LANGUAGE LEARNING STRATEGIES USED BY GRADE XI SOCIAL STUDENTS IN SMA NEGERI 2 PATI WITH DIFFERENT LISTENING ACHIEVEMENT

a final project

submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
Lilik Alfuatin
2201414054

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG
2019

APPROVAL

This final project was approved by the Board of Examination of English Departement of Faculty of Language and Arts of Universitas Negeri Semarang.

Board of Examination:

1. **Chairman**
   Dr. Sri Rejeki Urip, M.Hum.
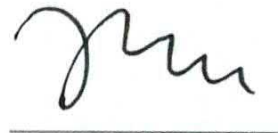   NIP. 196202211989012001

2. **Secretary**
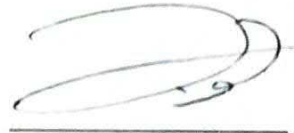   Galuh Kirana Dwi Areni, S.S., M.Pd.
   NIP. 197411042006042001

3. **First Examiner**
   Prof. Dr. Abdurrachman Faridi, M.Pd.
   NIP. 195301121990021001

4. **Second Examiner**
   Arif Suryo Priyatmojo, S.Pd., M.Pd,
   NIP. 198306102010121002

5. **Third Examiner/ First Advisor**
   Rohani, S.Pd., M.A.
   NIP. 197903122003121002

Approved by
Dean of Faculty of Languages and Arts

Dr. Sri Rejeki Urip, M.Hum.
NIP 196202211989012001

ii

DECLARATION OF ORIGINALITY

The writer, Lilik Alfuatin, hereby declare that this final project entitled LANGUAGE LEARNING STRATEGIES USED BY GRADE XI SOCIAL STUDENTS IN SMA NEGERI 2 PATI WITH DIFFERENT LISTENING ACHIEVEMENT is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2019

Lilik Alfuatin

NIM. 2201414054

MOTTO AND DEDICATION

In this world, you've just got to hope for the best, prepare for the worst, and take whatever God sends. **(Lucy Montgomery)**

The journey of a thousand miles begins with one step. **(Lao Tzu)**

To my beloved Father, Mother, Brother, and friends who always give love, support and pray for me. I love you all.

ACKNOWLEDGEMENTS

The writer realizes that this final project would never be completed without the assistance of others. Therefore, the writer would like to express her gratitude and appreciation for:

1. Allah Subhaanahu Wa Ta'ala, the Beneficent and the Most Merciful. Thanks to Allah, for blessing the writer with this beautiful life and also the great chance to finish her undergraduate study. Then, shalawat and salaam are given to Prophet Muhammad SAW, the best role model in this world.

2. Rohani, S. Pd., M. A. as her advisor for his patience and providing continuous guidance and advice so that she could finish this research. Moreover, the writer deeply thanks her examiners, Prof. Dr. Abdurrachman Faridi, M.Pd. as my first examiner and Arif Suryo Proyatmojo, S.Pd., M.Pd. as my second examiner who gave important feedback and arguments for the improvement of this study. The writer also dedicates her sincere appreciation to all lectures and staff of the English Department who have given knowledge and experience during her study.

3. Budi Santosa, S.Pd., M.Pd., M.Si. as the head master of SMA Negeri 2 Pati who let the writer conduct a study in SMA Negeri 2 Pati, Dra. Adi Prasetyarini, M.Pd. who allowed her to do research in her classes and also accompany her in the class to make sure that the research run smoothly. Not to forget students of XII IPS 1, XII PS 2, XI IPS 1, and XI IPS 2 who helped her to fulfill this research. You are all the best students.

4. For her beloved family, her Father – Kasdini, her Mother – Sularmi, her Brother – Fina Khoriana who always gave their best to the writer. Without their love, pray, and support to her, she would never be able to finish this study. This final project is dedicated to all of you as one of her reasons to live and be better.

5. Her close friends, Hayati, Wening, Nilam, and Septiana, who encouraged her, cheered her up, and also gave her support. For every little thing, they gave that would never be able to be written here one by one. Also special thanks for Puput and Heni who helped her during her research study. Thanks for every suggestion and hands.

Semarang, August 2019

Lilik Alfuatin

ABSTRACT

Alfuatin, Lilik. 2019. *Language Learning Strategies Used by Grade XI Social Students in SMA Negeri 2 Pati with Different Listening Achievement.* Final Project. English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Semarang. Advisor: Rohani, S. Pd., M.A.

Keywords: Language Learning Strategies, Listening Achievement, High Achievement Group, Intermediate Achievement Group, and Low Achievement Group.

The objective of this study was to describe the language learning strategies used by students with different listening achievement. Seventy students from two classes were chosen to participate in this study by using a convenience sampling technique. They were divided into three achievement groups based on the achievement group's technique by Arikunto (2006). Listening achievement test and modified Strategy Inventory of Language Learning (SILL) questionnaire were used to collect data. The design of this research was descriptive quantitative.

The study found that high, intermediate, and low achievement group used all six kinds of strategy. It also found that high achievement group used strategies more often (3.05) than intermediate (2.89), and low achievement group (2.89). Metacognitive strategies were the most used strategies for high (3.5), intermediate (3.28), and low achievement group (3.33). In contrast, affective strategies were the least used strategies for high (2.44), and intermediate achievement group (2.64). Meanwhile, compensation was the least used strategy for low achievement group (2.36). It is suggested that the teacher should record their students' choice of using strategies and teach them how to use strategies in learning listening properly. It will increase the students' awareness of using strategies which is the start of rising their autonomy in learning.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, definition of key terms, and outline of the report.

1.1   Background of the Study

Listening is one of four skills that are taught in the English subject. Burleson cited by Caspersz and Stasinska (2015) says that listening is a process involves the interpretation of messages that people intentionally transmitted to understand the messages and respond to them appropriately.

Among four skills of languages named listening, speaking, reading, and writing skills; listening is actually an important skill because in order to learn a language the first skill that must be learned is listening. Duzer (1997) as cited in Long & Tanh (2016) says that listening has important roles. The first critical role of listening is to acquisition the language. It is because we will be able to learn a language if only we have already listened to how the language sounds like. Brown (2004) says in his book that we can not learn a language without listening to it first. A language learner will be able to produce the target language if only they listen to it.

Besides the acquisition of language, listening also has another crucial role. It is for communication. Outside the classroom, in order to practice the target language, listening skill plays a role in communication. If the learner wants to reply to the message in a conversation, the learner should be able to listen in to what the other speakers said. The conversation will not be done smoothly unless the listener can comprehend what the other speakers tell about. Patel and Jain in Safari and Fitriati (2016) states that the primary functions of language are communication, self-expression, and thinking. Hence, it clearly tells that communication is key to the language where listening plays an important part.

Despite its important charges that have been seen nowadays, back then listening did not receive many acknowledge. Even for a skill called as a key to learn the language, listening is possibly the least understood, the least researched, and historically the least valued (Wilson, 2011). Furthermore, Nunan cited in Wilson (2011) adds that listening is also called as the "Cinderella skill' compared to the speaking skill that always is related to it.

However, listening is considered as a difficult skill to be developed and learned. In Indonesia, it is usually difficult to be learned because listening is considered as a foreign language. It limits the students' knowledge of the language and its systems which is accompanied by weak opportunities to hear natural speech in the target language (Michaleková, 2017). It also happens because listening needs many requirements, as Austin said in Long & Tanh (2016) that "Listening is difficult because it well requires attention, thought,

interpretation, and imagination". Also, listening is considered a passive skill that needs other skills such as writing and speaking to know if the listeners really understand what they listened. Yet, related to its importance of learning listening, both of the students and teacher need effort in improving learning listening.

In order to overcome the problem of listening, learning listening needs to use strategies to make the students become more fluent. The objective of using strategies itself is to make the students become a better learner by using the appropriate strategies. There are some strategies that have been used to increase students' fluently in listening such as listening to English music, listening to the podcast, watching English movies, watching English news, practicing with friends, etc. However, teaching listening using various strategies is not enough. The teacher should know what strategies are effective for students. Besides, it is important to know what strategies the students prefer to use in order to improve their listening ability. Chamot quoted by Hanna (2012) explains that the teacher has to find out what strategies students are using by asking and recording their responses. This is the first step of acknowledging their learning strategies in order to raise their awareness of using strategies. By raising the students' awareness of using strategies, it helps students to develop autonomy, which should be the goal of a strategy based approach model (Hanna, 2012).

For decades, there were lots of studies about language learning strategies. Some of the popular taxonomies about language learning strategies used for the

researches were presented by Rubin (1989), Oxford (1990), and O'Malley (1990). Among them, Oxford's taxonomy is the most applied nowadays.

Oxford invented a taxonomy that is well-known as language learning strategy (1990). This strategy divides six strategies which the students use in language classroom into two classes; direct and indirect strategies. The direct strategy is included in memory, cognitive, and compensation strategy. Meanwhile, the indirect strategy consists of metacognitive, affective, and social strategies. This taxonomy also comes with a questionnaire called Strategy Inventory for Language Learning (SILL) that has been used all around the world, such as Japan (Kato, 2005), Taiwan (Chang, Liu, & Lee, 2007), Thailand (Piamsai, 2007), Greek (Kazamia, 2010), Pakistan (Kazi & Iqbal, 2011), Iran (Tamjid & Babazadeh, 2012), Hong Kong (Tam, 2013), Arab (Aljuaid, 2015), Indonesia (Alfian, 2016), China (Jia & Wang, 2017), etc. Ellis cited by Kato (2005) said that Oxford's questionnaire was the most comprehensive classification of learning strategies for these days.

Yet, language learning strategies do not always been studied alone. There are other aspects related to language learning strategies. Oxford (2003) mentions that the other aspects related to the application of language learning strategies are motivation, gender, age, culture, brain hemisphere dominance, career orientation, academic major, beliefs, and the nature of the second learner language task. Besides those aspects, achievement is also another aspect that related to strategies use. Long & Tanh (2016) state achievement is found to be more related to the

students' strategy use. It is because the purpose of strategy use is to overcome students' difficulties in learning a language and also improve their achievements. Also, a simple method to know whether the strategy affects or not, is by looking at the students' achievement. Based on the statements above, in this present study, the researcher wanted to study language learning strategies of the students with different listening achievement.

1.2 Reasons for Choosing the Topic

This study has been chosen for several reasons. First, listening is one of the most crucial skills in learning a language. There are for acquiring language (Brown, 2004) and communication (Patel and Jain in Safari and Fitriati, 2016). Unfortunately, there is still a lack of study about listening compared to other skills. Therefore, there should be more study about listening in the language class.

Second, in order to teach listening effectively, the teacher should know what strategies to be applied in teaching listening. Knowing what strategies the students actually use in listening is the first step to improve students' ability in learning. Chamot (1995) says that the teacher has to find out what strategies students are using by asking and recording their responses. The teacher then considers what strategies to use based on the strategies that actually have already been used by the students. It is important for the teacher to acknowledge the strategies that the students prefer to use in dealing with their listening difficulty so that the teaching and learning process runs more effectively.

1.3 Research Question

The discussion of this study will be limited by the following question:

1. What language learning strategies are used by students with different listening achievement?

1.4 Objective of the Study

The objectives of this study are:

1. To describe the language learning strategies are used by students with different listening achievement.

1.5 Significances of the Study

This research is expected to examine the language learning strategies that are used by students with different listening achievement. It hopefully has several applications:

1. For the teacher

The result of this study is expected to give the teacher a view about what kind of language learning strategies the students with different achievement use in the learning listening. The data hopefully give the teacher an idea about what kind of strategy that the students have already applied. By knowing it, the teacher can develop the classroom activity with considering kinds of strategy that is suitable for students.

2. For the students

The results obtained from this study expectedly drive the students to use language learning strategies consciously. "Awareness rising" helps students develop autonomy, which should be the objective of a strategy based approach model (Hanna, 2012). In order to gain that, the students can learn those strategies from the teacher in class and how to apply them. For those reasons, hopefully, the students can improve their achievement in learning language especially listening.

3. For other researchers

This study also assumed to give inspiration for other researchers to do more researches about language learning strategies in language learning classroom. Moreover, there are other skills needed to be discussed besides listening; they are writing, reading, and speaking.

1.6 Limitations of the Study

Despite the significance, some limitations of this research are identified as follows:

1. The theory used in this study is Language Learning Strategies by Rebecca Oxford (1990) which has six strategies; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

2. The achievement in this study was taken by a set of a listening test which the items are taken from listening test for National Examination 2014, listening test for National Examination 2015, listening test for National Examination

2016, listening test for National Examination 2017, and preparation of listening test for National Examination 2019 that was downloaded from www.iTapuih.com and youtube.com/excellenz-school-of-education.

3. This study was conducted in SMA Negeri 2 Pati with students of XII IPS 1 as the try out class and XI IPS 1 and XI IPS 2 as the studied class.

1.7   Definitions of Key Terms

In order to make this study becomes easier to be understood, the writer presents briefly the definition of terms in this study as follows:

1. Listening

   According to Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Rost (2002) added that listening is a complex process of interpretation in which listeners matches what they hear with what they already know. Also, Oxford Advanced Learner's Dictionary (2010) explains listening as an activity to pay attention to somebody or something that you can hear. Furthermore, Purdy cited by Gilakjani and Sabouri (2016) said listening is the process of receiving, interpreting, and answering to spoken and/or nonverbal messages. In short, listening is a process of interpreting and responding of what the listener hear before.

2. Language Learning Strategies

   Wenden & Rubin (1987) explained language learning strategies as an alternative terms which have been used for learning strategies include tactics,

techniques, potentially conscious plans, potentially conscious plans, consciously employed operations, learning skills, functional sills, cognitive abilities, processing strategies, problem-solving procedures, and basic skills. Meanwhile Oxford (1990) defined language learning strategy as a specific actions, behaviors, steps, or techniques such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning. In Oxford Advanced Learner's Dictionary (2010), learning is described as the process of learning something. Meanwhile, strategy is mentioned as the process of planning something or putting a plan into operation in a skillful way. It can be drawn that learning strategies in this dictionary meant as a process of planning to learn something by putting a plan into operation in a skillful way. Alfian (2016) added that language learning strategies are strategies used by students in order to achieve the goal of learning which is to be able to use the language well. In conclusion, language learning strategy is a techniques or tactic that the student uses to overcome the problem or difficulty in the proses of learning something so the learning process can be run easier and smoother.

3. Achievement

According to Grissmer et al. (1994), there are many variables such as family income, education of the parents, and marital status of the parents influence these outcomes, school environment, and school procedures can determine differences in achievement. In standard for test construction (APA, 1999) achievement is viewed as the competence that an individual have in a certain

area. Achievement is also described as a thing that somebody has done successfully, especially using their own effort, and skill (Oxford Advanced Learner's Dictionary, 2010). Cunningham (2012) mentioned that achievement is generally refers to student's performance in academic areas as measured by achievement tests includes daily task, mid-term exams, final term exams, national exams, etc. It can be concluded that achievement is related to student's performance that usually be measured with a set of task or test.

4. Memory Strategies

Memory strategy, such as grouping or using imagery, has highly specific functions. It is for helping students store and retrieve new information (Oxford, 1990). Memory strategy help learners to link one foreign language item or concept with another but do not necessarily involve deep understanding (Oxford, 2003). Oxford Advanced Learner's Dictionary (2010) describes memory strategy as strategy with an ability to remember. Linking sounds (rhythm), picture, location (page number or board), movement (physic respond) are included in memory strategies (Gazali, 2013). In short, memory strategy is a kind of strategy that related in memorizing and getting new information and usually used in the early stage of learning target language.

5. Cognitive Strategies

O'Maley & Chamot (1987) mentioned that repetition, note-taking, deduction, etc. are included in cognitive strategy. Cognitive strategy enables the learner to manipulate the language material in direct ways (Oxford, 2003). In Oxford Advanced Learner's Dictionary (2010) cognitive strategy is defined as

strategy that connected with mental processes of understanding. Furthermore, Gilakjani & Sabouri (2016) mentioned that cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. In conclusion, cognitive strategy is a strategy that usually dealing understanding the target language by using it repetitively.

6. Compensation Strategies

Compensation occurs not just in understanding the new language but also in producing it. It allows learners to produce the target language without complete knowledge (Oxford, 1990). Oxford (2003) added that compensation strategies can help the learner make up for missing knowledge. Oxford Advanced Learner's Dictionary (2010) described compensation strategy as strategy that can make a bad situation better. Furthermore, Gazali (2013) said that compensation strategy is strategy in using target language as much as possible and as authentically as possible although there is minimum knowledge of that target language. It can be drawn that compensation strategy is strategy used the target language by guessing it despite on the limited knowledge.

7. Metacognitive Strategies

According to Rubin (1988), metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. Salataci (2002) indicated that the use of metacognitive strategy in the listening process increases learners' self-confidence, motivation, and ability to complete the activities. Also,

metacognitive strategies are employed for managing the learning process overall (Oxford, 2003). In Oxford Advanced Learner's Dictionary (2010) metacognitive strategy is a strategy that is higher or beyond the cognitive strategy. In short, metacognitive strategy is strategy that deals with learning management for the target language.

8. Affective Strategies

Aniero (1989) mentioned that affective strategies is used to makes learning listening easier and improve students' ability in it by lowering students' anxiety and improving their listening performance. Oxford (2003) said also that affective strategies help students in identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Moreover, Wilson (2003) explained that affective strategies are related to students' reactions towards learning. Furthermore, affective strategy is defined as strategy connected with emotion and attitudes in Oxford Advanced Learner's Dictionary (2010). In conclusion, affective strategy is strategy related to the learner's emotion in learning target language.

9. Social Strategies

Social strategy helps the learner work with others and understands the target culture as well as the language (Oxford, 2003). Wilson (2003) also said that social strategies are related to students' interaction with other speakers. Oxford Advanced Learner's Dictionary (2010) then explained social strategy as strategy that includes activities with others. Furthermore, O'Malley and

Chamot cited by Eslahkonha & Amiri (2014) mentioned that social strategy takes place when learners interact with classmates, and ask the teacher for clarification. It can be drawn that social strategy is a strategy involves the interaction to the others in practicing the target language.

1.8   Outline of the Report

This study is divided into five chapters. Each chapter describes as follows:

Chapter I deal with the introduction of the study. It contains the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitations of the study, definition of key terms, and outline of the report. Background of the study contains of what listening is, why listening is important, the lacks of listening study, the difficulty of listening, overcoming listening problem with strategy, language learning strategy, factors of determining strategies used, and achievement. Reasons for choosing the topic discusses the reasons the writer choose the topic. Research questions contains of a research problem. Meanwhile, the objective of the study tells about the purpose of this study. Significance of the study deals with the expectations from the writer after the study was done. Limitations of the study contains of the scope limit of the study. Then, definition of key terms mentions the definition from each key term taken from books, journal, paper-based dictionary, and also the conclusion. Last but not least is the outline of the report which shows what this study contains of.

Chapter II presents review of related literature. It consists of the review of the previous study, review of the theoretical background, and theoretical framework. In the previous study, the writer provides several studies that have been conducted by other researchers in the past. Some of them talks about language learning strategies in listening, language learning strategies in English subject, and also language learning strategies in other skills than listening. Review of theoretical background deals with the theory used in this study. It reviews the theory of listening which includes of the definition of listening, listening is an important skill, listening is a difficult skill, strategies taxonomies by Oxford, Rubin, and O'Maley and Chamot, and also achievement. The third sub-chapter was theoretical framework which shows the framework of the study taken from the theories provided before.

Chapter III discusses the research methodologies. It contains research design, subject of the study, population and sample, types of data, instrument of collecting the data, methods of collecting the data, and methods of analyzing the data. The design of this study is descriptive quantitative which is showed in research design. The subject of the study is seventy students from two classes that are divided into three achievement group. Then the population of this study was the eleventh grade social students, within seventy students of them taken as the sample. There are two instrument for collecting the data in this study; questionnaire and listening test. For collecting the data, try out, conducting test, and giving questionnaire is done. Lastly, for analyzing it the writer choose to

divide students' achievement using Arikunto's (2007) achievement group techniques and also Oxford's (1990) average usage of strategies table.

Chapter IV presents the findings and discussion. The findings show the results of the test and results of the questionnaire. The results of the tests consist of the normality of the tests, the homogeny of the tests, mean difference of the tests, and then categorize of the tests score into three achievement group. Meanwhile the results of the questionnaire deal with the strategies used by students with high, intermediate, and also low achievement. The finding shows that the high, intermediate, and low achievement group uses all six kinds of strategies in listening. All three groups are on medium level of using strategy and sometimes use strategy in dealing with listening. They are on medium level of using strategy in learning listening and sometimes use strategy in listening. In the discussion, the writer analyses the findings, as well as comparing and contrasting the findings with the previous studies.

The last chapter, chapter V draws the conclusions and suggestions. The conclusions talks about the conclusions taken based on the discussions of this research. There are several conclusions in this research. First, all groups in this study used all kinds of strategy in learning listening. Second, high achievement group used strategies more often than intermediate and low achievement group. Third, the most used strategies for all group is the same, it is metacognitive strategies. Las but not least, the least used strategies for high achievement group and intermediate achievement group is the same. It is affective strategies. On the contrast, the least used strategy for low achievement group is compensation

strategies. Meanwhile, the suggestions deal with suggestions from the writer to the English teacher especially who teach listening, students, and also further researcher who interested in this study. For the teacher, it is suggested them to record their students' already used strategy and those who have not been used to reconsider what strategies to be taught to the students. Meanwhile, for the students, they should use language learning strategies consciously by increasing their awareness they should be able to use strategies in dealing with listening by using appropriate strategies for a different task. Lastly, the further researcher who has any interest in language learning strategies should conduct a study about language learning and other skills such as writing, speaking, and reading.

CHAPTER II

LITERATURE REVIEW

This chapter presents review of previous studies, review of the theoretical background, and theoretical framework. Review of previous studies shows research studies that had been conducted before. It is related to the topic focused on this research. The theoretical background consists of general concepts of the background knowledge for this study. They are listening, language learning strategies (LLSs), and achievement. The last one is the framework of the study.

2.1 Review of Previous Studies

There are some researchers who conducted a similar study with "Language Learning Strategies Used by Grade XI Social Students in SMA Negeri 2 Pati with Different Listening Achievement." In this section, the writer explores some previous studies related to this field.

Several studies were related to language learning strategies that students used in listening. They were from Piamsai (2007), Tamjid & Babazadeh (2012), Sen & Sen (2012), and Zuhairi & Hidayanti (2016).

Piamsai (2007) investigated about how proficient and non-proficient learners used listening strategies to complete a listening task. There were 65 third year Chulalongkorn University Commerce and Accountancy students participated in the first stage of the quantitative data collection. After that, 18 students were randomly selected from the group for more in-depth data. The instruments used in

17

this study were the strategy questionnaire adapted from Oxford's (1990), and listening tasks. Descriptive statistics, independent t-test and think-aloud technique were used to analyze the data. The findings showed that the proficient students used appropriate amount of the strategies in completing listening task.

Another study was done by Tamjid & Babazadeh (2012). The purpose of this study was to compare intermediate EFL students' and teachers' perceptions of listening comprehension strategies. The participants of the study were 90 female students from two language institutes of Tabriz. The design of this study was descriptive. In order to answer the above questions, listening strategy use of the learners was assessed through a Farsi translation of Oxford's Inventory for Language Learning. The results showed that there was no difference between the students' and teachers' perceptions of listening strategy use.

Meanwhile, Sen & Sen (2012) researched about a comparison of EFL teachers' perceptions of language learning strategies (LLSs) and learners' reported use of LLSs in their English language classes. In this study, Oxford's (1990) Strategy Inventory for Language Learning (SILL) and a semi-structured interview were used in order to examine the perspective of EFL teachers on incorporating language learning strategies in their lessons. With the help of the variables developed by Macintyre (1994), the researcher investigated the awareness levels of the EFL teachers, their beliefs on the effectiveness of strategies on language learning and perceived ease of strategy instruction. These results were compared with the students' reported use of LLSs to increase the students' awareness of strategy use and needs so that the teachers would be able to help learners facing

problems in learning English. This study employed both qualitative and quantitative research tools. A total of 70 teachers teaching at the English language department of a private university and 100 students studying in the same department were involved in the study. Data collected from the questionnaire were analyzed quantitatively by employing descriptive statistics, such as frequencies, percentages, means, and standard deviations. Content analysis was performed to analyze the interview data. The study found that those teachers reported a higher frequency of LLSs use than their learners. However, there was a great similarity between the two parties in terms of frequency of strategy use in the most and least preferred strategy categories.

Zuhairi & Hidayanti (2016) also researched about the strategies of Indonesian junior high school students in learning listening skill. This study addressed to identify the intensity of strategies use in learning listening, investigate the inter-correlation among the strategies deployment, and describe how significantly successful and less successful learners differ in the use of strategies. The subjects were two hundred and fifty seven students at seventh and eighth grade of junior high school in Malang, Indonesia. They were required to complete 50 items strategies questionnaire of learning listening taken from Oxford strategy taxonomy. The statistical result utilizing SPSS 15 indicated that the overall strategies use were at moderate level, compensation strategies were taken as the most frequent and social strategies were used at the least frequent. Then the inter-correlation among the use of strategies showed that some of the strategies interrelated positively and significantly, while some others were not

correlated. In relation to the strategies used by the two groups, the finding showed that both high achievers and low achievers were not significantly different in the applying strategies in learning listening skill.

Besides listening achievement, there were also studies related to strategies used and English achievement in general. Several studies related to this area were conducted by Chang, Liu & Lee (2007), Aljuaid (2010), Pannak & Chiramanee (2011), Emanto (2013), Fresiska (2013), and Alfian (2016). Chang, Liu & Lee (2007) studied about language learning strategies used by college efl learners in Taiwan. The study was designed to investigate the influence of gender and major on college EFL learning strategy use in Taiwan. A total of 1758 Taiwanese college EFL learners took part in this research study. The participants completed the two sets of self-reported questionnaires, including Background Characteristics and Strategy Inventory for Language Learning (SILL). The collected data were computed and analyzed via descriptive statistics, t-test, and one-way ANOVA. The findings of the study showed that there was not a great difference among the frequency of each strategy that Taiwanese college EFL learners report using, all in medium-use level, statistically significant differences were found in the use of cognitive strategies, metacognitive strategies, social strategies and overall strategies with regard to gender, and statistically significant differences were found in the use of six subcategories of language learning strategies and overall strategies with regard to major.

Aljuaid (2010) was also conducted a study about perceptions of female Saudi EFL learners in using language learning strategies. The aim of this study

was to investigate the pattern of language learning strategies use among a group of Saudi Arabian English-major university students using Oxford's (1990) Strategy Inventory for Language Learning (SILL) and investigated the frequency of strategy use among these students. The participants of this research study were 111 female Saudi Arabian University majoring in English Language and Literature. Descriptive statistics were implemented in order to investigate the demographic data and the use of language learning strategies. One-way analysis of variance (ANOVA) and Levene's test were used to determine whether any significant relationships exist among respondents in the use of language learning strategies regarding their background characteristics. The results of this study showed that this group of students used learning strategies with high to medium frequency, and that the highest rank was for metacognitive strategies while the lowest was for memory strategies.

There was also a study by Pannak & Chiramanee (2011). Their study aimed to investigate language learning strategies used by 71 first year English major students at Thaksin University, Songkhla Campus, Thailand. Two research instruments were used. They were Strategy Inventory for Language Learning (SILL) questionnaire and grades of English. The Cronbach"s alpha reliability of SILL was .94. The data collected were computed and analyzed via descriptive statistics and one-way ANOVA. The study has found that there was a significant difference in the frequency of overall strategies used (p<.01) and all six strategy categories (p<.01) among students with different proficiency levels. The higher

proficiency students used all six types of language learning strategies more often than the lower proficiency ones.

Then, there was a research from Emanto (2013). Her study was related to language learning strategies used by different English proficiency students of state senior high school 3 Malang. The aims of this study were to find out how language learning strategies applied by students of 11th grade at State Senior High School 3 Malang (SMAN 3 Malang), and how English proficiency levels relate to the use of language learning strategies by students of 11th grade at SMAN 3 Malang. The participants were students of 11th grade at SMAN 3 Malang divided into three different levels of English proficiency; those were high, intermediate and low. This study applied quantitative research as the researched design Strategy Inventory for Language Learning (SILL) version 7 (EFL/ESL) by Oxford (1990) translated into Bahasa Indonesia and the English rapport score were used as the instrument in collecting the data. This study used descriptive analysis and Pearson Product Moment to investigate the use of language learning strategies and the correlation between language learning strategies and English proficiency. The results of this study indicated that students were in medium level meaning that they sometimes use those strategies in learning a language. Students with high English proficiency used most metacognitive strategies while intermediate English Proficiency students used most compensation strategies and low English proficiency students used most affective strategies. The positive correlation was found between high English proficiency students and

metacognitive strategies and negative correlation was found between low English proficiency students and memory strategies.

Another investigation was held by Fresiska (2013). This study was conducted in order to investigate the language learning strategies used by Raden Paku Islamic Junior High School students and to investigate the relationship between six categories of language learning strategies and English proficiency. The samples of this study were 114 students consisting of 40 students of 7th grade, 37 students of 8th grade and 37 students of 9th grade. The research instruments used in this study were SILL questionnaire and English score. The data obtained from the returned surveys were analyzed using descriptive statistics and Pearson Product Moment correlation. The results showed that the students were medium users of overall strategies with metacognitive strategy as the most frequently used by 7th grade and 8th grade students. Meanwhile, metacognitive and affective strategies were the most frequently used by 9th grade. The lowest strategy was compensation strategy for all grades. The significant correlation was found between Language Learning Strategies and 7th English proficiency but no significant correlation was found in 8th grade and 9th grade.

Alfian (2016) was also investigated about the application of language learning strategies of high school students in Indonesia. The purpose of this study was to investigate language learning strategies (LLS) use by high school students in Indonesia. By employing a mixed-method design, eighty participants responded to the Strategy Inventory of Language Learning (SILL) questionnaire for the quantitative data. Eight language learners were interviewed for qualitative data.

The descriptive statistics using SPSS was used to analyze the questionnaire, and thematic analysis was used to analyze the interviews. The results indicated that first; metacognitive, cognitive and social strategies uses were reportedly employed the most frequently of all strategies. Second, the strategies employed by male participants were not different with those employed by females. Third, successful students used more strategies than less successful students. The interview findings demonstrated that successful language learners mostly used practicing strategies.

Beside listening, there are also researches about reading and speaking related to language learning strategies. Alvermann (1982), and Rastegar, Kermani, &Khabur (2017) studied in reading area. Meanwhile, Safari and Fitriati (2016) studied in speaking area. Alvermann (1982) conducted a study on metacognitive strategies and its relation with students' achievement. The objective of the study was to find whether the students of 7th and 8th would be able to accurately predict their level of proficiency in dealing with different task demands or not. Ninety-eight 7th and 8th grade students were asked to predict their own achievement. They were separated into two groups; high and low achievement. A questionnaire developed to as certain students' perceptions of their ability to complete essay and multiple choice tests was used in this study. It was found that self-perceived high proficiency exceeds the self-perceived low proficiency in the essay test. It was also happened in multiple choices but not significant.

Meanwhile, Rastegar, Kermani, &Khabur (2017) studied about the relationship between metacognitive reading strategies use and reading comprehension achievement of EFL learners. The purpose of the present study

was to explore the relationship between EFL learners' metacognitive reading strategies use and their reading comprehension achievement. To fulfill this objective, 120 Iranian EFL students studying at Shahid Bahonar University of Kerman and Valiasr University of Rafsanjan took part in this study. The participants were selected from among senior BA students majoring in English Literature and English Translation. In order to obtain the required data, two instruments were utilized: survey of reading strategies by Mokhtari and Sheorey (2002) and a TOEFL reading comprehension test chosen from the materials officially printed by Educational Testing Service (2003). After collecting the required data, the statistical procedures were done using SPSS version 18. The findings of this study revealed that there was a significant positive relationship between the use of overall meta-cognitive reading strategies by the participants and their reading comprehension achievement.

On the other hand, Safari and Fitriati (2016) studied language learning strategies used by students with different speaking performances for developing speaking ability. This study described learning strategies used by English language learners with different speaking performance. The aims of this study were describing learning strategies used by learners with high and low speaking performance in improving their speaking abilities, describing the difference of learning strategies used by learners with high and low speaking performance, describing factors are influencing the use of learning strategies by learners, describing problems encountered by learners with low speaking. This study was a qualitative case study on 20 learners of speaking classes. Those learners were

taken from two classes at two English courses. The data were collected by using classroom observations, questionnaires, interviews, and the data of learners" achievement given by teachers. Those were analyzed in descriptive qualitative method. The finding revealed that earners with high speaking performance used all kinds of strategies in learning speaking. They employed those strategies in the equal degree of frequency. Learners with low speaking performance usually used cognitive, metacognitive and social strategies. They also did not apply those strategies in equal degree of frequency. Learners with high speaking performance used strategies more dominantly and actively than those with low speaking performers. Learners with high speaking performance seemed to have higher motivation than low speaking performance. This case influences the application of those strategies. Problems encountered by learners with low speaking performance were in the application of strategies. The lowest percentages of variance were explained by memory, compensatory, and affective strategies.

2.1.1   *Correlation of the present study and previous studies*

There were several similarities and dissimilarities between the present study and previous studies. These correlations were placed on objective of the studies, subject of the study, instruments for collecting the data, and also research mythology.

The objective of the current study was on the same line with studies conducted by Piamsai (2007) and Zuhairi & Hidayanti (2016). The purpose was to identify language learning strategies used by students in listening based on their achievement. The difference was placed on the achievement category. Both

Piamsai (2007) and Zuhairi & Hidayanti (2016) divided students' achievement into two groups named successful and unsuccessful. Meanwhile, the present study was divided students' achievement into three groups called high, intermediate, and low achievement group which actually same with Emanto (2013). Yet, Emanto's study was studied English in general, not for specific skill.

The previous studies above used various subject for the research. There were some who conducted study for college students such as Chang, Liu & Lee (2007), Piamsai (2007), Aljuaid (2010), Pannak & Chiramanee (2011), Tamjid & Babazadeh (2012), and Rastegar, Kermani, &Khabur (2017). For senior high school students, there were also studies that have been held by Emanto (2013) and Alfian (2016). There were also studies conducted for junior high school students from Alvermann (1982), Fresiska (2013), and Zuhairi & Hidayanti (2016). The present study was using similar subject as Emanto (2013) and Alfian (2016) which was grade eleven students. The difference was placed on the fact that both Emanto and Alfian used the general grade eleven students as the population, meanwhile, the current study was more focused on grade eleven social students.

The instrument used in the previous studies was almost the same. It was Strategy Inventory for Language Learning (SILL) invented by Rebecca Oxford (1990). Those previous studies that used SILL were Chang, Liu & Lee (2007), Piamsai (2007), Aljuaid (2010), Pannak & Chiramanee (2011), Sen & Sen (2012), Tamjid & Babazadeh (2012), Emanto (2013), Fresiska (2013), Alfian (2016), Zuhairi & Hidayanti (2016), and Safari and Fitriati (2016). The present study was also used SILL as one of the instrument in collecting the data. The gap was seen

from the total amount of items used in the research. The previous studies above used all items for their studies except for Piamsai who only used 36 items. Meanwhile, the current study used 38 items in collecting the data.

Another correlation was found on the research methodology. The present study used descriptive statistic as the design. It was same with studies conducted by Chang, Liu & Lee (2007), Piamsai (2007), Aljuaid (2010), Pannak & Chiramanee (2011), Sen & Sen (2012), Tamjid & Babazadeh (2012), Emanto (2013), Fresiska (2013), Alfian (2016), and Zuhairi & Hidayanti (2016). On the other hand, Safari and Fitriati (2016) used different design which was descriptive qualitative.

Besides the correlations between previous studies and the present study, this current study used some recommendations from previous studies to enhance the research. The recommendations were:

a. Pannak & Chiramanee (2011) suggested further studies to use multiple data collection procedures by combining the use of SILL questionnaires with the use of other research techniques, for example, interviews and classroom observation, which is a useful way of gaining more insights into the strategy use.

b. Emanto (2013) expected further researchers to use other theories of language learning strategy in conducting research.

c. Alfian (2016) recommended further study on language learning strategies to be conducted on the specific skills, such as strategy use in improving speaking, reading, writing, listening and writing.

d. Piamsai (2007) recommended in the future, as different tasks, contexts, populations and other factors can affect students' strategy use, it might be beneficial if more studies on the listening strategies were conducted in relation to those aspects.

From the recommendations above, the writer chose recommendations from Alfian (2016) to conduct a study of language learning strategies on the specific skill. From this suggestion, the researcher chose listening as the specific skill to be studied. The last but not least recommendation is taken from Piamsai (2007) to use different tasks, contexts, populations and other factors that could affect students' strategy use. From this suggestion, the researcher chose different populations and tasks. In this study, the researcher used eleventh grade of social senior high school students as the populations and listening test as the achievement instrument.

Based on those previous studies, in this research, the researcher investigated the language learning strategies that are used by students with different listening achievement. This study did not only use the questionnaire from Oxford (1990) named Strategy Inventory for Language Learning only, but also the listening test as the instrument of collecting data. Also, this study was only focused on listening skill, not on the other skills of language. Furthermore, this research divided the students' achievement into three levels; low, intermediate, and high level of achievement using Arikunto's grouping students' achievement (2006).

2.2 Review of Theoretical Background

This section covers review of the theoretical study. There are several theories that are related to this research; listening, language learning strategies, and achievement.

2.2.1 Listening

In this section, there are several theories related to the definitions of listening, the importance of listening, the difficulty of listening, and listening in grade XI.

2.2.1.1 Definitions of Listening

There are several definitions of listening presented here. According to Morley (1972), listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Rost (2002) added that listening is a complex process of interpretation in which listeners matches what they hear with what they already know. Also, Oxford Advanced Learner's Dictionary (2010) explains listening as an activity to pay attention to somebody or something that you can hear. Burleson cited by Caspersz and Stasinska (2015) says that listening is a process that involves the interpretation of messages that others have intentionally transmitted in the effort to understand the messages and then respond to them appropriately. Meanwhile, Low and Sonntag quoted by Caspersz and Stasinska (2015) define listening as a conscious process that requires the listener to be mentally given attention. Furthermore, Purdy cited by Gilakjani and Sabouri (2016) said listening is the process of receiving, interpreting, and answering to spoken and/or nonverbal

messages. In short, listening is a process of interpreting and responding of what the listener hear before.

2.2.1.2 The Importance of Listening

Duzer as cited in Long (2016) says that listening has important roles in language learning. One of the most crucial roles is the acquisition of the language. Cahyono & Widiati (2009) states that a new-born baby will first listen to the voices and sounds in their environment in order to internalize linguistic input before they speak and learn to read and write. This situation is a bit similar in the ESL classroom. In order to accustom students in English class, the teacher needs to provide the listening section. When the students are familiar with English, they are accustomed to how native speaks, how they sound, and then the students hopefully will be able to produce the language itself, whether it is in speaking, writing, or reading. Brown (2004) states we are not able to learn a language without listening it first. A language learner will be able to produce the target language if only they have listened.

Besides the acquisition of language, listening also takes another important role in communication. This kind of communication must include listening as well as speaking. According to Rost cited by Gilakjani and Sabouri (2016), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication. In a communication such as a conversation, while the other takes part in speaking, the other takes part in listening. If the other who takes part as the listener does not listen to what the speakers say, they are not able to reply to the messages because they can not comprehend what the speakers

say. Afterward, the conversation will not go smoothly since the listener cannot give any response. For that, listening is a must skill in communication.

Listening also has taken a big role in daily life. A study by Wilt as cited by Hyslop and Tone (1988) found that people usually listen to 45 percent of the time they spend on communication. Wilt also found that 30 percent of communicating is spent in speaking, 16 percent in reading, and 9 percent in writing. Learning Assistance Center of City College of San Francisco cited in Piamsai (2007) reported that students at school spend about 20 percent of all school-related hours on just listening. If this includes watching television and conversations, listening will take for approximately 50 percent of their waking hours. Including hours spent in the classroom, the amount of listening time can be almost 100 percent. Of course, it is not only significant in language classroom or environment but also in daily life in common. Jafari and Hashim quoted by Gilakjani and Sabouri (2016) add more than 50 percent of the time learners spend in learning a foreign language is devoted to listening. Because of these reasons, where listening dominating in communication, it is really important for students to learn and master it.

2.2.1.3 The Difficulty of Listening

Listening is also considered as a difficult skill. There are actually some reasons why it can be called that. Bloomfield in Walker (2014) said that one most obvious fact is that the pronunciation of words is different from how it is written. Another reason is presented by Osada cited by Walker (2014) where the speed of the speaker is quite fast. It will be more difficult if they listen to an unfamiliar accent. Bloomfield in Walker (2014) said that it will be easier for students to understand

if the accent is familiar. Osada cited by Walker (2014) adds that the language they learn and listen will be different and make them not accustomed to it. Spoken language rarely uses complete sentences, but instead short phrases or clusters. For those, the student has to accustom to spoken language too. Bloomfield quoted by Walker (2014) also adds that vocabulary knowledge also takes part in listening. If the students know the expressions of the words it will be easier for them to reply to the messages. Another fact is if the listener feels anxious, distracted, and unable to pay attention, it will be more difficult for them to determine what the speaker said (Bloomfield, 2010; Walker, 2014).

Meanwhile, Richard stated in Brown (2004) said there are several reasons why listening is difficult for learners. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction. In short, clustering is defined as attending to appropriate "chunks" of language–phrases, clauses, or/and constituents. Meanwhile, redundancy has a meaning of recognizing the kinds of repetitions, rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from recognition. Reduced forms here is understanding the reduced forms that may not have been a part of an English learner's past learning experiences in classes where only formal "textbook" language has been presented. Meanwhile, performance variables are being able to "weed out" hesitations, false states, pauses, and corrections in natural speech. Colloquial language is about comprehending idioms, slang, reduced forms, shared cultural knowledge. The rate of delivery is about keeping up with the speed of delivery,

processing automatically as the speakers continue. Next are about stress, rhythm, and intonations. It correctly understands the prosodic elements of spoken language, which is almost always many pieces. Last but not least, interaction is about managing the interactive flow of language from listening to speaking to listening, etc.

2.2.1.4 Listening in Grade XI

Listening is one of skills taught in English subject. Palangngan, Atmowardoyo, & Weda (2016) explained that in English language curriculum of National Education for senior high school, there are four skills required in learning English namely listening, speaking, reading, and writing. Bahar cited by Nasir (2016) said that these four skills are tightly connected to each other since speaking needs listening, writing needs reading, and vice versa.

Harmer (2007) classified listening materials into two types: intensive listening and extensive listening. Intensive listening focuses on brief listening exercise. It usually only takes a few minutes and primarily focuses on listening in details. When the students are asked to do intensive listening practice, they are paying attention to the word, phrase, sentence, expression, pronunciation, grammar, and vocabulary. It helps students to understand the key fundamental aspects of language. This type of listening is usually taught by the teaching using CD, or recorded audio in a classroom. Furthermore, intensive listening is usually taught for beginner and intermediate learners.

On the other hand, extensive listening focuses on longer activities. The activities usually take few minutes long to several hours long. This type of

listening does not focus on something specific. It is rather focuses on overall understanding. This kind of listening exercise is asked the students to listen to the gist, main idea, and inferences. It helps student to understand spoken language in real-world context. This type of listening is usually taught with using English song, English movie, podcast, English news, audiobooks and others. Furthermore, extensive listening is important for intermediate and advanced students.

In listening, those two types of listening must be taught in the classroom. Moreover, grade eleventh students nowadays that have been learned English for estimated more than nine years; they should be in intermediate level in learning English. They need to learn English both intensively and extensively.

The teaching material for grade eleventh is taken from *Silabus Mata Pelajaran Sekolah Menengah Atas* by culture and education ministry (2016). From the syllabus, grade eleventh have nine basic competence for a course year. In a week, there are two hours course which is ninety minutes. From those nine competences, five of them are related to listening. They are the competence one, two, six, seven, and nine.

Competence one discusses about transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers. This transactional interaction is on oral and also written form.

Competence two includes transactional interaction texts that involve the act of giving and asking for information related to opinions and thoughts as the mastery. This transactional interaction is also in the form of oral and written.

Competence six talks about special texts in the form of personal letters by giving and receiving information related to the activities of oneself and those around them. This type of transaction is on written form.

Competence seven studies about transactional interaction texts that involve the act of giving and requesting information related to cause and effect relationships. It also forms of oral and written text.

Las but not least, competence nine discusses about interpreting lyric. It includes interpreting the meaning and also the language feature of the song.

Those five competence ar taught involving listening as a part of the teaching and learning process. They are found based on the instructions for each competence in the syllabus. Although it is based on the instruction in the syllabus, the teacher itself can develop their own way in teaching and teach listening to the students in other competences too.

Besides those competences, the students also get other listening material in listening laboratory. In the laboratory, the students are taught to complete task such as TOEIC or TOEFL. The reason is, in terms final test, the students' ability in listening is also included. Therefore, the students also need to learn listening in laboratory.

Also, In Indonesia listening is one of the skills that are tested in national examination for senior high school students. Amaluddin, Salasiah, & Mardiah (2016) argued that in listening, students are not only expected to be able to identify main idea, listening for detailed information, predicting and guessing

words, but also they are expected to be able to be accustomed to pay attention to the text.

Unfortunately, the reality comes far from the expectation. There is a gap between what the curriculum expectation and the real condition. The listening score of the students is still need to be improved as more than 50% of them got score below the government minimal requirement standard.(Amaluddin, Salasiah, & Mardiah: 2016).

Du in Palangngan, Atmowardoyo, &Weda (2016) stated that the improvement in listening cannot be achieved by only once a week lesson or once in two weeks. Therefore, the students should be taught listening in a long time before the test. While based on the syllabus, the time allocation for listening lesson in the classroom is only six lesson hours or six times forty-five minutes in a semester. So, the students should practice their listening by themselves after class for by using supporting media that they can access at home.

2.2.2   *Language Learning Strategies*

The word strategy comes from the ancient Greek term *strategia*. It means generalship or the art of war. It involves the optimal management of troops, ships, or aircraft in a planned campaign. Meanwhile, in non-military settings, the strategy concept means as a plan, step, or conscious action toward the achievement of an objective. In educational settings, the strategy concept has been transformed into learning strategies (Oxford, 1990, pg. 7-8).

Oxford (1990, pg.1) defines learning strategies as the steps taken by students to enhance their own learning. More specifically, she says learning strategies are specific actions taken by the learner to make learning faster, easier, more enjoyable, more self-directed, more effective, and more transferrable to new situations. According to Rubin (1987), language learning strategies are "strategies which contribute to the development of the language system which the learner constructs and affect learning directly". Furthermore, O'Malley and Chamot (1990) define language learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Ellis (1994) defines language learning strategies as "strategies consisting of mental and behavioral activities related to some specific stage in the overall process of language acquisition or language use". In addition, Cohen (1996) defines language learning strategies as the "learning process consciously selected by learners and may support students to enhance their learning". Moreover, language learning strategies have its key features. The key features are summarized in table 2.1.

Besides that, language learning strategies do not come only in one classification. There are actually many of them, but there are only three classifications that are known as the most complete nowadays. The classifications are from Oxford (1990), O'Malley and Chamot (1990), and Rubin (1989). Although three of them are the most popular these days, Oxford's taxonomy was still the most popular nowadays.

Table 2.1
Features of Language Learning Strategies by Oxford (1990)

Language Learning Strategies

1.	Contribute to the main goal, communicative competence.
2.	Allow learners to become more self-directed.
3.	Expand the role of the teachers.
4.	Are problem-oriented.
5.	Are specifics actions taken by the learners.
6.	Involve many aspects of the learner, not just cognitive.
7.	Support learning both directly and indirectly.
8.	Are not always observable.
9.	Are often conscious.
10.	Can be taught.
11.	Are flexible.
12.	Are influenced by a variety of factors.

2.2.2.1 Oxford's Taxonomy (1990)

Among other language learning strategies theory, Oxford's is believed as the most complete and most popular in learning strategies area (Cyr & Germain, 2012). Oxford divides learning strategies into two major classes: direct and indirect strategies. These two classes are subdivided into a total of six groups; memory, cognitive, compensation, metacognitive, affective, and social strategies. Memory, cognitive, and compensation strategies are under direct strategies. Meanwhile, metacognitive, affective, and social strategies are under indirect strategies.
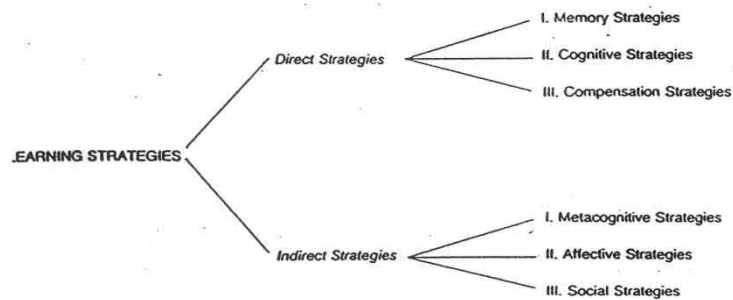
Figure 2.1
Diagram of the Strategy System: Overview by Oxford (1990)

2.2.2.1.1.   Direct Strategies

The first major class, direct strategies are for dealing with the target language, working with the language itself in a variety of specific tasks and situations. It is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and also compensation strategies for using the language despite knowledge gaps.

a.   Memory Strategies

Memory strategies fall into four sets: creating mental linkages, applying images and sounds, reviewing well, and employing actions. These strategies are clearly more effective when the learner simultaneously uses metacognitive strategies, like paying attention, and affective strategies, like reducing anxiety through deep breathing.

Although memory strategies can be powerful contributors to language learning, some research shows that language students rarely report using these strategies. It might be that either the students simply do not use memory strategies very much or they are unaware of how often they actually employ memory strategies.
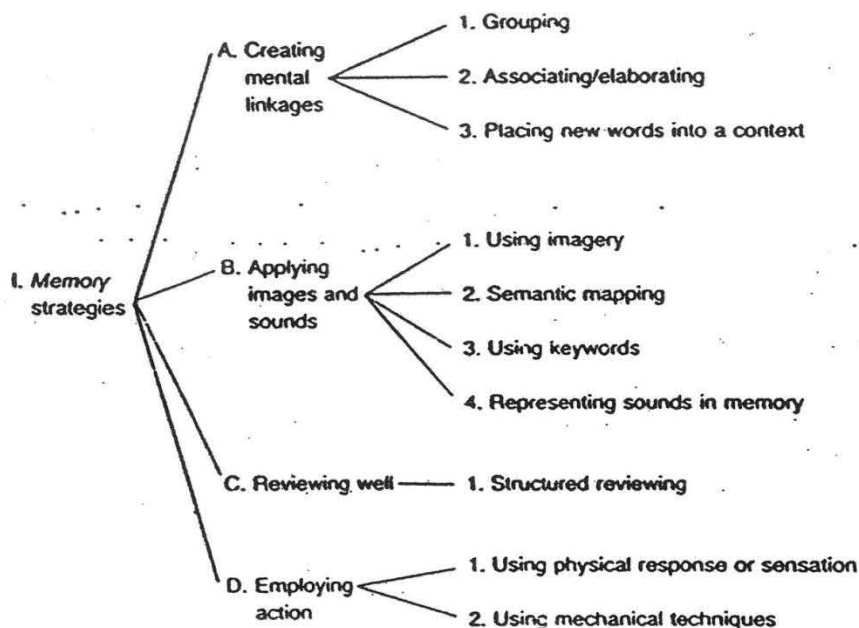
Figure 2.2
Diagram of Memory Strategy by Oxford (1990)

These strategies were categorized into four groups; creating mental, applying images and sounds, reviewing well, and employing actions. Creating mental is formed of grouping, associating/elaborating, and using context. Applying mental has using imaginary, using keywords, semantic mapping, and representing sound in memory. These all involve remembering by means of visual images or sounds. In reviewing well there is only a category; structured review. Last but not least, employing actions has two sets of strategies; using physical response or sensation, and using mechanical techniques.

b. Cognitive Strategies

Cognitive Strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. With

all their variety, cognitive strategies are unified by a common function:

manipulation or transformation of the target language by the learner.
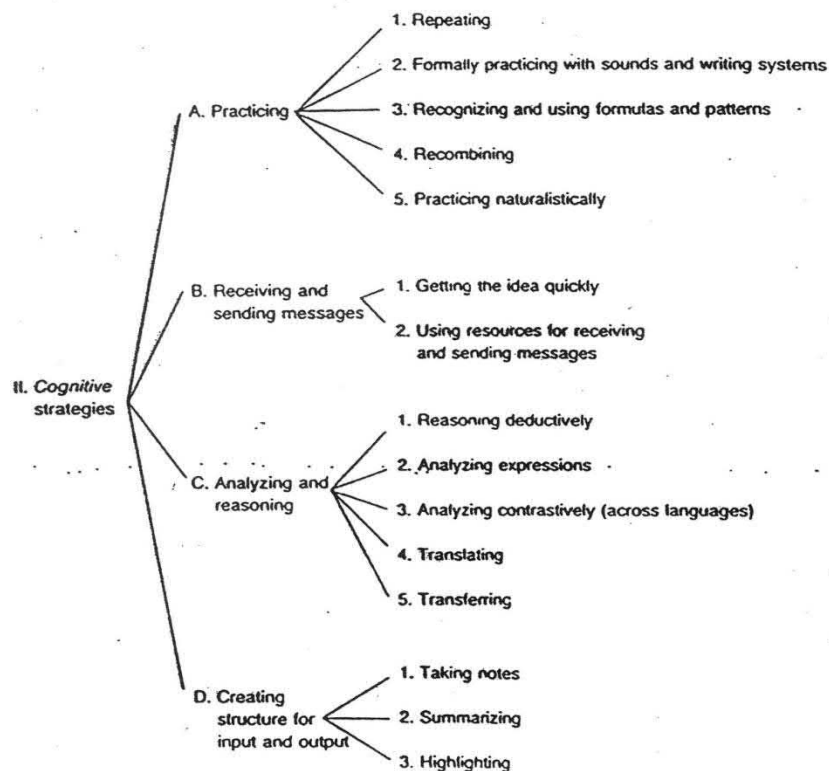
Figure 2.3
Diagram of Cognitive Strategy by Oxford (1990)

There are four sets of cognitive strategies that exist; practicing, receiving

and sending messages, analyzing and reasoning, and creating a structure for input

and output. Practicing consists of five strategies; repeating, formally practicing

with sounds and writing systems, recognizing and using formulas and patterns,

recombining, and practicing naturalistically. Meanwhile, there are two strategies

in receiving and sending messages; getting the idea quickly, and using resources

for receiving and sending messages. Analyzing and reasoning sets of five

strategies concerns logical analysis and reasoning as applied to various target

language skills; reasoning deductively, analyzing expressions, analyzing

contrastively, translating, and transferring. The learners often use this category in order to understand the meaning of a new expression or to create a new expression. Last but not least, creating a structure for the input and output category has three strategies; taking notes, summarizing, and highlighting. They are necessary for both comprehension and production in the new language.

c.   Compensation Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. This kind of strategy consists of two categories; guessing intelligently in listening and reading, and overcoming limitations in speaking and writing.
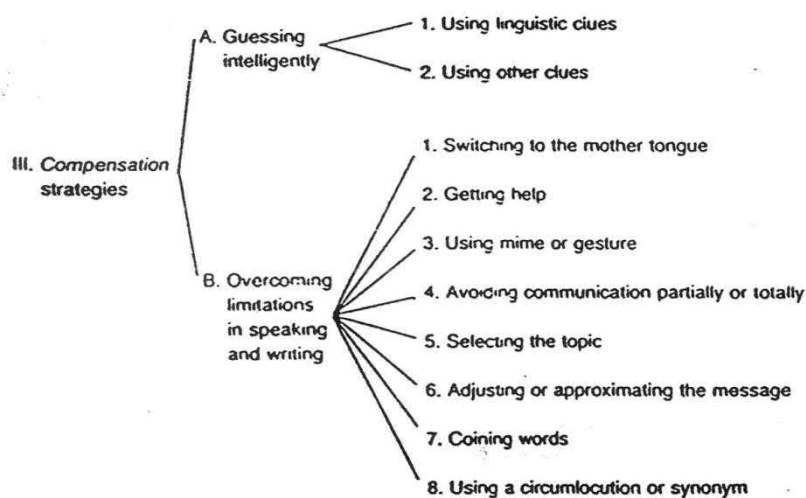

Figure 2.4
Diagram of Compensation Strategy by Oxford (1990)

This kind of strategy can help learners in producing the target language, but it needs many practices. In addition, some of these strategies, such as adjusting or approximating the message, can help learners to become more fluent

in what they already know. Still, other compensation strategies, like getting help and coining words, may lead learners to gain new information about what is appropriate in the target language. Sometimes, learners that are skilled in these strategies communicate better than learners who know more target language words and structures.

These strategies consist of two categories; guessing intelligently in listening and reading and overcoming limitations in speaking and writing. In guessing intelligently in listening and reading, there are two kinds of strategies included; using linguistic clues, and using other clues that not language-based. Overcoming limitations in speaking and writing has eight strategies; switching to the mother tongue, getting help, using mime or gesture, avoiding communicating partially or totally, selecting a topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

2.2.2.1.2. Indirect Strategies

The second major strategy class, indirect strategies are for the general management of learning the target language. It is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with the others. All these strategies are called "indirect" because they support and manage language learning without directly involving the target language.

a. Metacognitive Strategies

Metacognitive strategies are actions that go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process.
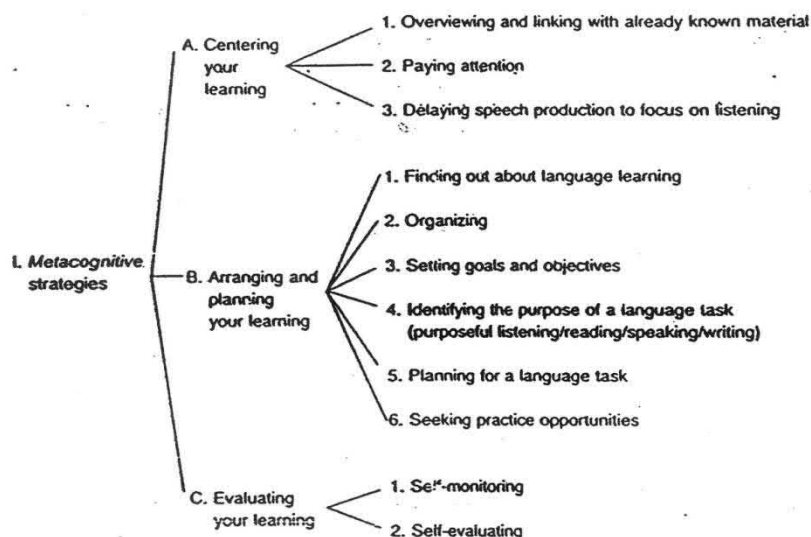
Figure 2.5
Diagram of Metacognitive Strategy by Oxford (1990)

These strategies include three strategy sets: centering your learning, arranging and planning your learning, and evaluating your learning. Centering your learning helps learners to converge their attention and energies on certain language tasks, activities, skills, or materials. It is about overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening. By using these strategies, learners will be able to provide a focus for language learning. Arranging and planning your learning category contains six strategies; finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task, planning for a language task, and seeking practice opportunities. All of them can help learners to

organize and plan so as to get the most out of language learning. Last but not least, evaluating your learning set has two related strategies; self-monitoring, and self-evaluating. Both of them aid learners in checking their language performance.

b. Affective Strategies

The term affective refers to emotions, attitudes, motivations, and values. There are three main sets of affective strategies: lowering your anxiety, encouraging yourself, and taking your emotional temperature.
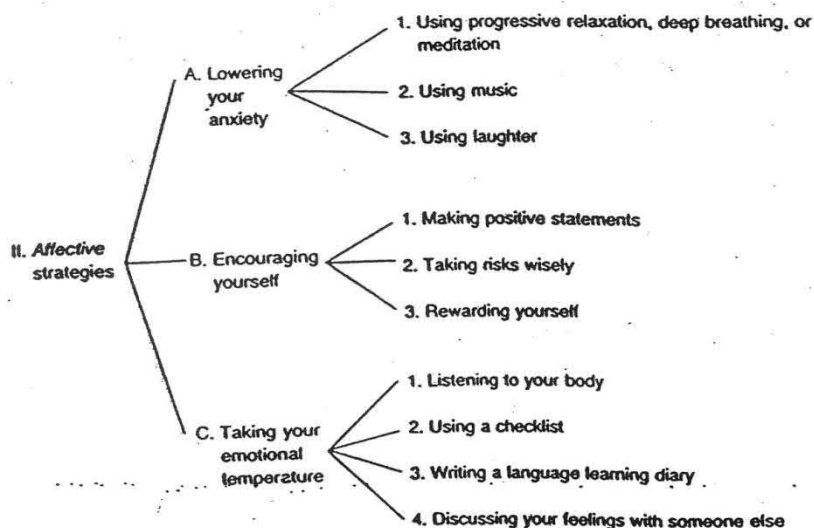
Figure 2.6
Diagram of Affective Strategy by Oxford (1990)

Lowering anxiety has three sets of strategies; using progressive relaxation, deep breathing, or mediation, using music, and using laughter. Encouraging yourself category consists of making positive statements, taking risks wisely, and rewarding yourself. Last but not least, taking your emotional temperature has four strategies; listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else.

The affective side of a learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable. Teachers can exert a tremendous influence over the emotional atmosphere of the classroom in the three different ways: by changing the social structure of the classroom to give students more responsibility, by providing increased amounts of naturalistic communication, and by teaching learners to use affective strategies.

c. Social Strategies

Learning a language involves other people, and appropriate social strategies are very important. These three sets of social strategies are included in asking questions, cooperating with others, and empathizing with others.

Asking questions has two kinds of strategies; asking for clarification or verification, and asking for a correction. Cooperating with other category consists of cooperating with peers, and cooperating with proficient users of the new language. They involve interacting with one or more people to improve language skills. These strategies are the basis of cooperative language learning, which not only increases learners' language performance but also enhance self-worth and social acceptance.
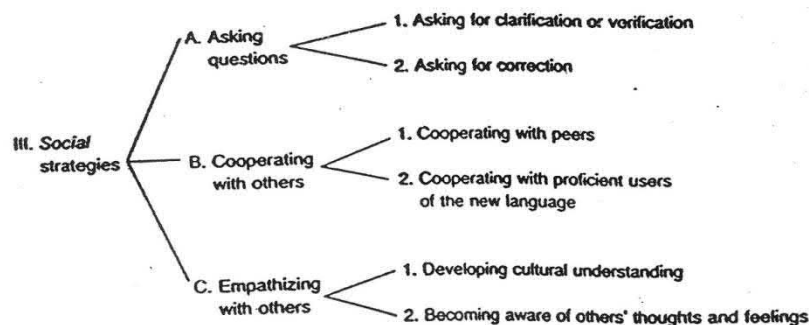
Figure 2.7
Diagram of Social Strategy by Oxford (1990)

Last but not least, emphasizing with others category has developing cultural understanding, and becoming aware of other's thoughts and feelings. Empathy can be developed more easily when language learners use those two strategies.

2.2.2.2 Rubin's Taxonomy (1985)

Rubin cited by Cyr & Germain (2012) defines learning strategy as a series of actions that have been done by the students to acknowledge or understand the target language, integrate it in long term memory and reuse it. Rubin classified learning strategies into three stages. There is understanding or absorbing the information stage, understanding and memory saving stage, and uploading and reuse stage.

The first stage named understanding or absorbing the information consists of four strategies. They are clarification and verification strategies, presuming or getting conclusion strategies, deductive thought strategies, and empowerment strategy. The clarification and verification strategies are composed of confirming self-understanding of grammar and phonology of certain language, paying

attention of the spoken language, clarifying self-understanding or communication rules, trying to understand the meaning of the word, concept, or grammar rule by using the reference, be able to doing repetition, paraphrase, giving explanation, an example, and observing the teacher or native speaker in order to imitate their speaking. The next strategies which are presuming or getting conclusion strategies stand for using the first language or other languages to catch the meaning, using general knowledge, about culture or communication proses to get the meaning of communication way, linking new information and body language, using the keyword, differentiating linguistic index. The third one is about deductive thought strategies which have four strategies. They are understanding the rules of grammatical analogy or word forming, asking the rules and the exception, giving a self-summary about language rules, and using knowledge. The last strategy named empowerment strategy only has one strategy which is said always using a reference such as a dictionary, glossary, and textbook.

The second stage is the understanding and memory saving stage. It only has one kind of strategy. It is memory strategies. These strategies have seven kinds of strategies. They are connecting or grouping words or expressions based on the certain principle (phonetic, semantic, visual, auditive, kinetic, olfactive, or sensorial), using keyword and semantic cards, using mechanical medium to support information saving proses (flashcards, list, definition, word transcript, etc.), focusing the attention on the specific detail, inserting new words in the context, using pictures, practicing the language in silent way, and diversifying the spoken language.

The last stage which is uploading and reuse stage have three kinds of strategies. There are practical strategies, self-control strategies, and indirect social strategies. Using words or expressions in the sentence, consciously using grammar, imitating, answering without saying it of what others ask, searching other resources of the target language outside the classroom, self-conversation in the target language, and practicing yourself in the target language are included in practica;l strategies. In the other hand, problem-solving, finding solution, and self-correcting is included in self-controlling strategies. Meanwhile, joining the groups or trying by yourself to use the target language, asking for help, looking for a chance to practice the target language in a conversation with a native speaker, coming to the socio-cultural meeting, and cooperating with friends to get the input or various information belongs to indirect social strategies.

2.2.2.3 O'Maley and Chamot's Taxonomy (1990)

O'Malley and Chamot cited by Cyr and Germain (2012) define second language learning strategies into three categories. There are metacognitive, cognitive, and socio-affective strategies.

The first category, metacognitive strategies, is defined as requiring a reflection for the learning process, preparing before the learning proses, controlling or monitoring towards every single earning activity, and self-evaluation. These strategies consist of seven strategies. Those are anticipation or preparation, board monitoring, selective monitoring, self-manage, self-control, identifying the problem, and self-evaluation.

The next class named cognitive strategies is a strategy that indicates an interaction between learning material, mental or physic manipulation, and specific technique application in learning a task. This kind of strategy has ten strategies. They are repetition, utilization of existed natural resources, grouping, deduction or induction, substitution, elaboration, summarization, translation, message delivery, drawing the conclusion.

The last one is the socio-affective strategies. This kind of strategies is requiring interaction between students and others to reach learning goals and the existence of affective control dimension in the learning process. These strategies stand for four strategies named clarification/verification, cooperation, emotion control, and self-affirmation.

2.2.3 Achievement

There are several explanations about what achievement is. The achievement also sees something very good and difficult that somebody has succeeded in doing (Cambridge Advanced Learner's Dictionary, 2008). Longman Dictionary of Contemporary English (2009) explains achievement as something important that somebody succeeds in doing by his/her own efforts. Oxford Advanced Learner's Dictionoary (2010) defines achievement as a thing that somebody has done successfully, especially using their own effort and skill. In short, the achievement is student's result that they achieve with their own skill and capability.

In order to acknowledge students' achievement in learning, measurement is needed. Measuring achievement is actually a bit hard and also complex if it requires a whole measurement, but educational achievement is still

measurable. Gale (2018) says that higher achievers must behave differently in some circumstances than the lower achiever. To measure achievement, a valid and also reliable instrument is needed.

In an academic way, achievement is usually measured with the achievement test. An achievement test is defined as a test which is designed to measure students' ability in a classroom lesson, learning chapter, or the whole curriculum (Brown, 2004). The tests are limited to some particular material or lesson at a particular time. An achievement test is often a summative form because it is tested at the end of a unit, semester or term of study. This kind of test mostly appears in a paper test form. This paper test is a common way to measure students' achievement. This kind of test usually takes from five or ten minutes quizzes to three hours final examination, with many varieties of item types and formats.

Gale (2018) says that an achievement test usually forms in a paper which is called a paper test. This test divides the way of taking achievement in two ways. They are essay test scoring and objective scoring. Essay test scoring forms of writing an essay of the questions. In listening matters, it can be an open-ended question, an interpretive test, or a retelling test. Essay test scoring usually applies for higher degrees of competence, and also takes more time than objective test scoring. The next type of paper test is objective test scoring. In contrast to the essay scoring test, this type of test applies for students with a lower degree. It forms of true-false, multiple-choice, and other objective-item types.

In Indonesia, in order to measure students' listening achievement of high school students, an objective test is mostly used. It forms of listening quizzes, listening exercises, term test, and also national exam.

The achievement result is parted into three classes. Arikunto (2006) says that students' achievement groups divided into three. Those are high achievement group, intermediate achievement group, and low achievement group. This classification only uses the score's mean and standard deviation. The high achievement group's score is higher than the mean plus standard deviation. On the other hand, the intermediate achievement group's score is between mean minus standard deviation and mean plus standard deviation. The low achievement group's score is less than the mean minus standard deviation.

2.3 Theoretical Framework

In order to analyze the data of this study, the writer implemented several theories. Here, the writer presents the theoretical framework of this research in the diagram below. It will show the process of analyzing the data from listening achievement to what strategies of each category of listening achievement used by students.

Listening is taken most part on both a daily bases. However, the allocation for listening in the classroom only takes a little part. Added with the difficulty of listening to which a foreign language, it makes listening become a difficult skill. Fortunately, in dealing with listening students can use varieties of language learning strategies to improve their achievement. If the students aware of what strategies use for listening, they are hoping to improve their listening achievement.

Analyzing what strategies are important in order to acknowledge whether the students already aware of using strategies or not. It is also the first step to improve students' ability in learning so that the teacher may teach the students to use proper strategies. By using SILL (Oxford, 1990) to record students' applied strategies and divides students achievement into three groups using Arikunto (2006), it is intended to inform what strategies the students with different achievement already applied, what the most used strategies, and also what the least strategies.

```
┌─────────────────────────┐
│        Listening        │
└─────────────────────────┘
```

```
┌──────────────────────────┐   ┌──────────────────────────┐
│   Students' achievement   │   │ Language Learning Strategies │
│ (analyzed by Arikunto (2006)) │   │  (analyzed by Oxford (1996)) │
└──────────────────────────┘   └──────────────────────────┘
```

```
┌──────────────────────────────┐
│   Interpretation of LLS used by │
│  students' with different achievement │
└──────────────────────────────┘
```
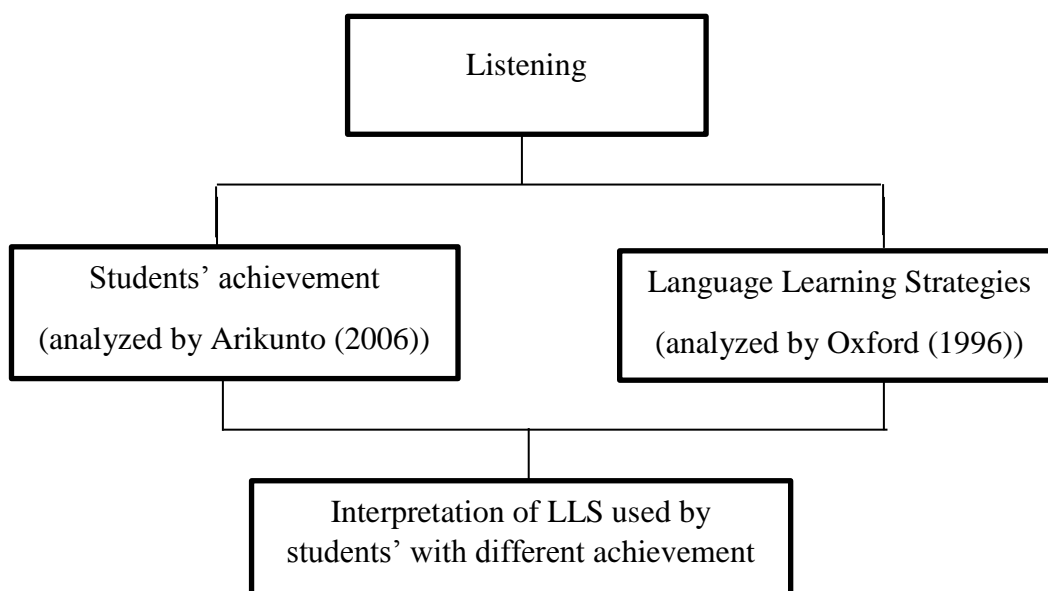
Figure 2.8 Theoretical Framework of Language Learning Strategies used by Students with Different Listening Achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter mainly presents conclusions and suggestions. The analysis in the previous chapter is concluded and the writer attempt to suggest some important matters concerning the discussion of this research.

5.1   Conclusions

The objectives of this study were to describe the language learning strategies used by students with different listening achievement. According to the findings and discussion in the previous chapter, all groups in this study used all kinds of strategy in learning listening. Later, it is found that high achievement group used strategies more often than intermediate and low achievement group. The overall average strategies used for the high achievement group is 3.05 which included medium level. Whereas the average of intermediate achievement group and low achievement group is 2.89 which also included in the medium level.

Moreover, the most used strategies for all group is the same, it is metacognitive strategies. Although it is the same strategies, the average use of each group is different. The average use of metacognitive strategies for the high achievement group is 3.5 which included at a high level and usually used by them. On the other hand, the intermediate achievement group is 3.28 while the low achievement group is 3.33. Both groups are on medium use level and sometimes used by the students.

On the other side, the least used strategies for high achievement group and intermediate achievement group is the same. It is affective strategies. The difference is also on average. The average used of affective strategies for the high achievement group is 2.44 or on the low level and generally not used whereas the average use of affective strategies for intermediate achievement group is 2.64 or on medium level and sometimes used. On the contrast, the least used strategy for low achievement group is compensation strategies. The average is 2.36 or at low level and generally not used.

5.2   Suggestions

Based on the conclusion, the writer would like to give some suggestions for the teacher, the students, and also further researchers.

Firstly, the English teacher especially those who teach listening in the classroom should record their students' already used strategy and those who have not been used. By knowing it, the teacher hopefully would be able to develop the classroom activity with considering kinds of the suitable strategy for students. Although not all of the students might be able to use the same strategies, the teacher still should be able to pick and teach how to use exact strategies to exact problems and tasks. Still, the teacher should consider students' preference for choosing the strategies.

Secondly, the students should use language learning strategies consciously by increasing their awareness they should be able to use strategies in dealing with

listening by using appropriate strategies for a different task. Also, they would be able to choose proper strategies for different problems and tasks.

Lastly, the further researcher who has any interest in language learning strategies should conduct a study about language learning and other skills such as writing, speaking, and reading. Also, it would be better if the further researcher uses other instruments such as classroom observation sheets, or interviews for more precise data. It would also be much better if further researcher who would like to research about the relation of language learning strategy use and achievement conducts more than one achievement test.

BIBLIOGRAPHY

Achievement. (2010). In *Oxford Advanced Learner's Dictionary* (8th ed.). [Application Software].

Affective. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Alfian. (2016). The Application of Language Learning Strategies of High School Students in Indonesia. *IJEE (Indonesian Journal of English Education), 3(2),* 140-157. Retrieved from http://journal.uinjkt.ac.id/index.php/ijee

Aljuaid, H. T. K. (2015). Language Learning Strategies Used by a Group of Saudi Arabian EFL Learners. A Thesis, School of Education and Professional Studies, Griffith University. Retrieved from https://experts.griffith.edu.au/publication/nb30e277100b9b2d0d76f73a8972c8ae4

Alvermann, D. E., & Ratekin, N. H. (1982). Metacognitive Knowledge about Reading Proficiency; Its Relation to Study Strategies and Task Demand. *Journal of Reading Behavior, 14(3).* Retrieved from https://journals.sagepub.com/doi/pdf/10.1080/10862968209547452

Amaluddin, Salasiah, A., & Mardiah. (2016). Developing Teaching Model for Listening Comprehension by Using Audio Visual Aids and Metacognitive Strategy. *The Asian EFL Journal : TESOL Indonesia International Conference Edition, 1(7),* 56-69. Retrieved from https://www.asian-efl-journal.com/wp-content/uploads/AEJ-Special-Edition-December-2016-TESOL-Indonesia-Conference-Volume-1-1.pdf

Aneiro, S. (1989). The Influence of Receiver Apprehension in Foreign Language Learners on Listening Comprehension among Puerto Rican College Students. A Dissertation, New York University.

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: PT Rineka Cipta.

Aryana, S., & Apsari, Y. (2018). Analyzing Teacher's Difficulties in Teaching Listening. *ELTIN Journal, 6(11).* Retrieved from http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/1132

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education.

Cahyono, B. Y., & Widiati, U. (2009). The Teaching of Efl Listening in the

Indonesian Context: The State of the Art. *TEFLIN Journal, 20(2)*, 194-211. Retrieved from http://jurnal-online.um.ac.id/data/artikel/artikel369134D8BFEA873607173D4F1C8F618C.pdf

Caspersz, D., & Stasinska, A. (2015). Can we teach effective listening? An exploratory study. *Journal of University Teaching & Learning Practice, 12(4).* Retrieved from http://ro.uow.edu.au/jutlp/vol12/iss4/2

Chang, C. Y., Liu, S. C., & Lee, Y. N. (2007). A Study of Language Learning Strategies Used by College EFL Learners in Taiwan. 第二期, *2007(3).* Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.545.2982&rep=rep1&type=pdf

Cognitive. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Cohen, A. D. (1996). Second Language Learning and Use Strategies. *Presentation for Symposium on Strategies of Language Learning and Use on December 13-16, 1994.* Retrieved from https://carla.umn.edu/resources/working-papers/documents/SecondLanguageLearningUseStrategies.pdf

Compensation. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Cunningham, J. (2012). Student Achievement. *National Conference of State Legislatures.* Retrieved from http://www.ncsl.org/documents/educ/CharterSchoolStudentAchievement.pdf

Cyr, P., & Germain, C. (2012). *Strategi Pembelajaran Bahasa Asing.* (M. Sayefudin, & A. Yulianto, Trans). Semarang: Unnes Semarang Press. (Original Work Published 1998)

Emanto, Y. (2013). Language Learning Strategies used by different English Proficiency Students of State Senior High School 3 Malang. Skripsi. Study Program of English, Under Graduate Program, Universitas Brawijaya. Retrieved from http://jimbastrafib.studentjournal.ub.ac.id/index.php/jimbastrafib/article/view/155

Eslahkonha, F., & Amiri, B. M. (2014). The Correlation between English Language Listening Comprehension Ability, and Listening Strategy Use among Iranian TEFL Junior University Students. *International Journal of Language Learning and Applied Linguistics World (IJLLALW), 7(2),* 190-203.

Fresiska, F. (2013). The Application of Language Learning Strategies and Their

Relationship with English Proficiency of The Islamic Junior High School Students of Pondok Pesantren Modern Raden Paku Trenggalek. Skripsi. Study Program of English, Under Graduate Program, Universitas Brawijaya. Retrieved from http://jimbastrafib.studentjournal.ub.ac.id/index.php/jimbastrafib/article/view/154

Gale, T. (2008). Achievement Testing. Retrieved from https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/achievement-testing

Gazali, E. (2013). Tinjauan Umum tentang Gaya dan Strategi Belajar Bahasa. *El-Ibtikar, 2(1),* 81-95. Retrieved from http://www.syekhnurjati.ac.id/jurnal/index.php/elibtikar/article/viewFile/390/346

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching, 9(6),* 123-133. Retrieved from http://dx.doi.org/10.5539/elt.v9n6p123

Graham, S., & Santos, D. (2015). *Strategies for Second Language Listening: Current Scenarios and Improved Pedagogy.* United Kingdom: Palgrave MacMillan. Retrieved from https://nettleccahe.cf/schools-teaching/denise-santos-strategies-for-second-language-listening-current-scenarios-and-improved-pedagogy.pdf

Grissmer, D., Kirby, S. N., Berends, M., & Williamson, S. (1994). *Student Achievement and the Changing American Family.* California: Rand. Retrieved from https://www.rand.org/pubs/monograph_reports/MR488.html

Hanna, C. (2012). Listening strategies in the L2 classroom: more practice, less testing. *College Quarterly, 15(1).* Retrieved from https://files.eric.ed.gov/fulltext/EJ976453.pdf

Harmer, J. 2007. *The Practice of English Language Teaching.* (4th edition). UK: Pearson Education. Retrieved from https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_-_Jeremy_Harmer

Hyslop, N. B., & Tone, B. (1988). Listening: Are we teaching it, and if so, how? *ERIC DIGEST, 3.* https://files.eric.ed.gov/fulltext/ED295132.pdf

Jia, L. P., & Wang, Z. H. (2017). A Study of English Listening Strategies of Vocational College Non-English Majors In China. *Us-China Foreign Language, 15(3),* 161-172. Retrieved from https://pdfs.semanticscholar.org/eeb7/dbfd61a2830042a813c38518ebf265b5

6fd2.pdf

Kato, S. (2005). How Language Learning Strategies affect English Proficiency in Japanese University Students. 文京学院大学研究紀要, 7(1), 239-262. Retrieved from https://www.u-bunkyo.ac.jp/center/library/image/kyukiyo7_kato.pdf

Kazamia, V. (2010). Using the SILL to record the language learning strategy use; Suggestions for the Greek EFL population. *Advances in Research on Language Acquisition and Teaching: Selected Papers.* Retrieved from http://www.enl.auth.gr/gala/14th/Papers/English%20papers/Kazamia.pdf

Kazi, A. S., & Iqbal, H. M. (2011). Use of Language Learning Strategies by Students at Higher Secondary Level in Pakistan. *International Journal of Social Sciences and Education, 1(4).* Retrieved from http://ijsse.com/sites/default/files/issues/2011/v1i4/paper%2021/paper%2021.pdf

Language. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Learning. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Listening. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Long, L. N., & Tanh, T. T. (2016). EFL Teachers' Perception and Instruction in Listening Classes. *Asian Journal of Educational Research, 4(3).* Retrieved from http://www.multidisciplinaryjournals.com/wp-content/uploads/2016/04/FULL-PAPER-EFL-TEACHERS%E2%80%99-PERCEPTION-AND-INSTRUCTION-IN-LISTENING-CLASSES.pdf

Memory. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Metacognitive. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Michaleková, L. (2017). Language Learning Strategies and Their Impact on Listening Comprehension of ESP Learners. Retrieved from https://www.pulib.sk/web/kniznica/elpub/dokument/Strakova4/subor/Michalekova.pdf

Morley, J. (2001). *Aural Comprehension Instruction: Principles and Practices.* Boston: Heinle and Heinle. Retrieved from http://hrdjournal.buu.ac.th/public/backend/upload/onlinejournal/file/1006201

6_146554555242182900.pdf

Nasir, A. (2016). Implementing SBI (Strategies-Based Instruction) in Teaching Speaking Skills. *The Asian EFL Journal : TESOL Indonesia International Conference Edition, 1(1),* 5-14. Retrieved from https://www.asian-efl-journal.com/wp-content/uploads/AEJ-Special-Edition-December-2016-TESOL-Indonesia-Conference-Volume-1.pdf

O'MaIIey, J. and A. Chamot, (1987). *Learning Strategies in Language Acquisition.* Cambridge: Cambridge Univesity Press. Retrieved from https://www.jstor.org/stable/pdf/3586954.pdf

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Heinle & Heinle Publishers.

Oxford, R. L. (2003). Language Learning Styles and Strategies: An Overview. Retrieved from http://web.ntpu.edu.tw/~language/workshop/read2.pdf

Palangngan, S. T., Atmowardoyo, H., & Weda, S. (2016). English Listening Lesson Library Online (ELLLO) as a Supporting Media in Learning Listening. *ELT Worldwide, 3(1).*Retrieved from https://www.researchgate.net/publication/319065491_English_Listening_Lesson_Library_Online_ELLLO_as_a_Supporting_Media_in_Learning_Listening

Pannak, O., & Chiramanee, T. (2011). Language Learning Strategies Used by First Year Students at Thaksin University, Songkhla Campus, Thailand. Faculty of Liberal Arts, Prince of Songkla University. Retrieved from http://tar.thailis.or.th/handle/123456789/668

Piamsai, C. (2007). An Investigation of the Use of Listening Strategies and Listening Performance of Proficient and Non-proficient Language Learners. Chulalongkorn University Language Institute. Chulalongkorn University. Retrieved from http://www.culi.chula.ac.th/Research/e-Journal/2011/Chatraporn.pdf

Raharjo, S. [Sahid Raharjo]. (2018, May). *Uji Reliabilitas Cronbach Alpha untuk Kuesioner dengan SPSS UPDATE* [Video File]. Retrieved from http://youtu.be/DGkbPPxS9pY

Rastegar, M., Kermani, E. M., & Khabir, M. (2017). The Relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Learners. *Open Journal of Modern Linguistics, 7,* 65-74. Retrieved from https://doi.org/10.4236/ojml.2017.72006

Rost, M. (2002). *Teaching and Researching Listening*. London: Longman.Retreieved from

http://www.dinus.ac.id/repository/docs/ajar/(Applied_Linguistics_in_Action)_Michael_Rost-Teaching_and_Researching__Listening-Pearson_Education_ESL_(2011).pdf

Rubin, J. (1988). *Improving Foreign Language Listening Comprehension.* Washington DC: US Department of Education.

Safari, M. U. K., & Fitriati, S. W. (2016). Learning Strategies Used By Learners with Different Speaking Performance for Developing Speaking Ability. *English Education Journal, 6 (2).* Retrieved from http://journal.unnes.ac.id/sju/index.php/eej

Salataci, R. (2002). Possible Effects of Strategy Instruction on L1 and L2 Reading. *Reading in a Foreign Language, 14(1).* Retrieved from https://www.researchgate.net/publication/255672456_Possible_Effects_of_Strategy_Instruction_on_L1_and_L2_Reading

Sen, H., & Sen, M. (2012). A comparison of EFL teachers' perceptions of language learning strategies (LLSs) and learners' reported use of LLSs in their English language classes. *Social and Behavioral Sciences, 46 (2012),* 1846 – 1854. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.632.9944&rep=rep1&type=pdf

Social. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Strategy. (2010). In Oxford Advanced Learner's Dictionary (8th ed.). [Application Software].

Tam, K. C. (2013). A Study on Language Learning Strategies (LLSs) of University Students in Hong Kong. *Taiwan Journal of Linguistics, 11(2), 1-42.* Retrieved from http://tjl.nccu.edu.tw/main/uploads/11.2_.1_2_.pdf

Tamjid, N. H., & Babazadeh , N.(2012). Comparing Intermediate EFL Students' and Teachers' Perceptions of Listening Comprehension Strategy Use. *World Applied Sciences Journal, 16(9),* 1308-1313. Retrieved from https://pdfs.semanticscholar.org/2764/708d017910500aff5bc872fe64c8e46c6d16.pdf

Tapuih, P. (2017a). Latihan Soal Listening UN Bahasa Inggris SMA 2014 [Video File]. Retrieved from http://www.itapuih.com/2017/03/latihan-soal-listening-un-bahasa_0.html?m=1

Tapuih, P. (2017b). Latihan Soal Listening UN Bahasa Inggris SMA 2015 [Video File]. Retrieved from http://www.itapuih.com/2017/03/latihan-soal-listening-un-bahasa_12.html?m=1

Tapuih, P. (2017c). Latihan Soal Listening UN Bahasa Inggris SMA 2016 [Video File]. Retrieved from http://www.itapuih.com/2017/03/latihan-soal-listening-un-bahasa_54.html?m=1

Tapuih, P. (2017d). Latihan Soal Listening UN Bahasa Inggris SMA 2017 Beserta Pembahasan [Video File]. Retrieved from http://www.itapuih.com/2017/11/soal-listening-un-sma-2017-beserta.html?m=1

Walker, N. (2014). Listening: the most difficult skill to teach. *Encuentro, 23*, 167-175. Retrieved from www.encuentrojournal.org/textos/Walker_LISTENING%20.pdf

Wenden, A. L., & Rubin, J.. (1987). *Learner strategies in language learning.* New Jersey: Prentice-Hall. Retrieved from http://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=2016193

Wilson, JJ. (2011). *How to teach listening.* England: Pearson Education Limited.

Wilson, M. (2003). *Discovery Listening—Improving Perceptual Processing.* Retrieved from http://dx.doi.org/10.1093/elt/57.4.335

Zuhairi, A., & Hidayanti, I. (2016). The Strategies of Indonesian Junior High School Students in Learning Listening Skill. *Arab World English Journal (AWEJ), 7(4),* 117 – 124. Retrieved from https://osf.io/26dxa/download

[Excellenz School of Education]. (October, 2018). Listening UN Bahasa Inggris SMA/MA 2019 – Latihan 1 [Video File]. Retrieved from https://youtu.be/lG9bgED9xvM

[Excellenz School of Education]. (October, 2018). Listening UN Bahasa Inggris SMA/MA 2019 – Latihan 2 [Video File]. Retrieved from https://youtu.be/mCB2Z_V5iwE

[Excellenz School of Education]. (October, 2018). Listening UN Bahasa Inggris SMA/MA 2019 – Latihan 3 [Video File]. Retrieved from https://youtu.be/46DmMC-bXDQ

[Excellenz School of Education]. (October, 2018). Listening UN Bahasa Inggris SMA/MA 2019 – Latihan 4 [Video File]. Retrieved from https://youtu.be/YltplLbmnzU

[Excellenz School of Education]. (October, 2018). Listening UN Bahasa Inggris SMA/MA 2019 – Latihan 5 [Video File]. Retrieved from https://youtu.beEeXxz2b8xJQ