, indirect strategies (metacognitive, affective, and social strategies) do not directly deal with the target language but rather supporting and managing the language learning. Oxford (1990: 135) explains indirect strategies as such:

"Metacognitive strategies allow students to control their own cognition—that is, to coordinate the learning process by using functions such as centering, arranging, planning and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interactions with others."

Figure 2.3 shows the group of strategies in indirect strategies.
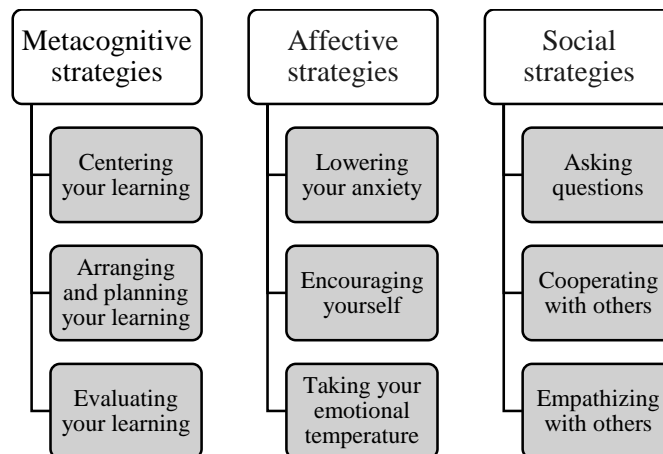
Figure 2.3 Indirect Strategies (Adopted from Oxford 1990)

Figure 2.3 shows the group of strategies in indirect strategies. It can be seen that language learning strategies are divided into different class or categories. However, Oxford emphasizes that strategies are supposed to work hand in hand with one another (Oxford, 1990: 135). In short, strategies does not work separately, it can be combined in order to achieve the goal of learning..

While Oxford draws clear lines between strategies into six types (memory, cognitive, compensation, metacognitive, affective, and social strategies), O'Malley and Chamot's classification seems to be much simpler. In their strategies classification, memory and compensation strategies are covered in cognitive. Affective and social strategies are also combined or considered the same. Figure 2.4 shows the classification by O'Malley and Chamot (O'Malley & Chamot, 1990: 46):

Metacognitive Strategies	Selective attention: focusing on special aspects of learnnig task
	Planning: planning for the organization of either written or spoken discourse
	Monitoring: reviewing attention to a task, comprhension of information that should be remembered, or production while it is occuring
	Evaluation: checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place
Cognitive Strategies	Rehearsal: repeating the names of items or objects to be remembered.
	Organization: grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes.
	Inferencing: using information in text o guess meanings of new linguistic terms, predict outcomes, or complete missing parts.
	Summarizing: intermittently synthesizing what one has heard to ensure the information has been retained.
	Deducing: applying rules to the understanding of language.
	Imagery: using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer: using known linguistic information to facilitate a new learning task.
	Elaboration: linking ideas contained in new information, or integrating new ideas with known information.
Social/affective Strategies:	Cooperation: working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.
	Questioning for clarification: eliciting from a teacher or peer additional explanation, rephrasing, or examples.
	Self-talk: using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

Figure 2.4 Language Learning Strategies (Adopted from O'Malley &Chamot 1990)

Now that the language learning strategies have been classified, this study will use the classifications as a base in determining strategies implemented by sample of this research. Therefore, the researcher will focus on six strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies.

3. The Importance of Language Learning Strategies

In order to know and to understand the importance of language learning strategies, it is necessary to know the features the language learning strategies first. Oxford (1990:9) mentions some interesting and helpful features to help in understanding the language learning strategies on the first place. See figure 2.5.

> **Features of language learning strategies**
>
> - Contribute to the main goal, communicative competence.
> - Allow students to become more self-directed.
> - Expand the role of teachers.
> - Are problem-oriented
> - Are specific actions taken by the student.
> - Involve many aspects of the student, not just the cognitive.
> - Support learning both directly and indirectly.
> - Are not always observable
> - Are often conscious.
> - Can be taught.
> - Are flexible
> - Are influenced by a variety of factors.

Figure 2.5 Features of Language Learning Strategies (Adopted from Oxford 1990)

As seen from the figure 2.5, there are twelve features of language learning strategies offered. The first feature which is "contribute to the main goal, communicative competence" will help the language student to achieve the goal or competence of language learning, in the case of this study for example is to help achieving the competence of listening comprehension. The second feature will help the student to be more independent and take responsibility of his/her language learning. Oxford also explains that the "self-regulated students" are those who tend to implement more strategies than common language student because they take serious actions regarding their language learning (Oxford, 1999:109). Not only helping to reach the goal of language learning, strategies also help student to manage him/herself in learning the language.

To show how complete the language learning strategies are, Oxford (1990) shows that language learning strategies cover the matter of teaching the language itself by its third feature. Language learning strategies are intended to help the process of teaching the language by expanding the role of teachers in language learning. In this case, teachers will no longer simply delivering material to learn in the target language but also exploring more into the effective ways in teaching the language.

Language learning strategies will also help student solving the problems encountered in the process of learning because they are problem-oriented. They give ways to the student to choose the actions to do in order to solve the problems. Thus, the strategies will cover many aspects of the

student, not just cognitive but also many others so that there will be more options for the student are opened to be employed in the language learning. Therefore, they can be considered helping the student both directly and indirectly.

Language learning strategies are also flexible, student may choose the strategies based on the need. Nevertheless, the strategies are not always observable. They can be visible such as in asking questions or asking for repetitions, but also invisible such as in mind mapping and making plan. Last but not least, the strategies can also be taught to the language student. This feature will later be discussed more in the part of implementing language learning strategies in listening comprehension.

The features of language learning strategies can be considered as helping tools for the student. They will provide great helps especially for EFL students who learn English as the language which is 'foreign' to them. While they are so helpful, the language learning strategies can also be a matter of determining good and common language student. Rubin (1975:42-43) states that "…we need to isolate what the good student does, what his strategies are, and impart his knowledge to less successful students." Her statement shows that there is indeed a difference between good language student and common language student in terms of strategies employed.

To tell the difference of good language student, it can be described as follows:

"(1) The good language student may be a good guesser, that is, he gathers and stores information in an efficient manner so it can be easily retrieved. He may listen to a phrase, pick out the words he understands and infer the rest. He may actively look for clues to meaning-in the topic, setting, or attitudes of the speakers. His guessing strategy may be stratified from the more general to the specific so that he gets the most information from each question or sentence. (2) He is often willing to appear foolish in order to communicate and get his message across. (3) He will try out his knowledge by making up new sentences, thus bringing his newly acquired competence into use." Rubin (1975:45)

From the description of good language student given by Rubin, we can see that the good language student does employ various types of language learning strategies. This reminds us to the feature of strategies which allows the student to be more 'self-directed'. The 'self-directed' student employs more strategies than common language student means that the 'self-directed' student himself is the good language student from Oxford's and Rubin's explanations.

In addition to the theory of good language student by Oxford and Rubin, a study by Wong & Nunan (2011) shows in the context of a good language student, the amount and type of strategies, and even self-awareness are different from a common student. By means of self-awareness here are explained by Jones et. al. (1987:14) as:

"Awareness refers not only to knowledge of specific cognitive strategies but also to knowledge of how to use them and when they should be used Control refers, in part, to the capability to monitor and direct he success of the task at hand, such as recognizing that comprehension has failed, using fix-up strategies, and checking an obtained answer against an estimation."

Nevertheless, to say that every higher level student reports using more strategies more frequently than every lower level student, is not right—in

any situation involving real and infinitely complex human beings the reality is never that simple (Griffiths, 2010:890). Furthermore, Cohen emphasizes that students' own active and creative participation in the learning process through the application of individualized student strategies as an important cause for most students to excel (Cohen,2010:164). To sum up, studies of good language students over the years have indicated the fact as mentioned about relations of students and strategies.

Finally, to help the student understanding the importance of language learning strategies and how to implement them in learning a language, in her recent study Oxford explains that they can indeed help students improve their own perception, reception, storage, retention, and retrieval of language information, if some conditions are present. Conditions meant by Oxford are the strategy relation with the task (the strategy relates well to the task at hand), the effectiveness and relevance of the strategy (the student employs the strategy effectively and links it with other relevant strategies for doing the task), and the coordination of strategy with the other aspect in learning (the strategy coordinates with the student's general learning style preferences to one degree or another) (Oxford,2003:274). Without the presence of those three conditions, language learning strategies will not be effective nor help the students in learning the target language.

B. The Nature of Listening Skill

1. Definition of Listening Skill

Before discussing about the definition of listening, Rost (2011:2-4) has provided various orientations of listening related to its functions. He mentions four orientations to help us understanding listening from different points of view, receptive, constructive, collaborative, and transformative orientation. Figure 2.6 shows the definitions of listening based on each orientation.

Transformative Orientation

Listening = creating meaning through involvement, imagination and empathy

- Listening is being involved with the speaker, without judgement.
- Listening is creating a connection between the speaker and the listener.
- Listening is showing empathy with the speaker.
- Listening is seeking synchronicity with the speaker.
- Listening is imagining a possible world for the speaker's meaning.
- Listening is the process of creating meaning in the speaker.
- Listening is the intention to complete the communication process.
- Listening is feeling the flow of consciousness as you pay attention to things.
- Listening is entering the flow created by the cognitive environment of both the speaker and the listener.
- Listening is taking to heart, being moved and appreciating.

Receptive Orientation

Listening = receiving what the speaker actually says

- •Listening means catching what the speaker said.
- •Listening means getting the speaker's idea.
- •Listening means decoding the speaker's message.
- •Listening means unpacking the speaker's content.
- •Listening is harvesting what is in the speaker's mind.
- •Listening refers to the selective process of attending to, hearing, understanding and remembering aural symbols.
- •Listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes and emotions from the speaker.

Collaborative Orientation

Listening = negotiating meaning with the speaker and responding

- • Listening is co-ordinating with the speaker on the choice of a code and context.
- • Listening means responding to what the speaker has said.
- • Listening is the process of negotiating shared information or values with the speaker.
- • Listening means acting interested while the speaker is talking.
- • Listening is signalling to speaker which ideas are clear and acceptable to you.
- • Listening is sharing the climate of the speaker.
- • Listening is the acquisition, processing, and retention of information in the interpersonal context.

Constructive Orientation

Listening = constructing and representing meaning

- •Listening means figuring out what is in the speaker's mind.
- •Listening means finding something interesting in what the speaker is saying.
- •Listening means finding out what is relevant for you.
- •Listening means reframing the speaker's message in a way that's relevant to you.
- •Listening means understanding why the speaker is talking to you.
- •Listening means noticing what is not said.
- •Listening is the process by which oral language is received, critically and purposefully attended to, recognised and interpreted in terms of past experiences and future expectancies.

Figure 2.6 Definitions and Orientations of Listening (Adopted from Rost 2011)

The orientations of listening by Rost give clear understanding that there can be no simple definition to describe listening completely, because it is not simple, nor narrow to be easily defined. Listening covers all aspect in the spoken communication, including understanding, emotion, and respect to the speaker. Thus, definition of listening will vary depend on the context of the listening itself.

In the context of language learning, Vandergrift defines listening as:

"… a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the sociocultural context." Vandergrift (1999:168)

Thus, both theories by Rost and Vandergrift point out one similarity, which is the complexity of listening.

However, to conclude the definition of listening, it can be inferred that listening is a language aspect in which the listener needs to understand and comprehend the message delivered orally by the speaker, by paying attention to every aspects of the message itself.

2. The importance of Listening Skill

Understanding listening means understanding the base of language learning. The theory of listening in language learning is essentially related to the theory of listening in language acquisition. Language acquisition and language learning are two different theories in which language acquisition is a term meant for human acquiring the native language, and language learning is for a deliberate process usually in language classroom settings to learn second or foreign language (non-native language) (Darjdowidjojo, 2010: 225). Despite the difference, both theories hold a very same key— listening. In both conditions (acquisition & learning), listening is the natural precursor to speaking and both are dependent on listening (Nation & Newton, 2009: 37). Moreover, listening is the most frequently used communication skill (Goh, 1999: 44). Thus, listening is considered as important skill.

The present situation of listening in language classroom shows that listening is a skill which the importance has been taken for granted, and arguably the least understood and most overlooked of the four skills (listening, speaking, reading and writing) in the language classroom (Nation & Newton 2009: 37). This situation could only means that many teachers

and schools are not aware of how listening is important in language classroom.

In terms of the importance of listening, Gilakjani& Ahmad explains in their study that, "listening plays a significant role in daily communication and educational process" (2011: 977). For EFL students specifically, Nation & Newton explains that listening is a source of information from which to build up the knowledge necessary for using the language (Nation & Newton 2009: 38). Furthermore, to help students activate their learning in listening is also the most fundamental and important way to equip students with EFL communicative competence (Chen, 2013: 81). Needless to say, listening has a big impact in language learning.

Underlining the relation between listening and other skills in foreign language learning, Vandergrift explains that listening is a highly integrative skill playing an important role in the process of language learning, facilitating the emergence of other language skills (speaking, reading, writing) (1999: 170). A study by Gilakjani& Ahmad supports the theory by pointing out and suggesting that EFL students need to focus more on the listening so that they can acquire a useful tool to raise their English comprehensive competence because level of listening ability affects the capacity for improvement in other language skills (2011: 986). The same idea suggesting a positive relationship between listening ability and foreign language proficiency is also shown in the previous study by Feyten (1991:

178). Specifically, the result of his study shows listening ability affects the overall foreign language oral proficiency skills.

To conclude, it is now generally recognized that listening is an important skill and it plays a key role in facilitating the emergence of other language skills in language learning (Vandergrift, 1999: 168; Vandergrift &Goh, 2012: 4). It also provides much of the input and data that students receive in language learning (Richards, 2008: 1). It is a resource of knowledge for students in learning English language.

3. Listening in the Context of EFL

Some research have pointed out that listening is complex, frustrating, and problematic for EFL students (Gilakjani and Ahmadi, 2011; Al-Qoraghooly and Al-Bermani, 2010; Lynch and Mendelsohn, 2010; & Goh, 1999). On the EFL university level, Gilakjani and Ahmadi underline that students' serious problems in listening are due to fact universities pay more attention to English grammar, reading and vocabulary (Gilakjani& Ahmad 2011: 978). Furthermore in the EFL classroom, teachers either did not teach listening at all, or attempted to teach it, but did so rather ineffectively that students who learned to comprehend the spoken language did so 'in spite of the teaching', not because of it (Lynch and Mendelsohn,2010: 194). Thus, teaching listening is taken lightly despite its complexness.
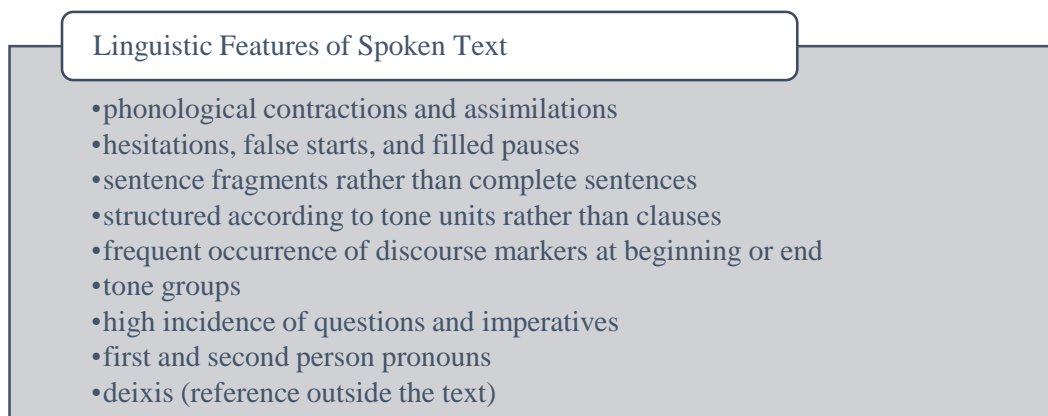
Regarding its complexness, listening has some problems or difficulties. Goh in her study determines three major problems occurring in EFL listening, they are: perception, parsing, and utilisation problems (Goh, 1999: 59). Perception problems including: how students do not recognise words they know, how they neglect the next part when thinking about the meaning, how they cannot chunk streams of speech, missing the beginning of texts, and how they concentrate too hard or even unable to concentrate while listening. The problems like quickly forgetting what is heard, unable to form a mental representation from words heard, and do not understand subsequent parts of input because of earlier problems are all considered and covered in parsing problems. For the utilisation problems, students are likely to understand words but not the intended message, or even get confused about the key ideas in the message.

There are many reasons and factors causing difficulties and problems of EFL students in listening such as what have been mentioned above, one of them is because the teaching setting and the real setting are completely different. In learning foreign language, students learn in a classroom where the situation is arranged to be as conducive as possible, they learn from a teacher who speak as clear as possible so that he/she can be easily understood, and students learn from text book where the sentences begin with capital letters and end with full stops, while in real setting or life, native/ordinary speaker simply speak clear enough to make themselves

understood in a certain context (Brown, 1990: 2). Those problems are only some of the basics in causing difficulties in listening.

The other factor which is likely to cause problems and difficulties is the fact that listening is not a written discourse like reading where students may relook or reread. Spoken discourse on the other hand, is quite complicated because of the characteristics it has. Figure 2.7 shows the features of spoken discourse by Flowerdew& Miller (2005: 48).

Linguistic Features of Spoken Text

- phonological contractions and assimilations
- hesitations, false starts, and filled pauses
- sentence fragments rather than complete sentences
- structured according to tone units rather than clauses
- frequent occurrence of discourse markers at beginning or end
- tone groups
- high incidence of questions and imperatives
- first and second person pronouns
- deixis (reference outside the text)

Figure 2.7 Linguistic Features of Spoken Text (Adopted from Flowerdew& Miller 2005)

Apart from the features mentioned by Flowerdew& Miller, Richards (2008:3) specifically mentions several characteristics of spoken discourse which often cause troubles and problems to EFL students in listening, they are: spoken discourse is usually instantaneous and listeners must process it "online" with seldom chance to listen it again; its speech rate often considered as too fast for EFL students; it is usually delivered one clause at a time while written discourse one sentence; it is also context-dependent and personal, assuming shared background knowledge; it may be spoken or

delivered different ways, such as different accents, standard and non-standard, native and non-native, regional and so on; and lastly it is described as having a linear structure while written having a hierarchical structure.

Moreover, the sub-skills of listening are also problematic for EFL students. As a bundle of processes are occurred in listening, the skills needed for it are also complex.

"In relation to listening, students need skills in segmenting the stream of speech into meaningful words and phrases; the ability to recognise words, phrases and word classes; ways of relating the incoming message to one's own background knowledge and identifying the rhetorical and functional intent of an utterance or parts of an aural text; skills in interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone; the ability to extract the gist/essential information from longer aural texts without necessarily understanding every word." (Nunan,1991:6)

To master such skills, continuity in learning is needed to support as practices and to make students getting used to the skills. The problem is that current teaching and learning of listening do not support and provide much of such opportunities. And as the result, the complexity of skills needed become a problem for EFL students.

Furthermore, adding the severity of problems in listening for EFL students, some other factors affecting listening are from the components involved in the listening itself. Rubin (1994: 199) summarizes five major factors affecting listening, including the text characteristics, the interlocutor characteristics, the task characteristics, the listener characteristics, and also the process characteristics. The text characteristics cover aspect such as the variation in a listening passage/text or associated visual support. The task

characteristics on the other hand, cover aspect such as variation in the purpose for listening and associated responses. More on the task characteristics, Anderson & Lynch (1988 cited in Nunan 24-25:1991) in their series of experiments found that the difficulty of listening tasks was particularly influenced by the organisation of information, students' familiarity of the topic, how information is presented (explicitness and sufficiency of the information), the type of referring expression used (e.g. use of pronouns rather than complete noun phrase), and whether the text described "static" relationship (e.g. geometric figures) or dynamic relationship (e.g. a road accident). Humans' characteristics cover the variations of interlocutor and listener characteristics, e.g. variation in the speaker and listener personal characteristics. Last but not least, characteristics of the process as one of components in listening which can cause problem such as variation in the listener's cognitive activities and the nature of the interaction between speaker and listener.

In conclusion, many factors can be causing troubles for EFL students in listening. It is due to fact that as foreign language, English is not the main medium for communication and most of the environments are not supportive for student to develop the language proficiency. The teaching and learning which neglect and unaware of the importance of listening can also disadvantage the students development. In short, everything tends to be more difficult and problematic for EFL students because they are not used to it.

C. The Importance of Language Learning Strategies in Listening Skill

In the previous parts, it has been explained and known that listening is a problematic skill for EFL students, while language learning strategies are helping tool in achieving the goal of language learning. When the two aspects are present (problem and helping tool), logically one will be used to solve the other so that the goal can be achieved. Utilizing and maximizing the use of language learning strategies in this case is the best way for EFL students to help them in listening and achieving a better language proficiency. Thus, it is better to relate to the current views of listening which emphasize the role of listener, who is seen as an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening (Richards,2008:1). Therefore, it is necessary to use strategies in solving problems in listening.

To realize how important implementing strategies in listening will change the orientation of the language learning. Siegel &Haswell (2010: 27) point out that mostly students and teachers in are product-oriented. It means that they care more to the result or outcome such as grade and score than to the process of the learning itself. They also added that sole attention to the outcomes of language learning results in the neglect of the process involved in the language skill. Regarding this matter, Richard states that successful listening can also be looked at in terms of the strategies the listener uses when listening (Richards, 2008:11). Thus, strategies implementation is one of the neglected process and aspect in listening which need more attention from both teachers and students since.

Yet, in order to achieve the goal of language learning by utilizing and maximizing the strategies it is important that students acquire several dimensions of information about the strategies they use clearly: students need to know what the strategy is (declarative information), how to apply it (procedural knowledge), as well as when and where to use the strategy (conditional knowledge) (Jones et. al 1987:41). Still and all, Cohen suggests that students also need to see that different tasks may call for different strategies, rather than attempting to use the "one strategy fits all" approach (Cohen, 2003:290). He also added that teachers may benefit from varying the nature of tasks as much as possible so as to allow students with different style and strategy preferences to do their very best.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the purpose of the study, a descriptive quantitative, survey research design was chosen to seek answers for the research questions. It is a one-shot survey for the purpose of describing the characteristics of the sample at one point in time (Mertens,2010:177), in this case the strategies employed in listening by fourth semester students of English Department in IKIP PGRI Pontianak.

B. Participants of the Study

The participants were all fourth semester students majoring in English language teaching at IKIP PGRI Pontianak, in West Borneo, Indonesia. In IKIP PGRI Pontianak, there are 10 study programs including English study program as one of them where students learn English including listening skill, not only to use the language but also to be able to teach the language itself as S-1 English department develops scholars (S.Pd.) who are prepared and expected to be English language teacher in every level of education (Buku Pedoman Operasional academic year 2012/2013:10). Thus, they are considered having unique characteristics.

In IKIP PGRI Pontianak, the academic year system is divided into two semesters which are odd and even semester (Buku Pedoman Operasional academic year 2012/2013:19). Nevertheless, the current study was conducted during even semester while students were attending their fourth semester. which consisted of 5 classes.with approximately 150 students.

Census or complete enumeration of the population under study was conducted with the objective of collecting data in relation to every member of the population under study (McLennan, 1992:2). Thus, the researcher came to every class and asked every student presented at the class time to fill the questionnaire and became participants of the study. It was done to improve the response rate and the accuracy of drawn conclusions, since in survey research it is important to have as large sample as possible (Creswell,2012:381). In this case, 125 students participated from approximately 150 target participants.

C. Technique of Data Collection

In the pre-stage of this research, an interview was chosen in order to find out students' current condition. However, in collecting data regarding students' language learning strategies in listening skill, administering questionnaire (self-administered questionnaire) was chosen as the technique of data collection. By choosing to administer questionnaire it can be relatively cheap and quick way of obtaining information necessary (Bell,2005:14). Moreover, this research is considered as descriptive quantitative which was the right call for self-administered questionnaire.

D. Tool of Data Collection

For a pre-stage interview, an interview guidelines consisted of two questions was used as a tool in finding out the students' current condition. The list of questions can be seen in appendix 3. Further in this study, data about students' strategy use was collected using self-administered questionnaire. It is believed that, "a survey or questionnaire is the main tool or instrument used to collect data in a descriptive-

survey research study." (Lodico et.al, 200:159). In addition, the questionnaire was beneficial to the study in term of efficiency because its main emphasis is on fact-finding (Bell,2005:14). Thus, questionnaire was the one and only tool chosen in the study.

Strategy Inventory for Language Learning (SILL) test version 7.0 designed by Oxford (1990) administered as a tool for data collection. The SILL test consisted of fifty questions divided into six parts; part A included 9 statements related to memory strategies, part B involved 14 statements about cognitive strategies, part C consisted of 6 statements on compensation strategies, part D contained 9 statements about metacognitive strategies, part E consisted of 6 statements for affective strategies, and part F consisted of 6 statements on social strategies. The specification can be seen in appendix 2.

The SILL uses a choice of five Likert-scale described as follow: never or almost never true of me, generally not true of me, somewhat true of me, generally true of me, and always or almost always true of me. In the case of SILL, the measure of internal consistency (Cronbach's Alpha) is the most appropriate reliability index. In general, reliabilities of SILL have been high, for example in a study by Oh (1992) the reliability of translated SILL reached.91 using Korean translation to 59 Korean students. Though SILL was constructed using six subscales, reliability of SILL is determined with the whole instrument.

E. Technique of Data Analysis

To analyse the data acquired as well as answering research questions, the researcher conducted a simple descriptive statistics analysis. Descriptive statistics are expressed as the mean, median, or mode which typically reported in quantitative studies (Creswell, 2012:184). In this study, it is the mean and standard deviation.

Details of the analysis and description are the following five steps process. Firstly by obtaining the result of each student's language learning strategies. Secondly calculating the mean of overall strategy use for each student and mean of the overall strategy use by all students ($n = 125$). Next is calculating the standard deviation for the mean of overall strategy use by all students. After that, to distinguish frequently used strategies (items), classification by Green and Oxford (1995) was applied. The classification is as follow:

1. Frequent use at all course levels: 50% or more of all students in the study responding 4 or 5.

2. Moderate use at all course levels: 20-49% of students responding 4 or 5.

3. Infrequent use at all course levels: fewer than 20% of students responding 4 or 5.

Lastly, the results described in: categories-based description of the strategies in order to answer the first research question, and item and category-based description for the second research question. A helping software (Microsoft Excel and SPSS 16.0) utilized in analysing and describing the data.

F. Research Procedure

As mentioned by Lodico et.al. (2006:159), there are 5 steps in conducting a descriptive-survey research, which are: designing and developing the survey, selecting the sample, piloting the survey, administering final survey and collecting data, and lastly analysing the collected data. However, since the researcher adopted the instrument, the procedure skipped only to selecting sample and administering the questionnaire.

The questionnaire administered to the participants in three different days for 5 classes. The researcher will ask participants to fill the questionnaire and return it in the same day. Lastly, the data collected from the participants will be analysed so that the research questions of the study can be answered, and the purposes of the study can be achieved based on the results.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

Data from current participants ($n = 125$) have been collected, analysed, and described to answer the research questions. The overall SILL mean in the present study was 3.38, with a standard deviation of 0.43. Regarding the first research question and purpose addressing the language learning strategies used by fourth semester students, the results are listed in the chart below.
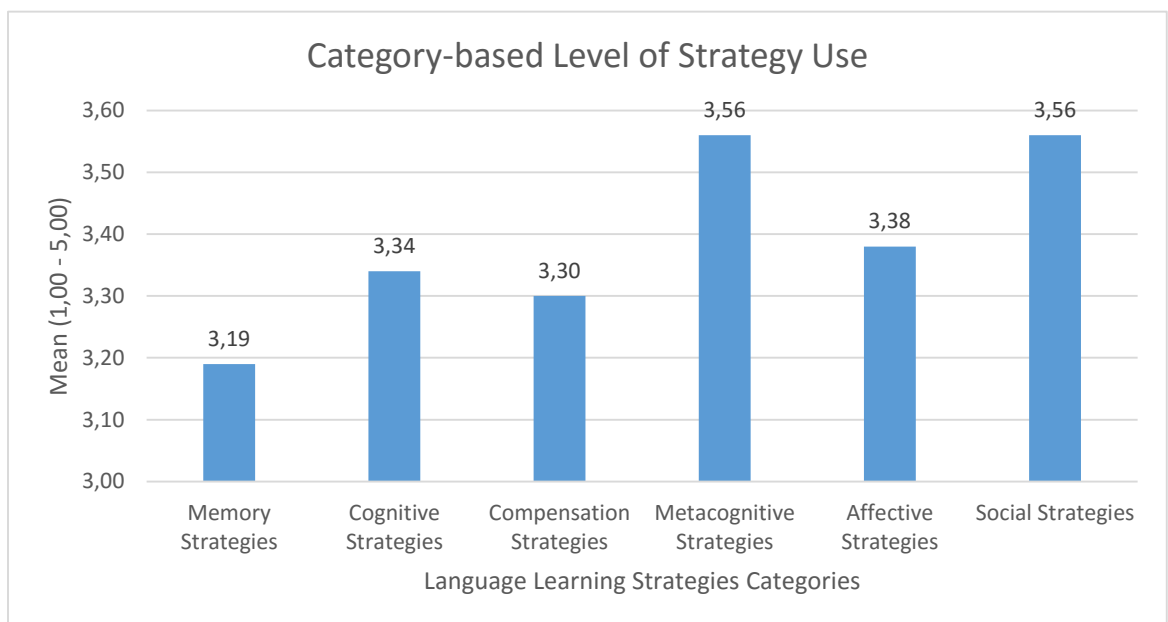
Figure 4.1 Students' Strategy Use

The six strategies above represent each category in Oxford's classification where: remembering more effectively for memory strategies, using all your mental processes for cognitive strategies, compensating for missing knowledge for compensation strategies, organizing and evaluating your learning for metacognitive strategies, managing your emotion for affective strategies, and lastly learning with others for social strategies.

It can be seen from figure 4.1 that metacognitive and social categories have the highest mean (*Mean* = 3.56) which means the two categories were the most dominant or frequent categories implemented by fourth semester students. Furthermore, to understand the pattern of strategy use by fourthe semester students, an item-analysis of each category and frequency can be seen in figure 4.2 below.
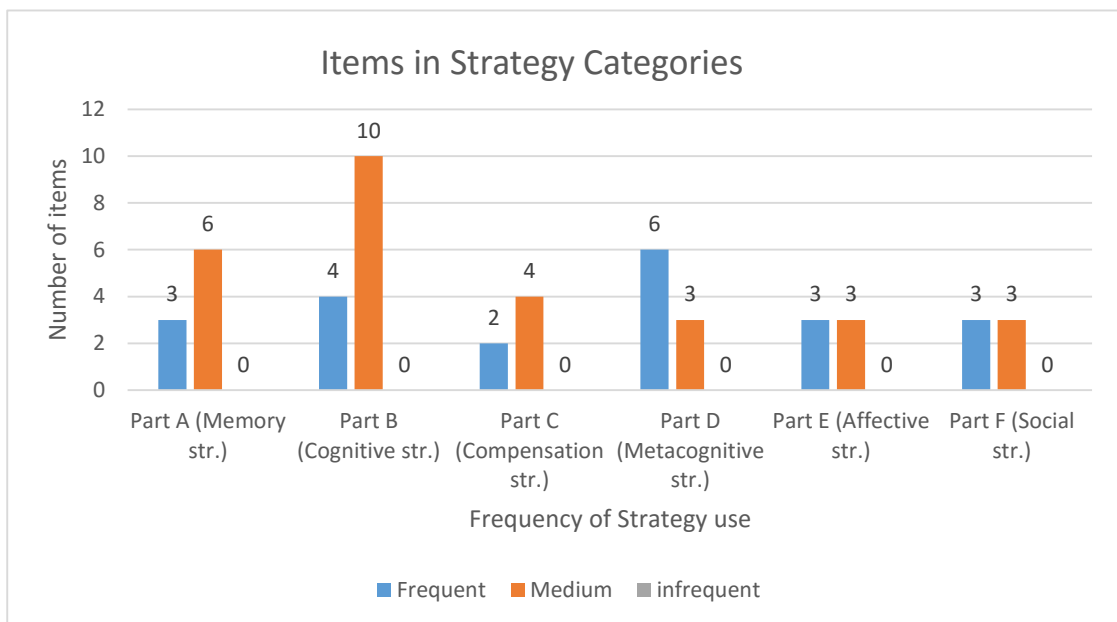

Figure 4.2 Frequency of Items in Strategy Categories

It can be seen from the figure above that none of the items in each category was classified as infrequently used one. Figure 4.2 shows that in memory strategies category, there were 3 items classified as frequently used strategies while 6 items classified as medium ones. However, in cognitive strategies category, there was a quite significant difference in number of items where 10 items were classfied as medium ones, and with 6 points difference there were 4 items classified as frequently used ones. Next, in compensation strategies category, 2 items were labeled as frequently used ones while the other 4 items as medium ones. On the other hand, metacognitive strategies category has 3 items classified as frequently

used and 6 items as medium ones. As for affective and social strategies, both categories got equal points in terms of number of items for each frequency, 3 items as frequently used and 3 items as medium used ones. A detailed percentage for each classification can be seen in appendix 2 and 3.

From the data obtained, among the 50 items, there were a total of 21 items classified as frequently used strategies. However, to help in finding the most frequently used one, a chart of comparison is presented as in figure 4.3.
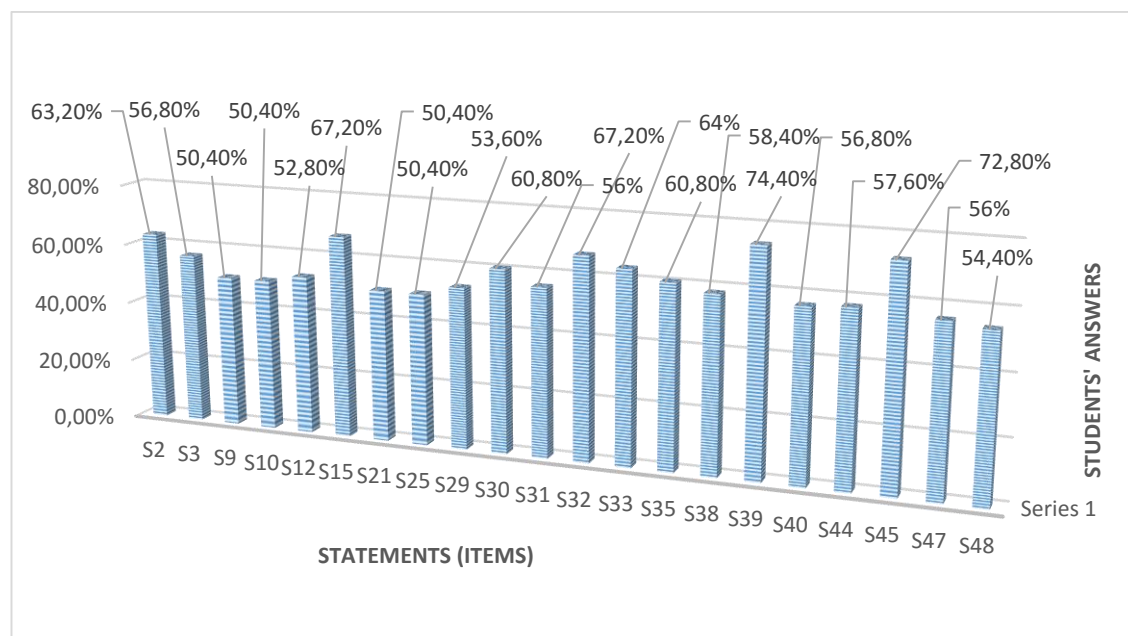
Figure 4.3 Frequently Used Items

As the chart shows the highest percentage is 74,40% from item number 39 "I try to relax whenever I feel afraid of English". Therefore, it is classified as the most frequently used item.

B. Discussion

Based on the finding, the use of strategies by fourth semester students cover the complete classifications of six categories of language learning strategies by

Oxford (1990). Nevertheless, the average score of each category varies from one to another. In distinguishing the level of frequency of strategy use, Oxford (1990: 291) determines a mean of all subjects in the range of 3.5-5.0 as high use, 2.5-3.4 as medium use, and 1.0-2.4 as low use. Thus with the overall average of strategy use of the present study was 3.38, students' strategy use is classfied as medium use.

Moreover, data obtained shows that the average score of students use of strategy for each category fell within the range of 3.19-3.56 where memory strategies as the lowest point, and metacognitive and social strategies as the highest point. With a value of standard deviation 0.43, it can be claimed that the level of strategy use for each category is medium use. This finding is in line with most previous studies conducted in EFL situation (Oh, 1992; Rao, 2006; Sheorey, 1999; Wharton, 2000) where the use of strategy is on the medium level. This might do the cause of EFL situation where English is not a main or common tool for communication. Moreover, there is no need of immidiate communication using English in EFL situation. In short, EFL students are lacking in urgency to master the language since they do not need English in daily life.

Although the overall and each category use of strategy are considered medium use, the finding suggests that metacognitive and social strategies are the most frequently used categories of language learning strategies since both have the highest mean. Accordingly, Oxford explains that the higher students' average for a given SILL category, the more frequently the students use that particular category of learning strategies (Oxford,1990:280). In this case, metacognitive and social strategies have the highest average compared to four other categories.

Regarding the matter of frequently used strategies, 21 of 50 items are classified as frequently used strategies. The 21 items passed the requirement of highly/frequently used strategies which is to have 50% or more of all students in the study responding 4 or 5 (Green & Oxford, 1995: 272). However, among 21 items labeled as frequently used strategies, the most frequently used one is the item from affective strategies "I try to relax whenever I feel afraid of English".

Three distinctive features of the current study emerged in category-level of strategy use and in item-level of strategy use. Firstly, the finding shows that there are two dominant categories of strategy use with the same average score (Mean=3.56) which are metacognitive and social strategies. Such result is uncommon in the field of study of language learning strategies where only one dominant category occured (Chang, 1991; Goh & Kwah, 1997; Green & Oxford, 1995; Phillips, 1991; Rao, 2006; Sheorey, 1999; Wharton, 2000).

Another special characteristic in this study is the highest or the most frequently strategy (item) was found from affective category while affective is not a dominant category. This shows students' effort to manage their emotion even though they encountered difficult situations dealing with their anxiety and nervousness in using English. Furthermore, it suggests the idea of constant self-encouragement to be able to use English as well as achieving goal in learning English language.

Last but not least, once more a distinctive feature found in one of the most dominant categories of strategy use which is the social strategies. This finding is in

opposition of result obtained by Rao (2006) where social strategies is reported as the least frequent of all six categories. This might be due to different educational background of the participants. In Rao's study, the participants were all normal/ common college students while the participants of current study are all students trained and educated with teacher training skills and materials. Students are expected to master the skill of planning and evaluating the learning activities and class, as well as to have the ability and skill in socializing with others since they are will engage in communications with various elements of social environment (e.g. students, parents, fellow teachers) (Kyriacou, 2007: 6). Thus metacognitive strategies as strategies related to planning and evaluating, and social strategies as strategies related to socializing emerged as the most dominant categories of strategy use.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study has examined the fourth semester students' strategy use in listening skill at three levels (the overall strategy use, categories, and the individual use of item). For overall strategy use, students' level of strategy use was in medium level. In category-based strategy use, metacognitive and social strategies were found to be the frequently used strategies with mean 3.56 for both categories. However in item-based level, it was found that the item with highest percentage was an item number 39 from affective category (i.e. 74% responding 4 or 5).

Moreover, the study revealed some distinctive characteristics in their use of language learning strategies. Each of these characteristics seemed to be related to students' educational pattern. Being educated in an institution specifically training students to be teachers influenced their inner self. Especially, the abilities to overcome difficulties and fears. Since, those qualities are what people expected from teachers' figure.

In addition, the power and pressure of expectations as teacher-to-be affected how students think and choose their strategies. Therefore, they frequently use strategies that are related to their nature of being trained to be teachers. Finally, the EFL learning environment in an educational institution context played an important role in shaping the use of language learning strategies for this group of students.

B. Suggestions

Based on the conclusion of the study, the researcher can underline some practical suggestions. Firstly, the lecturers of English study program of IKIP PGRI Pontianak are recommended to consider integrating language learning strategies in their teaching. For example in teaching listening skill, the lecturer might want to tell his/her students about learning strategies which can help them in learning listening skill better and more efficiently. By doing this, the process of teaching and learning can be improved significantly since it will be easier for the teacher to deliver the knowledge and teaching the skill, and for the students to achieve the goal of learning.

Secondly, the students of English study program of IKIP PGRI Pontianak, should increase their knowledge about language learning strategies. It is in order to have an inventory of strategies to use in any kind of situation of language learning. Moreover it will help them solving difficulties and problems they face in learning English language. This will definitely improve their achievement in class as well as their English language proficiency.

Regarding further research in the field of language learning strategies, it should be done by using or even developing a new instrument in assessing the use of language learning strategies. Related studies on language learning strategies mostly use SILL as the main instrument, however the generality of SILL can be one of its lackeness. Since research on specific English language skill has not been done throughly especially regarding the strategy use, an appropriate and specific instrument needs to be developed. Hence an inventory of strategy use for each skill

is necessary. Furthermore, an up to date instrument and inventory is needed to adapt with the recent condition of technology and language learning. More media and tools can be used in improving students' ability and language learning as well as helping them solving the problems. For example, by using a video, an online course, or even a multimedia presentation can be students' strategies in language learning. Therefore, rather than investigating and analysing strategy use by using SILL which has been done by many previous studies, developing a new specific and up to date instrument will be more appropriate for further studies in this field.

Last but not least, further research should investigate on different types of participants. It does not only limited to situations such as ESL, EFL, or even first language, but even deeper and diverse. Such as the present study, participants with special characteristics might be able to give a brand new point of view in this field of study. This might due to their different educational background, social background, or even their special needs. Take students with special needs as an example, the question of how do they learn language, how do they cope with their special needs, how do they solve their problems in language learning, and what kind of strategy they use to do all of those actions can enrich the information about language learning strategies use.

BIBLIOGRAPHY

Bell, J. (2005). *Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science*. New York: Open University Press.

Brown, G. (1990). *Listening to Spoken English*. New York: Pearson Education.

Chamot, A.U., (2004) "Issues in Language Learning Strategy Research and Teaching". *Electronic Journal of Foreign Language Teaching*, 1(1):14-26.

Chamot, A.U., (2008) "Strategy Instruction and Good Language Students". In Griffiths, C. (ed.), Lessons From Good Language Students. Cambridge, England: Cambridge University Press; pp. 266–281

Chang, C., (2011) "Language Learning Strategy Profile of University Foreign Language Majors in Taiwan". *Electronic Journal of Foreign Language Teaching*, 8(2):201-215.

Chen, A., (2013) "EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study". *Journal of Asia TEFL*, 10(3):81-101.

Cohen, A.D., (2003) "The Student's Side of Foreign Language Learning: Where Do Styles, Strategies, and Tasks Meet?" *International Review of Applied Linguistics in Language Teaching (IRAL)*, 41(4):279–29.

Cohen, A.D. (2010) "Focus on the Language Student: Styles, Strategies and Motivation". In N. Schmitt (ed.), 2010. An Introduction to Applied Linguistics(pp. 161-178). London: Hodder Education.

Creswell, J.W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.

Feyten, C.M., (1991) "The Power of Listening Ability: An Overlooked Dimension in Language Acquisition". *The Modern Language Journal*, 75(2):173-180.

Flowerdew, J. & Miller, L. (2005). *Second Language Listening: Theory and Practice*. Cambridge, England: Cambridge University press.

Gilakjani, A.P, &Ahmadi, M.R., (2011) "A Study of Factors Affecting EFL Students' English Listening Comprehension and the Strategies for Improvement". *Journal of Language Teaching and Research*, 2(5):977-988.

Goh, C., (1999) "Learning to Listen".*REACT*, 2:44-53.

Goh, C., (2000) "A Cognitive Perspective on Language Students' Listening Comprehension Problems".*SYSTEM*, 28:55-75.

Goh, C., & Taib, Y., (2006) "Metacognitive Instruction in Listening for Young Students". *ELT Journal*, 60:222-232.

Green, J.M., & Oxford, R.L., (1995) "A closer look at learning strategies, L2 proficiency and gender", *TESOL Quarterly*, 29 (2):261-296.

IKIP.PGRI.(2012/2013).*PedomanOperasional*. Pontianak: Bola Mahkota.

Jones, B., Palincsa, R.A., Ogle, D., & Carr, E. (1987). *Strategic Teaching and Learning: Cognitive Instruction in the Content Areas*. Alexandria: Association for Supervision and Curriculum Develo. pment.

Kyriacou, C. (2007). *Essential Teaching Skills*. Cheltenham: Nelson Thornes.

Lodico, M.G., Spaulding, D.T., &Voegtle, K.H. (2006). *Methods in Educational Research: From Theory to Practice*. San Francisco: Jossey-Bass.

McLennan, W. (1999). *An Introduction to Sample Surveys: A User's Guide*Canberra: Commonwealth of Australia.

Mertens, D.M. (2010). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods*. New York: Sage Publications.

Nation, I. S.P & Newton J. (2009).*Teaching ESL/EFL Listening and Speaking*. New York and London: Routledge.

Nunan, D. (1991). *Language Teaching Methodology*. London: Prentice Hall.

Oh, J. (1992). "Learning strategies used by university EFL students in Korea". *Language Teaching*, 1:3-53.

O' Malley, J.M., &Chamot, A.U. (1990).*Learning Strategies in Second Language Acquisition*. Cambridge, England: Cambridge University Press.

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle&Heinle Publishers.

Oxford, R.L., (1999) "Relationships between Second Language Learning Strategies and Language Proficiency in the Context of Student Autonomy and Self-regulation". *RevistaCanaria de EstudiosIngleses*, 38:109-126.

Oxford, R.L., (2003) "Language Learning Styles and Strategies: Concepts and Relationships". *International Review of Applied Linguistics in Language Teaching (IRAL)*, 41(4):271–278.

Phillips, V., (1991) "A Look at Learner Strategy Use and ESL Proficiency". *CATESOL Journal,* 3: 56-57.

Richards, J.C. (2008). *Teaching Listening and Speaking: From Theory to Practice.* Cambridge, England: Cambridge University Press.

Rost, M. (1990).*Listening in Language Learning*. New York and London: Routledge.

Rost, M. (2011). *Teaching and Researching Listening*. New York: Pearson Education.

Rubin, J., (1975) "What the 'Good Language Student' Can Teach Us". *TESOL Quarterly*, 9(1):41-51.

Rubin, J., (1994) "A Review of Second Language Listening Comprehension Research". *The Modern Language Journal*, 78(2):199-221.

Sheorey, R., (1999) "An Examination of Language Learning Strategy Use in the Setting of an Indigenized Variety of English". *System*, 27 (2): 173-190.

Siegel, J. &Haswell, C.G., (2010) "University Listening Classes: Less Product, More Process". *Polyglossia*, 19:27-37.

Vandergrift, L., (1997) "The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study".*Foreign Language Annals*, 30(3):387-409.

Vandergrift L., (1999) "Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies". *ELT Journal*, 53:168-176.

Vandergrift, L. &Goh, C.C.M. (2012). Teaching and Learning Second Language Listening: Metacognition in Action. New York and London: Routledge.

Wharton, G., (2000) "Language Learning Strategy Use of Bilingual Foreign Language Learners in Singapore". *Language Learning,* 50 (2): 203-243.

Wong, L.L.C. &Nunan, D., (2011) "The Learning Styles and Strategies of Effective Language Students". *SYSTEM*, 39:144-163.

Zare, P., (2012) "Language Learning Strategies Among EFL/ESL Learners: A Review of Literature". *International Journal of Humanities and Social Science*, 2 (5): 162-169.

APPENDIX 1

Strategy Inventory for Language Learning (SILL)
(Adopted from Oxford 1990)

<u>Directions</u>

You will find statements about learning English. Please read each statement. On the separate worksheet write the response (1,2,3,4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1 = Never or almost never true of me

2 = Usually not true of me

3 = Somewhat true of me

4 = Usually true of me

5 = Always or almost always true of me

Never or almost true of me means the statement is <u>very rarely</u> true of you.

Usually not true of me means the staement is true <u>less than half the time</u>.

Somewhat true of me means the statement is true of you about <u>half the time</u>.

Usually true of me means the statement is true <u>more than half the time</u>.

Always or almost always true of me means the statement is true of you <u>almost always</u>.

PART A

1. I think of relationship between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word micght be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

PART B

10. I say or write new Engish words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways
14. I start conversations in English.

15. I watch English langiuage TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or report in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing int parts that I understand.
22. I try not to translate word for word.
23. I make summaries of information that I hear or read in English.

PART C

24. To understand unfamiliar words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right one in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

PART D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking in Eglish.
33. I try to find out how to be a better learner in English.
34. I plan my schedule so i will have enough time to study english.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals in improving my English skills.
38. I think about my progress in learning English.

PART E

39. I try to relax whenever I feel afraid of English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diaries.
44. I talk to someone else about how I feel when I am learning English.

PART F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

Results

This is your profile of your SILL result. These results will tell you the kind of strategies you use in learning English. There are no right or wrong answer.

To complete this profile, transfer your average for each part of the SILL. These averages are found on the Worksheet.

Part	What strategies are covered	Your average
A	Remembering more effectively	_____
B	Using all your mental processes	_____
C	Compensating for missing knowledge	_____
D	Organizing and evaluating your learning	_____
E	Managing your emotions	_____
F	Learning with others	_____

Whole SILL

SUM Part A_____ : 9 =

SUM Part B_____ : 14 =

SUM Part C_____ : 6 =

SUM Part D_____ : 9 =

SUM Part E_____ : 6 =

SUM Part F_____ :6 =

<u>Worksheet</u>

Students Number: _____

Part A	25.____	Part F
1.____	26.____	45.____
2.____	27.____	46.____
3.____	28.____	47.____
4.____	29.____	48.____
5.____	Part D	49.____
6.____	30.____	50.____
7.____	31.____	
8.____	32.____	
9.____	33.____	
	34.____	
Part B	35.____	
10.____	36.____	
11.____	37.____	
12.____	38.____	
13.____		
14.____		
15.____		
16.____		
17.____		
18.____	Part E	
19.____	39.____	
20.____	40.____	
21.____	41.____	
22____.	42.____	
23.____	43.____	
	44.____	
Part C		
24.____		

APPENDIX 2

SILL SPECIFICATIONS

Strategies	Number of Items	Items number
Memory Strategies	9	1, 2, 3, 4, 5, 6, 7, 8, 9
Cognitive Strategies	14	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Compensation Strategies	6	24, 25, 26, 27, 28, 29
Metacognitive Strategies	9	30, 31, 32, 33, 34, 35, 36, 37, 38
Affective Strategies	6	39, 40, 41, 42, 43, 44
Social Strategies	6	45, 46, 47, 48, 49, 50

(Adopted from Oxford 1990)

APPENDIX 3

LIST OF PRE-STAGE INTERVIEW QUESTIONS

1. What do you think about English listening?

2. What are your difficulties in English listening?

3. What do you do to solve your difficulties in English listening?

4. Do you know about language learning strategies?

APPENDIX 4

TABLE OF FREQUENTLY USED ITEMS

Item No.	Item	Percentage
2	I use new English words in a sentence so I can remember them.	63.2%
3	I connected the sound of new English word and an image or picture of the word to help me remember the word.	56.8%
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	50.4%
10	I say or write new English words several times.	50.4%
12	I practice the sounds of English	52.8%
15	I watch English language TV shows spoken in English or go to movies spoken in English.	67.2%
21	I find the meaning of an English word by dividing into parts that I understand.	50.4%
25	When I can't think of a word during a conversation in English, I use gestures.	50.4%
29	If I can't think of an English word, I use a word or phrase that means the same thing.	53.6%
30	I try to find as many ways to use my English.	60.8%
31	I notice my English mistakes and use that information to help me do better.	56%
32	I pay attention when someone is speaking in English.	67.2%
33	I try to find out how to be a better learner in English.	64%
35	I look for people I can talk to in English.	60.8%
38	I think about my progress in learning English.	58.4%
39	I try to relax whenever I feel afraid of English.	74.4%

40	I encourage myself to speak English even when I am afraid of making a mistake.	56.8%
44	I talk to someone else about how I feel when I am learning English.	57.6%
45	If I do not understand something in English, I ask the other person to slow down or say it again.	72.8%
47	I practice English with other students.	56%
48	I ask for help from English speakers.	54.4%

APPENDIX 5

TABLE OF MODERATELY USED ITEMS

Item No.	Item	Percentage
1	I think of relationship between what I already know and new things I learn in English.	47.2%
4	I remember a new English word and an image or picture of the word to help me remember the word.	39.2%
5	I use rhymes to remember new English words.	28.8%
6	I use flashcards to remember new English words.	24%
7	I physically act out new English words.	36.8%
8	I review English lessons often.	35.2%
11	I try to talk like native English speakers.	45.6%
13	I use the English words I know in different ways.	40%
14	I start conversations in English.	44.8%
16	I read for pleasure in English.	40.8%
17	I write notes, messages, letters, or reports in English.	34.4%
18	I first skim an English passage (read over the passage quickly) then go back and read carefully.	32%
19	I look for words in my own language that are similar to new words in English.	38.4%
20	I try to find patterns in English.	36.8%
22	I try not to translate word for word.	40.8%
23	I make summaries of information that I hear or read in English.	32%
24	To understand unfamiliar words, I make guesses.	42.4%
26	I make up new words if I do not know the right one in English.	40.8%
27	I read English without looking up every new word.	33.6%
28	I try to guess what the other person will say in English.	36%

34	I plan my schedule so I will have enough time to study English.	40.8%
36	I look for opportunities to read as much as possible in English.	36%
37	I have clear goals in improving my English skills.	44%
41	I give myself a reward or treat when I do well in English.	40.8%
42	I notice if I am tense or nervous when I am studying or using English.	46.4%
43	I write down my feelings in language learning diaries.	25.6%
46	I ask English speakers to correct when I talk.	48.8%
49	I ask questions in English.	40.8%
50	I try to learn about the culture of English speakers.	45.6%