

**THE ANALYSIS OF LISTENING STRATEGIES USED BY THE ENGLISH
DEPARTMENT STUDENTS FACULTY OF LANGUAGES AND ARTS
OF UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as Partial Fulfillment of Requirements to Obtain
Strata One (S1) Degree*



Milda Sari Hadi

12208/2009

Advisors:

- 1. Dra. Aryuliva Adnan, M.Pd.**
- 2. Delvi Wahyuni, S.S, M.A**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

2016

HALAMAN PERSETUJUAN SKRIPSI

Judul : The Analysis of Listening Strategies Used by the
English Department Students of Faculty of Languages
and Arts of Universitas Negeri Padang

Nama : Milda Sari Hadi

NIM/BP : 12208 / 2009

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

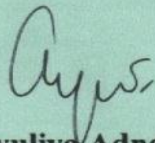
Fakultas : Bahasa dan Seni

Padang, Agustus 2016

Disetujui Oleh:

Pembimbing I,

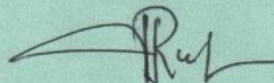
Pembimbing II,



Dra. Aryuliva Adnan, M.Pd.
NIP. 19630701 198803 2 001

Delvi Wahyuni, S.S., M.A.
NIP. 19820618 200812 2 003

Ketua Jurusan,



Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Milda Sari Hadi
NIM/BP : 12208 / 2009

**Dinyatakan Lulus Setelah Mempertahankan Skripsi di Depan Tim Penguji
Program Studi Pendidikan Bahasa dan Sastra Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang**

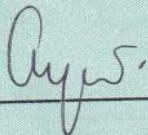
**THE ANALYSIS OF LISTENING STRATEGIES USED BY THE ENGLISH
DEPARTMENT STUDENTS FACULTY OF LANGUAGES AND ARTS OF
UNIVERSITAS NEGERI PADANG**

Padang, Agustus 2016

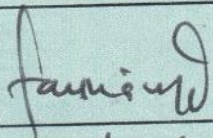
Tim Penguji

Tanda Tangan

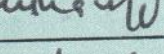
1. Ketua : Dra. Aryuliva Adnan, M.Pd.

()

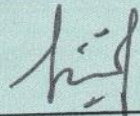
2. Sekretaris : Delvi Wahyuni, S.S., M.A.

()


3. Anggota : Dra. An Fauzia Rozani Syafei, M.A.

()

4. Anggota : Leni Marlina, S.S., M.A.

()

5. Anggota : Devy Kurnia Alamsyah, S.S., M.Hum.

()



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Milda Sari Hadi
NIM/TM : 12208 / 2009
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *The Analysis of Listening Strategies Used By The English Department Students of Faculty of Languages and Arts of Universitas Negeri Padang* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003

Saya yang menyatakan,



Milda Sari Hadi

ABSTRAK

Hadi, Milda Sari. 2016. **“The Analysis of Listening Strategies Used by The English Department Students of Faculty of Languages and Arts of Universitas Negeri Padang”**. *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini merupakan penelitian deskriptif yang menggambarkan tentang strategi belajar mendengar dalam bahasa Inggris yang digunakan oleh mahasiswa BP 2014 jurusan Bahasa Inggris FBS Universitas Negeri Padang. Ada 19 mahasiswa Bahasa Inggris yang telah mengambil mata kuliah *Listening 1* (mendengar 1) yang dipilih sebagai sampel dalam penelitian ini. Tujuan penelitian ini adalah (1) untuk melihat strategi yang digunakan semua siswa dan (2) untuk melihat strategi yang digunakan siswa dengan nilai ujian yang tinggi (*successful listeners*) dan siswa dengan nilai ujian rendah (*unsuccessful listeners*). Siswa diminta untuk mengisi angket SILL yang dikembangkan oleh Rebecca L. Oxford untuk mengetahui strategi apa saja yang dipakai siswa dalam pelajaran mendengar. Hasil penelitian ini menunjukkan bahwa tingkat penggunaan strategi belajar mendengar siswa secara keseluruhan berada pada indeks 3.5 (*high* atau tinggi), dengan rincian strategi metakognitif 3.7 (tinggi), strategi kognitif 3.6 (tinggi), strategi kompensasi 3.6 (tinggi) strategi afektif 3.6 (tinggi), strategi sosial pada 3.3 (*medium* atau sedang) dan strategi memori 3.1 (sedang). Kemudian siswa dikategorikan berdasarkan nilai ujiannya menjadi siswa dengan nilai ujian tinggi dan siswa dengan nilai ujian rendah. Siswa dengan nilai ujian tinggi (7 siswa) menunjukkan penggunaan strategi metacognitif dengan intensitas tinggi, diikuti oleh strategi kognitif, strategi afektif, strategi sosial, strategi memori dan strategi kompensasi. Siswa dengan nilai ujian rendah (6 siswa) menunjukkan penggunaan strategi metacognitif dengan intensitas tinggi diikuti strategi afektif, strategi kompensasi, strategi sosial, strategi kognitif, dan strategi memori. Yang membedakan penggunaan strategi antara siswa dengan nilai ujian tinggi dan rendah terletak pada intensitas penggunaan strateginya. Siswa dengan nilai ujian tinggi hampir selalu menggunakan semua strategi, sementara siswa dengan nilai ujian rendah menggunakan strategi dengan intensitas sedang dan rendah, yang artinya mereka kadang kadang dan jarang menggunakan strategi tersebut. Dari data tersebut diperoleh kesimpulan bahwa mahasiswa Bahasa Inggris menggunakan semua strategi dalam belajar mendengar, dan menunjukkan penggunaan strategi metakognitif dengan intensitas tinggi.

Kata kunci: mendengar, strategi belajar mendengar, siswa bernilai ujian tinggi, siswa bernilai ujian rendah

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim.

First of all, all praises to Allah for His Blessing and the strength given to the writer in completing this thesis, which is entitled “The Analysis of Listening Strategies Used by The English Department Students of Faculty of Languages and Arts of Universitas Negeri Padang”, as one of the requirement for acquiring the Strata One (S1) degree in English Department, Faculty of Languages and Arts, Universitas Negeri Padang.

In this opportunity, the writer would like to express her gratitude to Dra. Aryuliva Adnan, M.Pd. as her first advisor and Delvi Wahyuni, S.S., M.A. as her co-advisor who supported her throughout the study. The writer is thankful for their aspiring guidance, invaluable constructive criticism and friendly advice during the work completion. In addition, she also expresses her warm gratitude to Dra. An Fauzia Rozani Syafei, M.A., Leni Marlina, S.S., M.A., Devy Kurnia Alamsyah, S.S., M.Hum., as her examiners for their support and knowledge.

Moreover, she also expresses her appreciation to the chairman of English Department, Dr. Refnaldi, S.Pd., M.Litt., and also to Fitra Wati S.S, M.Pd. as the secretary of English Department, Faculty of Languages and Arts, Universitas Negeri Padang for their support and help toward her undergraduate program. In addition, it is a wonderful occasion to be grateful to her academic advisor, Drs. Saunir, M.Pd. who has guided her and supported her in her study. Her acknowledgement also goes to all of the lecturers and office staffs of English Department, Faculty of Languages and Arts, Universitas Negeri Padang for their cooperation.

Sincere gratitude is for her beloved parents, Suhardi N and Aida Erfi, and also her brother Mulia Mitra Hadi, S.Pd. and sisters; Mira Hadi, S.Pd, Mila Mustika Hadi S.Pd, Masykura Safitri hadi, Mutiara Mustika hadi, who pray for and support her until the end. Besides, a best regard for her life’s gurus and friends whom she cannot list. To those who indirectly contributed in this research, their kindness means a lot to her. Therefore, thank you very much.

Padang, Agustus 2016

The writer

TABLE OF CONTENTS

	Page
ABSTRAK	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF CHARTS	vii
LIST OF APPENDICES	viii
CHAPTER I: INTRODUCTION	
A. Background of the problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	3
D. Formulation of the Problem	3
E. Research Questions	3
F. Purposes of the Research	4
G. Significance of the Research	4
H. Definition of Key Terms	5
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. The Concept of Listening	
1. Definition	6
2. Types of Listening	7
3. Listening Process	8
4. Listening Comprehension	9
B. Language Learning Strategies	
1. Definition	12
2. Classifications of Language Learning Strategies	12
C. Listening Learning Strategies	13
D. Successful and unsuccessful Listener	18

E. Previous Related Studies	21
F. Conceptual Framework	23
CHAPTER III: RESEARCH METHODOLOGY	
A. Types of the Research	25
B. Research Participant	
1. Population	25
2. Sample.....	26
C. Research instruments	
1. Questionnaire	26
2. Listening Test Score.....	27
D. Technique of Data Collection	27
E. Technique of Data Analysis	28
CHAPTER IV FINDING AND DISCUSSION	
A. Data Description	
1. Listening Learning Strategies	31
2. Listening Test Score	33
B. Data Analysis	
1. Listening Learning Strategies Used by the Students	34
2. Strategies Mostly Used by the Students.....	44
3. Listening Test Score and Listening Strategies	47
a. Listening Score of All Students	47
b. Students with Higher Score and Listening Strategies Used	50
c. Students with Lower Score and Listening Strategies Used	55
C. Findings	59
D. Discussion	65
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	72
B. Suggestions	73
REFERENCES	74

LIST OF TABLES

Table 1: Students Registered in Academic Year of 2014 in English Department	25
Table 2: The Listening Learning Strategies Indicators for Questionnaire	27
Table 3: Response to Each Statement	28
Table 4: Key to Understand the Average of Strategies Used	29
Table 5: Listening Learning Strategies Used by the Students	31
Table 6: Scoring Systems of the Test Score	33
Table 7: Score of the Listening Test	33
Table 8: Memory Strategies Used by the Students	34
Table 9: Cognitive Strategies Used by the Students	36
Table 10: Compensation Strategies Used by the Students	38
Table 11: Metacognitive Strategies Used by the Students.....	39
Table 12: Affective Strategies Used by the Students	41
Table 13: Social Strategies Used by the Students	43
Table 14: Strategies Mostly Used by the Students	44
Table 15: Classification of Listening Learning Strategies	45
Table 16: Students Listening Test Score Ranged from Higher to Lower Marks	46
Table 17: Students Test Score and Strategies average	47
Table 18: Higher Score Students with Their Listening Strategies	50
Table 19: Lower Score Students with Their Listening Strategies	55

LIST OF FIGURES

Figure 1: Listening Learning Strategies	24
---	----

LIST OF CHARTS

Chart 1: Strategies Mostly Used by the Students	45
---	----

LIST OF APPENDICES

Appendix 1. Student's Listening Learning Strategies Questionnaire	76
Appendix 2. Lembar Kerja Angket.....	81
Appendix 3. Listening Learning Strategies of K4	82
Appendix 4. Student's Listening Learning strategies Identified from Questionnaire .	83
Appendix 5. Memory Strategy	84
Appendix 6. Cognitive Strategy	85
Appendix 7. Compensation Strategy	86
Appendix 8. Metacognitive Strategy	87
Appendix 9. Affective Strategy	88
Appendix 10. Social Strategy	89
Appendix 11. Students Listening Strategies Average	90

CHAPTER I

INTRODUCTION

I. Background of the problem

Listening activity in language learning is aimed to help students to improve their ability in understanding what they listen to, in this case, English as the foreign language. Listening is the first attempt of every student to know the language, and then also, through listening learn it. To comprehend what they listen to, they need to do it effectively. Being effective in listening helps them to create understanding. It supports the communications and interactions.

In academic settings, the effective listening demands the students to do what is needed to gain the information. It also means that the students need to maximize themselves on their learning. The ability to understand the spoken language will be trained through tasks. They appear in the form of listening to dialogue and monologue. The students should choose their own way to cope with the listening tasks that suit them and apply it effectively. It will allow the students to increase and faster their learning progress.

Many things have been done in order to improve students' listening ability. First, scholars have suggested about listening strategies. It provides language teachers the strategies that can be taught to the students. Second, in Universitas Negeri Padang (UNP), a subject called English Language Learning Strategy (ELLS) is offered to the students. It should be taken by all English

Department students in their first semester. They will be introduced and guided to find their best way to learn and to improve their language skills. Third, in listening class the students are handed a workbook. They will find the “warming up” column at the beginning of each unit. Its mini activities give the students a glance of what the main task is going to be. Fourth, the lecturer also guides the students to complete those warming up activities. It gives students a chance to build their background knowledge. These all prove that each student has the opportunity to success in exploring their own ability and finding their best way in doing the listening tasks, using their own listening strategy.

As stated in the previous part, the listening strategies that are involved in the listening process have been suggested by Vandergrift (2008:85). They consist of metacognitive strategies, cognitive strategies, and socioaffective strategies. Metacognitive strategies include the planning on how to do listening tasks and to overcome the difficulties, monitoring and evaluating their own comprehension. Cognitive strategies are about how the listeners decide specific techniques to be used for listening tasks. The last one is socio-affective strategies which are about how the listeners interact with other speakers. These strategies are combined together in helping the students to be a successful listener.

It can be said that the using strategies in doing the listening tasks will lead the students to be more effective in their learning, especially in language learning. It is also stated earlier that they have been given the introduction of those strategies in their first semester and on every meeting of the listening

subjects. So it is necessary to see what strategies are used in the students' listening process that will help them to increase their listening ability.

J. Identification of the Problem

Based on the background above there are some problems identified related to listening learning strategies. The first, the different strategies used by the students of different level of proficiency. The second, the different strategies used by the successful and unsuccessful listeners. The third is the correlation between the listening strategies and the students' listening achievement. The fourth is the best strategies used for the different listening tasks. The fifth one is the obstacles in applying the listening strategy.

K. Limitation of the Problem

From the identification above, this research was limited to the analysis of listening strategies used by English Department students of Universitas Negeri Padang, and how they differ between the successful and unsuccessful listeners.

L. Formulation of the Problem

The problem of the research was formulated in the following question: "How are the listening strategies used by the English Department students of Universitas Negeri Padang, and how they differ between the successful and unsuccessful listeners?"

M. Research Questions

The problems of the research are elaborated in the following questions:

1. What are the strategies used by the students in learning listening?

2. What are the strategies used by the successful and unsuccessful listener?

N. Purposes of the Research

The purposes of the study are to identify:

1. The strategies that the students used in their learning listening.
2. The strategies used by the successful and unsuccessful listeners.

O. Significance of the Research

It is expected that the result of this research would bring theoretical and practical significances. Theoretically, the research would enhance and give contribution toward language learning strategies field, specifically in listening strategy. It showed what and how the listening strategies used by the Listening 2 students of English Department of Universitas Negeri Padang as their own strength in learning. This research also showed the successful and unsuccessful listeners that were seen from the kind and variation of strategies they commonly used.

Practically, it shows the Listening lecturer about the strategies that the students already used and become the references for the lecturer for the future teaching process. Also the result would help the lecturer to guide the students to be more effective in using the strategies they have already got. For the students this research showed them that they are actively using and maximizing themselves in the listening activities and showed them about what they did in the

listening class. It also helped them describe their own listening strategies. As the result the students would have the chance to evaluate and to improve their listening strategies and add or vary those strategies.

P. Definition of Key Terms

1. Listening is a language skill which is to help students to improve their ability in understanding what they listen in the target language, in this case English as the foreign language.
2. Listening strategy is a specific way that the listeners do in order to improve their own listening.
3. Successful listener are those students who do the listening test well, that can be seen from the high score they got, as the reflection of their listening strategies used.
4. Unsuccessful listeners are those students who do not do the listening test well that can be seen in the lower score they got, as the reflection of their listening strategies used.