

THE LISTENING STRATEGIES OF THE SENIOR HIGH SCHOOL STUDENTS: AN OVERVIEW

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Abstrak

Menyimak dianggap sebagai salah satu keterampilan penting dalam pembelajaran bahasa karena menyimak terlibat langsung dengan input bahasa dan saling bekerja sama dengan keterampilan bahasa lainnya. Banyak pelajar menganggap menyimak sebagai keterampilan yang paling sulit untuk dikuasai. Namun, keterampilan menyimak kurang mendapat perhatian dari guru dan pengajaran materi. Peserta didik jarang dilengkapi dengan strategi yang dapat memudahkan mereka untuk memahami input (materi) menyimak. Karena itu, guru perlu mendukung siswa dalam menemukan strategi yang sesuai untuk membantu mereka menjadi pendengar yang lebih baik. Artikel ini akan menyampaikan berbagai kesulitan peserta didik dalam proses menyimak mereka dan penggunaan strategi mendengarkan di kalangan siswa sekolah menengah atas yang dapat membantu mengatasi masalah menyimak mereka untuk menjadi pembelajar bahasa yang sukses. Beberapa implikasi pedagogis juga disajikan di akhir artikel.

Kata Kunci: pemahaman menyimak, kesulitan peserta didik, strategi menyimak, strategi meta-kognitif, strategi kognitif, strategi sosial-afektif.

Abstract

Listening is counted as one of the crucial skills in language learning since listening involved with the language input and used to cooperate with other language skills. Many learners considered listening as the most challenging skill to be mastered. However, listening skills get the least attention from the teacher and the material's instructional. Learners are rarely equipped with a strategy that can ease them to understand the listening input. Therefore, teachers need to support the students in finding a suitable strategy to help them to be better listeners. This article will deliver kinds of learners' difficulties in their listening process and the use of listening strategy among senior high school students that assist them in overcoming their listening problems for becoming successful language learners. Some pedagogical implications also presented at the end of the article.

Keywords: listening comprehension, learners' difficulties, listening strategy, meta-cognitive strategy, cognitive strategy, socio-affective strategy.

INTRODUCTION

Listening becomes the first skill need to be activated to comprehend the language input to improve language output. The role of listening is implicitly considered fundamental in the process of learning a language (Carter & Nunan, 2001). However, teaching listening might be more challenging since listening is not only the process of receiving information but also constructing the form of the meaning and response to the information verbally or non-verbally. Many learners assumed that listening is the hardest skill in learning language, and they most struggled with the listening comprehension process. Learners' difficulties are influenced by various factors such as the length of the audio, the unfamiliar vocabulary or sound, or the learners' anxiety.

Unfortunately, it observed that learners are weakly prepared with helpful strategies and skills to enhance their listening comprehension (Hasan, 2010). Vandergrift

& Goh (2012) claimed that the teachers might frequently give the learners a listening activity but rarely trained them the listening approach or how to cope with their listening process while facing the spoken text. Teachers are testing the learners' understanding of the listening output rather than teaching the learners to manage the language input. Hence, the use of a listening strategy needs to be introduced by teachers to help the learners improve their listening ability and become better listeners.

This article will focus on the use of listening strategies among senior high school students to assist them in being successful language learners. First, it will begin with the general ideas of listening comprehension. Second, it discusses how the learners accomplish the process of listening. Furthermore, it presents kinds of learners' difficulties in the listening comprehension process. Lastly, this paper describes the use of the listening strategy to help the learners to deal with their

listening problems. Besides, some suggestions for teachers and educators also delivered in conclusion.

LISTENING COMPREHENSION

Listening is an essential part of learning a language to help the learners to interact with others. Hamouda (2013) declared that listening becomes a crucial skill because it is the combination of a receptive skill and spoken language competence advancement. A listener has to infer the information they got and convey the idea from the interpretation orally to have real communication. Moreover, Hamouda (2013) also defined listening as a various psychological process that included learners' insight, awareness, cognition, and remembrance. Listening to a foreign language deemed as a more laborious task to do with the high level of complexity which deals with the cognitive terms, hence listening activity required full of attention (Ridgway, 2000). Thus, it shows that listening has an important role in learning a language and need more interest to learn how to comprehend the listening means since listening deal with many process and stages.

Besides, Malley & Chamot (1989) had argued that parsing, lexis, and meaning are the components to picture complete messages from the listening comprehension process. However, Hasan (2010) claimed listening and listening comprehension are two different processes. Listening is simply a process of listening to the message without occupying the interpretation of the text. Besides, listening comprehension is a process that engages the interactive activity to get the definition and meaning of the aggregate information. Listening comprehension also refers to how the listeners choose and interpret the information obtained from the input to comprehend what the speaker said.

On the other hand, Rost (2011) decided to differentiate hearing from listening based on the neurological process and the intention level. In the physiological system, hearing is the necessary process that receives the sound waves from the ear canal and transfers it to the auditory nerves. Whereas the listening process begins with the stimulation of the auditory cortex, then involved in some areas of the brain to recognize the speech, understand the lexical and syntactic information, and engage the semantic process. Listening is involved in many brain areas to comprehend language input. Based on the intention level, listening had a higher intention to embrace the language input rather than hearing. Hence, many researchers used the term listening to illustrate listening comprehension since listening itself can be defined as the process of perception, in line with the last explanation because it is dealing with the

interpretation which engages with the physiological process in the brain areas.

The complexity of the listening process is not the only challenge for learners to comprehend language input. Many factors may influence learners' listening performance, such as the listening material, vocabulary limitation, the learners' language knowledge, the learners' motivation, and many other factors. The level of language knowledge of every learner must be different. However, being L2 learners, learners' language knowledge would be more limited than their L1. Therefore, processing language input automatically might be more difficult. They need to intentionally concentrate on the most specific information and manage to retain their memory to support the listening process (Vandergrift, 2004). Therefore, focusing on the language input and trying to guess the meaning of the unfamiliar word will make the learners easier to understand the information.

Kutlu^a & Erman (2013), in their study, believed that recognizing the factors that might affect learners' listening performance is actively helpful for increasing learners' listening skills. Furthermore, from 23 variables tested, the study found two variables that significantly influence learners' listening comprehension, which is "the number of the books at home" and "the number of books they read in a month. Those two factors might advance learners' vocabulary range and broader their knowledge that will assist them in activating their schemata while doing the listening comprehension. Finally, that will improve learners' listening skills as a whole.

By recognizing the factor that might affect the success of their listening process, learners can maximize the decisive factor they had and decide the most applicable tactic to advance their listening skills.

THE LEARNERS' PROCESS OF LISTENING

Being a goal-oriented activity, listening in language teaching represents the process of complex action that leads the listener to comprehend the spoken language (Carter & Nunan, 2001). Goal-oriented activity means that listening activity focuses on the objective of the listening process objective to understand the language input and get the primary information from the speaker.

Listening activity begins with processing the perception of the listeners related to the language input, and here they will observe the information and try to have a brainstorming. It continues by focusing on specific details or giving more attention to a particular point. The next process is cognition, which grasping the primary information by linking it up with their linguistic features or background knowledge. While another mental process

is utilizing memories, in this process, the listeners activate the short-term or long-term memories to assist them in comprehending the full information.

There are two processes likely used by the learners in their listening activity, depending on their goal of listening: top-down and bottom-up (Malley & Chamot, 1989). Top-down processing refers to the process which involves the background knowledge to understand the information. The active listener will apply their background knowledge to connect to the new data from the spoken text to try to comprehend while they process it (Hasan, 2010). Furthermore, bottom-up processing is the process of understanding the information by recognizing the feature of the input. The less use of schema enables this process to concentrate on the familiar word and sound. Vandergrift (2004) claimed that a top-down approach would be more beneficial for learners to improve their real-life listening skills since it is not much involved with word recognition. On the other hand, the bottom-up approach would more develop learners' word recognition skills.

Furthermore, Firdaus (2017) mentioned both top-down and bottom-up as the type of cognitive strategy. Guessing, assuming, developing the details, and picturing the information are including in the top-down strategy. In contrast, bottom-up strategy copes with the repetition, word-per-word translation, and control speech's speed. Besides, the overview of the listening strategy will be discussed afterward.

Hasan (2010) stated that there is a guideline for listening activity to help the listeners comprehend the audio's content or get the message easily. This guideline consists of three phases: a pre-listening activity, listening in progress, and post-listening activity. Pre-listening activities are including discussion, prediction, and question. The learners can obtain information related to the topic by discussing it with the teachers or other learners. In the prediction section, they can guess the gist of the audio based on their information. Then, they need to establish some questions that might be asked later and try to find the answer while doing the listening activity.

The next phase is listening in progress. Here, the learners asked to identify the general idea and the element of the natural input. In this phase, learners will find specific information to facilitate their comprehension. Providing written support or transcript also necessary to ensure what they have listened to. Lastly, learners need to answer the comprehension question based on the information they got. The last activity is the post-listening. This activity aimed to evaluate the learners' comprehension in speaking or writing activities, such as having a discussion, writing some messages, and giving the learners the true-false or

multiple-choice questions based on the topic. After having the evaluation, learners are hoped to control their listening process by choosing an effective strategy and avoiding the same troubles they faced before.

After identifying the listening process, considering learners' obstacle in completing the listening comprehension are very crucial. Every learner has its difficulties in comprehending the listening input, whether it is the external or internal problems. Therefore, discovering the learners' problems will ease them to find the solution to solve it. Hence, teachers can give more attention to the learners' difficulties and help them cope with their problems in the listening comprehension process.

LEARNERS' DIFFICULTIES IN LISTENING COMPREHENSION PROCESS

Many learners frequently find difficulties in their listening comprehension process. In his research, Graham (2006) investigated the main problems experienced by the learners during their listening activity and their point of view regarding their listening success or failure. The result concludes that most of the students categorized themselves as poor listeners and got the slightest success in listening compared with the other skills. It might be affected by several factors such as the lack of vocabulary, the low concentration, or anxiety. Some of the learners commonly do some tricks to ease them for understanding the audio, which also known as strategy. They will naturally think about the solution to their listening problem.

Learners are somehow having particular beliefs about listening that may persuade their attitude to deal with their listening activity (Graham, 2006). However, several learners might realize what listening problems they have and what strategy they need to use, while others are clueless about it. Hence, recognizing the listening difficulties is very beneficial to guide the learners to discover the way of how to overcome the problems.

Investigating learner's obstacle in listening had become the focus of many types of researches in these previous years. Hasan (2010), in his study, affirmed that there are several listening problems based on learners' perspectives. The first is involved in strategy use. It is claimed that some strategies are successful for learners, while others are not. Every learner has to discover the right approach to facilitate their listening activity. The second problem is the text of listening, which represents the speed, length, and clarity of the spoken text used for listening. Then, the next issue is dealing with the task of listening, which related to the task difficulties' levels. Here, the task should be varied and exciting to stimulate learners' motivation for accomplishing the listening

process since the repetitive use of the same task or activity may cause boredom for learners. Next, the audio or narrator problem affected by the speed, pronunciation, and accent used. Lastly, Hasan (2010) mentioned the listeners' attitudes that embrace learners' interest in and motivation in dealing with the listening process. Additionally, other additional factors, such as the quality of recorder or audio, and the unfamiliar words and topic, are having the same possibility to influence learners comprehension.

Besides, Hamouda (2013) argued that there are seven types of potential problems in the listening process. First is the materials' problem. The language input content usually uses the monologue or dialogue of conversation that might be unfamiliar with the learners. Furthermore, the teacher does not provide a chance for learners to observe the topic they got. The length of the audio, the use of complex grammatical form, and the unknown vocabulary are the obstacles found by learners in dealing with the listening material problem.

The use of unusual topics also considers as a listening problem because learners typically construct their understanding based on their experience. When the new topic found, they do not have any assumptions related to the topic. Learners will activate their background knowledge to help them identify the language input and comprehend the substance of the information; however, the limitation of the learners' schemata is diverse. The differences between listeners' language knowledge would affect their ability to work with memory. The more language knowledge the listeners had, the more memory they could retain to support the listening process (Vandergrift, 2004). Having broader knowledge will support the learners to do the brainstorming before completing the listening comprehension process.

The second problem is the linguistic problem. This problem may come from the lack of English proficiency for both learners and teachers. The colloquial expression and idiom, which frequently found in the spoken text, are very challenging for learners. Besides, the strange accent and pronunciation of the speaker are hard to follow by the learners. The third problem met by learners in doing a listening activity is a low concentration. Learners have to focus on the input in the listening comprehension process. Though, learners' failure to concentrate commonly happens because of the demanding of seeking the answer of the task or considering another question.

Fourthly is psychological trouble; the low of learners' motivation and interest will precisely trigger the boredom and anxious feeling. Fifth, the listeners' problem is the learners' inability to process language input. The learners' failures to recognize the gist of the information because of their lack of capacity or their incapacity to recall their

memory usually are happen in the listening comprehension process. The sixth problem is caused by the speaker or language input. It includes the various accents used by the speaker, the obscure pronunciation, irregular intonation, speech speed, and the unclear use of pauses. Lastly is problems deal with the setting of the learning process. For the listening process, it is essential to control the classroom condition to keep learners' concentration. Ensuring the quality of the audiotape or other source of language input is necessary to ease the learners encounter the comprehension process.

The perception of the learners related to their problems and strategies in listening can positively or negatively affect their comprehension (Hasan, 2010). Many learners may consider their listening problems as only an obstacle, whereas other views it as motivation. Kök, (2017) claimed that facilitating learners to employ the listening strategies is one of the methods to alleviate them in dealing with their listening problems. Knowing the difficulties in listening comprehension and finding the strategy to cope with the problem can lead the learners to become better listeners. Therefore, introducing and guiding the listening strategies are very helpful for them.

LISTENING STRATEGIES

Listening is frequently believed as a skill that would spontaneously develop by the learners. Nevertheless, listening skills will only be improved by practicing and hard work, which is the same as developing reading skills (Kutlu^a & Erman, 2013). Teachers have to teach learners how to listen without giving them the demands of "getting it correctly" so they can learn to orchestrate the effective listening strategies that are applicable inside and outside the classroom (Vandergrift, 2003). By enjoying the listening process, learners will not have any burden while accomplishing their task. Learners can minimize their uneasiness and maximize their listening performance.

In many works of literature, the learners' strategy holds a crucial position (Graham, 2006). A strategy is also needed in the listening activity to facilitate the learners to grasp the whole meaning. According to Goh (2002), to accomplish the listening comprehension process, students often employed the mental mechanism process, which is usually known as *strategies*. According to O'Malley and Chamot (1990), strategies refer to the learners' ideas and manners to help them maintain and comprehend the information (Carrier, 2013). Therefore strategy use is very significant in completing listening comprehension. By activating the right strategy, students can perform satisfactorily in their listening process.

Carter & Nunan (2001) asserted that listening strategy is a conscious arrangement to manage the language input

or the speech received from the audio to complete their comprehension. Successful learners are aware of their learning process and the implementation of the strategies that useful and applicable in different tasks and situations (Rahimi & Katal, 2012). Thus, a consciousness in applying a strategy becomes the first necessity for learners.

However, the term consciousness in the definition of strategy is not always revealed. Some researchers argued learners might be applied an approach consciously while others claimed the opposite. *Schmidt's model of consciousness* states that the term consciousness in strategy use has four elements: awareness, interest, purpose, and control. Learners considered conscious in using strategy when they activate at least three of those elements. The realization of effective listening strategies will be very beneficial for learners and teachers. When learners can recognize their difficulties, strategies, and attitudes, they will develop their listening skills and become better listeners (Hasan, 2010). Learners' consciousness in their strengths and weakness will greatly impact their listening skills.

Nevertheless, some researchers declared strategy as a tactic while others claimed that there is no distinction between the two terms. A tactic refers to the learners' technique to implement the general strategy or the particular method to do the strategy (Goh, 2002). Hence, every learner may have different tactics to apply the strategy in their listening comprehension process. However, Goh (2002) stated that the distinction terms between a tactic and strategy would be advantageous to determine the listening strategy in three ways. First, it can confirm the listening strategy, which already mentioned in many works of literature. Second is examining the quality of each strategy by analyzing the use of the different tactics in the same strategy. Lastly is scrutinizing the effectiveness of every strategy in the listening comprehension process.

There are three learning strategies introduced by Malley & Chamot (1989), which are metacognitive, cognitive, and socio-affective. Since there is no particular listening strategy, these three strategies also established by many experts to be applied in the listening comprehension process and other language learning processes, such as reading comprehension.

a. Metacognitive Strategy

The meta-cognitive strategy is a strategy used by learners who can control or monitor their learning process. Furthermore, Malley & Chamot (1989) asserted that meta-cognitive strategy is when the learners are thinking, planning, and controlling their tasks, and evaluating their learning process. Malley & Chamot

(1989) then stated that there are four steps in doing this strategy, which are careful consideration, planning, monitoring, and evaluating. Careful consideration means focusing on a particular feature before learning the task. Then, planning counted as the key to this strategy that concerns the direction of the listening process. Thirdly, monitoring is when the learners review their attention to the task and try to remember the important information. The last step is evaluating that involves the evaluation of the comprehension, language production, and the whole language activity.

The research accomplished by Firdaus (2017) explored the kinds of listening strategies and the most frequently used strategy by EFL learners at the university level. The result showed the meta-cognitive strategy is employed the most often by the learners, then the cognitive strategy and the most rarely used is the socio-affective strategy.

Moreover, research conducted by Rahimi & Katal (2012) investigated the metacognitive listening strategy awareness among university and senior high school students. The result showed that the awareness of meta-cognitive listening strategy had by the senior high school students is higher than the university students. The different levels of learners' awareness were influenced by the learners' motivation, self-efficacy, and the skillfulness of the language.

Previous researches showed that the learners' psychological factors might influence the use of a listening strategy. Learners' feeling about themselves and others while learning a language is essential. How learners value their achievements in L2 learning will significantly influence their improvement (Coyle, 2013). Therefore, having the metacognitive strategy will help to evaluate the learning process and rearrange the suitable action to progress the language ability.

b. Cognitive Strategy

The second strategy is cognitive strategy is a set of procedures to achieve the cognitive goal (Israel & Duffy, 2009). The cognitive purpose means the objective to improve personal knowledge. Malley & Chamot (1989) described cognitive strategy as a strategy which concerned with how the material learned, direct the content, or utilizing the particular technique to a task such as repetition, note-taking and summarizing. There are eight representative strategies mentioned Malley & Chamot (1989), which are:

- a) Rehearsal started by remembering the names of particular items.
- b) Organization means classifying the words or the concept based on the semantic element.

- c) Inferencing involves predicting the meaning or the missing part according to the information stated in the text.
- d) Summarizing means integrating what has listened to the information that maintained irregularly.
- e) Deducing means applying the rules to understand the language.
- f) Imagery implies the understanding of verbal information by imaging the visual images.
- g) Transfer means using the knowledge of linguistic to ease the learning task.
- h) Elaboration means connecting the new information with the information retained.

Those eight representatives show that cognitive strategy is a particular activity done by the learners to complete a listening task. The learners may perform different actions to fulfill an assignment. The implementation of this strategy is to achieve cognitive knowledge to ease the learners accomplishing the whole task.

In his research, Kassem (2015), explored the use of listening strategy by Egyptian sophomore college learners. The researcher found that the cognitive approach was utilized most often by the learners amongst the other methods. Furthermore, it stated that the frequent use of listening strategy helps foreign language learners to improve listening comprehension and increase learners' self-efficacy. The more the learners familiar with the listening strategy, the more the improvement they can obtain.

c. Socio-affective Strategy

The last strategy proposed by Malley & Chamot (1989) is socio-affective. The socio-affective strategy is a strategy that involves the stimulation of learning by having interaction with the target language to deal with the social and affective challenges (Vandergrift & Cross, 2018). Malley & Chamot (1989) declared socio-affective strategy a strategy that is involved in the interaction with other people or manages the affective side to ease the learning process, such as self-talk and questioning. Learners usually apply this strategy by asking for an explanation from their teacher or having a discussion with their partner. Further, working with a partner to achieve the listening comprehension process considered helpful since it involved more active observation in verifying the understanding (Vandergrift, 2003). Moreover, emotional involvement in completing the listening activity included in this strategy, such as increasing enthusiasm and reducing lack of confidence during the listening process.

Further, it affirmed that there are three representative strategies of socio-affective. First is cooperation, which

means working together with a partner to solve the problem, having peer feedback, and checking notes. Then, questioning for clarification to get an additional explanation from the teacher or others. Lastly, self-talk is thinking whether the learning activity will be done successfully or not. Besides those three activities, lowering anxiety to enhance the motivation to deal with the listening comprehension process is another possible tactic in the socio-affective strategy (Vandergrift & Cross, 2018). Therefore, the socio-affective strategy also allows the learners to reflect on how to reduce anxiety, increase motivation, and control any emotions that the learners' have, which involved in the learners' listening comprehension performance.

Having discussion or giving the learners chance to do self-talk will help them become familiar with the strategy's use. Improving learners' self-efficacy and motivation will positively affect their listening performance. The learners found their motivation and controlled it by themselves; no one could determine what motivates them, including the teacher (Coyle, 2013). Therefore, the teacher could stimulate the learners by conveying some inspiration to help the learners discover their motivation in learning a language.

In his research, Chou (2015), explored the listening strategies utilized by the students of academic and vocational high school in Taiwan. The result found the difference use of the three listening strategies between the two categories of students. The use of metacognitive and cognitive strategies is equally sufficient by both the academic and vocational students. On the other hand, the socio-affective strategy is employed differently significant by both of the groups of the students. Vocational high school students utilized this strategy more often than the academic students have done. The researcher then stated the tendency of using socio-affective strategy by vocational students influenced by their curriculum, which focuses more on the social skill to help them experience with their internship program. Hence, we can conclude that the objective of learning a language would affect the strategy used by the learners in improving their listening comprehension process.

Other research was done by Thi & Ngo (2015), which investigated the use of listening strategies by Vietnamese EFL learners in various listening tasks and many kinds of situations. The study found that socio-affective strategy is the most frequently used by university learners for three significant reasons. First, learners prefer to decrease their anxiety to improve their listening performance. Second, they ask their friend for clarification related to the listening task since they do not have enough time to ask the teacher. Third, learners stated that collaborate with their peer help them to

understand the listening input. Therefore, most learners argued that this strategy is the most helpful for them.

Those are the three strategies that applied in the listening comprehension process. Learners may use one strategy or more in their listening activity to help them understand the audio. Unfortunately, in real-life teaching and learning processes, the implementations of those strategies are hardly ever found. Learners are weakly prepared with helpful strategies and skills to enhance their listening comprehension (Hasan, 2010). In these past few years, teaching English is mainly focusing on reading and writing, once they have listening activity, it would consider as testing learners' listening output rather than teaching how to deal with the listening input. Vandergrift & Goh (2012) argued that the potential motive of the way teachers did testing besides teaching the strategies is that teachers themselves are hesitant in the way of teaching listening in an effective manner. Hence, the teachers need to find a helpful technique to teach the learners how to improve their listening ability.

Besides, in a study done by Gilakjani & Sabouri (2016) examined the essential issues regarding listening comprehension in teaching and learning English. The researchers explained that the teacher, the strategy of listening, and the teaching technique play a vital role in improving learners' listening comprehension. They concluded that guiding learners' listening activity and controlling the learning process will positively impact their listening skill improvement. Thus, developing listening ability is including many elements and phases done continuously.

Lastly, learners need to understand the knowledge of strategy for being a strategic learner (Israel & Duffy, 2009). First, declarative knowledge is knowledge of the definition of the strategy, which means learners have to understand what strategy is and kinds of strategies that they can use in their learning process. Second, procedural knowledge is when the learners know the practice of how to apply the strategy in the learning process. The last knowledge is conditional understanding means learners have to aware of when and why they use the strategy in their learning process. Since every strategy is useful for a different condition, the learners need to understand the knowledge of the strategy to determine their strategy use and apply the strategy more effectively. This strategy knowledge will be helpful for language learners to implement the strategy effectively, whether to improve the listening skill or others' language skills.

CONCLUSION

Listening was considered as the most challenging skill since it is not only the process of receiving information but also constructing the form of the meaning and response to the information verbally or non-verbally. Most of the learners discover some difficulties while doing the listening activity. Hence, listening strategies are very beneficial for learners to decrease their problems. Researchers introduced three listening strategy based on the general language learning strategy taxonomies, which are; metacognitive strategy, cognitive strategy, and socio-affective strategy.

By employing a suitable approach, learners can overcome their listening difficulties and fulfill the comprehension process. However, the teachers' teaching method will significantly affect the learners' listening performance. A practical approach in teaching listening can increase the listening ability of the learners; the contrary, inoperative way of teaching, can confuse the learners in the listening process and initiate them to be a poor listener.

Furthermore, the listening task is given by the teacher out of the class or as homework also offers an excellent role for learners' achievement in their listening comprehension. Hence, besides the teacher at school, parents also need to pay attention to the progress of learner's listening comprehension at home (Kutlu^a & Erman, 2013). Another crucial thing in learning a language is practice. Therefore, the text-based approach suggests that beside provided by the teacher, and the learners have to habituate themselves to listen. The more the learners listen to comprehend the information, the better. That will eventually improve their listening skill (Ridgway, 2000). It shows that learning a language is the responsibility of learners, teachers, and parents at home. By understanding this concept, learners can facilitate their language learning consistently since they have a supportive environment.

Lastly, the use of appropriate strategies will facilitate learners to be better listeners and language learners. However, the effectiveness of the listening strategies is different for each learner depends on the need of the learner. The learners can employ one or more strategies to complete the listening comprehension process, and it is possible to activate all of the listening strategies. Furthermore, teachers and educators have to introduce listening strategies and develop the teaching technique to assist the learners' listening comprehension.

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