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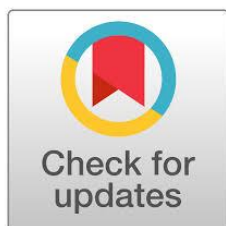
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## The Strategies in Learning English Listening Skills Used by The Eighth-Graders

Mery Eka Wahyuni, Nina Inayati<sup>\*)</sup>

Universitas Muhammadiyah Malang, Indonesia

<sup>\*)</sup>Corresponding author email: [nina@umm.ac.id](mailto:nina@umm.ac.id)

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### Abstract

Listening is a receptive skill that plays a crucial role in learning English because it is a language modality used in direct conversation. This study determined the strategies used by the eighth-graders in English listening lessons and their reasoning. This study implemented a mixed-method approach and was carried out in a private junior high school in Probolinggo, involving 62 students. To collect the data, the researchers employed surveys and interviews to determine the types of student learning strategies in listening lessons and the reasons for using these strategies. The survey data were analyzed quantitatively using weighted means, while the qualitative data from the interview were thematically analyzed. The findings indicated that the most used strategies were metacognitive ( $x=3.77$ ), cognitive ( $x=3.69$ ), and social-affective ( $x=3.40$ ). Next, students' reasons for using the metacognitive strategies would understand the topic, think about the learning process, and evaluate evaluations that help them do the listening test. Students could understand the meaning of the topics they hear, make students focus on learning objectives, and know the progress of learning applied. By knowing students' learning strategies and their reasons, teachers can be more creative in choosing the proper learning methods because they know students' character and what they need.

**Keywords:** English as A Foreign Language (EFL); listening; listening strategy; learning strategy

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## Introduction

Listening is a receptive skill that plays a crucial role in English learning because it is a basic mode of conversation found in both direct and indirect conversations (Hanifa, 2014). Before students can respond to teachers in the teaching-learning process, they should first hear to collect information and concepts. Listening is also about understanding the speaker's ideas, information, or lead. According to Nawangsasi (2015), listening has three advantages for language learning activities. First, it can give examples of pronouncing a word correctly and adequately. Second, students can learn speed, stress, accents, and intonation. Third, it allows students to learn grammar indirectly.

According to the current Indonesian curriculum, one of the language skills that students must master is listening. Students are expected to have good abilities to respond verbally in a transactional and interpersonal manner. Of the four language skills, listening strategies are often used in communication. According to Amir (2018), learning strategies can help English students master this skill independently, individually and in groups. Indirectly, the method for listening and the ability to use it can help students to improve language learning abilities and achievement. However, many teachers still struggle to implement innovative listening strategies for students in the learning process because they lack an understanding of the importance of explaining the steps (hence the strategy) before listening activities begin. Often, the teacher only gives orders to listen to an audio text and answer questions so that students only focus on what is given.

Past research has identified learning strategies in listening skill instruction in secondary schools. For example, Muhammad et al. (2013) studied the techniques used by senior high school students in Bandar Lampung, while Rini (2017) discussed students' listening comprehension difficulties and strategies used by students in the intermediate listening class using the qualitative method. Another researcher, Bao (2017), investigated the listening strategies used by Mongolian teachers and students in higher education contexts. Furthermore, Lewier and Nendissa (2020) also studied students' listening strategies at the English education study program of Pattimura University, Ambon.

Although previous studies have covered listening strategies used in teaching and learning English listening skills, limited studies were conducted at the secondary school level,

especially focusing on the 8<sup>th</sup> grader's strategy use and reasoning, which is important since the understanding could help teachers better design specific listening activities for secondary school level and improve students' learning experience and outcomes. In addition, secondary school students could benefit from the study by knowing the strategies and their features to make better decisions about which strategies to use.

### **Literature Review**

This section mainly focuses on literature related to English language teaching and learning, listening strategies, and learning English listening skills by the eighth graders.

#### **English Language Teaching and Learning**

English is one of the most important foreign languages taught in Indonesian schools. According to Aufa (2018), there are three main functions of teaching English in Indonesia: 1) as a means of international communication, 2) as a tool to help Indonesians thrive in the global world, 3) as an instrument in utilizing modern science and technology for development. Language learning is long and complex. Learning is obtaining or gaining knowledge about a subject or skill through experiential learning or instruction (Brown, 2000). Ihwanudin (2012) stated that language learning is a step in which students can explore all their abilities to act, feel, and think. Learning another language is not an instant process. It needs regular practice to succeed. In other words, learning a new language requires a long process to see the results. Language learning aims to use the language, respond in all situations, and read and write the language being studied. Therefore, student learning efforts are essential to success (Özer, 2020).

Different from learning, teaching is a process of coaching and facilitating learning. Desmita (2009) defined teaching as an activity in organizing students and providing relevant facilities to support effective learning. Needless to say, that teaching is always connected to learning. The teacher's understanding of learning determines his knowledge of teaching. According to Nurfitriah & Faridatul (2013), teaching aims to provide lessons to someone (students) by providing instructions that allow them to experience a series of events. Teaching is essentially a process, namely managing and organizing the environment around students so

they can use them and grow by carrying out the learning activities. In addition, effective teaching media and activities are crucial for the success of the instruction process, such as using games to increase student's engagement and motivation in language learning (Inayati & Waloyo, 2022).

Teaching English is an activity to manage students and provide language learning facilities so that the language learning process is well structured and executed. According to Aqli (2013), English language teachers focus on what is being taught (goal) and how to teach (methods/strategies) to achieve proficiency or achievement in all English skills and components such as listening, speaking, reading, writing, and grammar which is also the case in learning listening skills, where the teacher and schools' facilities support the spirit of mastering students' English listening skills. Cai et al. (2018) explained that listening skill learning is one of the primary sources of expanding students' knowledge, including resources inside and outside the classroom.

Listening is essential in understanding and responding to information explained and informed in direct communication among people. Listening is an active process in which the listener can interpret the information described by hearing (Nunan, 2003). Active interpretation of the verbally spoken words is necessary for understanding listening in English. In learning to listen, two-way communication is needed, not just one-way, because of teaching listening skills. According to Wang (2020), it is about developing listening comprehension skills in a language class. Therefore, listening comprehension is important, especially in verbal and oral communication.

### **Strategies in Teaching Listening**

Listening strategies are techniques or activities that contribute directly to the comprehension of listening input. Listening strategies can be classified by how the listener processes the information (Mayasari, 2011). In addition, listening strategies are included in language learning strategies, seen as procedures, techniques, or activities that students deliberately carry out to improve learning, processing, and producing memory about linguistic and schematic knowledge (Chamot, 2005). The process of how the listener processes the input

requires a strategy to avoid misunderstandings so that the information or messages provided can be received and responded to well.

According to Siegel (2015), listening strategy is the way students can synchronize understanding related to listening. In other words, listening strategies are used to improve listening comprehension (Field, 2003). Therefore, all listening strategies have benefits related to success in understanding listening. Listening strategies can also be interpreted as patterns of learning activities that the teacher chooses and uses contextually, according to students, school conditions, the surrounding environment, and formulated specific learning objectives (Syahputra, 2006).

The strategies in learning, including listening skills, are generally divided into three main categories: cognitive, metacognitive, and socio-affective (Brown, 2000). First, cognitive strategy is more limited to the specific learning task and involves more direct manipulation of the material. Cognitive strategies are related to the thinking ability of students in processing teaching and learning materials. Second, metacognitive strategy is a term used in information processing theory to indicate an "executive" function that involves planning for learning, thinking about the learning process as it is taking place, monitoring one's comprehension production, and evaluating learning after an activity is completed. In other words, metacognitive strategies concern tactics or how students handle and manage learning material. Finally, the socio-affective strategies involve socio-mediating and interacting with others in learning activities. Social strategy is related to the cooperation of students with peers in achieving learning goals.

These strategies can be used for processing, storage, retrieval, and the use of newly learned language (Nurhidayati et al., 2020). The three strategies above are indirect in that they focus on students so that the teacher only becomes a facilitator, and students can decide and have the opportunity to be more involved in learning. According to Glogger et al. (2012), students who use a variety of strategies are more successful than students who use only one strategy. Also, according to Keezhatta (2020), using several strategies greatly influences learning outcomes. In other words, there is a positive influence between using learning strategies and learning outcomes.

### Previous Research on Strategies in Learning English Listening skill

In most Indonesian schools, English for secondary school students still revolves around understanding and repetition, especially in listening subjects. With regards to strategies for learning listening skills in English language teaching contexts, previous research has been conducted. For example, Muhammad et al. (2013) studied the techniques used by senior high school students in Bandar Lampung, involving 32 English language learners. The research found that 17 students used cognitive strategies, eight metacognitive strategies, and seven social strategies. In another study, Rini (2017) discussed students' listening comprehension difficulties and strategies used by students in the intermediate listening class. This study aims to determine the factors or problems in English listening and the strategies to overcome these difficulties. Using the qualitative method, they found that the listening comprehension issues faced by the students' included vocabulary, speaking speed, accent, pronunciation, class condition, concentration, and motivation. In addition, the strategy used was varying the media employed as a learning tool.

Next, Bao (2017) investigated the listening strategies used by teachers and strategies used by students involving 174 non-English majors and 35 English teachers in Inner Mongolian University, China. It aimed to discover how students use listening strategies and the suggestions regarding their use. Furthermore, Lewier & Nendissa (2020) also observed students' listening strategies at the English education study program of Pattimura University, Ambon. This study involved 60 students of the English study program to investigate the implementation of various strategies carried out by EFL students. The results showed that most students applied social/affective strategies (76.6%) and metacognitive strategies (46.6%).

Specific studies about listening strategies conducted on secondary school students are still scarce. One of the studies was conducted by Olaya (2009). In his research on listening strategies for eighth-graders in Pereira, Colombia, they were not widely used for eighth-grade students, so their understanding of listening in English was lacking. The teachers who taught there only listened based on their writing on the board, and students followed it. Audio recordings, podcasts, etc., had not been done. This issue may also be found in several schools in Indonesia.

In another research related to English language learning strategies used by eighth-grade junior high school students in Bandung by Amir (2018), students tended to ask for more verification if they did not understand and asked to repeat what was said if it was still unclear. Students also used other strategies to understand the meaning discussed by asking others to repeat their words. Some listened to keywords and tried to understand all the words without translating them.

Considering the scarcity of studies about listening strategies used by secondary school students in English as a foreign language teaching and learning contexts, this study aims to contribute by filling the literature gap.

### **Method**

In this research, the researchers decided to use a mixed methods design. According to Tashakkori and Creswell (2007), a mixed method is a research design with philosophical assumptions guiding the direction and investigation methods. It focuses on collecting, analyzing, and blending quantitative and qualitative data in a series of studies. If combined, they will provide a better understanding of the research problem than either approach alone to obtain information about the service and influence of listening strategies used by the understudied. The subjects of this study were eighth-grade students of a Muhammadiyah junior high school in Probolinggo, which consisted of 62 students. They were chosen because the eighth graders could adapt better than the seventh graders and were generally less time-intensive than the ninth-graders who had to prepare for final exams.

This study used a survey with a closed questionnaire. The questionnaire contained 24 statements about the listening strategies used and 9 statements about the reasons for using the strategies. The survey was distributed directly to all eighth-grade students, and all 62 students completed it. Next, in the interview session, six students were selected for the interview session three boys and three girls. Each class was represented by one student with the highest and one with the lowest scores. The content of the questions in the interview was an outline of the questionnaire.

The procedure of the data collection in this research can be summarized in the following steps. First, the researchers created a questionnaire based on Brown's (2000) theory

of language learning strategies as the theoretical framework for developing the questionnaire items. As noted in the literature review section, there are three language learning strategies; cognitive, metacognitive, and socio-affective. In the questionnaire, each strategy was represented by 8 statements detailing the strategy used and 3 statements representing the reasons for using strategy in learning English listening skills. As such, the questionnaire was expected to describe the facts and opinions experienced by the participants well.

Second, the researchers conducted an interview session by inviting six respondents. The teacher concerned selected the six participants based on the highest and lowest scores, and the number of male participants was equal to the number of female students. Interviews were conducted in person by inviting six representatives in turn. Each interview session takes 5-7 minutes. The researchers also recorded the process during the interview, so those interview transcripts were obtained as data.

Once all the data were obtained, they were analyzed using the following procedure. First, the survey was given as a questionnaire with a Likert scale of 1-5 in frequency; 1 means never to 5 means always. The resulting data were analyzed using the weight means, and the scale table can be seen as follows.

**Table 1.** Interval Scale listening strategy

Category	Interval Scale
Always	4.6 - 5
Often	4 - 4.5
Sometimes	3 - 3.5
Seldom	2 - 2.5
Never	1 - 1.5

Furthermore, the interview results were analyzed thematically based on the research questions, namely, the types of listening strategies used by students and the reasons students used these strategies.

### Findings

This section presents data analysis related to listening strategies and the reasons for using these strategies.

#### The Listening Strategies Used by the Eighth Graders



In general, strategies for learning listening skills most frequently used by the eighth-graders were metacognitive strategies ( $X = 3.77$ ), followed by cognitive strategies ( $X = 3.69$ ) and finally socio-affective strategies ( $X = 3.40$ ). In the survey, the respondents were asked to indicate the frequency of using specific listening strategies using a 5-point Likert Scale of (5) always, (4) often, (3) sometimes, (2) seldom, and (1) never. Table 2 displays the data analysis regarding metacognitive strategies based on the respondents.

Table 2. Metacognitive strategies

Metacognitive Strategies	Mean
Understanding every word	4.26
Thinking of easy steps	4.15
Evaluating deficiencies	4.13
Paying attention to the emphasis of the tone	3.71
Repeating new words	3.71
Repeating listening material	3.53
Taking detailed notes	3.37
Searching literature	3.37
<b>Grand mean</b>	<b>3.77</b>

As noted in Table 1, the overall mean for all metacognitive strategies is 3.77, which means that students often used those strategies in general. To be more detailed, the metacognitive strategies most often used by the students were understanding every word they heard from the audio texts they listened to ( $x=4.26$ ), thinking of easy steps in doing the listening tasks ( $x=4.15$ ) and evaluating the deficiencies or weaknesses of their listening skills to improve it ( $x=4.13$ ). While for the least used metacognitive strategies were searching literature or reading books related to listening skills and taking detailed notes of their listening skill learning activities ( $x=3.37$ ), both of which fall into the category of 'sometimes'.

Analysis of the interview data suggests what students did in more detail when using metacognitive strategies, as shown in the following excerpt.

*"I've used this strategy like making easy steps to listening to help me learn listening better, scheduling, repeating the vocabulary, and evaluating them after I finished learning." - Student 6*

Next, the student respondents' second most frequently used strategies in learning English listening skills are cognitive strategies ( $x=3.69$ ). More specifically, the students' cognitive strategies most often used were listening to the materials used in class ( $x=4.05$ ),

meaning that they often repeated the audio materials used in listening activities for further learning. Then, they also reported frequent use of finding the meaning of complex vocabulary ( $x=3.94$ ) to understand the topic. As for the least used cognitive strategies, the data analysis suggested that they sometimes made mindmaps for the content of the audio texts they listened to ( $x=3.19$ ) and wrote the words that they were not familiar with ( $x=3.40$ ). Table 3 presents the complete data analysis results regarding the students' cognitive strategies.

Table 3. Cognitive strategies

Cognitive Strategies	Mean
Listening to the material used in class	4.05
Find the meaning of complex vocabulary	3.94
Guessing the meaning of vocabulary	3.87
Looking for the main idea for the topic	3.84
Analyzing topics	3.61
Taking notes while listening	3.50
Writing vocabulary that you don't know	3.40
Making mind maps	3.19
<b>Grand mean</b>	<b>3.69</b>

Analysis of the interview data shows a better description of the cognitive strategies used by the students in learning English listening skills, below are the excerpts.

*"I choose the cognitive one because with the second one, finding the meaning of the words that are new to me, I can understand faster and get better results (score) at school." - Student 3*

Finally, the socio-affective strategies obtained a grand mean of 3.40, putting it in the category of 'sometimes' in general. However, the respondents also reported frequent use of a few of the socio-affective strategies, such as making themselves comfortable in learning ( $x=4.03$ ), asking the teachers if they found difficulties ( $x=3.90$ ), and discussing with their classmates ( $x=3.81$ ). While for most socio-affective strategies, students reported occasional use, the least were practicing English listening skills by watching English channels ( $x=2.74$ ) and watching movies in English ( $x=2.94$ ). Table 4 displays the complete data analysis of the socio-affective strategies used by the students in learning English listening skills.

Table 4. Socio-affective strategies

Socio-affective Strategies	Mean
Making yourself comfortable	4.03
Asking the teacher if there are difficulties	3.90
Discussing with friends	3.81
Practicing by listening to songs	3.53
Ability to improve outside of school hours	3.37
Clarifying the teacher	2.95
Practicing by watching movies	2.94
Practicing by watching English channels	2.74
<b>Grand mean</b>	<b>3.40</b>

Deeper information about how students used socio-affective strategies was found in the interview data. Below are the excerpts.

*"I like the socio-affective strategies because it is easier to understand by discussing and exchanging information with friends." - Student 4*

### Reasons Students Use Listening Strategies

The data about the reasons for choosing certain strategies in learning English listening skills by eighth-graders were also obtained from surveys and interviews. The questionnaire for the reasons used a 4-point Likert Scale of Strongly Agree (4), Agree (3), Disagrees (2), and Strongly Disagree (1). In general, the survey data analysis shows consistent alignment with the strategies used in the way that the highest grand mean belongs to the metacognitive strategies ( $x=3.27$ ), followed by cognitive strategies ( $x=3.10$ ), and socio-affective strategies ( $x=3.08$ ). However, the students reported feeling facilitated by using all of the strategies, which is indicated by agreement to all of the items of reasons. Table 5 presents a detailed analysis of the reasons for the strategy used by the students.

Next, analysis of the interview data added better insights into the detail of their reasons for using certain strategies. For example, a student reported in the interview that the metacognitive strategy improved his listening skills by implementing several steps such as regular practice to evaluate himself.

*"Metacognitive strategy, because it makes me consistent in studying with a regular schedule of self-evaluation so that my English skills can improve." - Student 6*

Table 5. Reasons for Strategy Use

Statement	Mean
<b>Metacognitive: Because,</b>	
My listening skills improved by taking notes on important things.	3.29
My listening skill improves if I schedule practice regularly	3.29
I can evaluate my ability by recording the results of each listening lesson.	3.24
<b>Grand mean</b>	<b>3.27</b>
<b>Cognitive: Because,</b>	
I can outline the content of the conversation that is heard by knowing the main topic.	3.16
The material is easier to understand by taking important notes while listening.	3.15
I can add new vocabulary that makes me understand the topic's content while listening.	3.02
<b>Grand mean</b>	<b>3.10</b>
<b>Socio-affective: Because,</b>	
I can outline the content of the conversation that is heard by knowing the main topic.	3.16
The material is easier to understand by taking important notes while listening.	3.15
I can add new vocabulary that makes me understand the topic's content while listening.	3.02
<b>Grand mean</b>	<b>3.10</b>

Then, two students commented on their reasons for using cognitive strategies, stating that it made it easier for them to understand what they learned in school when listening to English audio texts. In addition, with this strategy, they reported quicker understanding.

*"With cognitive strategies, I feel easier to understand. It's clearer because it follows the books and materials we learn at school." - Student 2*

*"I choose the cognitive one because with the second one, finding the meaning of the words that are new to me, I can understand faster and get better results (score) at school." - Student 3*

Finally, about the socio-affective strategies, the students reported that it helped the most when they found difficulties in finding a solution through discussion with classmates.

*"I like the third one (socio-affective strategies) because when discussing with friends, it is much easier to understand listening." - Student 1*

*"I choose socio-affective strategies because when studying together with friends, it is much easier to understand listening, and it improves listening more outside of school hours." - Student 5*

## Discussions

The data analysis results in the finding section suggested salient trends worth further discussion. First, this study found that eighth grade students mostly used metacognitive strategies, followed by cognitive and socio-affective strategies in learning English listening skills. This finding differs from Muhammad et al. (2013). They found that the eleven-grade students mostly chose cognitive strategies, followed by metacognitive and socio-affective strategies in learning English listening skills. This difference showed that although they were only three years different in age, their cognitive preferences were generally different, understanding teachers need to consider when designing effective listening instruction strategies.

Second, this study found that eighth-graders preferred metacognitive strategies to learn English listening skills. Metacognition facilitates comprehension and allows learners some control and independence (Vandergrift, 2005). According to Rochmawati and Sukma (2004), metacognitive strategies help learners appropriately plan, organize, and calibrate their intellectual abilities. They also found three steps of applying metacognitive strategies that students in learning to listen often used. First, understanding the vocabulary heard, in learning, listening, understanding, and vocabulary make students understand the meaning of what is being heard. Second, thinking about or planning easy steps in learning to listen allows students to focus more on learning objectives in listening. Third, evaluating the learning outcomes makes students more aware of their learning progress and performance. These factors may explain why metacognitive strategies were found more favored by the students in this study.

Next, the eighth-graders in this study frequently used cognitive strategies, a problem-solving strategy used by students to deal with learning tasks and facilitate knowledge acquisition (Lewier & Nendissa, 2020). Students usually used this strategy to find out the meaning of words and tried to guess the definition based on the context of their listening topic. The students seemed to combine metacognitive and cognitive strategies in learning English listening skills. This finding indicated their commitment to study by themselves first, before finally, when they were stuck, they sought assistance from others by using socio-affective strategies. As explained in Gilakjani and Sabouri (2016), listeners use socio-affective

to cooperate with others to find out their understanding and fears. Socio-cognitive is also one factor that influences the choice of personal actions and administrations in attempting to do assignments (Fathi et al., 2020). In other words, the socio-affective strategy is used mainly because of the situation or condition while studying, as it is closely related to students' psychological factors when interacting with classmates and teachers.

The significant reason for using listening strategies is based on the survey of the students determined to apply them in learning to listen. Important notes help understand any context. Furthermore, students also agreed that they could improve their listening skills by providing regular practice. Indirectly students are trained to get used to learning continuously, even for a short time. Also, with scheduled exercises, students can evaluate learning outcomes based on each record of their progress in learning. Regular and detailed steps in strategy procedures and audiovisual aids make learning more effective and efficient (Salasiah et al., 2018).

Students also agreed that when learning to listen, they could more easily understand the topic by knowing the main topic sentence, so students in listening remained focused. There were also benefits when students added important notes. Students also increased their vocabulary to make it easier to learn to listen. On the other hand, socializing is essential in listening because students can exchange information and work with good friends during and outside school hours. According to Nurhidayati et al. (2020), through discussion activities, students become more active and collaborate to solve problems during the listening process. Listening to music and watching movies and songs can also improve listening skills.

### Conclusion

In general, the strategies commonly used by the eighth-graders in this study are, in order of frequency, metacognitive strategies ( $x=3.77$ ), cognitive strategies ( $x=3.69$ ), and socio-affective strategies ( $x=3.40$ ). The metacognitive strategy used was the three strategic steps in learning: understanding vocabulary, planning easy steps in learning to listen, and evaluating what has been learned. The reason for choosing these strategies is to make important notes on important vocabulary, the need for regular practice to improve abilities, and to evaluate the

learning outcomes. In addition, in cognitive strategies, they used cognitive measures such as knowing the meaning of words and translating word for word while listening. The reasons mentioned for these strategies were that it was more feasible for students to understand the topic by knowing the main sentence, it helped improve vocabulary by understanding the meaning, and it made them more focused when listening. Finally, in the socio-affective strategies, they related the listening activity to other social activities that involve interaction with friends to exchange ideas. As for the reasons for choosing these strategies, it was so that they could socialize with friends to exchange information, work together to improve their listening skills, and enhance their skills by listening to music, watching movies, and other English audio exposure.

This study may be limited in terms of the methods, such as the lack of rigorous check on the questionnaire reliability and validity and the limited number of respondents involved. Therefore, future researchers who would like to study the same area could aim to conduct more rigorous methods involving systematic questionnaire validity and reliability tests. In addition, future studies in the area can aim to have more respondents so that the results can be more widely generalized. Besides, they could use experimental design to investigate the effects of different strategies on the students' listening skills improvement.

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