LEARNING STRATEGIES USED BY ENGLISH GOOD ACHIEVERS IN LISTENING SKILL : A CASE STUDY IN SMP MUHAMMADIYAH 1 SURAKARTA

Submitted as Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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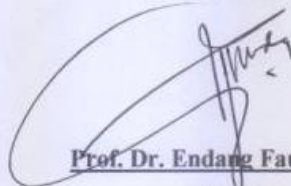
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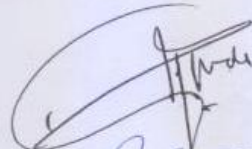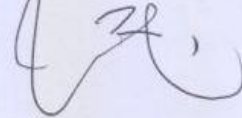Proposed by:

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LEARNING STRATEGIES USED BY ENGLISH GOOD ACHIEVERS IN LISTENING SKILL : A CASE STUDY IN SMP MUHAMMADIYAH 1 SURAKARTA

Abstrak

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran listening Bahasa Inggris yang digunakan siswa berprestasi di kelas VII Program Khusus 2 SMP Muhammadiyah 1 Surakarta pada tahun ajaran 2018/2019. Penelitian ini adalah penilitian deskriptif kualitatif dalam bentuk studi kasus. Subjek penelitian ini adalah siswa kelas tujuh Program Khusus 2 di SMP Muhammadiyah 1 Surakarta yang memiliki kemampuan baik dalam menerima pelajaran Bahasa Inggris. Mereka adalah 2 siswa laki-laki dan 3 siswa perempuan. Metode pengumpulan data dalam penelitian ini adalah kuesioner dan wawancara. Data analisis menggunakan teori O'Malley. Hasil penelitian ini menunjukan bahwa siswa menggunakan 3 tipe strategi yaitu metakognitif, kognitif, dan socioafektif. Penelitian ini juga menunjukan bagaimana cara siswa mengaplikasikan strategi tersebut.

Kata kunci : strategi pembelajaran, strategi pembelajaran listening.

Abstract

This study aims to determine the learning strategies of English listening used by outstanding students in class VII of the Special Program 2 in SMP Muhammadiyah 1 Surakarta in the 2018/2019 academic year. This study used descriptive qualitative research in the form of a case study. The subjects of this study were seventh grade students of Special Program 2 in SMP Muhammadiyah 1 Surakarta who had good ability in receiving English lessons. They are 2 male students and 3 female students. The technique of collecting data in this research was questionnaire and interview. The data are analyzed by using O 'Malley theory. The results of this research show that students used 3 types of strategies, metacognitive, cognitive, and socio-effective. This research also described about how students applied these strategies in learning listening.

Keywords : learning strategies, listening learning strategies.

1. INTRODUCTION

English as an international language or foreign language which has an important role in global communication. Communicating includes understanding and disclosing information, feelings, thoughts, and developing science, technology and culture. Communication skills in terms of discourse skills, cover ability to understand, and can produce oral or written texts that can be realized in four

language skills; speaking skills, namely listening, speaking, reading and writing. Therefore, now English subjects are more directed to these skills in order to create graduates who are able to communicate, to discourse, and apply English at functional literacy levels.

Literacy levels have several categories that include perfomative, fuctional, informational, and epistemic. First, at the performative level students are able to read, write, listen and speak using the symbols used. Second, at the level of functional students can use language as a daily necessity of life such as reading newspapers. Third, at the Informational level, students are able to access knowledge with language skills. Fourth, epistemic at this level students are able to express knowledge and pour into the target language (Wells, 1987)

English lessons in junior high school are expected so that students can achieve at the level of the functional category, which can communicate both verbally and in writing in daily life. Therefore, English subjects in junior high school aims that students have the following abilities. 1. Students are able to develop competencies in communicating in oral and written form. 2. Students have an awareness of the nature and importance of English in global competition. 3. Students can develop an understanding of the relationship between language and culture. The materials in junior high school are the students about several abilities as follows. Ability in discourse, namely the ability to understand and to produce oral and written texts that are applied in four skills, such as listening, speaking, reading, and writing. Therefore, they need to apply language learning strategies in English listening.

As a criterion for the success or failure of students in learning is influenced by what strategies are used. Based on (O'Mally & Chamot, 1990) Strategies are the thoughts and behaviors that learners used to help them comprehend, learn, or retain information. Therefore, learning strategies are needed so that the learning process of students is more effective in the learning process, but students sometimes encounter obstacles in the learning process because of the incompatibility of strategies used in learning. In addition, success or failure in learning to listen to English may be influenced by the learning strategies used by

students. Therefore, the use of language learning strategies is very important for students in listening to English because the success of learning to listen to English depends on what learning strategies are used by students.

Because learning English is very important, especially in learning strategies for English listening. The learning process began at 7 am followed by praying and reading the Al-Quran together. The process of learning English, especially in learning listening to English at Muhammadiyah Middle School 1 Surakarta was very pleasant because in the process of learning the teacher used interesting methods. Therefore, in the learning process students could receive learning very well.

There were some studies that support this research about listening learning strategy. The first research conducted by Teng (1998). This study focus on the strategies used by students but also to find out the differences strategies between effective students and ineffective students in listening comprehension. The result, the compensation strategies was more frequently and followed by cognitive, metacognitive, memory, and social strategies. The least strategy used by the students was affective strategies.

Chulim (2008) conducted his study to investigate the use of listening strategies by lenguainglesa students in university idadautonoma de yucatan, universidad autonoma del Cermen, universidad autonoma del chiapas, universidad veracruzana, and universidad autonoma del estado in Mexico. The aim of this study was to know the most and least of strategies that students used, differences in using listening strategies across universities, between male and female differences in using listening strategies across reported levels of English. This study used questionnaire that made by the researcher. The result of this study was "focus on getting the information to answer the question". The least strategies students used were "taking notes while listening". The strategy female and male used in listening had the same strategies used by five Mexican universities

To other previous study was from Agustina Mayasari (2011). This study was done to study the learning strategies in listening used by the first year students of sma n 1 Mojolaban. This study focus on the strategies used by the

learner in learning listening, and identifying the strength and the weakness of the strategies used by the learner in learning listening. The result First, the strategies used by the learner in learning listening are: (1) Top-down and bottom up strategy, (2) Metacognitive strategies. Second, the strength and the weakness of the strategies used by the learner in learning listening. The strength of the strategies are: (1) it can (2) it makes the students easier to understand the topics in listening activity, (3) it can makes teaching listening optimally, and (4) it can control the class effectively. The weaknesses of the strategies are: (1) When the teacher wrote the vocabulary on the white board, it is not suitable in teaching listening, but more suitable in teaching writing, (2) the teacher needs a lot of time when he wrote the vocabularies on the whiteboard, it can make the listening comprehension in post listening, because the time is limited, (4) the teacher and the students can not evaluate the strategy use in listening activity.

Next, a study from Bidabadi and Yamat (2011), the aimed of this study investigated listening strategies used by three different English listening proficiency groups and also the relationship between listening strategy used and listening proficiency levels. The researcher found that there was significant and had positive relationship between listening strategies and listening proficiency. It was showed from the value of the correlation between three groups and language proficiency was 32% (advanced group), 10% (intermediate group), 14% (lower-intermediate). It meant all of students should use listening strategies which appropriate for them to increase their language proficiency.

Muhammad's (2015) study aimed at finding out learning strategies used by learners based on their achievement in learning listening. The results showed that (1) the learners which w ere 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.

Pratiwi's work (2015) the study aimed to explore the listening strategies that EFL for undergraduate students used at one public university in Jambi. The participants were students who are taking and passed in listening subject in

English study program at Faculty Teacher Training and Education, Jambi University. The result was most of students used metacognitive strategy to increase their ability in listening. Meanwhile, based on gender most of female students used metacognitive strategy, and male students used cognitive strategy.

In this study, the writer uses some theories related to the previous study in order to support the data of the research. There are Language Learning Strategy (LLs), Classification of LLs (Language Learning Strategy) by O'Malley Taxonomy, Notion of Listening skill, Micro Listening, Macro Listening, and Listening Learning Strategy.

There are differences and similarities between this study and the previous studies. The differences between this study and previous study laid on the objective of the study, subject of the study, setting of the study, technique of collecting data, type of research, technique of analyzing data and method of collecting data. The subjects of the study were 6 there were 2 males and 4 females on the seventh grade students of SMP Muhammadiyah 1 Surakarta. The setting of the study was at SMP Muhammadiyah 1 Surakarta. The data was collected through observation, interview, and questionnaire. The similarity lays on the focus of the study, namely listening learning strategy used by the students. More specific the aims of this study are (1) to describe the types of metacognitive listening strategy, (2) to describe the cognitive listening learning strategies, (3) to describe the socioaffective listening learning strategies by students and realization of these strategies in practice.

2. METHOD

The research used descriptive qualitative research in the form of a case study. In this case study, the researcher tried to examine six participants there were four females and two males. In this research, the researcher investigated of learning strategies used by English good achievers in listening skill in seventh-grade students of Special Program 2 SMP Muhammadiyah 1 Surakarta 2018/2019 academic year. The object of the research focused on the analysis of listening learning strategies used by students. The researcher used only 6 students they are 2 males and 4 females that have good score in English lesson in seventh-grade

Special Program 2 SMP Muhammadiyah 1 Surakarta as the subject of this research. The data of the research was the information about listening learning strategy used by the students with good English score in the class. Methods of collecting data were questionnaire and interview. The researcher was analysed the data with the classification of listening learning strategy by O'Malley Taxonomy there were metacognitive strategies, cognitive strategies, and socioaffective strategies.

3. FINDING AND DISCUSSION

3.1 Finding

The writer presents research findings, they are: (1) The Metacognitive Listening Learning Strategies Used by Students and Realized in Practice, (2) The Cognitive Listening Learning Strategies Used by Students and Realized in Practice, and (3) The Socioaffective Listening Learning Strategies Used by Students and Realized in Practice.

3.1.1 The Metacognitive Listening Learning Strategies Used by Students and Realized in Practice

All seventh graders in the special program 2 of SMP Muhammadiyah 1 Surakarta used a metacognitive strategy in English listening lessons. Based on the result of the study, the writer found some strategies used by students. Eight sub-categories of metacognitive strategy used by the students with percentage: Advance Organizers (16,7%), Directed Attention (100%), Selective Attention (66,7%), Self Management (33,3%), Functional Planning (16,7%), Self Monitoring (33,3%), Delayed Production (83,3%), Self Evaluation (33,3%). From the result of the study, the most popular strategi used by the student is Directed Attention with the percentages 100%. Directed Attention is a manner of deciding in advance to attend in general to a learning task and to ignore irrelevant distracters. To support this finding, the writer showed in the following statements:

> *"Pelajaran listening menurut saya mudah kalo fokus, tapi biasanya kalo rame itu yang buat ga fokus"* (Interview Respondent 4)

> *"Learning listening in my opinion are easy if focused, but if the situation is crowded sometimes that makes it difficult to focus".* (Interview Respondent 4)

They always focused on the materials which are derived by the teacher. The training for directed attention emphasized student control over their attention while listening. Students were told that listening to a foreign language was more difficult than listening to their native language, so they had to pay close attention to the task.

Table 1. Result The Questionnaire of Metacognitive Strategies

No of Item	Sub categories of Metacognitive	Ya (%)	Tidak (%)
1	Advance organizers	16,7	83,3
2	Directed attention	100,0	0,0
3	Selective attention	66,7	33,3
4	Self management	33,3	66,7
5	Functional planning	16,7	83,3
6	Self monitoring	33,3	66,7
7	Delayed production	83,3	16,7
8	Self evaluation	33,3	66,7
	Average (%)	47,9	52,1

3.1.2 The Cognitive Listening Learning Strategies Used by Students and Realized in Practice

From the questionnaire and interview result, the students used cognitive strategy; Cognitive strategy has thirteen sub-categories strategies. The respondents used all of the cognitive strategies with the percentages: Repetition (100%), Resourcing (66,7%), Translation (83,3%), Grouping (16,7%), Note Taking (100%), Deduction (33,3%), Recombination (100%), Imagery (83,3%), Keyword (50,0%), Auditory Representation (33,3%), Elaboration (83,3%), Transfer (66,7%), Inference (100%). In cognitive strategy there are four strategies that used by all of the respondents (100%) namely Repetition, Note Taking, Recombination and Inference.

The first is Repetition. Repetition is imitating a language model, including overt practice and silent rehearsal. For example, the students repeated the pronunciation of the word until they mastered it. The statement can be supported with this finding as follow:

> *"Waktu itu saya pernah menggulangi kata : Animals berulang-ulang sambil mengingat apa arti kata itu" (Interviewed Respondent 01)*

> *"At that time I repeated the word: Animals repeatedly while remembering what the word means" (Interviewed Respondent 01)*

According to the result, the researcher concluded that the application of the repetition learning strategy was good in improving listening skill because the student learned the foreign language and they had to imitate the foreign language dialect in mastering their listening skill.

Second is Note Taking. The students wrote down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. For example, the students prepared a book to write the all the materials during the listening section. The statement can be supported with this finding as follow:

> *"Saya selalu mencatat kosakata atau kalimat yang menurut saya sulit." (Interviewed Respondent 02)*

> *"I always record vocabulary or sentences that I find difficult." (Interviewed Respondent 02)*

According to the results, the writer concluded that the students applied the note taking learning strategy in mastering their listening skill by writing the points or something important about the materials and making something which helped them to understand the materials such as making a chart of concept that would be developed.

The third is Recombination; the students explained about their vocabulary use in making sentences. The statement can be supported with this finding as follow:

> *"Saya mencoba memahami kalimat yang diucapkan dengan menerjemahkan beberapa kata di antaranya." (Interviewed Respondent 02)*

> *"I tried to understand the sentence that was spoken by translating a number of words among them." (Interviewed Respondent 02)*

According to the results, the writer concluded that the recombination was arranging a new version of meaningful sentences or a larger set of languages such as the paragraph using students' own knowledge and understanding. It is

contracting a meaningful sentences or larger language sequence by combining known elements in a new way.

The last type is Inference, Inferencing is using available information to guess meaning of new item, predict outcomes, or fill in missing information. the students thought of the whole meaning of the sentences and then he/she could get the meaning of a new word. The statement can be supported with this finding as follow:

> *"Kadang saya membandingkan kata yang diucapkan dengan apa yang tertulis di kamus, bagaimana pengucapannya." (Interviewed Respondent 01)*

> *"Sometimes I compared words spoken with what is written in the dictionary, how is the pronunciation." (Interviewed Respondent 01)*

From the results, the writer concluded that the students applied the inferencing learning strategy in mastering their listening skill by guessing the meaning from the context of the sentences and through summarizing the word that students understood.

Table 2. Result The Questionaire of Cognitive Strategies

No of Item	Sub categories of Cognitive strategies	Ya (%)	Tidak (%)
1	Repetition	100,0	0,0
2	Resourcing	66,7	33,3
3	Translation	83,3	16,7
4	Grouping	16,7	83,3
5	Note taking	100,0	0,0
6	Deduction	33,3	66,7
7	Recombination	100,0	0,0
8	Imagery	83,3	16,7
9	Keyword	50,0	50,0
10	Auditory representation	33,3	66,7
11	Elaboration	83,3	16,7
12	Transfer	66,7	33,3
13	Inference	100,0	0,0
	Average (%)	70,5	29,5

3.1.3 The Socioaffective Listening Learning Strategies Used by Students and Realized in Practice

From the questionnaire and interview result, the students used socioaffective strategy, socioaffective strategy has two sub-categories strategies. The respondents used all of the socioaffective strategies with the percentages: Cooperation (33,3%) and Question for Clarification (100%). The most popular strategy of socioaffective strategy used by students is Question for Clarification with the percentages (100%) which means the all of respondents used this strategy.

Question for Clarification is eliciting or asking from a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. Questioning for clarification is eliciting/asking from a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. The statement can be supported with this finding as follow:

> *"Kata atau kalimat dalam sesi listening yang belum diketahui, itu nanti langsung ditanyain ke Miss Frida." (Interviewed Respondent 03)*

> *"The words or sentences in the listening session don't know the meaning, I immediately asked the meaning to the teacher" (Interviewed Respondent 03)*

According to results of interview and observation, students were actively asking about the listening materials to the teacher in the classroom. Question for clarification strategy was appropriate to help students in clarifying the listening materials that they did not understand.

Table 3. Result The Questionaire of Socio-Affective Strategies

No of Item	Sub categories of Socio affective strategies	Ya (%)	Tidak (%)
1	Cooperation	33,3	66,7
2	Question for clarification	100,0	0,0
	Average (%)	66,7	33,3

3.2 Discussion

Based on the research finding, the researcher discussed the findings of the research of the listening learning strategy at SMP Muhammadiyah 1 Surakarta in 2018/2019 academic year. Based on the research findings above, the research finding was to answer the research questions compared to the finding of the previous research, and the researcher also discussed with the theory and found out what the differences and similarities.

3.2.1   The Type of Metacognitive Listening Learning Strategies used by Students

The finding of this study showed that the participants used all of the Metacognitive sub-categories proposed by O'Malley Taxonomy. There were 8 sub-categories and all sub-categories of metacognitive listening learning strategies used by students with percentages : Advance Organizers (16,7%), Directed Attention (100%), Selective Attention (66,7%), Self Management (33,3%), Functional Planning (16,7%), Self Monitoring (33,3%), Delayed Production (83,3%), Self Evaluation (33,3%). The result of this study was in agreement with the theory of metacognitive stategies by O'Malley Taxonomy because all participants use this strategy.

On the other hand, the finding of this research was not relevant to the finding of some previous study there are Chulim (2008), Mayasari (2011), Hanifa (2014), Pratiwi (2015), Handayani (2016). This research was not relevant because most of the respondents or participants were the university students and high school students but in this research the participants were the students of seventh-grade of SMP Muhammadiyah 1 Surakarta especially Special Program 2. It meant that university students and high school students had more experience about comprehension listening.

3.2.2   The Type of Cognitive Listening Learning Strategies used by Students

The finding of this study showed that the respondents used all of cognitive sub-categories proposed by O'Malley Taxonomy. It could be seen in percentages below: Repetition (100%), Resourcing (66,7%), Translation (83,3%), Grouping (16,7%), Note Taking (100%), Deduction (33,3%), Recombination (100%),

Imagery (83,3%), Keyword (50,0%), Auditory Representation (33,3%), Elaboration (83,3%), Transfer (66,7%), Inference (100%). The result of this study was in line with the theory of cognitive stategies by O'Malley Taxonomy because all of the participants used this strategy.

The finding of this study was in agreement with the findings on one previous study. That was Teng (1998). In Teng's study the sub-category mostly used by students in listening strategy is Translation. It was indicated that this theory was the most popular. In this study showed that the percentage in Translation was 83,3%. It meant that almost all students used this strategy.

3.2.3 The Type of Socioaffective Listening Learning Strategies used by Students

In this study, the result of the research showed that the respondents used all of the sub-categories of socioaffective strategies. It could be seen in percentages below: Cooperation (33,3%), Question for Clarification (100%). The result of this study was in agreement with the theory of socioaffective stategies by O'Malley Taxonomy because all participants used this strategy.

The finding of the research was not relevant to the finding of some previous study there are Chulim (2008), Mayasari (2011), Hanifa (2014), Muhammad (2015), Pratiwi (2015), Handayani (2016). The finding of this study was not relevant to the finding of some previous study because the students in social strategies needed peers to help them when they had a problem to share the idea to get the meaning about the speaker said. In socio affective there were five items that was related with socio strategies. It was told that asking the others to help them and got the feedback from the others it could increase the students understanding in listening, they shared the idea and got the conclusion how to cope their problem in listening.

Meanwhile, the finding of this study was in line with the finding of one previous study. That is Teng (1998). In Teng's study the sub-category mostly used by students in listening strategies was cooperating with proficient users (social). While cooperating in this study was 100%. It meant that almost all of students used this strategy used by the respondents.

4. CONCLUSION

Based on the finding of this research, the writer illustrated a conclusion about the types of learning strategies in listening used by English good achiever in seventh-grade of special program 2 SMP Muhammadiyah 1 Surakarta 2018/2019 academic year. There were 3 types of strategies from LLs proposed by O'Malley namely: Metacognitive, Cognitive, and Socioaffective.

In the metacognitive strategy; Direct Attention and Delayed Production were the dominant one used by students when learning listening with each percentage of Direct Attenttion 100% and Delayed Production 83.3%. In cognitive strategy, Repetition, Recombination, and Transfer were the most popular with percentage of 100%. After that, in Socioaffective strategy had only Question for clarification purpose. The question for clarification strategy was more dominantly used by the students with percentages 100%.

Based on the findings of this research, it could be concluded that all of the English good achiever in the seventh special class of the Muhammadiyah 1 Surakarta Middle School in 2018/2019 used all types of listening learning strategies. All types of strategies used by students could make students feel easier in mastering their listening skills. Using all types of listening learning strategies made them able to concentrate more in the learning process. It meant learning strategies were very important in learning.

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