STUDENTS' LEARNING STRATEGIES IN INTENSIVE LISTENING SUBJECT AT STKIP PGRI SUMATERA BARAT ACADEMIC YEAR 2020/2021

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ABSTRACT

Penelitian ini dilatarbelakangi oleh ketertarikan peneliti untuk melihat strategi siswa terhadap pembelajaran intensive listening dalam belajar bahasa inggris di kampus Universitas PGRI Sumatera Barat. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana strategi siswa terhadap pembelajaran intensive listening dalam belajar bahasa inggris. Penelitian ini adalah penelitian *Descriptive Quantitative method* dengan data yang diambil dari angket bagaimana strategi mahasiswa terhadap strategi yang digunakan dalam pembelajaran intensive listening di kampus Universitas PGRI Sumatera Barat, Padang. Jumlah jumlah responden dalam penelitian ini sebanyak 67 siswa yaitu kelas A dan kelas B tahun ajaran 2020/2021. Penelitian ini menggunakan *total sampling* dalam pengambilan sample. *A structured item questionnaire* digunakan sebagai *instrument* untuk teknik pengumpulan data. Pengupulan data dengan cara membagilan angket ke 67 mahasiswa menggunakan *Google form*. Hasil analisa data memperlihatkan bahwa strategi yang digunakan dapat mempermudah siswa dalam memahami pembelajaran bahasa inggris. Peneliti menyimpulkan bahwa strategi yang digunakan bagus untuk meningkatkan kemampuan mendengarkan bagi mahasiswa.

Kata Kunci: Bahasa Inggris, Listening Strategi, Strategi Belajar.

INTRODUCTION

Listening is one of the skills that need to be mastered by university students. The ability to listen and understand a person talking in English to communicate with other people is important. Students who are good at listening will understand more of what the speaker says. Worthington and Bodie (2017) stated that listening is The process of paying attention, hearing, understanding, and remembering auditory symbols. Listening should be done in real time. There are no second chances, unless, of course,

the listener specifically asks for repetition when they listen to the speaker. listening focuses on listening to understand what the speaker is saying. This process involves understanding the speaker's accent or pronunciation, the speaker's grammar and vocabulary, and understanding meaning.

Listening is the ability to accurately receive and interpret messages in the communication process."Listening is not only hearing something". it has been estimated that adults spend almost half of their communication time listening. Students may receive as much as 90% of their information through listening to instructors and to one another". Listening is the language modality that is used most frequently. Listening must be done in real time. There is no second chance, unless, of course, the listeners specifically ask for repetition when they listen to speakers. Yusnida, Muslem, and Manan (2017) Listening is the process of deciphering the voice heard from the phone into full text. Listening can help students in the process of understanding language lessons well and also interpreting the sounds heard can help students quickly understand in the process of learning English. Listening is also an important aspect of learning English. If we have good listening skills, then communication using English will also be smoother.

According to Chamot (2004) learning strategy is an action taken by students in learning to achieve a learning goals. Strategic learners have meta-cognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths. Understanding and choosing strategies in learning and to finish the task given by the teacher is a conscious thought and action taken by students in learning. Language learning strategies is strategy in learning that used by the students in

language. The strategies can help students to learn the four skills in English. This strategy is to make students easy to remember new information about learning language. The strategy is also the plan in learning that do by students in learning. So students can improve their skill in target language. According to Hardan (2013) Language learning strategies are activities such as actions, behaviors, or using a technique to help improve their progress in a new language. The students use learning strategies in learning a new language, it can help students get the information they receive, store, and remember. Its means that, language learning strategies is the strategy that student use in learning a new language. This strategy is used by students to assist them in obtaining information about language.

Lewier, n.d.(2020) proposed some strategies by which can help students in improving their listening comprehension skill. Among those strategies, the main ones are listed as

cognitive, metacognitive and socio-affective strategies in listening comprehension. The author further provide explanation on each strategy as follow;

1. Cognitive strategy

This is a strategy that is used to understand linguistic input and obtain the data. Learners sometimes do not know the meaning of the words and they try to guess the meaning from the context. This is an example of cognitive strategy. The cognitive strategy is connected to comprehending and accumulating input in short term memory or long-term memory for later access. According to Hamid (2015) argues that to develop the right approach in first language teaching skills it is important and necessary to understand the basics of listening. Two types of listening can be identified: the bottom-up and the up-down processes. Bingol et al. (2014) stated that Cognitive strategy is a problem-solving technique that

learners use to deal with the learning task and make easier the acquisition of knowledge. Examples of cognitive strategies include repeating to memorize, summarizing, and piecing together details.

2. Metacognitive tstrategy

In this strategy, learners are conscious when listening to the text attentively. This strategy deals with learning how to plan, monitor and asses the gathered information from the listening part. This is particularly conducted as pre listening activities Bingol et al. (2014) Metacognition can be defined as "thinking about one's own thinking" like students who can recognize suitable learning methods in the proper situation.

3. Sosio-affective strategy

According to Gilakjani and Sabouri (2016) socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Affective strategies are very significant because the learning situation and learners' social-psychological factors are closely related to each other. There is significant relationship between low

RESEARCH METHODS

This study will examine student strategies. The data will be presented and classified into quantitative data which researchers use quantitative descripive. According to Nassaji (2015) the goal of descriptive research is to describe a phenomenon and its characteristics. In descriptive research, the researcher described something, like phenomenon. Phenomena in this research have been explained by researcher. Thus, by conducting descriptive research, the researcher described about the students' learning strategies in intensive lstening subject at STKIP PGRI Sumatera Barat academic year 2020/2021.

FINDINGS AND DISCUSSION

The purpose of the study was to know students' learning strategy in listening, researcher got the data from the questionnaires and interview. It was distributed on Google Fom to the students english department at stkip pgri sumatera barat academic year 2020/2021. 67 students gave their response of the online survey. The questionnaire consists of 29 statements stated Lewier, n.d.(2020). There are some category of listening strategy is cognitive strategy, metacognitive strategy, and sosio affective strategy. Dari tiga kategory tersebut peneliti mendapatkan hasil sebagai berikut :

Responses of metacognitive strategy in listening

Based on the table above it can be seen students' responds for each statement in indicator meta-cognitive strategy. The researcher analyze each item from meta-cognitive strategy start from statement number 1 until number 10. In addition, statement no 6 had the highest percentage in the category agree. Statement number 6

is about meta-cognitive strategy. To make sure about the data, let follow this table.

Based on the table above, researcher find the responds of participant . from 67 respondent there are 14 students give response strongly agree to statement number 1 with total percentage 20,9%, in the category agree there are 40 students give response to statement number 1 with the percentage 59,7%, and in the category neutral there are 13 students give response on statement number 1 with percentage 19,4%. 0% in the category disagree than 0% in the category strongly disagrees. It means that more than half participants agree that about statement number.

Futhermore statement number 2: based on the table obove, researcher find the responses of participants. From 67 respondents there are 21 students give response strongly agree to statement number 2 with total percentage 31.3%, in the category agree there are 40 students give response to statement number 2 with

total percentage 59.7%, in the category nuutral there are 4 students give response to statement number 2 with a total percentage of 6%. In the category of disagree and strongly disagree, both have a percentage of 1.5%. That means more than half of the participants agree about the statement number. In statement number 3: based on the table above, the researcher found responses from participants. Of the 67 respondents, 14 of them responded strongly agree with a total percentage of 26.9%, in the agree category there were 37 students who responded with a total percentage of 55.2%. 0% in the disagree category and 0% in the strongly disagrees category. That means more than half of the students answered agree on statement number 3.

Next, statement number 4: based on the table above, the researcher found responses from participants. Of the 67 respondents there are 11 students answered strongly agree to statement number 4 with a total percentage of 16.4%, in the agree there are category 39 students responded to statement number 4 with a total percentage of 58.2%, in the neutral category there were 12 students who gave a response with a total percentage of 17.9%, and 4 students responded to the disagree category with a total percentage of 6%, and finally in the strongly disagree category there was 1 student who responded to statement number 4 with a total percentage of 1.5% . Statement number 5: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 23 of them responded in the strongly agree category with a percentage of 34.3%, and in the agree category there were 31 students who responded to statement number 5 with a total percentage of 46.3%, in the neutral category there were 13 students who gave response with a total percentage of 19.4%. 0% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories.

Next, statement number 6: based on the table above, the researcher found responses from participants. Of the 67 respondents there are 18 students who responded in the Strongly Agree category with a total percentage of 26.9%, in the agree category 42 students responded with a total percentage of 62.7%, and 6 students responded in the neutral category with a total percentage of 9 %, and 1 student responded in the disagree category with a total percentage of 1.5%, and 0% for the elementary school category. Which means more than half of the participants agree with statement number 6. Statement number 7: based on the table above, the researcher found responses from participants. From 67 respondents there are 15 students who responded in the SS category with a total percentage of 22.4%, and in the agree category as many as 37 students responded with a total percentage of 55.2%, and in the neutral category as many as 14 students responded with a total

percentage 20.9%, in the disagree category 1 student responded with a total percentage of 1.5% than 0% in the elementary category. Which means more than half of the participants agreed with statement number 7. Statement number 8: based on the table, the researcher named the responses of the participants. Of the total 67 respondents, 21 of them responded in the strongly agree category with a percentage of 31.3%, and in the agree category there were 35 students who responded to statement number 8 with a total percentage of 52.5%, in the neutral category there were 11 students who gave response with a total percentage of 16.4%. 0% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories.

Statement number 9: based on the table, the researcher named the responses from the participants. From a total of 67 respondents, 18 of them responded in the category of

strongly agree with a total percentage of 26.9%, and in the agree category there were 35 students who responded to statement number 5 with a total percentage of 52.5%, in the neutral category there were 14 students who gave response with a total percentage of 20.9%. 0% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. statement number 10: based on the table above the researcher found responses from participants. Of the 67 respondents there are 19 students who responded in the SS category with a percentage of 28.4%, in the agree category 39 students responded with a percentage of 58.2%, and 6 students responded in the neutral category with a percentage of 9 %, and 2 students responded to the disagree category with a total percentage of 3%, and 1 student responded to the strongly disagree category with a total percentage of 1.5%. Which means

more than half of the participants agree with statement number 10.

from ten students' statements gave good responses regarding metacognitive strategies in learning listening strategies. Metacognitive strategy is one strategy that can help students in facilitating the teaching and learning process in intensive listening courses. The purpose of metacognitive strategies is to help students understand learning more easily and can help students quickly understand listening learning.

Response of cognitive strategy in listening

Based on the table above, it can be seen the students' responses to each statement in the cognitive strategy indicators. Researchers examined each item of cognitive strategy starting from numbers 11 to 23 of the 13 statements, students gave various responses to cognitive strategies in intensive listening learning. Statement number 11: based on the table, the researcher found responses from participants. From a total of 67 respondents, 22 of

them responded in the category of strongly agree with a total percentage of 32.8%%, and in the agree category there were 35 students who responded to statement number 11 with a total percentage of 52.5%, in the neutral category there were 8 students who give a response with a percentage of 11.9%. 2% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 12: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 21 of them responded in the strongly agree category with a percentage of 31.3%, and in the agree category there were 41 students who responded to statement number 12 with a total percentage of 61.2%, in the neutral category there were 3 students who gave response with a total percentage of 4.5%. 3% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree

category is greater than in the other categories. Statement number 13: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 20 of them responded in the strongly agree category with a total percentage of 29.9%, and in the agree category there were 34 students who responded to statement number 12 with a total percentage of 50.7%, in the neutral category there were 13 students who gave response with a total percentage of 19.4%. 0% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories.

Statement number 14: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 16 of them responded in the category of strongly agree with a total percentage of 23.9%, and in the agree category there were 44 students who responded to statement number 14 with a total percentage of 52.5%, in

the neutral category there were 6 students who gave response with a percentage of 9%. 1.5% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 15: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 27 of them responded in the strongly agree category with a total percentage of 40.3%, and in the agree category there were 31 students who responded to statement number 15 with a total percentage of 46.3%, in the neutral category there were 8 students who gave response with a total percentage of 11.9%. 1.5% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 16: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 21 of them responded in the strongly agree category with a percentage of 31.3%, and in the agree category there were 37 students who responded to statement number 16 with a total percentage of 55.2%, in the neutral category there were 8 students who gave response with a total percentage of 11.9%. 1.5% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 17: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 15 of them responded in the category of strongly agree with a total percentage of 22.4%, and in the agree category there were 33 students who responded to statement number 17 with a total percentage of 49.3%, in the neutral category there were 17 students who gave response with a total percentage of 25.4%. 3% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree

category is greater than in the other categories.

Statement number 18: based on the table, the researcher named the responses from the participants. From a total of 67 respondents, 17 of them responded in the strongly agree category with a total percentage of 25.4%, and in the agree category there were 38 students who responded to statement number 18 with a total percentage of 56.7%, in the neutral category there were 12 students who gave response with a total percentage of 17.9%. 0% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 19: based on the table, the researcher lists the responses from the participants. Of the total 67 respondents, 14 of them responded in the category of strongly agree with a total percentage of 20.9%, and in the agree category there were 34 students who responded to statement number 19 with a total percentage of

49.3%, in the neutral category there were 18 students who gave response with a total percentage of 26.9%. 3% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 20: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 20 of them responded in the strongly agree category with a total percentage of 29.9%, and in the agree category there were 42 students who responded to statement number 20 with a total percentage of 62.7%, in the neutral category there were 4 students who gave response with a percentage of 6%. 1.5% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than the other categories.

Furthermore, Statement number 21: based on the table, the researcher considers the responses of the participants. From a total of 67

respondents, 20 of them responded in the category of strongly agree with a total percentage of 29.9%, and in the agree category there were 29 students who responded to statement number 21 with a total percentage of 43.4%, in the neutral category there were 17 students who gave response with a total percentage of 25.4%. 1.5% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 22: based on the table, the researcher named the responses from the participants. From a total of 67 respondents 19 of them responded in the category of strongly agree with a total percentage of 28.4%, and in the agree category there were 39 students who responded to statement number 22 with a total percentage of 58.2%, in the neutral category there were 7 students who gave response with a total percentage of 10.4%. 1.5% in the disagree category than 1.5% in the strongly disagrees category. That means the percentage

in the agree category is greater than in the other categories. And the last is Statement number 23: based on the table, the researcher lists the responses from the participants. From a total of 67 respondents, 18 of them responded in the category of strongly agree with a total percentage of 26.9%, and in the agree category there were 38 students who responded to statement number 23 with a total percentage of 56.7%, in the neutral category there were 10 students who gave response with a total percentage of 14.9%. 0% in disagree category than 1.5% in strongly disagrees category. That means the percentage in the agree category is greater than in the other categories.

Response of social-Affective strategy in listening

Based on the table above, it can be seen that the students' responses to each statement in the indicator of socio-affective strategy can be seen. Researchers examined each item of socio-affective strategy starting from numbers 24 to 29 of the 6 statements,

students gave various responses to socio-affective strategies in intensive listening learning. Statement number 24: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 21 of them responded in the strongly agree category with a percentage of 31.3%, and in the agree category there were 41 students who responded to statement number 24 with a total percentage of 62.2%, in the neutral category there were 4 students who gave response with a percentage of 6%. 1.5% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 25: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 19 of them responded in the category of strongly agree with a total percentage of 28.4%, and in the agree category there were 39 students who responded to statement number 25 with a total percentage of

58.2%, in the neutral category there were 7 students who gave response with a total percentage of 10.4%. 1.5% in the disagree category than 1.5% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories.

Next, Statement number 26: based on the table, the researcher lists the responses from the participants. Of the total 67 respondents, 27 of them responded in the strongly agree category with a total percentage of 40.3%, and in the agree category there were 36 students who responded to statement number 26 with a total percentage of 53.7%, in the neutral category there were 3 students who gave response with a total percentage of 4.5%. 0% in disagree category than 1.5% in strongly disagrees category. That means the percentage in the agree category is greater than in the other categories. Statement number 27: based on the table, the researcher named the responses from the participants. Of the total 67

respondents, 19 of them responded in the category of strongly agree with a total percentage of 28.4%, and in the agree category there were 34 students who responded to statement number 27 with a total percentage of 50.7%, in the neutral category there were 10 students who gave response with a total percentage of 14.9%. 3% in the disagree category than 3% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories.

Furthermore, Statement number 28: based on the table, the researcher considers the responses of the participants. From a total of 67 respondents, 13 of them responded in the strongly agree category with a total percentage of 19.4%, and in the agree category there were 34 students who responded to statement number 28 with a total percentage of 50.7%, in the neutral category there were 16 students who gave response with a total percentage of 23.9%. 4.5% in the disagree category than 1.5% in the strongly disagrees

category. That means the percentage in the agree category is greater than in the other categories. Statement number 29: based on the table, the researcher named the responses from the participants. Of the total 67 respondents, 19 of them responded in the category of strongly agree with a total percentage of 28.4%, and in the agree category there were 43 students who responded to statement number 29 with a total percentage of 64.2%, in the neutral category there were 3 students who gave response with a total percentage of 4.5%. 3% in the disagree category than 0% in the strongly disagrees category. That means the percentage in the agree category is greater than in the other categories.

CONCLUSION

Based on result of the questionaire about metacognitive strategy get 62,7% with categories Agree from 67 responses from participant. Meta-cogitive is very helpful for students because meta-cognitive can increase students' understanding of learning material

being studied. cognitive strategy get percentage 65,7% with categories Agree from 67 response from participant. Based on percentage above dominant students Agree with cognitive strategies. And the last in social affective strategies, the percentage of 64.2% was obtained with the Agree category from 67 participant responses. Based on the perception above, the dominant students agree with the social-affective strategy. It can be conclude this strategy is good for students to use in learning English.

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