

## **LISTENING COMPREHENSION STRATEGIES EMPLOYED BY INDONESIAN EFL STUDENTS: LESSON LEARNED FROM INDONESIAN ISLAMIC HIGHER EDUCATION**

**Fetriani**

fitriwahyutama@gmail.com

Universitas Muhammdiyah Bengkulu, Bengkulu-Indonesia

**Kiagus Baluqiah**

Universitas Muhammdiyah Bengkulu, Bengkulu -Indonesia

**Meta Fransiska**

Universitas Muhammdiyah Bengkulu, Bengkulu -Indonesia

---

### **Abstract**

The objective of this research is to know the strategies in acquiring listening comprehension used by English students in English classes of Islamic university in Bengkulu, Indonesia. The data of the research included questionnaire and interview the result of this research, there were two strategies in acquiring listening: First in direct strategies they were memory, cognitive and compensation strategies. Second in indirect strategies they are metacognitive, affective and social strategies. Especially in direct strategies, memory was the most strategy was chosen by students in the second semester. Indirect strategies, social was the most strategy was chosen by student. So the most strategies used by English students are memory and social strategy.

**Keywords:** *affective, metacognitive, listening comprehension, EFL students, social strategies*

### **Sari**

Penelitian ini bertujuan untuk mengetahui strategi yang digunakan siswa bahasa Inggris dalam memperoleh pemahaman pada skill mendengarkan. Penelitian ini dilakukan disebuah kampus islam di Bengkulu, Indonesia. Data diperoleh melalui qusioner dan interview. Hasil penelitian ada dua strategi dalam memperoleh pemahaman mendengarkan: pertama strategi langsung, yaitu strategi memori, kognitif dan kompensasi. Kedua dalam strategi tidak langsung,yaitu strategi metakognitif, afektif dan sosial. Dalam strategi langsung, memori adalah strategi yang paling banyak dipilih oleh siswa di semester dua. Dalam strategi tidak langsung, sosial strategi adalah strategi yang banyak dipilih oleh siswa. Jadi strategi yang paling banyak digunakan siswa bahasa Inggris adalah memori dan sosial strategi .

**kata kunci:** *Strategi, Pemahaman Mendengarkan, Siswa EFL*

## **Introduction**

Listening comprehension is one of the skills that students must acquire especially in English education programs. The students will be easier to understand native speaker speaking and also can capture information. They communicate well through good listening. According to Brown and Yule (1983), listening comprehension means that a person understand what she or he has heard.

In acquiring listening comprehension we needed some strategies. Because strategy can help students quickly to acquire listening comprehension, this is the reason why strategies are very important to acquire listening comprehension. O'Malley, Chamot and Kupper (1989), and Vandergrift, (1997) define listening comprehension strategies as steps taken by learners to help them acquire, store, retrieve, and/or use information.

Basically, strategy is effort or way used to achieve a goal. According to Oxford Rebecca (1990) there are two strategies in listening, they are direct strategy and indirect strategy. In direct there are three components memory strategies, cognitive strategies, and compensation strategies in indirect strategy also there are three components metacognitive strategies, affective strategies, and social strategies. So, the strategy used by Oxford Rebecca consists of six strategies the first namely direct divided into three parts and the second indirect also divided into three parts.

In teaching and learning process, there are some factors that affect the successful of teaching and learning process. They are students, lecturer and material. Teacher who teaches in the classroom should be active and able to motivate the student to learn English. After the researchers interview some students in the second semester on Friday 05 July 2019, the researcher found that some students think that listening lesson can be easier and not easier to learn. This based on their material and the way of their lecturer. The lecturers should have ability to manage the classroom, it shouldn't be monotone, the lecturer must know what the students need. Therefore, strategies or trick very needed of English students in acquiring listening comprehension. This is the reason why the researchers want to know the strategies used by students in acquiring listening comprehension of Islamic University in Bengkulu, Indonesia.

**Methods**

The data of the research included questionnaire and interview. The subjects of this research were all of the students in the second semester at English Education study program of Islamic university in Bengkulu, Indonesia. There are 54 students to become respondents in this research. The data in this research were collected by using questionnaire and interview. The questionnaire adapted from the questionnaire in the journal of Huy (2015) containing of Direct strategy (memory, cognitive, compensation strategy) and Indirect strategy (meta-cognitive, affective, social strategy) from oxford (1990). The researcher met the students, explained the purpose of giving questionnaire. The students answered the questionnaire and submitted it to the researcher. In the interview, the researcher gave some questions such as the reasons why the students chose the most strategy used. The students answered the questions and the researcher recorded the students' answers.

**Results and Discussion**

**Strategies used by English students in acquiring Listening Comprehension**

There are two type strategies used by second semester in acquiring listening comprehension, they are Direct and Indirect. Those strategies were divided into thirteen items for direct strategies and ten items for indirect strategies. The results showed that students more used memory strategy in direct and in indirect strategies was social strategy. The complete explanation could be seen in the following explanation.

**1. Direct Strategies**

In the result of English students' questionnaire in acquiring listening comprehension in direct strategies, the students chose all the strategies in acquiring listening comprehension. It can be seen from percentage on the table 64% for this strategy. It can be seen in table below:

Table 1  
Strategies used by English students in acquiring Listening Comprehension at Direct Strategies

No	Item	Respond (%)	
		Negative	Positive
1.	Memory	11%	89%
2.	Cognitive	31%	69%
3.	Compensation	36%	64%
Total		26%	74%

Based on the table above, the students used all of the strategies. They are memory, cognitive and compensation. The result showed that memory strategy is strategy most frequently used by the students second semester in acquiring listening comprehension. This showed from percentage 89% second semester students chose memory strategies. Cognitive is seldom used by second semester, it can be seen from 69% for this strategies and compensation is the low strategies used by second semester students.

**2. Indirect Strategies**

In the result of the questionnaire, the researcher found the Strategies used by English students in Acquiring Listening Comprehension in indirect strategies. They are metacognitive, affective and social. For more explanation, It can be seen the table below:

Table 2  
Strategies used by English students in acquiring Listening Comprehension at Indirect Strategies

No	Item	Respond (%)	
		Negative	Positive
1.	Meta cognitive	36%	64%
2.	Affective	34%	66%
3.	Social	12%	88%
Total		27%	73%

Based on the data above in Indirect Strategies the second semester students chose all strategies in acquiring listening comprehension. It showed that all of students used these indirect strategies in acquiring listening comprehension. They are meta cognitive, affective and social, it can be seen from percentages result for meta cognitive 64% the most little used by second semester, affective is seldom used by second semester too, it can be seen from 66% and the last is social. With the total numbers is 88%. It means that social is most frequently used by second semester students.

**DISCUSSION**

In this discussion, the researcher discuss strategies used by english students in acquiring listening comprehension especially in the second semester at Islamic university in Bengkulu, Indonesia. The result showed that the most frequently used strategies were memory and social strategies. Memory strategy was the most frequently employed in direct strategy. The result show, there are 89 % the students used this

strategies. This can help the students to store memories that they had known before. As said by Oxford (1990:38) Memory strategies were used to enter new information into memory storage. In the memory strategies there are three activities that students can do. First, when hearing a new word in listening material, the students connect the sound of the new word and an Image or picture (85% respond positive). This activity made the students acquire listening comprehension because they are easier to remain back what they have listened before. For example, native speaker said new word is “sand” and give picture or image about beach. So the students can imagine about beach and found word of sand.

The second activities, the students remember "word or phrase" in listening material . This activities has (90% respond positive), it help students remain word or phrase for example if native speaker said about fire in listening material so the students can imagine about situations that hot and emergency. The last activities used by students in memory strategies is the students think of relationship what students heard between what students already know (92% respond positive) for example, the students has previously knowledge about material listening is aerobic so students has familiar about aerobic and know benefit of aerobic for healthy. It means the students can thing relation what they heard between what they have known before. Those are activities used by second semester in acquiring listening comprehension for the memory items.

Based on the explanations above and support the data, the researcher conclude that memory strategies are very effective in acquire listening comprehension and base the result of research showed memory the most strategy chose by second semester students. This statement supported by Huy (2015:29) said that the fact students in the researcher’s school used more memory category than any other categories was understandable. This could be explained that they tried to memorize as much as possible to help them get information Usually with remain new word or phrase who they have listen and memorize it, As Duong (2009) stated that memorization is traditionally popular Language classes as well as many other content subjects in Vietnam and in many other Asian countries. The fact that the students in the researcher’s school used more memory category than any other categories was understandable.

Social strategy is the second strategy many chose by second semester students in indirect strategies. This strategy many used by second semester in acquiring listening comprehension with interaction between teacher to students and students to students, can help students work together to get understanding about material listening. This statement justified by Oxford (1990:144) Social strategies could help listeners work together and understand the target language as well as the language. Social strategies include two sets: asking for question and cooperating with each other. Particularly, asking for question (asking for verification), for instance, or verification from their teacher or their friends could help listeners clarify what they are not clear. While, cooperating with each other like cooperating with peers aid listeners to share information and to check comprehension or to solve questions.

Social strategies can help students in acquiring listening comprehension because students like this technique. They are two technique used by second semester in acquiring listening comprehension in memory strategies. First, students ask the lecturer for clarification what they do not understand about listening material. This purpose to made students be understand material listening when they confuse about material listening so they can ask with their lecturer and this function to acquire listening comprehension. The second when listening, student exchange the information with friends to help students understand the material listening better. This purpose together work between students to student for example they made discussion form in acquire listening comprehension.

Base on the explanations above the researcher conclude that social strategies are very effective in acquire listening comprehension and base the result of research showed social strategy is the second strategy chose by second semester students for indirect strategies. This finding showed that social strategy many chose by students in acquiring listening comprehension. But, the result of research different for other research such as Bao said (2017:191) Teachers attach importance to both cognitive strategies and social/affective strategies while students obviously neglect the latter which indicates students in listening classroom seldom adopt social\|affective strategies teachers instruct,

which contribute to three reasons. Firstly, it is related to university students' psychology, namely, autism psychology. As stated by Noguchi (1991) and Kao (2006), which proved that the social strategies were used the least frequently. One reason for the least frequent use of social strategy could be explained that the students in the researcher's school were afraid of making mistakes or being laughed by their friends. Thus, they were not eager to ask for clarification from their teachers or cooperate with their partners.

After finding result of questionnaire, the researcher conducted interview to the students who choose memory and social strategies this function to strengthen the result of research. Based on interview result from students, some of them said that memory and social are strategies use more in acquiring listening comprehension. because memory and social strategies are the most efective for acquiring listening comprehension,more efficient used in acquire listening comprehension, students can acquiring listening if use these strategies. For direct strategies the most strategy used by students in the second semester is memory. Memory is a way appopriate for them in acquiring listening comprehension. For example with memorise of music from you tube can help the students acquire new vocabulary, remembering words and remember lesson they heve learn that can help students acquiring listening comprehension.

In indirect strategies some of students choose social strategy. Based on interview the reasons why the students chose this strategy because the social strategies are effective for acquiring listening comprehension, the students can acquire listening comprehension if use this strategy.Social strategy is a way appopriate for them because there is interaction between students to students and lecturer to students. For instance students made discussed for their friends or ask to their lecturer, if they do not understand or confuse with material listening. This way can help students in acquiring listening comprehension.

This finding of research different for previous research such as Altinur (2018) she analyzed about a study of students' strategies in learning listening skill at English study program of Islamic university in Bengkulu, Indonesia. From her result, she found only

the dominant learning listening strategy was in direct learning strategy and the subject of her result is six semester. Different for this research, researcher analyzed about strategies in acquiring listening comprehension used by English students of Islamic university in Bengkulu, Indonesia. The finding of research showed that strategies used by English students especially of the second semester are memory and social. Memory strategy is most used frequently in direct strategies and for in indirect strategies, social is the second strategy chosen by second semester students in acquiring listening comprehension. Based on the result resacher suggest to the students try use other strategies in acquiring litening comprehension because the expert made strategies to used.

### **Conclusions & Recommendations**

There are two strategies used by students in acquiring listening comprehension: First in direct strategies, there are memories, cognitive and compensation strategies.. Memory is the most frequently used in direct strategies. Second, indirect strategies the student used metacognitive, affective and social strategies. Social strategies is the most frequently used indirect strategies

### **References**

- Abdalhamid, F.2012. *Listening Comprehension Strategies of Arabic-Speaking ESL Learners*. Departement of English. Fort Collins: Colorado State University.
- Ahmadi, S, M.2016. *The Importance of Listening Comprehension in Language Learning*. International Journal of Research in English Education.1,1.
- Al Alwan, A.2013. *EFL Learners' Listening Comprehension and Awareness of Metacognitive Strategies: How Are Thry Related?*.International Education Studies.6,9(p.31)ISSN 1913-9020.
- Altinur, A.2018.*AStudy of Students' Strategies in Learning Listening Skill at English Study Program in Muhammadiyah University of Bengkulu*.English Study Program.University Muhammadiyah of Bengkulu.
- Andrew, et al.1996.*The Impact of Strategies-based Instruction on Speaking A Foreign Language*. Minnesota: University of Minnesota.
- Brown, G & Yule, G . 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Gay, L.R. 1990. *Educational Research Competencies for Analysis and Application*. New York: Mac,illan Publishing Company.
- Gilakjani, A, P. & Ahmadi, M, R.2011. *A Study Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*.Journal of Language Teaching and Research.2,5.(p.978).ISSN 1798-4769.

- Gilakjani, A. P. & Sabouri, N. B. 2016. *The Significance of Listening Comprehension in English language Teaching*. Theory and Practice in Language Studies. 6, 8. (p.1671). ISSN 1799-2591.
- Gilakjani, A. P., & Sabouri, N. N. 2016. *Learners' listening comprehension difficulties in English language learning: A literature review*. English Language Teaching. 9(6), 123-133.
- Hamouda, A. 2013. *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom*. International Journal of Academic Research in Progressive Education and Development, 2(2), 113-15.
- Hezberg, Paul. 1983. *A Principle of Statistics*. United States of America: New York University.
- Huy, L. H. 2015. *An Investigation into Listening Strategies of EFL Students within The High School Setting*. Asian Journal of Education Research. 3, 4. ISSN 2311-6080.
- Kline, J. A. 1996. *Listening Effectively*. Alabama. Air University Press. AU 4. (pp. 15-26, 29-42).
- Merril and Tennyson. 1997. *Learner Strategies: Theoretical Assumptions, Research History and Typology*. (pp. 15-29). Eaglewood Cliffs, NJ: Prentice Hall.
- Nagendra, K. 2014. *Listening As A Basic Skill Of Communication*. Journal of Business Management Social Science Research (JBM&SSR). 3, 4. (p. 31). ISSN 2319-5614.
- Newton, J. 2009. *Teaching ESL/EFL Listening and Speaking*. Rourledge. New York and London.
- Rost, M. 2002. *Teaching and Researching Listening*. London, UK: Longman.
- Steeiner, Scurt and Minner. Mick. 1988. *An Investigation into the Factors Affecting the Use of Language Learning Strategies by Persian EFL Learners*. RCLA. CJAL, 31-60.
- O'Malley, J. M., & Chamot, A. U. 1989. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. L. 1990. *Language Learning Strategies: What every teacher should know*. Boston: Heinle & Heinle Publishers. Alabama.
- Yulisa, D. 2018. *Learning to Listen: Listening Strategies and Listening Comprehension of Islamic Senior High School Students*. Jurnal Pendidikan dan Pengajaran. 5, 1. (p. 22). ISSN 2355-3699.

### **Author biography**

**Fetriani** earned her bachelor degree in English education in 1988 from Muhammadiyah University of Bengkulu. Her master in English Education was earned from Uhamka Muhammadiyah Jakarta, Indonesia. She is now teaching Reading as her specialist at Muhammadiyah University of Bengkulu. **Kiagus Baluqiah** and **Meta Fransiska** are also the faculty members of English education, Muhammadiyah University of Bengkulu.