

# IDENTIFYING TYPES OF LEARNING STRATEGIES IN LISTENING AT SECOND GRADE OF MAN 1

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## Abstract

Tujuan penelitian ini untuk mengetahui tipe strategi yang digunakan siswa dalam pelajaran mendengar bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif dan dilaksanakan pada kelas 2 MAN 1 Bandar Lampung yang berjumlah 32 siswa. Untuk mengumpulkan data, peneliti memberikan kuesioner untuk mengetahui tipe strategi belajar siswa dalam pelajaran mendengarkan. Data dianalisis dengan *ANOVA*. Hasil penelitian ini menunjukkan bahwa (1) siswa yang tergolong kognitif berjumlah 17 siswa, metakognitif 8 siswa, dan sosial 7 siswa. (2) Siswa dengan strategi metakognitif memiliki nilai yang lebih baik daripada siswa dengan strategi kognitif dan sosial dengan rata-rata 81,4. Siswa yang menggunakan strategi metakognitif akan melakukan *planning, thinking about the learning process, monitoring, dan evaluation* yang membantu mereka untuk mengerjakan tes mendengarkan. Dengan mengetahui strategi belajar siswa, guru dapat lebih kreatif dalam memilih metode belajar yang tepat karena mereka mengetahui bagaimana karakter siswa dan yang mereka butuhkan.

This research was aimed at finding out learning strategies used by learners based on their achievement in learning listening. This research was a quantitative study and it was conducted to 32 learners in second grade of MAN 1 Bandar Lampung. In collecting data, the researcher gave questionnaire to measure learning strategies in listening test. Data were analyzed using *ANOVA*. The results showed that (1) the learners which were group as cognitive was found 17 learners, metacognitive was 8 learners and social was 7 learners. (2) Metacognitive learners got better score than learners with cognitive and social strategy with the average score 81,4. Learners with metacognitive strategy used *planning, thinking about the learning process, monitoring, and evaluation* which helped them to do listening test. Thus, by identifying learners learning strategies, the teacher will be more creative in choosing appropriate methods in learning process because they know the students' characteristics and what they need.

**Keywords:** learning strategies, listening, achievement

## **INTRODUCTION**

Listening skill is an important skill in foreign language communication. Among four language skills, studies show that listening skill is employed most frequently in communication. Therefore, strategies for listening and the ability to use them effectively contribute significantly to language learning achievement. In learning listening, the use of strategies is important to help learners enhance their understanding. Based on the writer's experience in public schools, students used different strategies to achieve the learning competence. However, the study showed that the teacher did not care yet about the students' strategies in learning listening. Many teachers still ignored the students' strategies in learning process. For example, they only played the audio device and asked the students to listen and answer the questions without telling about the steps or strategies that the students could use in facing the listening practice. They lacked awareness of the importance of exploring learning strategies for better learning achievement.

Besides, strategies are the thoughts and behaviors that learners used to help them comprehend, learn, or retain information (O'Mally & Chamot, 1990). Moreover, learning strategies are needed in order to learn more effectively in learning process, but sometimes learners find the difficulty in learning process because they do not use suitable strategies in learning. Besides, the success or failure in learning English listening may be caused of the learning strategies which are used by learners. Therefore, using language learning strategies is the crucial aspect for learners in learning English listening, because the success of learning English listening as a foreign language may depend on what and how learning strategies applied by learners.

There are three main categories of language learning strategies; cognitive, metacognitive, and social (Setiyadi, 2011). The cognitive strategy includes all activities related to mental processing. The cognitive category may include all activities that take place in the brain in order to acquire a foreign language. This category may include intelligent guessing, looking for patterns from sentences, inferencing, association, summarizing, grouping in the mind, deducting, imagery, and other mental processes. Beside that, metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation of learning after the learning activity. In addition, Oxford (1990) says that metacognitive learning strategies used by learners to control their own cognition, that is to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. The third strategy is social which is included the activities related to social interaction and how people come to influence one another's behavior.

Based on the description above, the writer assumes that an emphasis on listening comprehension, as well as the application of listening strategies, will help students to capitalize on the language input they receive, and to achieve greater success in language learning. Referring to the discussion, the present study aims to find out the types of learning strategies used by the students in learning listening and the influence of the use of learning strategies toward students' achievements in listening.

## **METHOD**

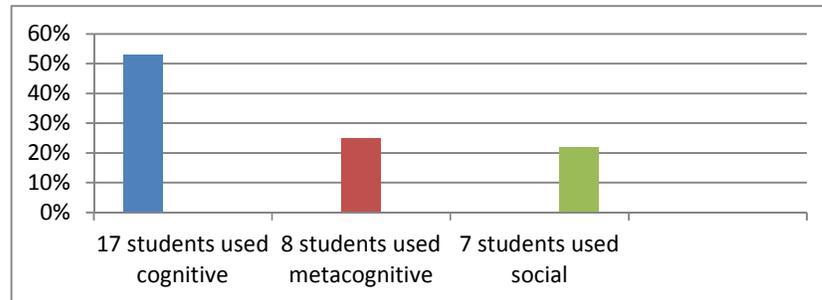
This research was a quantitative study. The population of this research was the second grade of MAN 1 Bandar Lampung in academic year 2014/2015. There were eight classes of the second grade in that school. There were 32 students of each class. In determining the sample, the writer used simple random sampling by using lottery (paper with the number on it). Then, the writer chose one class as the sample, so those all the second grade classes had the same chance to be the sample. In collecting data, the researcher gave questionnaire of learning strategies and listening test. The questionnaire was used to find out student's learning strategies in learning listening and the listening test was used to find out student's achievement in listening. In analyzing the data, the researcher used *ANOVA*. There were three kinds of learning strategies, cognitive, metacognitive, and social strategies were compared with the student's achievement in listening in order to determine whether each main effect and the interaction effect were statically significant. The listening test in this research had a good content and construct validity. This test was already standardized because the material was taken from National Examination listening test on 2013 and 2012. Besides that, the questionnaire of listening learning strategies, Language Learning Strategy Questionnaire or the LLSQ that developed by Setiyadi (2011), had been standardized so it had good validity.

## **RESULTS**

After the researcher had conducted questionnaire of learning strategies and listening test, the researcher identified the results of the questionnaire and test

answers. Referring to the result of conducting questionnaire, the researcher divided the students into three types of learning strategies. It was found that there were 17 (53%) students who used cognitive strategy, 8 (25%) students who used metacognitive strategy, and 7 (22%) students who used social strategy.

**Figure 1. The Use of Strategies in Listening**



Furthermore, to find out the influence of the use of learning strategies in learning listening, the researcher compared the means of strategies used with the listening achievements. From the result it could be seen that, the mean score for the students who used cognitive strategy in learning listening was 68,9, for the students who used metacognitive strategy in learning listening was 82,56, and for the students who used social strategy in learning listening was 54,3. It meant that, different strategies influenced different listening scores. It could be seen that, the highest score for listening test belonged to the students who used metacognitive strategies.

## **DISCUSSIONS**

Different student used different strategies in learning listening. From the results of questionnaire, cognitive strategy was very often used by the students in learning listening, then metacognitive strategy was in the second position and the

last was social strategy. When the students used cognitive strategy in listening, it meant that in the learning process the students usually used all activities related to mental processing. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. the students liked to connect the pronunciation of the word with the Indonesian word which has a similar sound (item 6). It meant that whenever the students heard about english words, they would connect the similar sounds with Indonesian or their mother tounge. Since the syllable of Indonesian letters were similar to English letters therefore they usually connected the pronunsiation with the sound that they had known before to help them understand the meaning of the word.

Beside that, the students used cognitive strategy such as trying to understand every individual word to understand the passage (item 11). It meant that the students grouped in the mind what word they heard. They liked to translate word by word to understand the meaning. In addition, they tried to understand what somebody was saying by translating into Indonesian (item 4). It showed that students with cognitive strategy used their logical thinking and focus with the word they heard. Students with cognitive strategy liked to take notes to remember ideas while listening. It meant that when they listen they liked to summarize what they heard.

Morover, when the students used metacognitive strategies, they used four steps namely *planning* for learning, *thinking about the learning process*, *monitoring*,

and *evaluating*. The students who used metacognitive strategy *planned* the learning process or pre-listening activities. Pre-listening activities are crucial to good second language pedagogy. During this critical phase of the listening process, the students prepared for what they will hear and what they are expected to do. Well-prepared pre-listening strategies can help build up confidence and facilitate listening comprehension. In order to encourage a personal approach to listening, and thereby foster autonomy during this phase, the teacher can encourage discussions, with the whole class or in pairs, on how different students prepare themselves for a particular listening task before beginning it.

During the listening activity itself, students continue to *think* and *monitor* their comprehension and make decisions about strategy use. They need to evaluate continually what they are comprehending for consistency with their predictions, for example the ongoing interpretation of the oral text or interaction. In this case, the students managed their own learning in comprehending the text provided. Furthermore, in *monitoring* the students could confirm their prediction about the content of the text in listening section and connected the content of the text with the information that they had already known. Students' prediction could be a monitor to check whether the students had comprehended the listening text given or not. When the students realized that their previous prediction exists in the text, the students had successfully comprehended the passage.

In *evaluating* step, the students were required to evaluate what they had learned. One of the example of the questionnaire about this step is *I listen to what I say to*

*practice my listening skill*, the student tried to record their speaking then they listen again the recorder to practice. If the students could not understand a listening passage, they tried to analyze what difficulty they actually had. Then, they usually checked and rechecked their understanding after listening. The students should know whether they had understood and comprehended the meaning of the whole passage or not. Besides, they usually tried to be aware of which words or grammar rules gave them the greatest trouble. In this way they could pay special attention to them while they read and practiced.

Furthermore, when the students used social strategy in listening, it meant that the students liked to do listening test together with their partners. In learning listening the students used social interactions such as joining a group, pair work, or make a discussion to help them learned English listening. For example if the student could not understand what somebody was saying, they ask him/her to slow down or say it again. It meant that they need somebody to help them to understand what they heard asking them to repeat or slow down their speak. In addition, by Listening to what somebody was saying improved their listening skill. Then in a group discussion, their listening skill is improved. It showed that students with social strategy need partner to help them undestand listening passage. It was related to the statment of O'Malley, et al. (1985: 582-584) as cited in Hismanoglu (2000).

Different strategies influenced different listening scores. It could be seen from the result that, the highest score for listening test belonged to the students who used

metacognitive strategies. The researcher compared the means of strategies used with the listening achievements. The result showed that, the mean score for the students who used metacognitive strategy in learning listening was 82,56. It can be inferred from the result that, the students who used four steps of metacognitive got high score in listening test. However, the numbers of the students who used this strategy were only eight students (25%). When the students used four steps of metacognitive such as *planning, thinking, monitoring,* and *evaluating* the learning process, the students became purposeful, effective, and independent students. students with metacognitive learning strategies can make plan for their studies, for example the student with metacognitive strategy tried to be aware of which sounds gave the greatest trouble. In this way they could pay special attention to them while they listen and practice. They listen to what they say to practice their listening skill, the student tried to record their speaking then they listen again the recorder to practice. Then, they usually checked and rechecked their understanding after listening. Students without metacognitive learning strategies were essentially students without directions and abilities to review their accomplishment, progress, and future learning direction. In short, the effectiveness of using metacognitive strategy gave good influence toward the students' achievements.

Morover, there were 17 students (53%) who used cognitive strategy in listening. Most of the students used cognitive strategy in learning listening. However, it influenced their listening achievements. The mean score of students who used this strategy in learning listening was 68,9. The score was lower than the students who

used metacognitive strategy. When the students used cognitive strategy in listening, like on discussion before about cognitive strategy, the students used all activities related to mental processing to process the information. For example, when the students used cognitive strategy, they liked to connect the pronunciation of the word with the Indonesian word which has a similar sound. It meant that whenever the students heard about english words, they would connect the similar sounds with Indonesian or their mother tounge. Beside that, the students used cognitive strategy such as trying to understand every individual word to understand the passage. It meant that the students grouped in the mind what word they heard. They liked to translate word by word to understand the meaning. In addition, they tried to understand what somebody was saying by translating into Indonesian. It showed that students with cognitive strategy used their logical thinking and focus with the word they heard. However, in listening test the students found the difficulty in catching words spoken by the speaker, moreover students had to match native accents with Indonesian syllables since they usually translated word by word and this spent much time in translating them.

Furthermore, there were 7 students (22%) who used social strategy. The mean score of students who used this strategy in learning listening was 54,3. On the other words, the students who used social strategy in learning listening got the lowest score. When students used social strategy in learning listening, it meant that the students liked to do listening through social activities like pair work, group work, or discussion. However, when the listening test conducted in this research, the researcher asked the students not to work together with their friends.

For the students who usually used social strategy got confusion when they could not work together and discuss with their friends. This might influence their score which was the lowest among the others.

## CONCLUSION

There were three types of learning strategies that the students used in learning listening at second grade of MAN 1 Bandar Lampung. There were 17 students (52%) who used cognitive strategy, 8 students (25%) who used metacognitive strategy, and 7 students (22%) who used social strategy. The learners with different strategy had different characteristic in learning. Cognitive strategy was strategy which used cognitive processes in learning, like looking at the pattern of the sentences and translating word by word while listening. Besides, There are four steps of metacognitive strategies, namely *planning* before learning, *managing* the learning process, *monitoring* the learning process, and *evaluating* what has been learned. Then, social strategy deals with social activities involve in learning a second/foreign language, such as sharing ideas and thoughts to peers.

Different strategy influenced different listening score. It could be concluded from the result and discussion before that the highest score for listening test belonged to the students who used metacognitive strategies. The mean score for the students who used metacognitive strategy in learning listening was 82,56, for the students who used cognitive strategy in learning listening was 68,9, and for the students who used social strategy in learning listening was 54,3. Therefore, the students

need to choose appropriate strategies to help them in learning process especially in learning listening so that they could get better achievements.

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