Listening Comprehension Strategies Used by EFL Students in State University of Surabaya

Meisya Ivone Firdaus

English Department, Language and Art Faculty,Universitas Negeri Surabaya

meisyafirdaus@mhs.unesa.ac.id

Abstrak

Pemahaman mendengarkan adalah keahlihan reseptif yang menuntut siswa untuk mengerti dan memahami bahasa yang diucapkan dengan mendengarkannya. Beberapa murid yang mempelajari Bahasa Inggris sebagai bahasa asing masih mempunyai kesulitan dalam memahami tekanan, intonasi, tata bahasa, kecepatan berbicara, dll. Dengan adanya kesulitan tersebut, siswa harus menemukan strategi mendengarkan yang sesuai agar lebih efektif dalam mendengarkan. Tujuan dari penelitian ini adalah untuk mengetahui seberapa sering strategi mendengarkan metakognitif digunakan oeh mahasiswa di Universitas Negeri Surabaya, seberapa strategi mendengarkan kognitif digunakan oleh mahasiswa di Universitas Negeri Surabaya dan seberapa sering strategi mendengarkan sosial dan afektif digunakan oleh mahasiswa Univeristas Negeri Surabaya. Penelitian ini menggunakan desain kuantitatif dan penelitian survei untuk menemukan hasilnya. Subyek penelitian ini adalah 46 mahasiswa dari kelas mendengrkan akademik A dan B. Instrumen yang digunakan adalah kuisioner strategi mendengarkan yaitu metakognitif, kognitif dan sosial afektif. Dari hasil penelitian, strategi mendengarkan metakognitif sangat sering digunakan oleh mahasiwa Universitas Negeri Surabaya dengan nilai rata-rata yaitu 3,73. Strategi mendegarkan metakognitif yang sering digunakan adalah mengarahkan perhatian (rata-rata= 4.60), perhatian selektif (rata-rata= 4.34) dan bersantai (rata-rata= 4.08). strategi mendengarkan kedua yang sering digunakan oleh mahasiswa Univesitas Negeri Surabaya adalah strategi menengarkan kognitif dengan nilai rata-rata= 3.66. Strategi kognitif yang sering digunakan adalah pengalaman diri sendiri (nilai rata-rata= 4.21), mendengarkan kata kunci(nilai rata-rata= 4.10) dan mencatat (nilai rata-rata= 4.08). Yang terakhir, strategi mendengarkan sosial afektif sering digunakan oleh mahasiswa Universitas Negeri Surabaya dengan nilai rata-rata= 3.55. Ada mendengarkan orang lain dengan nilai rata-rata= 4.10 dan menyemangati diri sendiri dengan nilai rata-rata= 3.78.

Kata Kunci: Pemahaman Mendengarkan, Strategi Mendengarkan, Strategi Mendengarkan Metakognitif, Strategi Mendengarkan Kognitif dan Strategi Mendengarkan Sosial Afektif.

Abstract

Listening comprehension is receptive skills which require students to understand and make sense of spoken language by hearing it. Some EFL students still have difficulties in dealing with stress, intonation, grammar, speed of sound, etc. By looking at the problems, EFL students have to find out listening strategies that appropriate to make listening effectively. The aims of this study are to know how much metacognitive listening strategies used by EFL students in State University of Surabaya, how much cognitive listening strategies used by EFL students in State University of Surabaya and how much socio-affective listening strategies used by EFL students in State University of Surabaya. This research used quantitative design and survey research to find out the result. The subjects of this research were 46 students of academic listening class A and B. The instrument used in this research was listening strategies questionnaire; metacognitive listening strategies, cognitive listening strategies and socio-affective strategies. Based on the result, listening strategies that frequently used by EFL students were metacognitive listening strategies by looking at the mean value (M= 3.73). It consists of directed attention (M= 4.60), selective attention (M= 4.34) and relaxing (M= 4.08). The second listening strategies that frequently used by EFL students was cognitive listening strategies which had M= 3.66. It consist of personal experience (M= 4.21), listening keyword (M= 4.10) and taking note (M= 4.08). Last, socio-affective listening strategies was frequently used by EFL students which had M= 3.55. There were listening someone else which had M 4.10 and self encouragement M= 3.78.

Keywords: Listening Comprehension, Listening Strategies, Metacognitive Listening Strategies, Cognitive Listening Strategies and Socio-affective strategies.

INTRODUCTION

Listening comprehension is the process of comprehending something which are heard and organized it into language feature elements in order to provide the meaning (Goss, 1982). Comprehending of what she or he has heard is called listening comprehension (Brown and Yule, 1983). Listening belongs to substantial skills which

students have to learn. It plays an important role as all of the information is received orally and used in the classroom (Thompson & Rubin, 1996; Hauck, 2005). Nation and Newton (2009, p. 38) also mentioned that it offers students any kind of information or input to develop knowledge for their oral communication. When listening, the students have willingness and competence to understand what is said. It indicates that all of the information is received by listening. Listening becomes part of material for English Department students in State University of Surabaya. They require to pass all the listening class and to good enough in listening. Students understand the information through sound they have heard, stress, prior knowledge, grammatical structures, intonation, etc.

According to Harmer (2007) there are two types of listening materials: intensive and extensive. Intensive material can be done in the classroom. The teacher or lecture used all of the media that is facilitated in the classroom or language laboratory such as recording tapes, CD, etc. This type of material can be from news, prepared material from the teacher, stories, academic text, etc. While, extensive materials can be done outside the class and from another sources such as television or radio. Here, teaching listening in Indonesia is included in intensive materials. It means that teaching listening in Indonesia is only inside the classroom or language laboratory. Mostly, the teacher or lecture used audio or CD to teach listening. They decided listening into three section, those are pre-listening, whilst listening and post-listening. In pre-listening, teacher introduced the material that are going to be heard and explaining what the students' job. The crucial section is whilst listening. Here the teacher gave listening task to the students. Usually, the recording is about 5 till 7 minutes long. Then, the students asked to answer the questions based on the audio that they heard. Last, post-listening is reviewing the material that the teacher already given. Here, the teacher has to make sure that all the students understood the material by giving a lot of question based on the task. Besides that, the atmosphere of teaching listening also affects the students' concentration. So, the teacher or lecture have to create the atmosphere of teaching listening more effective, enjoy and fun. Teaching listening is not run well if the students do not understand the listening material.

Unfortunately, some EFL students still have difficulties to deal with listening comprehension. According to the Underwood (1989) there are 7 potential problems that hamper their listening comprehension. The first complicated problem is speed of delivery. For EFL students who the first language is not English, it will make them confused when the speaker talking too fast. The second problem is the limitation of vocabulary. The less vocabulary that EFL students have, the less information they get. They should have a lot of vocabulary to help them understand the context. Then, re-listening also affects their listening comprehension. Sometimes, some EFL students still need to re-listen to grasp the meaning of the context. Next, EFL students have to focus on what the speaker said and try to understand the context. Not only focusing on what speaker said, but also they have to pay attention on the transition while listening something. Some EFL students still do not know when the section is already changed. Lack of knowledge is also hampers their listening comprehension. For instance different culture will cause different meaning of the context. The last problem is learning habit of the EFL students. They have to practice listening a lot, pronounce the word, etc.

EFL students need to develop listening strategies to face those problems. Chamot (1987) stated that students need learning strategies that facilitate students' learning content of information and linguistics. Learning strategies are approaches, techniques or actions used by students to make learning more effective. Appropriate learning strategies will make learning process more effective, fun and enjoy. There are 3 strategies that appropriate for listening. O'Malley & Chamot (1990) stated that listening strategies are metacognitive, cognitive and socio-affective strategies. Three of them are related to students' listening comprehension. It is also supported by Graham (2006) that students need appropriate strategies and apply it in listening.

Metacognition is first introduced by John Flavell. Metacognition consist of two concepts those are metacognitive knowledge and metacognitive strategies. Metacognitive knowledge is the consciousness about students' thinking process. While metacognitive strategies are the way for planning, monitoring and evaluating the learning process. Amirian (2013) stated that metacognitive strategies are the construction to manage students' learning activities through planning, monitoring and evaluating. The essential strategies in the field of language learning are metacognitive that make students become independent and successful students. Flowerdew & Miller (2005) stated that metacognitive strategies in planning strategy still break down into sub strategy those are advanced organization, directed attention, selective attention and self-management. Advanced organization is determining the listening task objectives. Directed attention is paying attention at the main points to get meaning of the context. Selective attention is paying attention to the details. Self-management is managing students' motivation. While in monitoring strategy consist of comprehending monitoring, auditory and double check monitoring. Comprehension monitoring is checking

students' understanding about the topic. Auditory monitoring is deciding whether it is wrong or not. Double checking monitoring is examining the students to complete the task. In evaluation strategy consists of performance evaluation and problem identification. Performance evaluation is assessing what students already done during learning process. Problem identification is deciding the problems that hamper the students during completing the task. By applying those metacognitive strategies, there are some benefits for the students. This is also supported by Wenden (1998) that students gain some benefits by applying metacognitive strategies, for instance students learn faster, they have high confidence, they can evaluate their learning process and they can handle any kind of situations during learning process.

Metacognitive strategies allow the students to do self- assessment in their own paper. The advantages of applying metacognitive strategies are students become more prepared to improve their learning process, when they reflect about their learning strategies. Rahimirad & Sham, (2014) state that students will more confidence and ease the tension of getting lost in the fast conversation, decreasing learner' stress level, improving students' confidence, independence, and self –regulated.

The second listening strategies are cognitive strategies. Cognitive strategies are mental processes used by the students to complete a task (Vandergrift, 1997). Making connection between words or input and already known information is the characteristic of cognitive strategies. Cognitive strategies are strategies in order to help students in listen for gist, predictions, stimulating background knowledge in pre-listening, and inferences (Hinkel, 2006). Cognitive strategies are strategies that students use in order to solve the problem in learning process, especially in listening. There are two types of cognitive strategies; bottom-up and top-down strategies. Top-down strategies consist of predicting, inferencing, elaboration and visualization. While, bottom-up strategies consist of translation word by word, adjusting the rate of speech and repeating. Anderson & Lynch (1988) stated that bottom-up strategies see listeners as a tape recorder. While top-down strategies see students as a model. In other word, bottom-up strategies refers to the idea of the students to link and chain the words. Whereas, according to the Flowerdew and Miller (2005) stated that cognitive strategies break down into some sub strategy. There are note taking, inferencing, summarization, transfer, elaboration, translation, repetition, resourcing, grouping, and deduction or induction, last substitution. In inferencing strategy consist of linguistic inferencing, voice inferencing, paralinguistic inferencing, extra-linguistic inferencing and inferencing between part. Linguistic inferencing requires students to guess the

difficult word by connecting to familiar words. Voice inferencing is guessing by listening the sound. Paralinguistic inferencing requires students to guess the unknown words by pointing to kinetic clue. Extra-linguistic inferencing means students try to guess with another signs. Inferencing between parts is using the specific words in the passage that are not related to task in order to know the details. Then, in elaboration strategy consist of personal experience, world elaboration, academic elaboration, questioning elaboration, creative elaboration and imagery. Personal experience means students use their experience to understand the task. World elaboration is using the students' science to understand the assignment. Academic elaboration is using students' knowledge during the formal class. Questioning elaboration is asking themselves (students) of what they do not know and know related to the topic. Creative elaboration is adjusting of what the students heard to create the passage more interesting. Imagery is creating pictures of what is happening. Next, there are summarization, translation, transfer, repetition, resourcing, grouping, note taking, deduction or induction and substitution. Summarization is making a synopsis of what they heard in L2 or foreign language. Transfer is repeating the words that students heard to make it more familiar. Resourcing is using source such as note, thesaurus or word book to make them more understand. Grouping requires students to group the words. Note taking is writing the transcription of the topic. Deduction or induction is using the regulation of what students have learnt. Substitution is replacing the familiar words to fill the blank in students' listening task in order to make sense.

The last listening strategies that appropriate for EFL students is socio-affective strategies. According to O'Malley (1985) socio-affective strategies are learning strategies that include both other listening strategies; metacognitive and cognitive strategies. Socio-affective strategies are derived from two strategies; social and affective strategies. Socio strategies are divided into three parts; emphasizing with others, cooperating with others and asking question. It deals with the environment among the students to interact with others and asking question. Whereas, for affective strategies are dealing with students' feeling. It consists of attitudes, motivations and emotions. It is also in line with Razmjoo & Ardekani (2011) that affective strategies are approaches or techniques to get better control of the students' emotion toward the learning process while, social strategies means students' action which involve other people in the learning process. Socio or social strategies are divided into three parts; emphasizing with others, cooperating with others and asking question. It is also in line with

Flowerdew & Miller (2005) that socio-affcetive strategies consist of questioning for clarification, cooperation, lowering anxiety, self-encouragement and taking emotional temperature. Questioning for clarification is asking question about the text to find out more information. Cooperation refers to working in pairs or discussing it together. Lowering anxiety is decreasing students' nervousness before listening. Self-encouragement refers to students should have positive attitudes toward the task and motivate themselves. Taking emotional temperature is trying to be happy, enjoy and fun during listening in L2. Whereas, in affective strategies are divided into three parts; attitudes, motivation and emotions.

Bidabadi & Yamat (2010) has conducted research about learning style and listening strategies used by Iranian EFL students. They used questionnaire as the instrument to measure the learning style and listening strategies preferences. The result showed that Iranian EFL students most frequently used metacognitive strategies such as directed attention, planning and selective attention. While, for learning style they preferred to be communicative learners.

Another study was conducted by Jia & Wang (2012) about listening strategies used by vocational Chinese students. The participants were 120 students in first semester of vocational students. There were three instruments used for collecting the data; test, interview and questionnaire. The result showed that cognitive listening strategies were most frequently used by the students. Then, it followed by metacognitive and socio-affective listening strategies. The types of cognitive listening that most frequently used by the students were inferecing strategy, note taking and translation.

Purnomowati (2016) was conducted a research about listening strategies used by ELEP students. The questionnaire was administered as an instrument to collect the data. The result showed that socio-affective listening strategies that frequently used by students were trying to relax before listening and developing positive attitude such as confidence with students' ability.

Therefore, the finding of listening comprehension strategies for EFL students brings the researcher to conduct a research with these three research questions as follows:

1. How much do EFL students in State University of Surabaya use metacognitive strategies in listening comprehension?
2. How much do EFL students in State University of Surabaya use cognitive strategies in listening comprehension?

3. How much do EFL students in State University of Surabaya use socio-affective strategies in listening comprehension?

RESEARCH METHODOLOGY

The researcher used quantitative design and survey as the research. Survey research is conducted to ask someone opinion, behaviors, characteristics, and beliefs of something. In line with Creswell (2014) stated that survey research is quantitative to describe of opinion, behavior and trends of a population by looking at the sample of population itself. The aim of the research were mainly to know how much metacognitive strategies in listening comprehension are used by EFL students in State University of Surabaya, how much cognitive strategies in listening comprehension are used by EFL students in State University of Surabaya and how much socio-affective in listening comprehension are used by EFL students in State University of Surabaya. This research was conducted at English Department State University of Surabaya. This research was conducted on February 21st, 2019.

The researcher chose the students from academic listening class to be the population of this research. There are 4 classes of academic listening 2017 and the total of the students are 90 students. The researcher used sample as the subject of the research. Ary (2010) stated that smple is a small group of a population.

Table 1 of Population

Class	Students
Class A	22
Class B	24
Class C	22
Class D	22

Quantitative research is typically used probability sampling. The researcher used cluster sample in this research where there are 2 groups of classes that are going to take as sample. Two things that should be paid attention of in using cluster random sampling are the group of individuals must be chosen randomly from the entire groups of the population and all members of the chosen group must be included as the sample. In this research, the researcher picked the sample in random by using lottery. There were 2 academic listening classes to be the sample, those were A and B classes. The total of the students in those classes were 46 students.

Table 2 of Sample

Class	Students
Listening Class A	22 students
Listening Class B	24 students

In this research, the researcher used questionnaire as the instrument. Questionnaire is an instrument which given to the participants of the study as a way ti record

their response about particular questions. The questionnaire will be directly administered, means that the questionnaire directly given to group of people at certain place with specific purposes. In this case, the researcher wants to know how much metacognitive, cognitive and socio-affective strategies are used by EFL students in listening comprehension so that she used Listening Strategies Questionnaire. The Listening Strategies Questionnaire was already adapted from SILL. Listening Strategies Questionnaire was directly administered to EFL students in State University of Surabaya. The researcher gave 20-25 minutes for the students to complete the Listening Strategies Questionnaire that researcher already given.

The questionnaire consists of 32 items of listening strategies that mostly used by EFL students. From 32 items, it breaks down into 13 items for metacognitive listening strategies, 14 items for cognitive listening strategies and 5 items for socio-affective listening strategies. The questionnaire was valid because it same as stated in the Second Language Listening: Theory and Practice book by Flowerdew and Miller (2005). Besides that, this research used closed-structured questionnaire. It is also supported by using a likert scale items in Listening Strategies Questionnaire. There were 5 optional answer that researcher used in Listening Strategies Questionnaire.

Table 3 of Optional Answer of Likert Scale

Answer	Code
Never or almost never true of me	1
Usually not true of me	2
Somewhat true of me	3
Usually true of me	4
Always or almost always true of me	5

Therefore, they should choose one optional answer of five. There is no right answer as same as the characteristic of questionnaire. The researcher will be summed up the score by calculating the optional answer that presented as the code for each answer.

.The researcher started to collect the data by introducing the purpose of the study so that the researcher and the students had a good cooperation as well. Next, the researcher administered the questionnaire to the students of academic listening class A. After collecting the data in academic listening class A, the researcher waited in the language laboratory because the schedule of the academic listening class B was in the same day but different section. While conducting the research in the

academic listening class B, there was one student who has special condition. She was blind, so the researcher helped her in order to complete the questionnaire. The researcher read the instruction of the questionnaire and the questions. Then, the researcher wrote the answer based on what she wanted. After completing the Listening Strategies Questionnaire the students submitted the questionnaire to the researcher.

The researcher used SPSS and Microsoft Excel in order to get the final result of the Listening Strategies Questionnaire. Descriptive Analysis was run to find out the result. Here, the researcher focused on the mean value and the std. deviation. Mean value and std. deviation are the important thing that should be paid attention when running descriptive analysis.

RESULT AND DISCUSSION

The Result of Metacognitive Listening Strategies

After collecting data through the Listening Strategies Questionnaire, the result will be divided into three level categorize; low, medium and high (Oxford, 1990). It means that the mean value lower than 2.5 classified as low, mean value 2.5-3.4 classified as medium and for 3.5 or greater classified as high.

The first result started from metacognitive listening strategies. The result of the metacognitive listening strategies was presented on the table below.

Table 4 of Metacognitive Listening Strategies

Types of Strategies	N	Mean	Std. deviation
Planning	46	3.34	.89
Directed Attention	46	4.60	.78
Relaxing	46	4.08	.78
Selective attention	46	4.34	.70
Adjust interpretation	46	3.82	.82
Listening English song	46	3.95	.96
Watching movie without subtitle	46	2.69	1.03
Listening speech	46	3.28	1.00
Students' understanding	46	3.58	.77
Opportunities to listen English	46	3.78	.86
Trying to enhance listening comprehension	46	3.95	.78
Evaluation	46	3.89	.90
Planning schedule	46	3.19	.91

Table 4 was a result of listening strategies which only described metacognitive listening strategies part. The

result showed that students were frequently used directed attention. it can be seen from the M= 4.6 as categorized as high or usually true and std. deviation= 0.78 which means EFL students chose 2 or 3 of 5 optional answers. Directed attention is refers to concentrate and focus. It means that EFL students were more concentrate and focus during learning process in listening class. The second metacognitive listening strategies used by EFL students were selective attention. It had M= 4.3 as categorized as high or usually true and std. deviation= 0.70 means that the various optional answer was less than 2. Selective attention is the process of focusing on a particular thing. Students have good attention during learning process. The last metacognitive listening strategies that frequently used by EFL students were relaxing. It had M= 4.08 and std. deviation= 0.78. Relaxing means students try to relax while listening something.

This finding was also in line with Bidabadi & Yamat (2010) that investigated the relationship between listening strategies and learning style preferences. They found that metacognitive listening strategies such as directed attention, selective attention and planning were most frequently used by EFL students. This finding was also in line with this research that the most frequently used were directed attention and selective attention.

Whereas, for metacognitive listening strategies that infrequently used by EFL students was watching movie without subtitle. It had M= 2.6 as categorized as medium or usually not true and the std. deviation= 1.03means that there were various optional answers. It means that watching movie without subtitle was rarely used by the students. It because that EFL students still need subtitle in order to help them understand the movie.

The Result of Cognitive Listening Strategies

The second point was the result of cognitive listening strategies. It was presented on the table below.

Table 5 of Cognitive Listening Strategies

Types of Strategies	N	Mean	Std. deviation
Guessing	46	3.54	1.08
Listening key word	46	4.10	.82
Thinking	46	3.32	.94
Imagining	46	3.91	.98
Using word that students' know	46	4.06	.90
Comparing the background knowledge	46	3.82	.95
Guessing by using main idea	46	3.89	.97
Using the experience	46	4.21	.86
Translate word by word	46	2.36	1.18
Translate the key word	46	3.47	1.03
Taking note	46	4.08	.91
Making a summary	46	3.04	.96
Practice listening pronunciation	46	3.69	.89
Listening for pleasure	46	3.80	.91

From table 5 of cognitive listening strategies, there were three 3 types of cognitive listening strategies that most frequently used by EFL students in State University of Surabaya. The first cognitive listening strategies most frequently used by EFL students were personal experience. It had M= 4.2 as categorized as high or usually true and std. deviation= 0.86 means that students chose 3 of 5 optional answers. Personal experience means students use their experience in order to help them during listening. The students connected their experience with the topic they listen to. Then, it followed by listening key word. The M= 4.1 as categorized as high or usually true and std. deviation= 0.82 means that the various optional answer less than 4. Students focus to on the key word during in listening class. It may help them to make listening more effective. The key word can be connected with the supporting details of the listening task. Next, taking note was the top three of cognitive listning strategies that most frequently used by EFL students in State University of Surabaya. it had M= 4.1 as categorized as high or usually true and std. deviation= 0.91 means that the various optional answer more than 3. Taking note is an activity to write the point of what students have listen. It motivates students to keep information in their long-term memory.

This finding was also in line with Purnomowati (2016). She stated that the most cognitive listening strategies frequently used by students was personal experience. Then, it followed by taking note. It was also in line with Jia & Wang (2017) that taking note was frequently used during listening class.

Whereas, there were cognitive listening strategies that had lowest mean value. The first one was making a summary which had M= 3.04 and std. deviation= 0.96. Then, the lowest cognitive listening strategies were translate word by word. It had M= 2.3 and std. deviation= 1.18. by looking at the mean value means that translate word by word was rarely used by EFL students and the std deviation showed that the students chose various optional answers.

The Result of Socio-Affective Listening Strategies

The third point was socio-affective listening strategies. After having the results of metacognitive and cognitive listening strategies, the researcher summed up the score of socio-affective strategies. The result can be seen on the table below.

Table 6 of Socio-Affective Listening Strategies

Types of strategies	N	Mean	Std. deviation
Rewarding	46	3.23	1.40
Self-encouragement	46	3.78	.94
Listening someone else	46	4.10	.82
Practice with friends	46	3.45	1.14
Asking the teacher	46	3.19	1.25

The table 6 of socio-affective strategies showed that listening someone else was the most frequently used by EFL students in State University of Surabaya. It can be showed by looking at the mean value, M= 4.1 and std. deviation 0.82 means that the students chose 3 of 5 optional answers. Then, it followed by self-encouragement which had M= 3.7 and std. deviation= 0.94. This mean value showed that self encouragement frequently used by EFL students. Students need self encouragement during learning process. They have to be confidence and believe their ability to overcome any problem during learning process.

Whereas, there are two socio-affective listening strategies that had lowest mean value. The first one was asking the teacher which had M= 3.19 and std. deviation= 1.25. The second is rewarding which had M= 3.23 and std. deviation= 1.40. This finding was not in line with Jia & Wang (2012). They found that EFL Chinese students were preferred used lowering anxiety strategy and interest calculative in socio-affective listening strategies. Another study was conducted by Purnomowati (2016) about listening strategies. The result was also different with this research and another. The result showed that trying to relax in socio-affective listening strategies was the most frequently used by the students.

The Result of Descriptive Statistic of Three Listening Strategies

The last point was descriptive statistic of all listening strategies. The researcher was already summed up all of the listening strategies and made it into final result.

Table 7 of Descriptive Statistic of Three Listening Strategies

Types of Strategy	N	Mean	Std. deviation
Metacognitive Strategies	46	3.73	.097
Cognitive Strategies	46	3.66	.092
Socio-affective Strategies	46	3.55	.234

Moreover, as shown as table 7 the listening strategies that most frequently used by EFL students in State University of Surabaya was metacognitive listeninf strategies. The result showed that M= 3.73 and std. deviation= 0.097. The mean value was indicated as high frequency and the std. deviation showed that the various optional answers that students already chose. The second listening strategies that frequently used by EFL students were cognitive strategies. It had M= 3.66 and std. deviation= 0.092. The result was not much different from metacognitive listening strategies. The last listening strategies were socio-affective listening strategies. It had M= 3.55 and std. deviation= 0.234. The std. deviation showed that students chose less socio-affective strategies than another two listening strategies.

This finding was in line with Bidabadi and Yamat (2010). They found that EFL students were frequently used metacognitive listening strategies. It is supported by looking at the mean value of the result.

CONCLUSION AND SUGGESTION

The researcher has administered listening strategies questionnaire to collect the data. The results of the questionnaire showed that EFL students in State University of Surabaya are most frequently used metacogntive listening strategies. Then, it followed by cognitive listening strategies and socio-affective listening strategies. Those results can be seen from the mean score and std. deviation. Mean score is the average of the data and it describes central tendency. While, std. deviation showed the relationship of the score that is mean. Here the std. deviation is used to support the mean score. It describes the various answers of the questionnaire that already completed by EFL students.

By looking at the mean score and std. deviation, it showed that metacognitive listening strategies that most frequently used by EFL students in State University of Surabaya are directed attention. They preferred to use directed attention. It is categorized as high frequency and std. deviation which means EFL students chose 2 or 3 of 5 options in the listening strategies questionnaire. The second metacognitive listening strategies used by EFL students in State University of Surabaya were selective attention. By looking at the mean score and std. deviation, they choose 1 or 2 options. While, relaxing strategy is the

top three metacognitive listening strategies used by EFL students.

The second listening strategies used by EFL students in State University of Surabaya were cognitive listening strategies. There are 3 types of cognitive listening strategies were most frequently used by EFL students. The first was personal experience that has high mean score. Then, listening key word was the second cognitive listening strategies frequently used by EFL students. While, taking note was frequently used by EFL students. By looking at the mean value and std. deviation, it means that students choose 2 or 3 options.

For the last listening strategies used by EFL students in State University of Surabaya were socio-affective strategies. Based on the questionnaire that researcher administered, the results showed that there were 2 socio-affective listening strategies most frequently used by EFL students; listening someone else and self encouragement. Listening someone else is categorized as high frequently used and by looking at the std. deviation means the students choose 2 or 3 options. While, self encouragement was the second highest socio-affective listening strategies used by EFL students.

SUGGESTION

Related to the conclusion stated previously, the researcher would like to give some recommendations for the future research which want to know more about listening strategies, institution which has English program and especially for EFL students. For future research is suggested to have more participants during conducting the research because it can be affect the result. The future research is suggested to add more questions for each listening strategies. The researcher can add more test or interview for qualitative design to know the result in depth.

For the EFL students are suggested to apply listening strategies that they already knew in order to make listening more effective and efficient. They can apply more than two listening strategies because the more listening strategies they use, the better result they get.

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