

**AN ANALYSIS OF LEARNERS STRATEGIES IN LISTENING COMPREHENSION
OF HIGH ABILITY STUDENTS AT THE SECOND SEMESTER OF ENGLISH
EDUCATION STUDY PROGRAM IN MUHAMMADIYAH KOTABUMI
UNIVERSITY ACADEMIC YEAR 2022/2023**

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Abstract: Listening is a skill that must be learned by language learners because listening is an important skill that develops faster than speaking and influences the development of writing and reading skills in learning a language. Listening comprehension is a process of receiving ideas and information deeply by the listener from the speaker. The ability of listening in English is a skill that is not easily mastered by all students who are not native speaker of that language. This is what makes the researcher interested in raising the title of the research to find out what strategies are used by high ability students when simulating. The current study used descriptive approach which involved seven students in the second semester of the 2022/2023 academic year English education study program at Muhammadiyah Kotabumi University. Researcher used triangulation techniques that are interviews and questionnaires. Data analysis was carried out in several stages, namely translating data, reducing data, displaying data, and drawing conclusion. The findings showed that high ability students used more than one strategy. The strategies are cognitive strategy, metacognitive strategy, and socio-affective strategy. All of seven high ability students used cognitive strategy in listening comprehension, four students used metacognitive strategy, and six students used socio-affective strategy. From the results of this research, it can be concluded that the cognitive strategy is most employed by the students.

Key words: Listening Comprehension, Strategies, High Ability

Abstrak: Menyimak adalah keterampilan yang harus dipelajari oleh pembelajar bahasa karena menyimak merupakan keterampilan penting yang berkembang lebih cepat daripada berbicara dan mempengaruhi perkembangan keterampilan menulis dan membaca dalam belajar bahasa. Pemahaman menyimak adalah proses penerimaan ide dan informasi secara mendalam oleh pendengar dari pembicara. Kemampuan menyimak dalam bahasa Inggris merupakan keterampilan yang tidak mudah dikuasai oleh semua siswa yang bukan penutur asli bahasa tersebut. Hal inilah yang membuat peneliti tertarik mengangkat judul penelitian untuk mengetahui strategi apa saja yang digunakan siswa berkemampuan tinggi dalam pemahaman menyimak. Penelitian ini menggunakan pendekatan deskriptif yang melibatkan tujuh mahasiswa semester kedua program studi Pendidikan Bahasa Inggris tahun akademik 2022/2023 di Universitas Muhammadiyah Kotabumi. Peneliti menggunakan teknik triangulasi yaitu wawancara dan kuesioner. Analisis data dilakukan dalam beberapa tahapan, yaitu menerjemahkan data, mereduksi data, menampilkan data, dan menarik kesimpulan. Temuan menunjukkan bahwa

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siswa berkemampuan tinggi menggunakan lebih dari satu strategi. Strategi tersebut adalah strategi kognitif, strategi metakognitif, dan strategi sosio-afektif. Ketujuh siswa berkemampuan tinggi menggunakan strategi kognitif dalam pemahaman menyimak, empat siswa menggunakan strategi metakognitif, dan enam siswa menggunakan strategi sosio-afektif. Dari hasil penelitian ini dapat disimpulkan bahwa strategi kognitif paling banyak digunakan oleh siswa.

Kata kunci: *Pemahaman Menyimak, Strategi, Kemampuan Tinggi*

L. INTRODUCTION

Listening skill is one of four basics of English language skills beside speaking, reading, and writing. Thus, listening is considered to be a skill that is very essential to be learned and mastered by language learners. According to Nation & Newton (2008:39) listening is seen as a passive process by the students receive information sent by a speaker. Listening comprehension defined as ability to comprehend spoken language especially English in high level. Listening comprehension is the most forgotten skill in second language learning, because listening was paid the least attention of the four language skills. It seems that, for a long time, the skill of listening did not receive adequate acknowledgement as a skill in its own right, but rather was long regarded as a passive skill, an ability that would develop without assistance (Osada, 2004:53).

The ability of listening in English is a skill that is not easily mastered by all students who are not native speaker of that language. Hamouda in Rhidwan (2019:15)

stated that comprehending speech is a very difficult activity for students. Based on the researcher's experience, there are several problems found by the students during listening comprehension. The students faced several problems, such as pronunciation, the speaker's speaking speed, and the speaker's accent. Bingol et al., (2014:27) stated that limited and foreign vocabulary is also challenge and has a big influence on students understanding. Unfamiliar vocabulary also causes the problem, because many words have multiple meaning, so students will become confused, for example if students do not know the meaning of words.

However, Saraswaty (2018:141) indicated that the most common listening problem is the listener quickly forgets what the speaker said, and the biggest difficulty in listening to students is forgetting the meaning of words. On the other hand, class conditions can also affect students while listening to the audio. For example, the audio is sometimes hard to follow because it is a little fast, so if the speaker speaks quickly the students will find it more

difficult to understand each word because the students less understanding of pronunciation.

In addition, Yagang (1994:250) stated that environmental noise is a serious problem in listening comprehension, because the noisy class conditions also greatly affect the concentration of students. Therefore, students cannot catch or forget what the speaker in the audio is talking about. Other problems also come from within internally, such as lack of motivation in listening comprehension and the students never learning listening independently. It means that students must also make their own efforts to overcome the problems in listening comprehension. Nevertheless, the problems above have something to do with the lecturer. First, the lecturer uses ineffective media. For example, the lecturer uses low quality recorded materials. Second, the lecturer's personality also can cause serious problem in learning activity, because the personality of the lecturers can affect student's motivation and student's psychology, for example the lecturer teaches very seriously, thus making the class atmosphere tense, so this can make students feel anxious and worry.

Listening strategies are very important for students to develop good abilities in listening skill, but are rarely given attention in listening class. Listening comprehension

strategies are considered as the most important strategies of all for language learners, especially for beginning level learners (Vandergrift, 1997:388). According to Chamot in Wahyuni & Inayati (2022:163) listening strategies are included in language learning strategies, seen as techniques, procedures, or activities that are deliberately carried out by students to enhance learning, processing, and producing memories of schematic and linguistic knowledge. Listening strategies instruction is crucial for students to develop good listening skill.

Besides that, O'Malley et al., (1990:420) listening strategies are the specific thoughts and behaviors that individuals use to help them comprehend, learn, or retain new information. Listening strategies as well as linguistic knowledge are necessary to successful listening comprehension. Strategy can be thought of as the way in which the students approaches and manage a task. Meanwhile, not only by using the appropriate strategies, but also students must do their own efforts to learn listening so that the problems in listening can be faced easily.

As students who need to be equipped with good in listening skill ability in order to learn the target of language, this research is essential to help students become familiar with listening strategies. Moreover, it can help lecturers to design relevant materials

with certain listening strategies that can be used.

Based on the explanation mentioned above, the researcher will conduct this research with the titled “*An Analysis of Learners’ Strategies in Listening Comprehension of High Ability Students at the Second Semester of English Education Study Program in Muhammadiyah Kotabumi University Academic Year 2022/2023*”.

II.METHOD

The researcher used descriptive qualitative method because it describes the students’ strategies in listening comprehension. Researcher took place in the English language education study program at Muhammadiyah Kotabumi University (UMKO) North Lampung. Muhammadiyah Kotabumi University. The researcher chose high ability students to be analyzed. The researcher determined high ability students are students with score ranging from 85.00 to 100.00.

In this study, the research used interview and questionnaire. The researcher used open interview that consist of 5 questions and used open-ended questionnaire that consist of 7 questions. In data analysis technique, the researcher use

models Miles and Hurberman, which are condensation, data display and conclusion.

III.RESULT AND DICUSSION

RESULT

In collecting data, the researcher used open-ended interview and questionnaire. The researcher interviewed seven students from Intermediate Listening class at the second semester. The respondents were limit and categorized high ability students who have 85.00 – 100.00 score in final result score of Basic Listening in the first semester. The data from the result of this research was analyzed by using descriptive qualitative. After conducting the interviews the researcher conducted transcriptions of the data, and then the researcher gave the open ended questionnaire.

In cognitive strategy the students understanding and gathering input in short term memory and long-term memory for later use. In this strategy the respondent focus on the point of the speaker and use note taking to help them write down the unfamiliar word that they heard, and repeat the words, then they translate the words.

In metacognitive strategy the students control themselves learning through planning, checking, assessing, and changing. The students learn how to plan, monitor, and

evaluate the collected information from the listening part.

In socio-affective strategy the students cooperate with others, to check their understanding, and to reduce their fears. This strategy can help the students to know how to reduce anxiety, how to feel confident during listening activities, and generate motivation to improve listening skill. Six of seven respondents use this strategy.

IV.DISCUSSION

Based on the interview and questionnaire about listening comprehension strategies, all of the respondents used more than one strategy in listening comprehension. The most common used strategy is cognitive strategy. All of the respondents in high ability used cognitive strategy. The second most used strategy is socio-affective. Six of seven respondents used this strategy by asking with the lecturer or discuss with friends. The least used strategy is metacognitive. Four of seven respondents used this strategy by making a planning and evaluate themselves. The researcher concluded that all of students used more than one strategy in listening. They varied strategies in listening comprehension.

V. CONCLUSION

This researcher can be concluded that the listening comprehension strategies used by high ability students were cognitive, metacognitive, and socio-affective. In cognitive strategy the students use writing note and translate some words, in metacognitive strategy the students making a planning and evaluating themselves, in socio-affective strategy the students try to keep calm and ask the lecturer or discuss with friends. All of respondents use more than one strategy. All of respondents used cognitive strategy, four of seven respondents used metacognitive strategy, and six of seven respondents used socio-affective strategy.

The most common used strategy by high ability students is cognitive strategy. All of the seven respondents used this strategy. In this strategy the students focus on the point of the speaker and use note taking to help them write down the unfamiliar word that they heard, and repeat the words, then they translate the words.

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