

Strategies of Non-English Study Program Students in Learning Listening Skill

Norleny Habibah¹, Dina Rafidiyah², Tenny Murtiningsih^{3*}

^{1,2,3}English Language Study Program, the Faculty of Teacher Training and Education, University of Muhammadiyah Banjarmasin, Indonesia
Email: tennymahatma@gmail.com

ABSTRAK

Penelitian ini dirancang untuk mengetahui strategi apa saja yang digunakan mahasiswa program studi non-Inggris Intensive English Class (IEC) dalam mempelajari keterampilan Listening. Penelitian ini dilaksanakan dengan meminta 10 mahasiswa IEC mengikuti Test of English as a Foreign Language (TOEFL). Data dikumpulkan melalui observasi dan wawancara dengan 5 siswa dengan nilai TOEFL tertinggi. Peneliti melakukan wawancara berdasarkan 6 strategi dalam listening yang terbagi dalam strategi langsung (memori, kognitif, kompensasi) dan strategi tidak langsung (metakognitif, afektif, sosial). Hasil dari penelitian ini adalah beberapa mahasiswa menggunakan strategi yang hampir sama dalam listening. Berdasarkan hasil wawancara, strategi sosial merupakan strategi pembelajaran yang lebih efektif digunakan oleh mahasiswa. Berdasarkan hasil wawancara, 4 mahasiswa memilih strategi sosial dan 1 mahasiswa memilih strategi memori.

Kata kunci : IEC, Kemampuan Listening, Strategi Siswa

ABSTRACT

This research aims to determine what strategies students use Intensive English Class (IEC) non-English study programs to learn Listening skills. This research was conducted by asking 10 IEC students to take the Test of English as a Foreign Language (TOEFL). Data were collected through observation and interviews with five students with the highest TOEFL scores. Researchers conducted interviews based on six strategies in listening, which were divided into direct strategies (memory, cognitive, compensation) and indirect strategies (metacognitive, affective, and social). The result of this research is that some students use almost the same strategy in listening. Based on the results of the interviews, social strategies are more effective learning strategies used by students. Based on the results of the interviews, four students chose the social strategy, and one chose the memory strategy.

Keywords: IEC, Listening Skill, Students' Strategies

INTRODUCTION

A key component of learning a language is listening. Gathering information, retaining the information, and understanding the intent of communication the speaker provides through speech or verbal communication are all parts of listening. According to Sabet & Mahsefat (2012), despite the fact that listening is a vital talent, some literature has discovered that it can be difficult and important. However, listening is an important ability. Our ability to listen well can help in expanding our vocabulary.

It is also necessary to implement listening instruction strategies. According to Gestanti (2017), students employ tactics to aid their learning. Students utilize strategies—processes or procedures—to aid in their learning. Based on previous research, Students' Listening Strategies to Cope with the Problem in Listening Class by Lubis et al. (2021) find the purpose of the research was to comprehend better the listening strategies used by first-semester English department students. Twenty-four students in all took part in the study. Inquiries were made using questionnaires. Three strategies: cognitive, metacognitive, and socio-affective.

However, there is a lot of knowledge about the strategies used in listening skills (See Afriyuninda & Oktaviani, 2021; Bourdeaud'hui et al., 2018; Mufidah et al., 2022). This research aims to determine what techniques Intensive English Class (IEC) students use at one of the universities in Banjarmasin.]

METHODS

[This research used qualitative research with a narrative inquiry. Creswell (2014) states that the methodological or histories of research that concentrate on human social concerns are the foundations of the process of understanding used in qualitative research. In other words, qualitative research is the process of analyzing social issues using a variety of approaches. In this case, the researcher puts together a comprehensive picture, performs a comprehensive analysis, and produces research findings based on actual data from the field.

In addition, narrative inquiry is an appropriate research method for this study as it allows for the exploration of the lived experiences of non-English study program students in learning listening skills. Through the collection and analysis of participants' stories and narratives, the researcher can gain insight into the strategies these students employ to overcome challenges in their language learning journey. Furthermore, narrative inquiry provides a space for participants to express their thoughts and feelings in their own words, which can lead to a deeper understanding of their experiences. This approach enables the researcher to capture the complex and multifaceted nature of language learning, which may not be fully captured by other research methods.

Canadian researchers Conelly & Clandinin (2000) coined the phrase narrative inquiry to refer to an emerging method of teacher preparation that emphasized personal narrative. According to Connelly & Clandinin (2000), the primary appeal of narrative as a method is its ability to depict social and emotional life events in proper and meaningful ways. The narrative is viewed as an iterative, evolving process inside the more extensive writing process. The formulation of a narrative is how the entire research project is envisioned. It is a collaboratively created story with numerous contributors, but it only has one responsible narrator.

The subjects of this research were students who study in Intensive English Classes (IEC) at a

university in Banjarmasin. Based on the TOEFL (Test of English as a Foreign Language) scores followed by the participants, the researcher chose 10 participants because they were based on criteria. The subject must come from a non-English study program to find out what strategies they use in the listening field. Researchers conducted observations and collected data from November 2021 to June 2022.

This research used two methods of collecting observation and interview data. The researcher observed five times. The researcher monitored the students in the class's activities. Then, the researcher recorded the results of the data reports obtained. The researcher measured the student's ability to get information according to the data. In observation, the researcher conducted the Test of English as a Foreign Language (TOEFL) twice to measure students' listening ability.

The researcher used thematic analysis. This is in line with Braun & Clarke (2006), who states that thematic analysis is a technique for finding, analyzing, and reporting patterns in data. Researchers use thematic analysis; the first researcher understands the data, then finds the main thoughts of the data results by making transcripts of the results from interviews. Furthermore, the researcher reviews the results that have been found from the data and makes conclusions.]

FINDINGS AND DISCUSSION

[Table 1 shows the list of TOEFL scores obtained by 10 IEC students. The table provides information on the number of correct answers, the score obtained, and the ranking of each student.

Table 1. List of Table TOEFL Score

No	Name	Right Answer	Score	Rank
1	AP	21	45	5
2	AA	20	45	
3	RN	22	46	3
4	MN	37		
5	GM	40	57	1
6	RM	23	47	2
7	NH	14	39	
8	NO	15	41	
9	RA	21	45	4
10	AS	9	32	

Based on Table 1, five of the highest scores with ranks 1-5 will be selected to take the interview. Then, Table 2 lists some questions for the interview session.

Table 2. List of Questions Interview

No	Strategy	Questions
1.	Memory	What strategy do you use to remember the vocabulary?
2.	Cognitive	What is your strategy for getting a listening conversation topic that is played one time?
3.	compensation	What is your strategy if there is a vocabulary you do not know while listening?
4.	Metacognitive	What is your strategy for remembering old vocabulary and newly known vocabulary?
5.	Affective	What are your strategies for overcoming listening difficulties?
6.	Social	Do you like to learn and work with others (group) or have foreign friends?
7.	6 Strategy	Based on these six strategies, which do you think is easier and more effective for your learning listening?

The researcher conducted research based on six strategies in listening:

a. Memory Strategy

The results of the interviews based on the information the researcher had obtained about the students' memory strategy:

Frequently **repeat vocab, take notes, and read again**. (Mr. GM, Interview data)

I prefer to **remember** the vocabulary by **often memorizing** and **re-read** and then figuring out its meaning (Ms. RM, Interview data)

My first strategy in learning a language is **to read** because listening is essential in English. Besides remembering vocabulary, we also have to know **how to pronounce** and **write the correct words** so that they are easy to remember, memorize, and apply to friends. (Mr. RA, Interview data)

I repeat the reading frequently, **memorizing** and **remembering the meaning of the words**. (Mr.AP, Interview data)

a strategy for memorizing vocabulary in English is **to listen to music**. If I get a vocabulary I do not know the meaning of it, **I will look for the meaning** and increase my vocabulary. Usually, I read often and **apply the word** so that it is easy to remember. (Ms.RN, Interview data)

The data from the interviews reveals that the non-English study program students in this study use a variety of memory strategies to learn vocabulary in English. These strategies include frequently repeating vocabulary, taking notes, reading and re-reading, and memorizing the meaning of words. Many students also emphasize the importance of knowing how to pronounce and write words correctly, as this aids in memorization and application of the words in social situations. Additionally, one student mentions the use of music as a strategy for memorization and increasing vocabulary. In conclusion, the data highlights the diverse range of memory strategies employed by non-English study program students in their language learning journey.

b. Cognitive Strategy

The results of the interviews based on the information the researcher had obtained about the students' cognitive strategy:

My strategy is to **listen and understand** so that we get the topic. Still, if it is rotated once, it will usually be challenging for me to re-correct my answer, or the word I use is correct, so I focus more on listening and **matching with the following sentence** I hear. (Ms. RN, Interview data)

During the listening session, I tried to find some of the cores of the questions so that they could be used as the subject of discussion of the questions asked. I have to **focus** on listening and **connecting the words** I hear, whether they are **related** and, in the context, I attend or not. (Ms. RM, Interview data)

Listen, understand, and find the **keywords**; so far, you can always understand them so that they understand the topic being discussed. (Mr. GM, Interview data)

I have two strategies for understanding the conversation I heard once. First, I will **ask about the meaning of the words** to know the vocabulary. For the second strategy, if I watch a movie or audio, my conversation will **relate** to whether it is correct pronunciation and justification for what I heard. (Mr.RA, Interview data)

The results of the interviews based on the information the researcher had obtained about the students' cognitive strategies with different student answers:

As much as possible, you should **get the topic, listen to the audio carefully** and **focus**. If necessary, use **large audio**. (Mr. AP, Interview data)

The data from the interviews reveals that the non-English study program students in this study use various cognitive strategies to improve their listening skills. These strategies include actively listening and understanding the topic of conversation, as well as identifying key words and connecting them to the context of the discussion. Additionally, one student mentions the difficulty in correcting answers if they are incorrect or if a word is misused. This suggests that these students are focused on comprehending the meaning of what they hear rather than simply trying to memorize individual words or phrases.

c. Compensation Strategy

The results of the interviews based on the information the researcher had obtained about the students' compensation strategy:

I will **listen to the next word** that will be spoken and **connect the meaning** of the word I do not know. This usually happens when I need more vocabulary knowledge. (Mr. RA, Interview data)

My strategy, if I get a vocabulary that I just heard, is that I will **understand the meaning of a sentence** because if we know the importance of the question, we can think of the meaning of the new vocabulary (Ms. RN, Interview data)

The results of the interviews based on the information the researcher had obtained about the students' compensation strategies with different student answers:

If 1 or 2 words are missed and not understood, it can be by reading or studying the entire conversation that has been heard. Usually, it can be inferred from there. (Mr.GM, Interview data)

If there is a vocabulary I do not understand, I try to **string the word before** and afterward into a sentence and then try to **find a word I do not know** by understanding the sentence I have compiled. (Ms.RM, Interview data)

Try to record the text you hear. If there is an unknown vocabulary, try to **memorize** it and re-examine the sentence that was heard before. (Mr.AP, Interview data)

The data from the interviews reveals that non-English study program students in this study use various compensation strategies to overcome gaps in their knowledge and understanding of the language. These strategies include listening for the next word and connecting its meaning to unknown vocabulary, understanding the meaning of the entire sentence to comprehend new vocabulary, inferring meaning from the context of the conversation, and recording and reviewing the text heard to improve understanding. The data also shows that some students try to string together the words before and after an unknown vocabulary to create a complete sentence, which can help them understand the meaning of the word in context.

The data highlights the importance of compensation strategies in overcoming language barriers and improving comprehension in language learning. These strategies demonstrate that non-English study program students are actively engaged in the learning process, seeking to bridge gaps in their understanding through a range of techniques that go beyond simple memorization.

d. Metacognitive Strategy

The results of the interviews based on the information the researcher had obtained about the students' metacognitive strategy :

My strategy is to **understand the meaning** of the new vocabulary and then **apply** it to avoid forgetting it. Usually, I find it easier to remember by **making notes** so that I can **remember** and **memorize** them. (Ms. RN, Interview data)

Before there is a new vocabulary, the **old vocabulary is noted** first to **be learned** so that when there is a new vocabulary, the old vocabulary is memorized and remembered (Mr. AP, Interview data)

Old vocabulary is often **repeated, listened to, and applied** indirectly by **memorizing the subconscious**. I also listen to podcasts, talk shows, and news. (Mr. GM, Interview data)

The results of the interviews based on the information the researcher had obtained about the students' metacognitive strategies with different student answers:

I remember **repetitive activities**, such as listening to songs, to make the vocabulary into **long-term memory**. Then, I always **repeat** the vocabulary until I memorize it because if I remember and read often, I will memorize it. (Ms.RM, Interview data)

To remember new vocabulary, I usually use questions from other people because when I ask, it will make it easier for me to remember. Still, if I cannot ask someone else, I will **use a dictionary** because by

using a dictionary, I will get more vocabulary. From what I was looking for, I wanted to find a new vocabulary for memorization. Then I also got another new vocabulary, such as **synonyms for the word** I wanted to look for, and it was very useful in increasing my vocabulary. Besides that, it should be **remembered** that previous vocabulary must also be **read often** and used so you remember. (Mr.RA, Interview data)

Based on the given findings, it can be observed that the students use different metacognitive strategies to aid them in learning the listening skill. The common strategies used by the students include repetition, note-taking, and active application of the vocabulary learned. Moreover, some students focus on connecting the new vocabulary with the previous vocabulary to retain it in their long-term memory. They also use various techniques such as listening to songs, podcasts, talk shows, and news, to improve their listening and vocabulary skills. Additionally, some students prefer to ask questions or use a dictionary to learn new vocabulary and synonyms, which also helps them to enhance their vocabulary. Thus, it can be inferred that the students use a combination of strategies, depending on their preference and learning style, to improve their listening skills.

e. Affective Strategy

The results of the interviews based on the information the researcher had obtained about the students' effective strategy :

If it is an external factor, I will look for **comfortable or easy conditions** or situations for listening. Besides that, I can also **prepare headphones** to clarify the listening. (Mr. GM, Interview data)

I will be more focused on listening if the audio playback is excellent because my difficulty in listening is usually difficult. After all, the **audio is less clearly audible** if listening at a **low volume**. Besides, if required, I will **listen through headphones** for my concentration listening (Ms. RM, Interview data)

The results of the interviews based on the information the researcher had obtained about the students' effective strategies with different student answers:

In overcoming problems in listening, I use the method of **often listening to conversations or inviting other people to talk**. I often **practice** it by watching **movies, playing games or podcasts, listening to music, and practicing linking words**. Sometimes I like watching **the news** depending on the topic being discussed. (Mr.RA, Interview data)

I also often struggle listening because sometimes the conversation is too fast or uses a British accent, so I need help understanding it. I still need to understand the strategy completely, but I always **try to understand** the listening **keywords** and **the point of discussion**. (Ms.RN, Interview data)

Usually, it is difficult to catch the conversation (word) of the interlocutor, so it is difficult to **catch the meaning of the word** in question. To practice it, I usually often listen to songs or videos about games or watch movies and practice listening skills by repeating things that need to be understood or are difficult to remember. For that, I practice more often with friends. (Mr.AP, Interview data)

The findings show that the effective strategies used by the students to improve their listening skills include creating comfortable listening conditions, improving audio quality, focusing on keywords and the point of discussion, practicing with different media, and repetition. The students also use external factors such as inviting others to talk and watching the news to practice their listening skills.

Mr. GM and Ms. RM both emphasized the importance of comfortable listening conditions and good audio quality in their effective listening strategies. This suggests that environmental factors play a critical role in listening comprehension. On the other hand, Mr. RA and Ms. RN emphasized practicing with different media and focusing on keywords and point of discussion. This suggests that practicing with different sources of input and improving active listening skills can be effective in enhancing listening comprehension.

Additionally, the use of repetition as a method of memorization was mentioned by Mr. RA, Ms. RM, and Mr. AP. This suggests that repetition plays a critical role in language acquisition and can be an effective way to improve listening skills. Lastly, the findings suggest that collaboration and seeking help from others can also be an effective strategy for improving listening skills. Mr. AP mentioned practicing with friends, and Ms. RN noted the importance of understanding the context and seeking clarification from others when struggling with listening comprehension.

f. Social Strategy

The results of the interviews based on the information the researcher had obtained about the students' social strategy :

Likes to learn directly, chat so, not only trained to listen but also to speak. If there are mistakes in English, they can be directly corrected by each other. Besides that, I also follow the international organization CEOF, which can train English language skills (Mr. GM, Interview data) Yes, I like it because I have **online gaming friends** who are **native speakers**, which **helps me practice listening**, even though the language used is colloquial or ordinary conversation. Still, it affects my listening skills. Besides that, I also enjoy working with friends **who have good pronunciation skills** so that they can practice my listening and **make it easier for me to respond**. (Mr. RA, Interview data)

I once met **a German person** at the Sabibal mosque during an activity. Now my difficulty is not being able to respond quickly to every question because he is **a native speaker** who speaks English quickly. At the same time, I have to think about it first, so my strategy to communicate quickly is to **capture vocabulary and the essence of every word**. From my experience, I **prefer to study with native speakers** or friends who have good speeches. (Mr.AP, Interview data)

Based on the given data, the students' social strategy in improving their English language skills involves various approaches. One approach

is direct learning through conversation and interaction with others, where they can not only practice listening but also speaking. This approach is supported by Mr. GM, who enjoys chatting with others and following international organizations such as CEOF that can train English language skills.

Another approach is to practice listening skills through social activities, such as online gaming or meeting new people who are native speakers. Mr. RA shares his experience in practicing listening skills through online gaming friends who are native speakers and working with friends who have good pronunciation skills.

Furthermore, the results of the interviews based on the information the researcher had obtained about the students' social strategies with different student answers:

In my social environment, it is not easy to implement this English communication system with people because it is a foreign language, and it is possible to practice listening. I often look for references on the **internet (YouTube)**, but I like to **cooperate or interact with others**. (Ms.RM, Interview data)

The strategy for listening is to often listen to music (English songs) and conversations so that **we can understand the conversations of people** who speak English. Yes, I like **working with others** because we can help each other and **correct the word** if we make mistakes. (Ms.RN, Interview data)

The results of the interviews with IEC students in the California class were based on these six strategies. Which is easier and more effective for your learning listening? :

I prefer to work with other people, and I have to have someone to talk to. I can listen directly and correct when I feel drained clearly. (Mr.Gm, Interview data)

I prefer to work with others, so I choose social strategies. This strategy helps me learn to listen because it is the same as working with others to help me correct mistakes and words I do not know. (Ms.RM, Interview data)

I think the social strategy is easier because it can practice our listening skills with friends or native speakers. (Mr.AP, Interview data)

I like social strategies because I can easily practice my listening. For example, my online friend is a native speaker. (Mr.RA, Interview data)

Based on the results of Ms.RN, the strategy used is:

The memory strategy is the more optimal because I need to memorize and remember new vocabulary for listening. Knowing new vocabulary will make it easier for me to understand and listen. (Ms.RN, Interview data)

From the interviews, it can be seen that the majority of the students prefer to use social strategies to improve their listening skills. Working with others, such as friends or native speakers, can help them practice their listening skills and correct their mistakes. This suggests that social interaction is an important factor in developing listening skills.

However, it is worth noting that one student, Ms. RN, prefers to use the memory strategy. This involves memorizing and remembering new vocabulary, which can help her understand and listen better. This suggests that different strategies may work better for different individuals, and it is important to find the most effective strategy for one's own learning style.]

CONCLUSION

[The research finds out what strategies students use in listening skills, and the researcher uses six strategies: direct and indirect. The direct strategy includes memory strategy, cognitive strategy, and compensation strategy. Indirect strategies include metacognitive strategy, effective strategy, and compensation strategy.

The result of this research is that some students used almost the same strategy in listening. The social strategy is the more optimal learning strategy based on the interview results. Based on the interview results, four students chose the social strategy, and one chose the memory strategy.

Based on the research findings, it is clear that students have their own preferences and effective strategies when it comes to listening skills. The results indicate that social strategy is a more optimal learning strategy for listening, as four out of five students preferred this strategy. This suggests that educators should encourage social learning activities that involve group discussions, peer correction, and interaction with native speakers. Such activities can help students improve their listening skills through direct practice and feedback from others.

Furthermore, it is important for educators to recognize that different students may have different learning strategies that work best for them. Some students may prefer memory strategies to learn new vocabulary and improve listening comprehension, while others may benefit more from effective strategies like using headphones or looking for comfortable listening conditions. Therefore, educators should provide a variety of listening activities and techniques that cater to different learning styles and preferences.

Finally, the study highlights the importance of metacognitive strategies, which involve students monitoring their own learning process and evaluating their progress. By reflecting on their listening skills and identifying their strengths and weaknesses, students can adjust their learning strategies accordingly and improve their overall performance. Teachers should encourage students to develop metacognitive skills and provide opportunities for self-reflection and self-evaluation.]

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