STUDENTS LEARNING STRATEGIES IN LISTENING CLASS

(A Study of Extrovert and Introvert Students)

THESIS

This thesis is submitted to fulfill the requirement for "Sarjana" degree in

English Language Education

By

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ENGLISH TADRIS STUDY PROGRAM

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Hal : **Pengajuan Ujian Skripsi**

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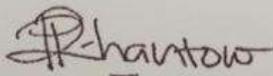
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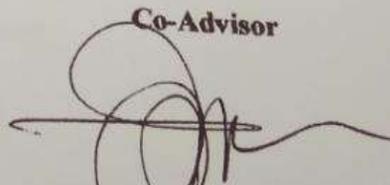
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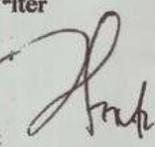
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PREFACE

All praises to allah SWT that the writer had finally finished writing her thesis entitled **"Student Learning Strategies in Listening Class (A Study of Extrovert and Introvert Student)**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English study program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestions and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of the study.

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Writer

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The researcher finished this thesis entitled "Student Learning Strategies in Listening Class (A Study of Extrovert and Introvert Student)". This thesis is presented in order to fulfill of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

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Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

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Selpi Arwenti

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MOTTO AND DEDICATION

MOTTO:

> **Don't Compare Your Process with People Process Because We Have Own Way To Achieve**

> **Don't Be Hurry Just Follow the Path That Allah Has Given You Will Surely Reach It**

> **Slow But Sure**

> **Rest If Tired But Don't Stop**

DEDICATION:

> My wonderful and beloved family, the greates man ever my father *Aris Suyibno (Alm)* The most patient and beautiful woman ever, my mother *Winda Sari.*

> My beloved brother who always be my partner in every situation *Bayu Ari Winata.*

> My great advisor *Mr Prihantoro, SS., M.Pd* who always give me motivation, suggestion, guidance in finishing my study at IAIN Curup.

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> My Almamater IAIN Curup and my English tadris program.

- ➢ All of the people around me who gave me the golden precept that I could not be mentioned one by one

ABSTRACT

Selpi Arwenti 2021: **Student Learning Strategies in Listening Class (A Study of Extrovert and Introvert Student)**

Advisor: Prihantoro, SS., M. Pd

Co-Advisor: Sarwo Edy, M.Pd

This thesis was aimed to find out what the strategies used by student extrovert and introvert in listening class, how student implementation these strategies. This research is mixed- method which presented in descriptive way to describe it. The subject of this research is introvert and extrovert student in English tadris program of IAIN Curup 8th semester who taken listening 1-3. The researcher used questionnaire and interview to get data that needed. In analysis data, first researcher identifies and checks data that be collected. After that, researcher describes all data that got. Next, researcher classifies data into categories based on research instrument and the last is interpret the data which gotten. The findings revealed that in learning listening. The student used all of the strategies which had been explanation by oxford theory but introvert student tend to used metacognitive strategies and extrovert student tend to use social strategy in listening class. Students apply these learning strategies in different ways even though they use the same learning strategy.

Keyword: Language Learning, Listening Subject, Extrovert and Introvert Student

LIST OF CONTENT

CHAPTER I

INTRODUCTION

This chapter provides the rationale for conducting the research on students' learning strategies which are driven by their personality (extrovert and introvert). The discussion of this chapter will cover: *background of the research, research question, objective of the research, delimitation of the research, operational definition, and significance of the research.*

A. Background of the Research

Strategies are thoughts and behaviors that learners used to help them comprehend, learn, or retain information.[1] Moreover, learning strategies are needed in order to learn more effectively in learning process, but sometimes learners find the difficulty in learning process because they do not use suitable strategies in learning language. Besides, the success or failure in learning language may be caused of the learning strategies which are used by learners. As rubin states:

> The different success of second or foreign language suggests a need to examine a detail what strategies successful language learners employ. An indication is given of what these strategies might consist of and a list of several widely recognized good learner strategies are given. Teachers can improve their performance by paying more attention to learner strategies already seen as productive.[2]

Therefore, using strategies in learning language is the crucial aspect for learners, because the success of learning as a foreign language may depend on what and how learning strategies applied by learners. In teaching and learning process, there are four skill that must

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[1] O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition.* Cambridge, England: Cambridge University Press.

[2] Rubin, Jacque. *"What the Good Language Learner Can Teacth Us".* In TESOL Quarterly, Vol. 9. 1975:41-51

be taught and learn. There are listening, speaking, reading, and writing. Listening is a one of important skill in foreign language among four language skills because it is the most widely used in daily life. Learning listening will help us to improve speaking skill considerably. People need to hear several of type of English repeatedly and continuously if they want to communicate properly, meaningful, and naturally. It means without hearing people cannot acquire language because listening provides language input. Accordance with Rost stated:

> Listening as foreign language learning is paramount important since it provides the language input. As an input skill, listening plays a crucial role in students' language development.[3]

Based on explanation theory above, that learning listening needs more attention in order to develop students language. In some cases of the language classroom, listening was considered to be most difficult skill for student because it needs more attention and concentration to comprehend the material that has given by teacher.[4] The concerns that listening is source from difficult for student also mention by Goh & Taib who stated that for the language learner who is often unable to process information quickly to make sense of what is said; listening can be a stressful activity.[5] Based on the two theories above, it has been explained that listening is an important and difficult skill so students must have strategies so that during the learning listening process students can receive learning comfortably and can learn effectively.

Strategies for listening and the ability to use them effectively contribute significantly to language learning achievement. In learning listening, the use of strategies is significant to help learners enhance their understanding. This is also postulated by oxford, cohen, o'malley

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[3] Rost, M. (2001). Teaching and researching listening. London: Longman

[4] Students pre interview result on 12/01/2021

[5] Goh, C., & Taib, Y. (2006). Metacognitive instruction in listening for young learners. English Language Teaching, 60(3), 222-232.

and chamot that effective learners used many different strategies in order to solve problem that they face or producing the language.[6] Based on the writers experience in public schools, students used different strategies to achieve their listening competence. It will different between students who use strategies that suitable with themselves and students who do not use the right strategy.

Learners who used strategy efficiently can learn by themselves and self-examine their own progress. Gradually they can set up their self-confidence. In addition, having proper learning strategies can improve learners and enhance their abilities of language. According to oxford in jordge journal broadens the scope of the definitions by stating the objective of using LLSs is to make learning easier, faster, more enjoyable, self-directed, effective, and even transferable to new situations.[7]

On the other hand learners who did not use the strategy in the listening class will not carry out effective and efficient learning because the strategy can help to achieve learning goals. Kemp states that learning strategy is a learning activity that must be done by teacher and students so that learning objectives can be achieved effectively and efficiently.[8] In implementation those strategies each learners have different characteristic, the different characteristic is called personality. According to Richards and Schmidt personality as "those aspects of an individual's behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others. Based on this definition, each student has its own personality type within them.

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[6] Shmais, Wafa A. "Language Learning Strategy Use in Palestine." http://www.tesl-ej/wordpress/issues/volume7/ej26/ej26a3

[7] Jordge E. Pineda, *Identifying Langauge Learning Strategies: An Exploratory Study,* Gist Education and Learning Research Journal. Vol.IV,No.1, November 2010. P 96

[8]

Personalities divide into two types that is extrovert and introvert student. Introvert generally had a shy nature. Students who were introverted had a solitary learning style, as they preferred to solve problems on their own. Introvert learners like to brainstorm and sought theoretical exploration. They liked to think out a problem and weigh options before moving forward. Myres-Briggs in Brown classified introvert characteristic, there are territorially, concentration, internal, depth, intensive, limited relationship, conservation of energies, and interest in internal reaction.[9]

Extrovert learners possessed a social learning style. In addition, they had acute verbal learning style as well, often communicated through stories or become the first to volunteer for assignment and project. Myers-Briggs in brown classified character type of extrovert person, there are sociability, interaction, external, breadth, extensive, multiplicity of relationship, expenditure of energies, and interest in external event.[10]

The fact, the students in English study program 8th semester come from different personality and different strategies as well. It challenges English learners to be able to create and to design an effective way to achieve learning objectives. Therefore, identifying students' learning strategies based on their characteristics differences might be helpful for English learners to reach the objectives. Based on pre-interview, the researcher ask to students of English study program who take a listening subject on 8th semester and the respondent answer that they faced some difficulties during listening process such as interpret longer oral messages and they also have difficulties to write and identify the keywords, so they cannot understand what the important information.

[9] Brown, H. D. *Principles of Language Learning and Teaching in fifth edition.*United State of America.2007) p 177

[10] Ibid P 177

In addition researcher interviewed by giving the questionnaire from H. Douglas Brown in *Teaching by Principles an Interactive Approach to Language Pedagogy,* which is to determine the personality of all students 8th semester. The researcher found that 13 students are extrovert and 17 students are introvert. After knowing the personality of the students, the researcher compared it with their listening score. Some of extrovert students got A and some of introvert students got A as well. From the result, it could be concluded that either extrovert or introvert students could achieve high score in listening subject.

Previous studies on this area have revealed by Nahed Mohamed Mahmoud Ghoneim (2012) "The Listening Comprehension Strategies Used by College Students to cope with the Aural Problems in EFL Classes: An Analytical study"[11]. This study focused on the problems which students encounter while listening to the English language, the mental processes they activate in listening comprehension, and the strategies they use in different phrase of comprehension. Also, it aimed to find out whether there were any differences between advanced and intermediate students in their use of the listening strategies.

Another study is about: "an investigation into listening strategies of efl students within the high school setting" [12]that done by Le Huynh Thanh Huy (2015) this study aims to examine learners use of listening strategies focusing on three main aspect: the listening strategy groups and the individual listening strategies used by EFL learners, the correlations between extent of use of listening strategies were used by effective and less affective

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[11] Nahed Mohammed Mahmoud Ghoneim, Student's The Listening Comprehension Strategies Used by College Students to cope with the Aural, Problems in EFL Classes: An Analitycal Study. (Menuofia University, Egypt., 2012)
[12] Le Hyunh Thanh Huy, students "An Investigation into Listening Strategies of EFL Students within the High School Setting". (Dong Thap University, Vietnam, 2015)

listeners. In order to achieve these objects, a study was conducted on 82 learners at a high school in the Mekong Delta.

This research was very important to be done because this research could help students to adjust the most appropriate learning strategy in listening class and could help student to improve their learning strategy based on the best way introvert and extrovert learned English for listening class. Furthermore, based on the observation done by the researcher, it could be stated that the researcher was interested in doing research to investigate what the strategies used by introvert and extrovert students' personalities. The researcher took a descriptive qualitative study with the title: "**Students Learning Strategies in Listening Class (A Study of Extrovert and Introvert Students)."**

B. Research Question

This research focused on the students learning strategies in listening class especially introvert and extrovert student, the research question was formulated as followed:

a. What are the strategies used by extrovert and introvert students in listening class?

b. How are the implementations of the students' strategies in listening class?

C. Objective of the Research

a. To investigate strategies do extrovert and introvert students apply in listening class.

b. To know the implementation of the students strategies in listening class.

D. Delimitation of the Research

The scope of this research focused on strategies used introvert and extrovert students' in listening class.

E. Definitions of Key Terms

The researcher presented definition of keywords to make this research is clearer. The definition of keywords is:

1. Learning Strategies

   O'Malley and Chamot define learning strategies as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information".[13] In this research, learning strategies means the way that the students use in learning listening.

2. Listening

   Listening is a process of decoding the sounds that are heard from the phonemes to the text completely.[14] In this research listening is students' ability to understand the meaning that had given

3. Personality

   Personality is the unique and relatively enduring set of behavior, feelings, thoughts, and motivates that characterize an individual. In this research personality means the ways that use students to implementations those strategies.

F. Significant of the Research

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[13] O'Malley, J. M., & Chamot, A. U. *Learning Strategies in second language acquisition.* Cambridge, England: Cambridge University Press. P. 1

[14] Nunan, D. (2003*). Practical English language teaching*. Boston: McGraw Hill.

After doing research the researcher expects the result of the research will be useful to the development of teaching English especially in improving students listening skill. The researcher states the significances as follow:

1. Lecturer

    The results of this research are hopefully useful to give information or reference for English lecturer in teaching and learning process. Especially in teaching listening and also can help the students to be master in listening. Encourage the teacher to find the best method in teaching listening.

2. Student

    The results of this study hope to give benefit for students. The students will be able to evaluate their ability in listening and know how to choose the appropriate strategy in particular situations in listening class. It's hoped that students listening skill by listening strategies.

G. Thesis Organization

This chapter provides the organization from chapter one until chapter five. Chapter I is introduction that consists of background of the study, research question, objectives of the research, delimitation of the research, significance of the research and definition of the key terms. Chapter II deals with review of related literature. It provides of review of related theory and review of related studies. Chapter III is research methodology. It deals with kind of the research, subject of the research, technique of data collecting, research instrument and technique of analyzing data. Chapter IV includes finding and discussion and the last is chapter V. This chapter talks about conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter will provide theoretical basis for the study. The main discussion will describe the concept of the connection between personality and learning strategies. There are two sub topics presented under this chapter: *review of related theories and review of related finding.*

A. Review of Related Theories

1. Listening

a. Definitions of Listening

In learning English, there are four main basic skills that students need to control. They are Speaking, Reading, Listening, and Writing. Rivers in Hasyuni says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Listeners must cope with the senders' choice of vocabulary, structure, and rate of delivery.

Russel in Hasyuni state that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. According

to brown listening is a psychomotor process of receiving and waves though the ear and transmitting nerve impulses to the brain.[15] And devis stated:

> Listening is anything but passive activity it is complex process in which the listener must discriminate between sounds, understand vocabulary and structure, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterance. Coordinating all this involves a great deal of mental activity on the part of the learner. Listening is hard work…[16]

Based on the quotation above, it can be concluded that listening focuses on hearing to comprehend what the speaker says. This process involves understanding a speaker accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.

b. The Importance of Listening

Morley and Rost mention that listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicate that it makes easy the development of the other language skills.

Brownell stated that the effective communication begins with listening, not speaking. Unless you listen first, you have no way of knowing what to say. By listening people can understand the purpose of others speech and it is hoped that can give response properly. [17] So listening is one of the important skills because without listening ability they will not be able to give responses to spoken English.

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for

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[15] Brown, H. Douglas, 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy* New York: Addison Wesley Longman

[16] Davies, Paul et. al. 2000. *Success in English Teaching Oxford*. Oxford University Press

[17] Bronell, Judi., *Listening Attitude, Principle, And Skill*. Boston, Allyn And Bacon. 1981. P. 46

communication purpose, listening plays as importance role, as it helps the language learners to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch, and accent, and it is only possible when we listen. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved. [18]

From theories about researcher conclude that without listening skills language learning is impossible. This is because there is no communication where there is no human interaction. Also, listening is crucial not only in language learning but also for learning other subjects.

c. **Learning Strategies in Listening Class**

Strategies are especially important for language learning because they are tools for active, self-direct involvement, which is essential for developing communicative competence.[19] So strategies are rules that will facilitate the learners to receive information across situation and setting. It means that strategies help the students in receiving information. Almost all language learners use strategies in their learning process likely in listening class. Listening strategies are activities or techniques which directly contribute to the comprehension of listening input and its recall.[20] This strategy is able to help them get the high score.

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[18] Croom Helm Cross, D., Teach English, Oxford University Press, 1998.

[19] Hafani In Zuriateh. *Reading Comprehension Strategies Apply By The Students SMA 1 Curup.* Skripsi. English Study Program. STAIN Curup, 2010. P14

[20] National Capital Language Resource Center (NCLRC). (2004). The essentials of language teaching: Strategies for developing listening skills. Washington, DC: National Capital Language Resource Center. Retrieved on April 5, 2007 from http://www.nclrc.org.

There are many listening strategies which have been studied and classified in various ways by many experts. Dat Bao Mention that listening strategies can be classified into four main types: cognitive, metacognitive, affective, and social strategies[21]:

a) Cognitive listening strategies

Cognitive strategies are the most important strategy for the learners. There are four sets in this strategy: practicing, receiving and sending message, analyzing and reasoning, creating structure for input and output.[22] The student who studies a language should be accustomed to practicing the language. Practicing can be done by using techniques of repeating by saying or doing something over and over by listening to something several time. With practice the language will always be remembered in the memory. Recognizing and using formula and pattern to more understand of using the sentences. Recombining, combining known elements in a new ways to produce in longer sentence, as in linking one phrase with other in a whole sentences. Example: 1) students trying to understand every individual word to understand the passage. 2) Students translate word by word to understand the meaning.

b) Metacognitive strategies

Metacognitive refer to the ability to understand one's own method for learning and assimilating information, that is, thinking about one's own mental processes in

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[21] Dat Bao and Cheng Guan, "Listening Strategies," *The TESOL Encyclopedia of English Language Teaching*, no. October (2019): 1–6, https://doi.org/10.1002/9781118784235.eelt0588.

[22] Jordge E., Pineda, *Identifying Language Learning Strategies : An Explanatory Study,* Gist Educational and LeARNING Research Journal. Vol.IV, No.,1 November 2010 p. 43

a learning context.[23] These skills are important because they play the role of managing and supervising learners' strategy use, and for planning, monitoring, and evaluating mental processes and for managing difficulties during listening. Such manipulation functions help learners define task objectives and propose strategies for handling them. They direct learners' attention to specific aspects of language input, such as discourse markers, content phrases, and main ideas.

The process of using metacognitive strategies covers the acts of planning, monitoring, and evaluating the listening text. Planning refers to how one develops the awareness of what needs to be done to accomplish a listening task. Monitoring refers to how listeners can check, verify, and correct comprehension. Evaluating is about the need to check the results of learners' listening comprehension against the internal measure of completeness and accuracy. These acts can be performed through three stages of listening, including pre-listening, while-listening, and post-listening.

c) Affective strategies

Affective strategies are concerned with managing emotions that can be either negative or positive. Negative emotions such as anxiety might cause learners to feel upset and interfere with listening results, while positive emotions such as relaxation, enjoyment, and a cohesive sense of community can encourage concentration and peer cooperation.

d) Social strategies

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[23] Goh, C., & Taib, Y. (2006). Metacognitive instruction in listening for young learners. ELT Journal, 60(3), 222–32.

In the meanwhile, refer to learning by interaction with others, such as appealing for help and asking for confirmation. These two types of listening strategies can be grouped together into social-affective listening strategies, which are applied to procure the assistance of interlocutors to help understanding and to facilitate students to overcome negative feelings such as anxiety. This practice is also known as the cooperative listening technique which is often preferred for teaching a group of learners. Example: if the students could not understand what somebody was saying, they ask or say again.

Oxford state listening strategies are categorized as direct and indirect. Direct listening strategies are divided into cognitive, memory and compensation strategies, while indirect listening strategies are divided into metacognitive, social and affective strategies:[24]

1. Direct Strategies

   Direct strategies require mental processing of the target language. There are three groups in these strategies: memory, cognitive and compensation strategies.

   a) Memory strategy

      Memory strategy such as grouping or using imagery, have a highly specific function helping students store and retrieve new information. Memory strategies fall into four sets: creating mental linkages, applying images and sounds, reviewing well, and employing action.[25] Creating mental linkages, in this set student try to grouping the word or material

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[24] Septy Indrianty and Zia Kemala, "LISTENING STRATEGIES USED BY THE STUDENTS IN IM- (A CASE STUDY AT STIEPAR LANGUAGE CENTER)," no. 1993 (2003).

[25] Jordge. E. Pineda, *Identifying Language Learning Strategies: An ExplanatoryStudy,* Gist Education and Learning Research Journal,. VOL IV. No 1 November 2010. P. 37

classification, (e.g. all noun, verb, or adverb) to make the material easier to remember. Then the students can use associating/elaborating. Associations can be between two things, such as bread and butter. Students can also do placing a new word into a sentence to remember it.

Applying images or sounds, in these strategies students can remember the information using some picture, sounds or keyword. Reviewing well, looking at new language target information once is not enough. It must be reviewed in order to be remembered. The last set is employing action, in this set using physical response or sensation and using mechanical tricks. Example are writing word on card and moving card from one stack to another when a word is learned and putting different types of material in separate section of a language learning notebook.

b) Cognitive strategies

Cognitive strategies are the most important strategy for the learner. There are four sets in this strategy: practicing, reviewing and sending messages, analyzing and reasoning, creating structure for input and output.[26] The students who study a language should be accustomed to practicing the language. Practicing can be done by using techniques of repeating by saying or doing something over and over by listening to something several time. With practice the language will always be remembered in the memory. Recognizing and using formula and pattern to more understand of using the sentences. Recombining, combining known elements in a new ways to

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[26] Ibid. Hal 43

produce in longer sentence, as in linking one phrase with other in a whole sentences.

Receiving and sending messages, it helps the students to get the idea quickly by using skimming or scanning. And also can use resources, it helps students to get advantages and to understand or produced messages in a new language. Creating structure for input and output, this strategy can be done by taking notes by writing down the specific points, summarizing by focusing on important information.

c) Compensation strategy

Compensation strategy enables learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially of vocabulary.[27]

In this strategy there are one set: guessing intelligently in listening, in this set student can use some clues to find a meaning of what is heard in the target language.

2. Indirect Strategies

Indirect strategies are useful in manage and support in virtually all language learning situations. In these strategies there are three groups, metacognitive, affective and social strategies.

a) Metacognitive strategies

Metacognitive strategies allow learner to control their own cognition. This strategy divide into: the learning, arranging and planning the learning,

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[27] Ibid, Hal 47

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evaluating the learning. Centering the learning this sets helps learner to converge their attention and energies or certain language task, activities, skills, or materials. Arranging and planning the learning, this set helps students to finding out about the language by reading some books or etc. the learner also can arrange and set the goals of learning a language, also the learner have a plan for learning a target language. The last is about evaluating the learning, learner can evaluate their own language performance from errors or they should improve their knowledge.

b) Affective strategies

Affective strategies used for handling feelings, learner attitudes, and motivations toward language as an object of learning. The term affective is refers to emotions, attitude, motivations, and values. The learners can gain over these factors through affective strategies.[28] In this strategy there are three set: lowering your anxiety, good language learner often knows how to control their emotion and attitude about learning. Encouraging yourself, learner must be confidence, optimism, and brave to take a risk in learning a language. Affective strategies refer to the regulating emotion in learning a language and make the situation more enjoyable, it base on motivation and managing self-learning without cooperating with others in learning process.

c) Social strategies

Language is form of social behavior, it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in

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[28] Ibid. hal 141

this process. [29] There are three set of this strategies: asking question, in learning a language the students usually ask to their teacher about some information or ask some clarifications or correction. Cooperating with other, it means the students interact with one or more people to improve the language skill. Cooperative learning consistently shows the following significance effects: higher self-esteem, increased confidence and enjoyment.[30] Empathy with other, empathy can be developed more easily when language learners use developing cultural understanding and becoming aware of others thoughts and feelings.

Learning strategies is importance to language learning because they enhance students own learning and students use them for active. Then, learning strategies is place of learning which are very important and helpful for students in developing their language competence. Based on all strategies that have been explained by two experts the researcher more interest used oxford theory in this research the mainly reason is because based on researcher pre-interview researcher saw a variety of answer from students in English study program of IAIN Curup and after researcher matched these two theories, the more dominant oxford theory included in the students answer, and researcher want to investigate what the strategies use between introvert and extrovert student in listening class.

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[29] Ibid. Hal 144
[30] Ibid. hal 146

Table 2.1

Listening Strategies from Oxford Theory

No	Listening Strategy	Kind of Strategies	Definitions of Strategies	Sub-Categories of Strategies
1.	Direct Strategies	1. Memory Strategies	Students remember what the speaker says and get the information in listening.	1. Creating mental linkages 2. Applying images and sound 3. Reviewing well 4. Employing actions
		2. Cognitive Strategies	Students translate sentences word for word in order to understand what the speaker was saying and students used a key term or pattern.	1. Practicing the language 2. Receiving and sending messages 3. Creating structure input and output
		3. Compensation Strategies	Students use new language to understand what the speaker says.	1. Guessing intelligently in listening
2.	Indirect Strategies	1. Metacognitive Strategies	Students prepare in advance the material to be studied so that learning objectives can be implemented properly.	1. Centering the learning 2. Arranging and planning the learning 3. Evaluating the learning
		2. Affective Strategies	Students can manage anxiety and fear during the listening process.	1. Lowering anxiety 2. Encouraging yourself
		3. Social Strategies	Students like to do a listening test together with their partner. In listening class student used social interaction	1. Asking question 2. Cooperating with other 3. Empathizing with others

| | | | such as joining a group, pair work, or make a discussion to help them learned listening. | |

d. The Student Implementation of Learning Strategies in Listening Class

One of learning strategies' objective is to assist understudies in combining their earlier information with unused information and to fathom by lessening students' uneasiness. It moreover relates to how the understudies apply their possess information. The understudies that as of now have great learning methodology in learning handle can be respected as a great learner.

According to Wekesa suggests that good language learners tend to investigate kinds of strategies that can be applied in language task successfully[31]. Usually, the English learners are difficult to finish their language tasks from their teachers. It can be a challenge for them in listening class. They did not know what kinds of strategy that can be applied in listening task. The a successful learner will find and learn the learning strategies and put them in the appropriate language task   There are six learning strategies that are commonly used in the classroom, such as: memory, cognitive, compensation, metacognitive, social, and affective. So how can students implement learning strategy in listening class, the following explanation below:

Table 2.2

The Implementation of Learning Strategies by Students

No	Listening Strategies	Kind of Listening Strategies	Sub-Categories of Strategies	Implementation of Strategies

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1.	Direct Strategies	1. Memory Strategy	1. Creating mental linkages	Students classify words so that the material had been studied is easy to remember. Such as (adverb, adjective, noun, etc.)
			2. Applying images and sound	Students using picture and sounds or rhymes when they find a new word to make it easier to understand and remember it.
			3. Reviewing well	Students repeat continuously if they find new words so they are easy to remember and understand it.
			4. Employing actions	Students repeat over and over again when they find a new word but apply it immediately with gesture or actions (such as: while sweeping, playing, etc.)
		2. Cognitive Strategy	1. Practicing the language	Students say and do what had been hearing so that is easy to remember in memory.
			2. Receiving and sending messages	Student use tool or media to make it easier to understand what was being conveyed.
			3. Creating structure input and output	Students summarize what that they have been gotten in learning listening process and usually put it in writing by noting the important

				point.
		3. Compensation Strategy	Guessing intelligently in listening	Student understand new words that are less understood by using others word that have almost the same meaning as the word
2.	Indirect Strategy	1. Metacognitive Strategy	1. Centering the learning	Student focus on doing the task or material given by teacher so that can recite what points were discussed by the speaker.
			2. Arranging and planning the learning	Students arrange and plan learning objectives to be achieved during the learning listening process. (Such as: after the listening subject done they want to a good listeners)
			3. Evaluating the learning	Students evaluate at the end each learning there is progress or not from previous learning.
		2. Affective Strategy	1. Lowering anxiety	Students arrange so that anxiety and fear do not occur in the learning listening process.
			2. Encouraging yourself	Students give awards or prizes to themselves if they are obtained good progress in listening class.
		3. Social Strategy	1. Asking question	Students asking to teacher slowly in listening class if there is material that

			2. Cooperating with other	poorly understand.
			2. Cooperating with other	Students acting or practicing about listening subject with other students.

2. Personality

Richards and Schmidt defined personality as the aspects of an individual's behavior, attitude, beliefs, thoughts, actions and feelings which were seen as the typical and distinction which could be recognized by that person and others.[32] Based on this definition, each person had different type of personality which was exclusive to them. Another, perhaps a more comprehensible, definition of personality was that the personality was a stable set of characteristic and tendencies that determined those common abilities and differences in the psychological behavior (thought, feeling and action) of people who had continuity in time and that might not be easily understood as the sole result of the social and biological pressures of the moment.[33] It was clear that Berens definition of personality has insisted on two factors: stability and continuity of personality types.

Eysenk model identified three principal personality dimensions, contrasting extraversion with introversion, neuroticism and emotionality with emotional stability, and psychoticism and though mindedness with tender-mindedness.[34] Extroverts were sociable and craved excitement and changed, and thus could become bored easily. They tended to

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[32] Richard, J, C, & Smith, R. *Language Dictionary of Language Teaching and Applied Linguistic.* (3rded). (Essex: Pearson Education Limited, 2002) p 275

[33] Berens, L, V, (1999). *Dynamic of Personality Type:Understanding and Applying Jung's Cognitive Processes.* (California: Telos Publication,1990)

[34] Ibid, p3

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be carefree, optimistic and impulsive. Introverts were reserved, planned their actions and controlled their emotions. They tended to be serious, reliable and pessimistic. Neurotics/ unstable tended to be anxious, worrying and moody. They were overly emotional and found it difficult to calm down once upset. Stables were emotionally calm, unreactive and unworried. Eysenk added a third dimension- Psychoticism- e. g lacking in empathy, cruel, a loner, aggressive and troublesome. Tender-minded were rationalistic (going by principles), intellectualistic, idealistic, optimistic religious, free-Willits, monistic, and dogmatically. The tough-minded were: empiricist (going by fact), sensationalistic, materialistic, pessimistic, irreligious, fatalistic, pluralistic, and skeptical. Personality, where extrovert-introvert exists, in general was viewed to be responsible factors for learner's success in learning second language or L2.[35]

In accordance with Eysenck's theory above there were three principal personality dimensions, the first were extroversion with introversion. The second were neuroticism and emotionality with emotional stability, and the third were psychoticism and tough-mindedness with tender-mindedness. In addition, the researcher could conclude that the personality of extrovert and introvert generally was viewed to be responsible factors for learners' success in learning second language.

Introvert

Introverts generally had a shy nature. Students who were introverted had a solitary learning style, as they preferred to solve problems on their own. Introverted learners liked to brainstorm and sought theoretical exploration. They liked to think out a problem and

[35] Spolsky, B,*Condition for Second Language Learning.* (Oxford : Oxford University Press, 1989)

weigh options before moving forward. Myres-Briggs in Brown classified introvert characteristics into the following table.[36]

Table 2.3

The characteristics of introvert students by Myres-Briggs

No	Characteristics of Introvert Person
1.	Territoriality
2.	Concentration
3.	Internal
4.	Depth
5.	Intensive
6.	Limited relationship
7.	Conservation of energies
8.	Interest in internal reaction

From the theory above there were some characteristics of introvert person such as territoriality. It meant that the person needed private space and time or needed time to be alone to recharge. Concentration, it meant that the attention or thought to a single object or activity. Internal and interest in internal reaction characteristics came from a thinking. The energy of introvert was inward toward concepts and ideas the introvert had deeply explanation about it.

Some Characteristics of Introverts

There were some characteristics of introvert. Here were the characteristics synthesized from: Hirsh & Kummerow, Keirsey & Bates, Lawrence, Myers and Briggs.[37]

1. Territorial – they had desire to have private space and time.

2. Happy to be alone – they could be lonely in a crowd.

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[36] Brown. H. D. *Principles and Langauge Learningand Teaching In Fifth Edition.* Unite State of America 2007. P. 177

[37] http://sengifted.org/introversion-the-often-forgotten-factor-impacting-the-gifted, 9 Maret 2021

3. Become drained around large groups of people; disliked attending   parties.

4. Needed time alone to recharge.

5. Preferred to work on own rather than group work.

6. Acted cautiously in meeting people.

7. Were reserved, quiet and deliberate.

8. Did not enjoy being the center of attention.

9. Did not share private thoughts with just anyone.

10. Formed a few deep attachments.

11. Thought carefully before speaking.

12. Saw reflection as very important thing.

13. Concentrated well and deeply.

14. Become absorbed in thought and ideas.

15. Delimited their interests but explored deeply.

16. Communicated best one on one

17. Got agitated and irritated without enough time alone or undisturbed.

18. Selected activities carefully and thoughtfully.

The conclusion based on those theories, the characteristics of introvert were shy nature, and students who classified as introvert had a solitary learning style, as they preferred to solve problems on their own. They liked to think out a problem and weighed options before moving forward, did something on their own rather than group work, thoughtful, quiet, and deliberate, thought something carefully before speaking.

Extrovert

According to Brown, an extrovert was the dimension to which a person had a fundamental needed to be presented in their self-image improvement self-esteem, and a sense of completeness from another person.[38] Extroverts preferred to get energy from outside sources or outer world, but introvert preferred solitary activities and the inner world of ideas as the sources of their energy.[39] Extroverted learners possessed a social learning style. Myers-Briggs in Brown classified character type of extrovert person into the following table.[40]

Table 2.4

The Characteristics of Extrovert Students by Myers-Briggs

No	Characteristics of Extrovert Person
1.	Sociability
2.	Interaction
3.	External
4.	Breadth
5.	Extensive
6.	Multiplicity of relationships
7.	Expenditure of energies
8.	Interest in external event

In accordance with the theory above, there were some characteristics of extrovert such as sociability, it meant that the people who were sociable tended to make friend easily due to the high level of risks that they were willing to take to meet people, made friends, and had fun. The extrovert learners felt comfortable work in group, knew lots of people because they tended to be sociable but sometimes, they were too quickly to do act without thinking long.

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[38] Brown, H. D. *Principal of Language Learning and Teaching (4th Edition).* (New York: Person Longman,2000)

[39] Eysenk, S., & Chan, J. A comparative study of personality in adults and children: Hongkong vs England, *Personality and Individual Difference,.* (1982) p 153-160

[40] Brown. H. D. *Principles of Language Learning and Teaching in fifth edition.*United state of America, 2007 p. 177

Some Characteristics of Extrovert

There were some characteristics of extrovert. The lists below were the characteristics synthesized from: Hirsh & Kummerow, Keirsey & Bates, Lawrence, Myers & Myers[41]

1. Were sociable –they needed other people

2. Demonstrated high energy and noise

3. Communicated with excitement and enthusiasm with almost anyone in the vicinity.

4. Drew energy from people loved parties

5. Were lonely and restless when they were not surrounded by people.

6. Established multiple fluid relationships.

7. Engaged in lots of activities and had many interest areas.

8. Had many best friends and talk to them for long periods of time

9. Were interested in external events not internal ones.

10. Preferred face-to-face verbal communication rather than written communication.

11. Shared personal information easily.

12. Responded quickly

From the theories above, the researcher concluded that extrovert preferred verbal communication than written communication. They become excited and enthusiasm if they engaged in communication with almost anyone in the vicinity. This meant that the extrovert students tended to be sociable; they had many friends and could talk to them for long periods of time.

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[41] Ibid

B. Review of Related Finding

Related on this research, especially about students personality that have done the investigation of media recently by the researcher, The previous researcher was "A Study of EFL Listening Comprehension Strategies" was research by Teng (1998) in National Yunlin University in Taiwan. The aim of this study was not only to find out the strategies used by students but also to find out the differences strategies between effective students and ineffective students in listening comprehension. Total of participants in this study were 51 students from the freshman of science and technology faculty. In collecting the data, the researcher used a test of listening comprehension. There were 18 effective students and there were 17 ineffective students. The researcher also used questionnaire adapted from listening strategy model proposed by Oxford (1990).The result, the compensation strategies was more frequently and followed by cognitive, metacognitive, memory, and social strategies. The least strategy used by the students was affective strategies. The category mostly used by students in listening strategies was paying attention (metacognitive) and translating (cognitive) and the last strategies were writing a language learning diary (affective), and cooperating with proficient users (social). The researcher found that the effective students used more often compensation strategies and use affective strategies least often. It was different from the ineffective students, they used more frequent in cognitive strategy and least strategy was social strategies.

Another research there is "An Investigation of English Listening Strategies Used by Thai Undergraduate Students in Public Universities in the South" investigated by Watthajarukiat, Chatupe, and Sukseemuang (2012). The aim of this study was to find out top and bottom ten individual strategies which used in listening subject, the significant differences listening

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strategies that used by higher level of students in listening and also lower level of students, and also some differences in the choice of individual strategies among the group of students across the universities. All participants were 146 students who chosen randomly from four universities. The result was 39 students selected in highest group and 39 students selected in lowest group. While, the instrument was listening strategy questionnaire made by researcher which summarized from Oxford (1990). The reliability had been test. Then, listening test adopted by Cambridge IELTS practice test 7 (Cambridge, 2009). At the first aim of this study, the researchers found that top 5 of 10 strategies which students used were cognitive strategies. Then, two strategies that students used were metacognitive strategies. Next, two strategies were affective strategies and the last was compensation strategies. About the bottom up of strategies that students used were metacognitive, cognitive, compensation, and the least was memory strategy. In second question, the researchers found there was no significance between MAS (students group who had the highest score) and LAS (students group who had the lowest score) in using the strategies. The third question, there was no significant difference in overall frequency from all of groups of university students used.

So based on the explanation about, it is concluding this research with title" Students Learning Strategies in Listening Class (A Study of Extrovert and Introvert Students Personality) is different with the previous studies. Meanwhile, in this research the researcher focuses on strategies used by extrovert and introvert student and how the students implementing that strategies.

CHAPTER III

RESEARCH METHODOLOGY

This present chapter describes the procedure on carrying out the study. There are five sub chapters discussed: *kind of the research, subject of the research, technique of collecting data, instrument of the research, and the data analysis.*

A. Kind of the Research

The kind of this research was mixed-methods research. A mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study.[42] It means that mixed-methods was a type of study that used a variety of methods which combined between qualitative and quantitative methods by analysis of data was presented in number form and displayed in explanations form. In this research, quantitative data is to answer from questions what strategies used by the students in listening class and qualitative data to answer from question how the student implementation these strategies in listening class from. From this process, it can be concluded that the researcher uses a mix method which is a type of explanatory sequential design. Explanatory sequential design is these two methods will complement each other where qualitative data will explain quantitative data in order to deepen the understanding.

B. Subject of the Research

The subjects of this present study were 8th semester student of IAIN Curup. They were grouped as introvert and introvert students. The researcher selected the subjects of the research by using purposive sampling. Gay has stated Purposive sampling is non-probability

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42 Jhon W. Creswell, Educational Research, Planing, Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition), (Pearson Education, Inc. Boston, 2012) P. 535

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sampling which is the way to take the sample that is not randomly and it consider with the criteria that will be taken as a number of sample and one of type of purposive sampling is criterions. Where it is sample that chose to all participants who met defined criteria.[43] Based on the criteria, the criteria's are:

1. Student has taken a listening subject; in this research student who had taken a listening subject in 8th semester were 52 students.

2. Student who have extrovert and introvert personality, in this research after the researcher distributed a questionnaire about personality to students in 8th semester, there were 13 extrovert student and 17 introvert student.

Furthermore, based on the criteria above the subject in this research are 4 students, the researcher chose this student because they had high scores in listening 2 and 3 indicates that these students have improved in this subject.

C. Technique of Data Collecting

In this research researcher chose questionnaire and interview as techniques of collecting data. Researcher used those techniques to data triangulation so that data analysis valid.

1. Questionnaire

   Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants.[44] The questionnaire was referring to quantitative method. Data from this research are collected by distributing some

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[43] Gay L. R, Education Research: Competencies for Analysis and Application (Third Edition), (Columbus: Merril Publishing, 1987), p 137

[44] Catherine Dawson, Practical Research Method, (Cromwell Press: Wiltshire, 2002) P. 388

questions. The researcher uses questionnaire to get respond from the students about what the strategies used by student in listening class or to answer the first question. The questionnaire prepared by researcher the type of the questionnaire is close-ended type.

Furthermore closed-ended questionnaire is questions that include multiple choice answers. Multiple choice questions fall under the category of closed format questions. By including closed format questions in the questionnaire design, researcher can easily calculate statistical data and percentages.[45] These multiple choices could either be in even numbers or in odd numbers.

The questionnaire design by researcher used Linkert Scale measuring with five options, the alternative options are:

Table 3.1

Linkert Scale

Always	Usually	Sometimes	Almost Never	Never
5	4	3	2	1

Linkert scale is the most common used in measuring attitude, opinion, perception of respondents toward an object.[46] In this technique, the students just answer the question of the questionnaire. The researcher sure the obtain data with the questionnaire is the best way for collecting data because the students easy to give information based on their answers that suitable to the questions in the questionnaire.

The SILL 5-point scale was ranged from "never or almost never" to "always or almost always". The overall average indicated how often the leaner tended to use the

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[45] Sugiyono, Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2013),199

[46] Amirul Hadi et all, Metodologi Penelitian Pendidikikan, (Bandung: Pustaka Setia, 1993) p. 107

learning. In order to calculate the most frequency of use in learning strategy, the researcher used table scale purposed by Oxford below:[47]

Table 3.2

Level	Criteria	Average
High	Always	4.5-5.0
	Usually	3.5-4.4
Medium	Sometimes	2.5-3.4
Low	Rarely	1.5-2.4
	Never	1.0-1.4

2. Interview

The researcher also took an interview in order to get deep information of the data. In this research, interview means a dialogue process between interviewer and the students which held by WhatsApp application. The purpose is to get the information about how the student extrovert and introvert implement these strategies in listening class. In this research, researcher employed semi structured interview. Catherine said that semi structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.[48] The respondents or the student were given some questions about student strategies in listening class. It aims to find deep information about how the student introvert and extrovert implementation these strategies in listening class. In the process researcher used interview guidance.

D. Instrument of The Research

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[47] Oxford, R. 1990. Language learning strategies: What every teacher should know. New York: Newbury House Publisher
[48] Catherine Dawson, *Logcit* P. 28

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Creswell state the instrument of choice in naturalistic inquiry is human.[49] So, in this research the main instrument was the researcher himself. In other hand, researcher also helped by some instrument such as interview guidance and questionnaire in order to complete data.

1. Questionnaire

The questionnaire is used an adopted from SILL questionnaire (Strategy Inventory for Language Learning) version 7.0 by Oxford (1989) which consists of 50 questions, which aims to see the learning strategies used by students in listening learning. SILL is a kind of questionnaire that broadly used by many researches of language learning strategies, the reason is because oxford has classified if in determining students language learning strategies it can be determine through SILL questionnaire. Accordance with Oxford has been classified of language learning strategy into SILL (Strategy inventory of Language Learning).[50] Then the researcher must have questions that are validated by the experts of this research method. Validation of questionnaire questions is very important before the questions are applied in the field.

Table 3.3

Blue Print of Indicators and Questionnaire

[49] John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach 2nd,* (Sage Publication, California), P.38.

[50] Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know. Boston: Heinle & Heinle Publisher

N o	Kinds of Strategi es	Sub-Categories of Strategies	Indicators	Statement	A	U	S	A N	N
1.	Memory Strategie s	a. Creating mental linkages b. Applying images and sound c. Reviewin g well d. Employin g action	a. The students are able to Relating prior knowledge to new items. b. The students are able to Applying new items in learning. c. The students are able to Using sounds, pictures or images of new words. d. The students are able to Picturing the words in certain imaginatio n. e. The students are able to Using rhymes to learning English. f. The students are able to Using flashcards. g. The	1. I think of relationshi p between what already know and new things I learn in English. 2. I use English words in sentences so I can remember them. 3. I connect the sound of a new English word and image or picture of the word to help me remember the word 4. I remember a new English word by making a mental picture of a situation in which the word might be used. 5. I use rhymes to remember new English					

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			students are able to Practicing or acting new words. h. The students are able to Reviewing English lesson. i. The students are able to Remembering location of new words on the page, board, or a street sign	words. 6. I practicing or acting new words vocabulary English in daily activity. 7. I am using flashcards to remember new English words. 8. I Reviewing English lesson in the home. 9. I Remembering location of new words on the page, board, or a street sign					
2.	Cognitive Strategies	a. Practicing the language b. Receiving and sending message. c. Creating structure for input and output.	a. The students are able to saying or writing new word. b. The students are able to Talking like native speaker. c. The students are able to pronouncing new words.	10. I saying or writing new vocabulary several times. 11. I try talking like native English speaker. 12. I pronouncing new words English 13. I was applying					

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			d. The students are able to applying new English words in different ways. e. The students are able to doing English conversation. f. The students are able to watching English TV programs or shows. g. The students are able to reading for pleasure in English. h. The students are able to writing notes, messages, letters or reports. i. The students are able to first skim - read an English passage (read over the passage	new English words in different ways. 14. I conversation with my friends use English. 15. I watch English TV programs or shows spoken in English or go to movies spoken in English 16. I read article or newspaper for pleasure in English. 17. I writing notes, messages, letters or reports. 18. I first skim read an English passage (read over the passage quickly), then go back and read carefully. 19. I was using own words that have similar						

			j. The students are able to using own words that have similar meaning with new words. k. The students are able to Creating pattern in English. l. The students are able to Grouping new words into parts. m. The students are able to Getting the meaning without Translate word by word. n. The students are able to Summarizing in English.	meaning with new words. 20. I was creating pattern in English. 21. I am grouping new vocabulary into parts. 22. I was getting the meaning without Translate word by word. 23. I was Summarizing vocabulary English in Paper Books.						
3.	Compensation Strategies	Guessing intelligently in listening	a. The students are able to guessing	24. To understand unfamiliar English						

No.									
			the meaning of new words. b. The students are able to Creating gestures in conversation for unfamiliar words. c. The students are able changing new words to another words. d. The students are able to Reading English without looking up every new words. e. The students are able to Guessing what the other person will say next. f. The students are able to Using a word or phrase (synonym	Words, I make gestures 25. When I can't think of a word during conversation in English, I use gestures. 26. I make up new words if I do not know the right ones in English. 27. I read descriptive text in English without looking up every new word. 28. I try Guessing what the other person will say next. 29. I Using a word or phrase (synonym).						
4.	Metacognitive Strategie	a. Centering the learning	a. The students are able to	30. I was finding the places to					

s	b. Arranging and planning the learning. c. Evaluating the learning	finding the places to apply English. b. The students are able to desiring to Improve English skill through the difficulties in learning English. c. The students are able to Paying attention for someone that is speaking English. d. The students are able to Searching how to be good English learners. e. The students are able to planned special time for learning. f. The students are able to Looking for people that can	apply English. 31. I desired to improve English skill through the difficulties in learning English. 32. I am paying attention for someone that is speaking English. 33. I Search how to be good English learners. 34. I planned special time for learning. 35. I am looking for people that can speak English. 36. I am reading as much as possible about English. 37. I am having clear goals for improving English progress. 38. I thinking					

				speak English. g. The students are able to Reading as much as possible about English. h. The students are able to having clear goals for improving English skills. i. The students are able to Thinking about English progress.	about English progress					
	Social Strategies	a. Asking question. b. Cooperative with others. c. Empathizing with other	a. The students are able to Asking the other person to slow down in speaking English if do not understand it. b. The students are able to Asking English speakers to correct the English.	39. If I do understand something in English, I ask the other person to slow down or say it again. 40. I Ask English speakers to correct the English. 41. I acting or practicing English with other students.						

			c. The students are able to Acting or practicing English with other students. d. The students are able to Asking for help from English speakers/teacher. e. The students are able to Asking questions in English. f. The students are able to Learning about English culture.	42. I ask for help from English speakers/teacher. 43. I Ask questions in English. 44. I Learning about English culture.						
6.	Affective Strategies	a. Lowering the anxiety. b. Encouraging yourself.	a. The students are able to Trying to be relaxed in using English. b. The students are able to Speaking English even if making a mistake. c. The students	45. I Try to be relax in using English. 46. I encourage myself to speak English even when I am afraid of making a mistake. 47. I Give a reward or treat for good						

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			Giving a reward or treat for good English progress. d. The students Aware if feeling tense or nervous in using English. e. The students are able to Writing feelings in diary. f. The students are able to Talking to someone else about feelings in learning English.	English progress. 48. I Aware if feeling tense or nervous in using English. 49. I Write feelings in diary. 50. I talk to someone else about feelings in learning English.					

2. Interview Guidance

    In this research, the researcher also selected interview as instrument to collect the data to know how student extrovert and introvert students' implementation these strategies in listening class. Researcher used a semi-structured question in the interview. A semi-structured is a flexible interview because it allowing new questions to be asked if the answer not satisfying the researcher during the interview as a result of what the interviewers says. In semi-structured interview, interviewer generally has a framework of theme that can be explored.[51] As the interview explains before, the

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[51] L. R. Gay, *Logcit.* P.291

researcher did the interview if it was needed to complete the data for know how the extrovert and introvert students implement their strategies in listening class. Before do research interview the researcher must make a question based on theory oxford in the paper and lastly to confirm that the interview guidance is valid, researcher also done the Expert validation.

The steps of constructing the question were; first, the researcher determined the indicator of each theory. The main theory used in this research is student strategies in listening class by oxford theory. Second, after getting the indicator, researcher determined the question based on the indicator researcher found. Third, to establish the question researcher formulated it to validator. It is for checking and classifying the accuracy of the question. Last, during the formulation of the question, researcher made several improvements to get the most appropriate question in the content and context of the question.

Table 3.4
Interview Guidance of Students Learning Strategies in Listening Class for Extrovert and Introvert Student

No	Strategies	Sub-categories	Indicators	Interview questions
1	**Memory strategy**	• Creating mental linkages	• Students associate English utterances they heard with some objects or situations in their minds	1. Do you make mental associations to remember English words that you just listened to? 2. How do you make such mental associations to help you remember English words that you just

				listened to?
		• Applying images and sound	• Students create some images in their minds to represent English utterances they heard during listening practices • Students subvocalize in their minds some English words they just heard to remember those words	3. Do you create some images in your minds to easily remember English words during listening practices? 4. Please give some examples of the way you create images in your minds for memorizing English words that you just listened to! 5. Do you sub-vocalize some English words that you just heard to memorize them? 6. Please give some examples of the way you sub-vocalize English words during listening practices!
		• Reviewing well	• Students review English utterances they just heard to check their memory for those utterances	7. Do you review some English utterances that you just heard for memorizing? 8. How do you review English words that you just heard for memorizing?
		• Employing actions	• Students take a note of some important English	9. Do you take some notes of English words that you just heard for

			words to be remembered during English listening practices.	memorizing? 10. Please give some examples of the way to record some English words which you want to memorize during listening practices!
2	**Compensation Strategies**	• Guessing intelligently while listening	• Students guess some unclear words they just heard by using the clues of their related knowledge such as phonetics and phonology	11. Do you use your knowledge of phonetics and phonology to guess some unclear English words that you just heard? 12. How do you use such phonetic and phonological knowledge to guess unclear English words that you just heard?
3	**Cognitive strategy**	• Practicing the language	• Students repeat to say out the English utterances they just heard.	13. Do you repeat the English utterances you just heard when you practice listening? 14. If you do, how do you practice such a repetition of English utterances?

		• Receiving and sending message.	• By using English, students respond to the English audio they just listened to in order to see their own abilities to go along with the heard messages.	15. Do you practice responding to English utterances that you heard? 16. If you do, how do you implement such a strategy of spoken-message responding so that you can track the way you can improve your listening skill?
		• Analyzing and reasoning	• Students analyze and think reflectively to understand the functions, structure, and contexts of English utterances they just heard.	17. Do you make effort to understand the English utterances you just heard when you practice listening? 18. If you do, how do you make efforts to understand the functions, structure, and contexts of the English utterances you just heard?
		• Creating structure for input and output.	• Students identify and generalize the structure of English utterances they just heard so that they can respond to	19. Do you make efforts to understand the structure of English utterances you just heard? 20. If you do, how do you comprehend the

			similar utterances with similar structure properly.	structure of English utterances you just heard, so that you can easily identify other English utterances with similar structures?
4	**Metacognitive strategy**	• Planning English listening practices	• Students set their own goals of listening practices, and they plan to do such practices according to their own timeline.	21. Do you set your own individual learning goal for English listening practices? 22. If you do, how do you plan your own English listening practices?
		• Executing English listening practices	• Students conduct English listening practices independently according to the timeline they have made.	23. Do you regularly practice English listening independently? 24. If you do, when do you usually practice English listening independently? 25. How do you implement your independent practices of English listening?
		• Monitoring English listening practices	• Students control their own English listening practice	26. Do you control your independent practices of English listening? 27. If you do, how

				do you control your independent practices of English listening?
		• Evaluating English listening practices	• Students identify their current English listening skills, track which parts to be improved more, and plan for further effective independent practices of English listening	28. Do you evaluate your English listening skill independently? 29. If you do, how do you identify the weaknesses and strengths of your current English listening skill so that you can make plans for further effective practices of listening?
5	**Affective strategy**	• Lowering the anxiety	• Students manage the burden of English listening practices	30. Have you ever felt anxious if you find it too difficult to understand English utterances you heard? 31. How do you manage your anxiety when trying to understand too difficult English utterances that you listened to? 32. Do you try to

				lower the burden of your listening practices?
				33. How do you manage the burden of your English listening practices?
		• Encouraging yourself	• Students use positive words to encourage themselves to learn listening consistently	34. Do you make efforts to motivate yourself to consistently practice English listening?
				35. How do you motivate yourself to consistently practice English listening?
				36. Do you use positive words for your self-encouragemen t?
				37. Please give examples of self-encouragemen t that you do as you said!
6	**Social strategy**	• Asking questions for help of others	Students ask others who are more knowledgeable and skillful at English listening skill when they find some difficulties.	38. Do you ask others if you find some problems with English listening?
				39. Whom do you ask for help in terms of solving your

				English listening problems?
				40. How do you approach others to ask for help related to your English listening problems?
		• Being cooperative with others	• Students learn to practice English listening skills with others	41. Do you practice English listening skills together with your friends?
				42. How do you implement your collaborative practices of English listening skills?

E. Techniques of Data Analysis

After the data were, the researcher continued to analyze the data in this study, Researcher divide into two parts between Questionnaire data and Interview data.

1. Questionnaire

After the data from questionnaire instruments collected, the researcher will count the result with would count the percentage per number of items in the questionnaire. The formula present as follow:[52]

$$P = \frac{f}{n} \text{ x } 100\%$$

Where :

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[52] Sudijono, Anas. (2010). Pengantar Statistik Pendidikan. Jakarta: Raja Grafindo Persada.

P: Percentage

F = Frequency of a type of score

N = Number of total strategies

2. Interview

In this instrument researcher used Creswell theory as follow:

a. Data Managing

In this step, the researcher used the data from pre-interview and interview. The first, data from pre-interview to know the students' personalities in listening class 7th semester and their characteristic. The second, the data from interview to know how the students introvert and extrovert implement these strategies in listening class.

b. Reading

After the researcher managing the data got in, the researcher read the text many times in order to obtain a deep understanding of those data in order to obtain the valid data. Therefore, the researcher can identify how managed the data well.

c. Describing

In this step, the researcher start to describe all the data that obtain from the pre-interview and interview so can help the researcher to do the next step in analyzing data.

d. Classifying

After the data have been gained from the information about the how student's introvert and extrovert implementation the strategies in listening class at English

tadris program, the researcher collects the important data based on respondents answer.

e. Interpreting

The researcher attempts to interpret the data and explain deeply about how students' extrovert and introvert implementation the strategies in listening class.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this research, the purpose of research finding is to answer and describe the research problem in the first chapter. This part presenting the findings of the two research problem, there are; 1) finding the language learning strategy used by introvert and extrovert students in listening class at 8th semester 2) finding how the students introvert and extrovert implement their strategies in listening class. To be able to find out and describes the data, the researcher has done several techniques as appropriate as what stated in the third chapter. In this case the researcher used questionnaire and interview for technique of collecting the data.

1. Language Learning Strategies Used by Introvert and Extrovert Student at 8th Semester

In this research, the researcher used questionnaire to answer first question and the question is what the strategy used by introvert and extrovert student in listening class at 8th semester. The researcher had given questionnaire to 8th semester in English tadris program of IAIN Curup. Based on the chapter III, the researcher used questionnaire as the data collecting. The researcher has been give questionnaire on July 06-09, 2021.

The researcher gave the questionnaire to the participants through via whatsapp and asks them to fill the answer based on the real condition of their learning strategy.

a. Introvert Students' Language Learning Strategy

After obtained data from questionnaire, the result of the questionnaire was calculated through descriptive statistic. After the researcher counted the average

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of each strategy from the SILL questionnaire, the researcher was consulted the average score to the chart 4.1 the data is presented in the chart below:

Chart 4.1

Introvert Student Learning Strategy
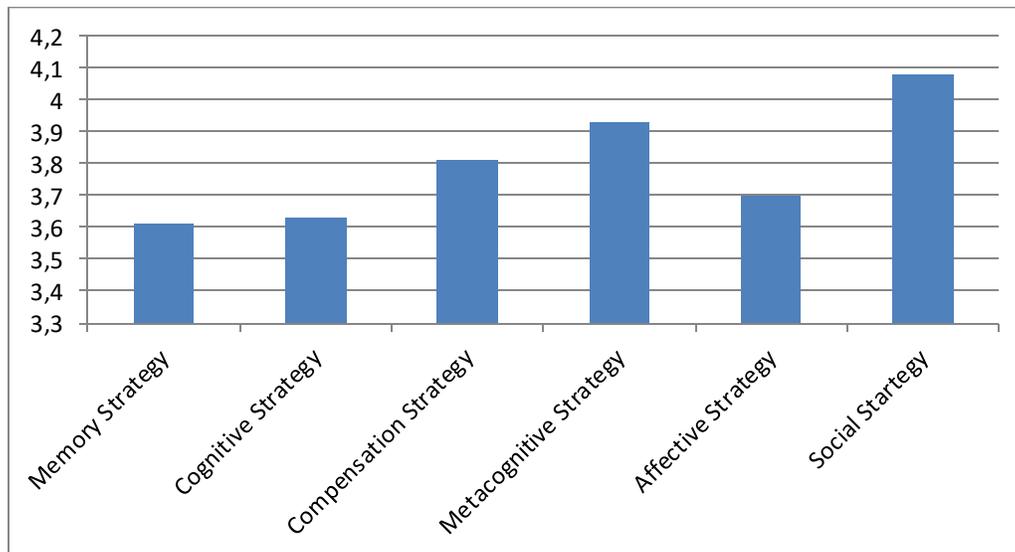
a) Memory Strategy

The first learning strategy is memory strategy. It involves the mental process that helps learners store and retrieve new information when needed. Memory strategy is usually used for memorizing vocabularies and grammatical items. This strategy has four types, there are creating mental linkages, apply images and sounds, reviewing well, and employing action. Based on the chart 4.1 above it can be seen that the Introvert students in English tadris program of IAIN Curup 8th semester used memory strategy in high level for their total of strategies. The average score of memory strategies

that used by introvert students is 3, 61 points. It can be interpreted that memory strategy is usually used by introvert students in English tadris program of IAIN Curup 8th semester.

b) Cognitive Strategy

Cognitive strategies help learners possible to understand and produce new language by many different means. This strategy covers four categories which help students more comprehended in produce new language. The kinds of cognitive strategies are practicing, receiving and sending the message, analyzing and reasoning, and the last creating structure for input and output. According the chart 4.1 above the Introvert students in English tadris program of IAIN Curup 8th semester have average score in cognitive strategy is 3, 63 point. It means that Introvert students in English tadris program of IAIN Curup 8th semester use that strategy in high used. It can be interpreted as a high used because based on the level of learning strategy used at table 3.2, score 3,5-5,0 indicated as a high level used.

c) Compensation Strategy

Following the chart 4.1 the Introvert students in English tadris program of IAIN Curup 8th semester used the compensational strategies in medium level. It can be seen from the result of the questionnaire which showed that compensational strategies have average in 3, 81 point. This result indicated that the compensational strategies have higher point than cognitive strategies, affective strategies, and social strategies. It means that the Introvert students

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in English tadris program of IAIN Curup 8th semester usually used the compensational strategy in learning listening.

d) Metacognitive Strategy

This is the first strategy of indirect strategy which explained by Oxford. Metacognitive strategy has function for general management of learning. This strategy allows the learners to evaluated their own learning pattern and coordinate their learning process. Metacognitive strategies consist of centering your learning, arranging and planning your learning, and the last is evaluating your learning. Based on the chart 4.1 above, the Introvert students in English tadris program of IAIN Curup 8th semester used the metacognitive strategy with average in 3,93 points. The metacognitive strategy is used in high used by the Introvert students in English tadris program of IAIN Curup 8th semester. It can be seen from the result that the metacognitive strategy has higher score than other strategy. It indicates that the Introvert students in English tadris program of IAIN Curup 8th semester usually used metacognitive strategy as their strategy in listening class.

e) Affective Strategy

This strategy helps learner to control and regulate their personal emotions, attitudes, and values. Affective strategies consist of three aspects, there are lowering anxieties, encouraging yourself, and the last is taking your emotional temperature.

According to the chart 4.1 about the average of student' learning strategy, the affective strategies have average in 3,7 points. It means that the Introvert

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students in English tadris program of IAIN Curup 8th semester usually used this strategy in listening class. The point indicates that affective strategies have high level in used by the Introvert students in English tadris program of IAIN Curup 8th semester.

f) Social Strategy

The last strategy mentioned by Oxford is social strategy. This strategy concerns in language learning interaction with others in use the target language properly. Social strategy enables learners to communicate with other people and make relationship with them.

Following the chart 4.1 the Introvert students in English tadris program of IAIN Curup 8th semester used the social strategies in high used level or same level with affective strategy but the score different. It can be seen from the result of the questionnaire which showed that social strategies have average in 3, 75 point. It means that Introvert students in English tadris program of IAIN Curup 8th semester usually used the social strategy in listening class.

b. Extrovert Students' Language learning Strategy

After obtained data from questionnaire, the result of the questionnaire was calculated through descriptive statistic. After the researcher counted the average of each strategy from the SILL questionnaire, the researcher was consulted the average score to the chart 4.2 the data is presented in the chart below:

Chart 4.2

Extrovert Student Learning Strategy

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a) Memory Strategy

Memory Strategy Memory strategy is the first categories of direct strategy. It involves the mental process that helps learners store and retrieve new information when needed. This strategy has four types, there are creating mental linkages, apply images and sounds, reviewing well, and employing action.

Following the chart 4.2, the extrovert students in English tadris program of IAIN Curup 8th semester used the memory strategy in high level. It can be seen from the result of the questionnaire that show the mean is 3,78 points. It indicates that the extrovert students in English tadris program of IAIN Curup 8th semester usually used the memory strategy for their learning process.

b) Cognitive Strategy

The second direct strategy is cognitive strategies. It enables help learners possible to understand and produce new language by many different means. This strategy covers four categories which help students more comprehended

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in produce new language. The kinds of cognitive strategies are practicing, receiving and sending the message, analyzing and reasoning, and the last creating structure for input and output.

Following the chart 4.2, the extrovert students in English tadris program of IAIN Curup 8th semester used the cognitive strategy in high level. It can be seen from the result of the questionnaire that show the mean is 3, 62 points. The result showed that the cognitive strategy is lower than the other strategy. It indicates that the extrovert students in English tadris program of IAIN Curup 8th semester used the cognitive strategy little than the other strategy.

c) Compensation Strategy

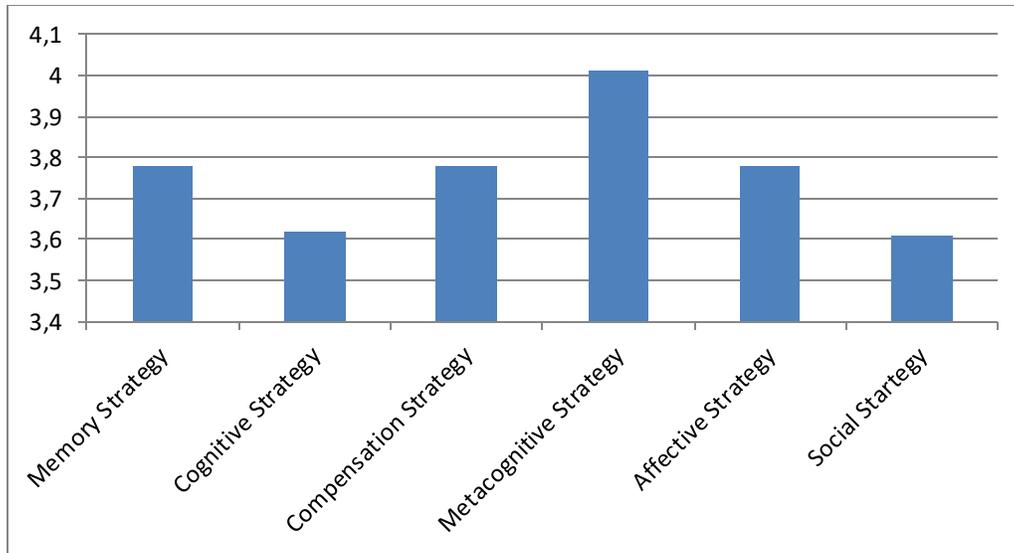The last direct strategy mentioned by Oxford is compensation strategies. Based on the chart 4.2, the extrovert students in English tadris program of IAIN Curup 8th semester used the compensational strategies in high level. The mean of the score is 3, 78 point. It means that the extrovert students in English tadris program of IAIN Curup 8th usually used this strategy than other strategy.

d) Metacognitive Strategy

Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. This strategy allows the learners to evaluated their own learning pattern and coordinate their learning process.

Based on the result of questionnaire in chart 4.2, it showed that metacognitive strategy has the highest score in learning strategy after social

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strategy.. The mean of the score is 4, 01 point. The result showed that metacognitive strategy has high level in used with indicated as always used.

e) Affective Strategy

This strategy helps learner to control and regulate their personal emotions, attitudes, and values. Affective strategies consist of three aspects, there are lowering anxiety, encouraging yourself, and the last is taking 81 your emotional temperature.

Following the chart 4.2 above, affective strategy got the mean of score 3, 78 point. It can be seen that affective strategy is used by the extrovert students in English tadris program of IAIN Curup 8th semester as their learning strategy. The mean score means that the learner usually used the strategy as the high level based on the scale purposed by Oxford at the table 3.2.

f) Social Strategy

Social strategy concerns in language learning interaction with others in use the target language properly. Social strategy enables learners to communicate with other people and make relationship with them. It also helps the learners to understand the target language and culture more properly.

Based on the chart 4.2 above, the extrovert students in English tadris program of IAIN Curup 8th semester used the compensational strategies in high level. The mean of the score is 4,08 point. From the table, it can be seen that the mean of the social strategy higher than other strategy. it means that the extrovert students in English tadris program of IAIN Curup 8th semester always used this strategy in listening class.

2. Student Implementation of Strategies in Listening Class 8th Semester on English Tadris Program at IAIN Curup.

In this research, the researcher used interview to answer second question and the question is how student introvert and extrovert implementation those strategies in listening class at 8th semester. The researcher had done interview to 8th semester in English tadris program of IAIN Curup. Based on the chapter III, the researcher used interview as the data collecting. The researcher has been interviewed on July 14-16, 2021 by whatsapp application and direct interviewed

a. Introvert Students' Language Learning Strategy

Based on the interview result, introvert student used all strategies in listening class and the most dominant introvert student used is affective strategy and social strategy. For ensuring the implementation of students implement their strategies in listening class at 8th semester in English tadris program of IAIN Curup so, the researcher did interview for all the students. In short, the findings were described on description bellow:

a. Memory Strategies

Introvert student used memory strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Creating mental linkages, student grouping some word form utterance that had been heard when in listening practice. It was following:

"I grouping the word because when we get utterance, automatically we adapt the utterance when it is used"[53]

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[53] Student B, Interviewed Result on August 05th 2021

From the interview above, one student classified the word when learning in listening class. Student had reason why she grouping the word from the utterance. It was following:

"...so that when we implementation in our daily life the utterance just we heard not wrong meaning."[54]

In short, student has reason why she grouping the word when listening because if she grouping the word she will know when this utterance should be used. So the student more understand mean from the utterance.

b) Apply images and sound student try to understand the word with create an image and sounds on her mind. It was following:

"I got the utterance in general word and to apply it in daily life a changed it by using a familiar sentence"[55]. "I sub-vocalized the English utterance which had been listened". "Yes, it some word maybe just we see an image we can know the function from the utterance".[56]

So, so those students understand what the mean from utterance student create an image and sound on their memorized.

c) Reviewing well, student repeat the word so that they can always remember the utterance just heard. It was following:

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[54] Student A, Interviewed Result on July 30th 2021
[55] Student A, Interviewed Result on July 30th 2021
[56] Student B, Interviewed Result on august 05th 2021

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"If the lesson is making me interested sure I repeat again on my house"[57]. "I always repeat the word before I go sleep so that I more control the vocabulary well".[58]

That means, student will repeat the material of listening at home if they interested with the topic and student repeat the material before sleep. It can help student find meaning in listening class.

d) Employing action, student repeat an utterance just heard but with action or gesture. It was interview below:

"I take a note if I find a difficult word"[59]. "I take a note if I find unfamiliar word"[60]

So, student take a note if they find a unclear word according them, and the reason why they take a note that utterance so that they can improve their skill in listening and they can know meaning from those word.

b. Cognitive Strategy

Introvert student used cognitive strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Practicing the language, students say and do what had been hearing so that is easy to remember in memory. It was following:

"Yes, sometimes I just repeat the utterance"[61]."Sure, to control those utterances we need repetition".[62]

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[57] Student A, Interviewed Result on July 30th 2021
[58] Student B, Interviewed Result on August 05th 2021
[59] Student A, Interviewed Result on July 30th 2021
[60] Student B, Interviewed Result on August 05th 2021
[61] Student A, Interviewed Result on July 30th 2021
[62] Student B, Interviewed Result on August 05th 2021

So, so those students remember utterance on their memory they must repeat the word regularly and always practice on their home.

b) Receiving and sending messages, student use tool or media to make it easier to understand what was being conveyed. It aims to do for finding key information what the utterance. It was following:

"I followed that utterances and I practice that in daily life"[63].

It can be said the student immediately applies what she hears from the speech so that the message conveyed can be remembered by her.

c) Analyzing and reasoning, students analyze utterance that they heard so that they can know the function from the utterance. It was following:

"I understand the English utterance that just I heard so that it connects"[64]. "Yes, because on every word we must know the meaning first"[65]

We can conclude that student must understand the meaning first so that they can know what utterance being discussed.

d) Creating structure for input and output, Students summarize what that they have been gotten in learning listening process and usually put it in writing by noting the important point. It was following:

"I identify structure of sentence that utterance to know what the function from the sentence"[66]. "Yes I identify so that I can implementation in daily life"[67]

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[63] Student B, Interviewed Result on August 05th 2021
[64] Student A, Interviewed Result on July 30th 2021
[65] Student B, Interviewed Result on August 05th 2021
[66] Student A, Interviewed Result on August 05th 2021

From statement above, student identify the word so that they can know the function from those utterance and if they know the function they can implement in our life.

c. Compensation Strategy

Introvert student used compensation strategies in listening class. The do some steps for implementing it. It described on finding below:

Guessing intelligently in listening, Student understands new words that are less understood by using others word that have almost the same meaning as the word. It was following:

"Although there are some vocabulary that I do not know, I loo all the sentences so I understand where the utterance is going"[68].

So, student use other word which have almost similar if they feel difficult to find unfamiliar word and student not focused on one word which they unknown they interpret it as whole and they will know the meaning from those utterance.

d. Metacognitive Strategy

Introvert student used metacognitive strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Planning English listening practice, student set a learning goal in listening class. It was following:

"I set a learning goal to know to see the goals that have been made have accomplished or not"[69].

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[67] Student B, Interviewed Result on August 05th 2021
[68] Student A and B, Interviewed Result on July 30th 2021 and August 05th 2021

So, student set her learning goal individually so that they know from learning goal have been they made there is an increase or not.

b) Executing English listening practice, student conduct their listening practice independently according to timeline they made. It was following:

> *"Yes, I do it regularly usually I practice every night around one or two hours"[70]*

So, student always practice at home to development her listening skill.

c) Monitoring English listening practice, student control their own listening skill independently. It was following:

> *"I usually practice at night if tomorrow have a listening class"[71]."I control my listening skill with pronunciation the word just I heard"[72].*

So, student always control their listening skill they do a practice at night and pronounce the word so that they can know so far their skill listening.

d) Evaluate English listening practice, Students evaluate at the end each learning there is progress or not from previous learning. It was following:

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[69] Student B, Interviewed Result on August 05th 2021
[70] Student B, Interviewed Result on August 05th 2021
[71] Student A, Interviewed Result on July 30th 2021
[72] Student B, Interviewed Result on August 05th 2021

> *"I evaluate the utterance with search unfamiliar word from audio just I heard"*[73]

So, student sometimes evaluate the utterance just heard but they evaluate if they find unfamiliar word.

e. Affective Strategy

Introvert student used affective strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Lowering your anxiety, Students arrange so that anxiety and fear do not occur in the learning listening process. It was following:

> *"Sometimes I anxious accord the situation"*[74].

So, based on result the interview student no too anxious because they bring the situation is happy and sometimes they feel anxiety too.

b) Encourage yourself, Students give awards or prizes to themselves if they are obtained good progress in listening class. It was following:

> *"Yes I motivate myself with often listen a western music to improve my vocabulary"*[75]. *"I always learn and spirit to motivate myself"*[76]

So, students motivate themselves so that they more spirit to learn English especially in listening. Sure in listening we find a one phase that is "boring" and students have solutions if they feel bored in listening class. The reason is:

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[73] Student A, Interviewed Result on July 30th 2021
[74] Student B, Interviewed Result on August 05th 2021
[75] Student A, Interviewed Result on July 30th 2021
[76] Student B, Interviewed Result on August 05th 2021

"Certainly in the learning process there is a time when we feel bored and to overcome this problem we have to find solutions how to change our mood, such as giving a positive word to our self"[77]

f. Social Strategy

Introvert student used social strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Asking questions for help other, Students asking to teacher slowly in listening class if there is material that poorly understand. It was following:

"I ask my friend first if my friend does not understand I will ask the teacher"[78]

So, student seldom ask to teacher sure student ask to her friend first if her friend do not know the utterance then they ask to their teacher.

b) Being cooperative with other, Students acting or practicing about listening subject with other students. It was following:

"I do a conversation with my friend"[79] . "I do conversation and listen to music with my close friend"[80]

So, the ways student to develop their listening skill is make groups work with their friend such a conversation and listen to music together.

b. Extrovert Students' Language Learning Strategy

Based on the interview result, introvert student used all strategies in listening class and the most dominant introvert student used is affective strategy and social

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[77] Student B, Interviewed Result on August 05th 2021
[78] Student B, Interviewed Result on August 05th 2021
[79] Student A, Interviewed Result on July 30th 2021
[80] Student B, Interviewed Result on August 05th 2021

strategy. For ensuring the implementation of students implement their strategies in listening class at 8th semester in English tadris program of IAIN Curup so, the researcher did interview for all the students. In short, the findings were described on description bellow:

a. Memory strategy

Extrovert student used memory strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Creating mental linkages, student grouping some word form utterance that had been heard when in listening practice. The result from interview that:

"I only listen because I just to know how to pronounce the vocabulary"[81]. *"I usually listen some audio recording to easier guess the word and if I find a unique word I group it"*[82].

b) Apply images and sounds, Students using picture and sounds or rhymes when they find a new word to make it easier to understand and remember it. The result interview that:

"I do not apply images on my mind if I want to remember the word I correlate in Indonesian language"[83]. *"I do not apply images on my mind but I make own way and create by myself"*[84].

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[81] Student C, Interviewed Result on July 30th 2021
[82] Student D, Interviewed Result on August 03rd 2021
[83] Student C, Interviewed Result on July 30th 2021
[84] Student D, Interviewed Result on August 03rd 2021

c) Reviewing well, Students repeat continuously if they find new words so they are easy to remember and understand it. The result interview that:

> *"I make conversation every day to repeat the utterance and I speak on front of mirror"[85]. "I review the utterance with my own method there is shadowing method"[86].*

d) Employing action, Students repeat over and over again when they find a new word but apply it immediately with gesture or actions. The result interview that:

> *"I take a note the utterance so that make me memorize"[87]. "I take a note the utterance with grouping the word in writing form"[88]*

b. Cognitive strategy

Extrovert student used cognitive strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Practicing the language, Students say and do what had been hearing so that is easy to remember in memory. The result form interview that:

> *"I repeat it back"[89]. "Sometimes I repeat that utterance until I can follow the vocabulary in listening class"[90]*

[85] Student C, Interviewed Result on July 30th 2021
[86] Student D, Interviewed Result on August 03rd 2021
[87] Student C, Interviewed Result on July 30th 2021
[88] Student D, Interviewed Result on August 03rd 2021
[89] Student C, Interviewed Result on July 30th 2021
[90] Student D, Interviewed Result on August 03rd 2021

b) Receiving and sending messages, Student use tool or media to make it easier to understand what was being conveyed. The result interview that:

> *"I practice respond that jus I heard so that I know the message the utterance"[91]. "Sometimes I respond the utterances according my mood"[92].*

c) Analyzing and reasoning, students analyze utterance that they heard so that they can know the function from the utterance. The result interview that:

> *"I try to understand grammar from that utterance and used Google translate to pronounce it"[93]. "I make effort according the burden on these sentences if not difficulties I just try understand by myself"[94]*

d) Creating structure for input and output, Students summarize what that they have been gotten in learning listening process and usually put it in writing by noting the important point. The result interview that:

> *"I try to understand structure from the utterance just I heard"[95].*

c. Compensation strategy

Extrovert student used compensation strategies in listening class. The do some steps for implementing it. It described on finding below:

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[91] Student C, Interviewed Result on July 30th 2021
[92] Student D, Interviewed Result on August 03rd 2021
[93] Student C, Interviewed Result on July 30th 2021
[94] Student D, Interviewed Result on August 03rd 2021
[95] Student D, Interviewed Result on August 03rd 2021

Guessing intelligently in listening, Student understands new words that are less understood by using others word that have almost the same meaning as the word. The result interview that:

> *"Although there are some vocabulary that I do not know, I loo all the sentences so I understand where the utterance is going"[96]. "I listen to utterance furthermore I remember the knowledge which I get on phonetic and phonology lesson"[97].*

d. Metacognitive strategy

Extrovert student used metacognitive strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Planning English listening practice, student set plan learning objectives to be achieved during the learning listening process. The result interview that:

> *"I determine in advance what the learning objectives will be like and I try to listen what they speak and if I get difficulties I take a note in book"[98]. "if I get low score in listening class I must make learning goal so that I get high score.[99]*

b) Executing English listening practice, Students conduct English listening practices independently according to the timeline they have made. The result interview that:

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[96] Student C, Interviewed Result on July 30th 2021
[97] Student D, Interviewed Result on August 03rd 2021
[98] Student C, Interviewed Result on July 14th 2021
[99] Student D, Interviewed Result on August 03rd 2021

"I regularly practice listening skill every night over nine o'clock"[100]. "I practice my listening skill every night before I slept usually I listen music"[101].

So, student practice her skill every night before they sleep because that a good time to memorize the vocabulary. The reason as following:

"I memorize the utterance every night because it a good time to remembered that"[102]

c) Monitoring English listening practice, Students control their own English listening practice. The result interview that:

"I control my listening skill at night and in the morning usually I do four or five day on week"[103]. "I followed schedule had been made"[104]

d) Evaluating English listening practice, Students evaluate at the end each learning there is progress or not from previous learning. The result interview that:

"I seldom evaluate independently usually I evaluate in class when the end of the listening class together with friend and teacher"[105].

"I evaluate my listening skill with see the score from listening if my score low I try to find where my mistakes"[106].

e. Affective strategy

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[100] Student C, Interviewed Result on July 14th 2021
[101] Student D, Interviewed Result on August 03rd 2021
[102] Student C, Interviewed Result on July 14th 2021
[103] Student C, Interviewed Result on July 14th 2021
[104] Student D, Interviewed Result on August 03rd 2021
[105] Student C, Interviewed Result on July 14th 2021
[106] Student D, Interviewed Result on August 03rd 2021

Extrovert student used affective strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Lowering the anxiety, Students arrange so that anxiety and fear do not occur in the learning listening process. The result interview that:

> *"I bring my feel happy, if I found the difficult word I try understand it with search other word which have same meaning"*[107]. *"Sometimes I feel anxious but I follow the learning goal so that I not anxiety because I had been prepared before"*[108].

b) Encouraging yourself, Students give awards or prizes to themselves if they are obtained good progress in listening class. The result interview that:

> *"I tried motivated myself to consistently in practice listening"*[109]. *"I always motivated myself and I set plan so that a get high score"*[110]

So, student always motivated their self so that they can always follow step on listening process. They have some positive word to motivate it. There are:

> *"If other people can why I am not"*[111]. *"If you feel happy and spirit we can do it"*[112]

f. Social Strategy

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[107] Student C, Interviewed Result on July 30th 2021
[108] Student D, Interviewed Result on August 03rd 2021
[109] Student C, Interviewed Result on July 30th 2021
[110] Student D, Interviewed Result on August 03rd 2021
[111] Student C, Interviewed Result on July 30th 2021
[112] Student D, Interviewed Result on August 03rd 2021

Extrovert student used social strategies in listening class. The do some steps for implementing it. It described on finding below:

a) Asking questions for help other, Students asking to teacher slowly in listening class if there is material that poorly understand. The result interview that:

> *"I ask to teacher if find some difficulties in listening class"[113]. "I try to know about my difficulties in listening class after that I ask to my friend that unclear word"[114].*

b) Cooperating with other, Students acting or practicing about listening subject with other students. The result interview that:

> *"I do by myself"[115]. "I collaborate with my friend we listen music together and we show it"[116]*

B. Discussion

To find out the strategies used by extrovert and introvert student in listening class, how the student implementation those strategies in listening class. Researcher finds some discussion based on the finding on the research field. They were following:

1. Language Learning Strategies Used by Introvert and Extrovert Student at 8th Semester

By giving questionnaire to the students, the researcher completely collected the data needed, the learning strategies used by extrovert and introvert students in listening class.

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[113] Student C, Interviewed Result on July 30th 2021
[114] Student D, Interviewed Result on August 03rd 2021
[115] Student C, Interviewed Result on July 30th 2021
[116] Student D, Interviewed Result on August 03rd 2021

Researcher found six strategies used by the students, the strategies were memory, cognitive, compensation, metacognitive, affective, and social strategies.

Learning strategy according oxford in hafani thesis are especially important for language learning because they are tools for active, self-direct involvement, which is essential for developing communicative competence.[117] So strategies are rules that will facilitate the learners to receive information across situation and setting. It means that strategies help the students in receiving information.

Based on the modalities used by individuals in processing information Oxford state listening strategies are categorized as direct and indirect. Direct listening strategies are divided into cognitive, memory and compensation strategies, while indirect listening strategies are divided into metacognitive, social and affective strategies[118]. Previously there were 50 questions to saw student's learning strategies in listening class, of which 9 questions for memory strategy and metacognitive strategy, 14 questions for cognitive strategies, 6 questions for compensation strategy, affective strategy, and social strategy.

The chart 4.1 shows that introvert student tend to used metacognitive strategy in listening class. Based on the interview, the participant maximize the metacognitive aspect when learning listening by tending to learn by mistakes, paying attention when someone explain, looking the way to improve their skill, and thinking about their progress in listening class. This answer accordance with dornyei statement where it helped introvert student in analyzing as well as monitoring, controlling, planning, and evaluating learning

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[117]Hafani In Zuriateh. *Reading Comprehension Strategies Apply By The Students SMA 1 Curup.* Skripsi. English Study Program. STAIN Curup, 2010. P14
[118] Septy Indrianty and Zia Kemala, "LISTENING STRATEGIES USED BY THE STUDENTS IN IM- (A CASE STUDY AT STIEPAR LANGUAGE CENTER)," no. 1993 (2003).

in order to be more effective[119]. Based on statement above researcher can conclude that student tend used this strategies they can know progress their listening skill and know the part must be improve so that can learn effectively.

The chart 4.2 shows that the extrovert students tend to used social strategy in listening class. Based on interview, the participants maximize the social aspect when learning listening by asking to her friend or teacher if find difficulties and make group discussion with friend in listening class. This answer accordance with oxford statement where Language is form of social behavior, it is communication, and communication occurs between and among people it can be can be developed more easily when language learners use developing cultural understanding and becoming aware of others thoughts and feelings[120]. Based on statement above researcher concluded the student tend to use this strategies in listening class student can ask to student if they find difficulties in listening class and so that do not miss understanding between teacher and student.

2. **Student Implementation of Strategies in Listening Class 8th Semester on English Tadris Program at IAIN Curup.**

To know about the answer of the second research question the researcher used interview to get the information. The researcher discovered that students used each of these learning strategies in a variety of ways. Implementation is either implementation or application, depending on the language.[121] Each student has a distinct personality (learning strategy).

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[119] Dornyei, Z (2005), *the psychology of language learning individual difference in second language acquisition,* London, Lawrence Eribaum Associates

[120] Jordge. E. Pineda, *Identifying Language Learning Strategies: An ExplanatoryStudy,* Gist Education and Learning Research Journal,. VOL IV. No 1 November 2010.

[121] Dapartemen Pendidikan Nasional, *Tesaurus Alfabetis Bahasa Indonesia,* (Bandung: Mizan, 2009), hlm. 246

First memory learning strategy, this learning strategy is this learning style is Students remember what the speaker says and get the information in listening. The result of interviews with students showed that students like to Student grouping the word and utterance, Student implementation the common word in daily life specifically, Student review at home if get interested topic in college, Student review material after that, The student take a note on the book if found a difficult word, The students take a note an unfamiliar word to develop vocabulary.

Second cognitive learning strategies, in this learning strategy students tend to students translate sentences word for word in order to understand what the speaker was saying and students used a key term or pattern. The result of interviews with students like to the student sometimes repeats the utterance in home, he student understands the utterances must repeat the word, the student follows the word and direct practice, the student respond the utterance if understand the word, The student see from vocabulary that know if want to analyze the utterance, the student analyzes the function, context, and structure from utterance, the student will respond the utterance if know the mean from that utterance, the student identify the structure of English utterance so that can understand and implementation in daily life.

Third compensation learning strategies, in this learning strategy student tend to use new language to understand what the speaker says. The result of interviews the student set own learning goals.

Fourth metacognitive learning strategies, in this strategy student tend to Students prepares in advance the material to be studied so that learning objectives can be implemented properly. The result of interview the student set own learning goals, The

student practice regularly at night with listen a conversation in YouTube, The student listen music every day and watching video twice a day, The student practice listening skill at night if tomorrow in class there are listening subject, The student listening practice regularly every night before sleeps around one hour, Evaluating English listening practice, The student filling in the blank song lyrics, The student looking vocabulary that does not know.

Fifth affective strategy, in these strategy student students can manage anxiety and fear during the listening process. The result of interview the student trying to find out what does not understand, the student controlled anxious accordance to the situation and the way control it with frequent practice, the student always gives positive word to herself so that more spirit to learn listening, the student listens to music and watching a western movie so that can understand the vocabulary in listening class.

Finally social strategy, in these strategy student Students like to do a listening test together with their partner. In listening class student used social interaction such as joining a group, pair work, or make a discussion to help them learned listening. The result of interview the student the students usually ask to friend if her friend unknown the utterance she ask to teacher, the student ask to teacher if find a unclear word in utterance, The students ask to friend if there is some difficult word in utterance, the student do a group work if find a difficulties.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The researcher came to some conclusions based on the results and discussion in Chapter IV. First, introvert and extrovert students in English study program of IAIN Curup, used all learning strategies but strategy which tend to use by introvert student is metacognitive strategy and extrovert student is social strategy. Next, students apply these learning strategies in different ways even though they use the same learning strategy.

B. SUGGESTION

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The College

    Lecturer should do something to improve students' listening and they can use strategy listening as the alternative way in teaching listening. For the improvement listening ability the implementation of appropriate method or strategy in teaching is urgently needed.

2. For students

    Students should more increase the motivation in listening and always train their ear for the English words. The students can guess the sound and meaning of words from the listening.

3. For the further researcher

It will be conducting the research in this area; the writer hopes that the other time, the other researchers investigate more about the effectiveness of using some strategies. So the students will be easier in learning text on listening side so it will became new contribution for teaching listening when the school have not facility more.

APPENDICES

The Questionnaire of Introvert and Extrovert

1. I usually like
  a. Mixing with people
  b. Working alone
	2. I am more inclined to be
	  a. Fairly reserved
	  b. Pretty easy to approach
		3. I am happiest when I am
		  a. Alone
		  b. With other people

4. At a party, i
  a. Interact with many including stranger
  b. Interact with a few people I know
	5. In my social contacts and group, I usually
	  a. Fall behind on the news
	  b. Keep abreast of what's happening with other
		6. I can usually do something better by
		  a. Figuring it out on my own
		  b. talking with other about it

7. my usual pattern when I'm with other people is to
  a. be open and frank, and take a risk
  b. keep to myself and not be very open
	8. when I make friend, usually
	  a. someone else makes the first move
	  b. I make the first move
		9. I would rather
		  a. be at home on my own
		  b. go to a boring party

10. interaction with people I don't know
  a. stimulates and energize me,
  b. taxes my reserves
	11. in a group of people, I usually
	  a. wait to be approached.
	  b. initiate conversation
		12. when I'm by myself, I usually feel a sense of
		  a. solitude and peacefulness
		  b. loneliness and uneasiness

13. in a classroom situation, I prefer
  a. group work, interacting with other
  b. individual work
	14. when I get into a quarrel or argument, I prefer to
	  a. remain silent, hoping the issue will resolve itself or blow over.
	  b. "have it out" and settle the issue then and there
		15. when I try to put deep or complex thoughts into words, I usually
		  a. have quite a hard time
		  b. do so fairly easily.

Nb:

   a. 13 and above (Quite Extrovert)

b. 9 to 12 (Moderately Extrovert)

c. 7 or 8 (Moderately Introvert)

d. 6 and below (Quite Introvert)

Respondent 1 (Hazmiyatul Rusna)

	A.	B.		A.	B.		A.	B.
1.		√	2.		√	3.		√
4.		√	5.		√	6.	√	
7.		√	8.	√		9.	√	
10.	√		11.	√		12.	√	
13.		√	14.		√	15.	√	
	1		+		3	+	1	

= 5

Respondent 2 (Yolanda)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.		√	5.		√	6.		√
7.		√	8.	√		9.	√	
10.		√	11.	√		12.	√	
13.	√		14.	√		15.		√
	2		+		2	+	3	

= 7

Respondent 3 (Riska Aulia Amri)

	A.	B.		A.	B.		A.	B.
1.		√	2.	√		3.		√
4.	√		5.		√	6.	√	
7.		√	8.		√	9.	√	

	A.	B.		A.	B.		A.	B.
10.		√	11.	√		12.	√	
13.	√		14.	√		15.		√
	2		+	2	+		2	= 6

Respondent 4 (Siti Masitoh)

	A.	B.		A.	B.		A.	B.
1.	√		2.	√		3.		√
4.		√	5.		√	6.	√	
7.	√		8.	√		9.	√	
10.		√	11.		√	12.	√	
13.	√		14.		√	15.		√
	3		+	3	+		2	= 8

Respondent 5 (Andika Priambudi)

	A.	B.		A.	B.		A.	B.
1.		√	2.		√	3.	√	
4.		√	5.		√	6.	√	
7.		√	8.		√	9.	√	
10.	√		11.	√		12.	√	
13.	√		14.	√		15.	√	
	2		+	3	+		0	= 5

Respondent 6 (Tiara)

	A.	B.		A.	B.		A.	B.

	A.	B.		A.	B.		A.	B.
1.		√	2.	√		3.	√	
4.	√		5.		√	6.		√
7.	√		8.	√		9.		√
10.	√		11.	√		12.	√	
13.	√		14.	√		15.	√	

| 4 | | + | | 1 | | + | | 2 | = | 7 |

Respondent 7 (Yunita)

	A.	B.		A.	B.		A.	B.
1.		√	2.	√		3.	√	
4.		√	5.		√	6.	√	
7.		√	8.	√		9.	√	
10.		√	11.	√		12.	√	
13.		√	14.	√		15.		√

| 0 | | + | | 1 | | + | | 1 | = | 2 |

Respondent 8 (Tiara Handayani)

	A.	B.		A.	B.		A.	B.
1.		√	2.		√	3.	√	
4.		√	5.	√		6.	√	
7.		√	8.	√		9.	√	
10.		√	11.	√		12.		√
13.		√	14.	√		15.		√

	0	+	1	+	2	=	3

Respondent 9 (Tenia Oktara Halik)

	A.	B.		A.	B.		A.	B.
1.		√	2.	√		3.		√
4.		√	5.		√	6.	√	
7.		√	8.	√		9.	√	
10.		√	11.	√		12.		√
13.	√		14.	√		15.		√
	1	+		1	+	3	=	5

Respondent 10 (Media Oktaviana)

	A.	B.		A.	B.		A.	B.
1.	√		2.	√		3.		√
4.		√	5.	√		6.	√	
7.		√	8.		√	9.	√	
10.		√	11.	√		12.	√	
13.	√		14.	√		15.	√	
	2	+		1	+	1	=	4

Respondent 11 (Mifta Lasintia)

	A.	B.		A.	B.		A.	B.
1.		√	2.		√	3.	√	
4.		√	5.		√	6.	√	

	A.	B.		A.	B.		A.	B.
7.		√	8.		√	9.	√	
10.		√	11.	√		12.	√	
13.		√	14.		√	15.		√

0	+	4	+	1	=	5

Respondent 12 (Lisa Soleta Santi)

	A.	B.		A.	B.		A.	B.
1.		√	2.	√		3.	√	
4.		√	5.		√	6.	√	
7.		√	8.	√		9.	√	
10.		√	11.	√		12.	√	
13.		√	14.		√	15.	√	

0	+	2	+	0	=	2

Respondent 13 (M Valliant Al-Kahfi)

	A.	B.		A.	B.		A.	B.
1.		√	2.		√	3.		√
4.		√	5.		√	6.	√	
7.	√		8.	√		9.	√	
10.		√	11.		√	12.	√	
13.	√		14.		√	15.	√	

2	+	4	+	1	=	7

Respondent 14 (Retno Yuliarti)

	A.	B.		A.	B.		A.	B.
1.		√	2.		√	3.		√
4.		√	5.		√	6.		√
7.	√		8.	√		9.	√	
10.		√	11.		√	12.	√	
13.		√	14.	√		15.		√
	1		+		3	+		3

= 7

Respondent 15 (Detika Erni)

	A.	B.		A.	B.		A.	B.
1.	√		2.	√		3.		√
4.		√	5.		√	6.	√	
7.		√	8.		√	9.	√	
10.	√		11.		√	12.		√
13.		√	14.		√	15.	√	
	2		+		4	+		2

= 8

Respondent 16 (Faisal Ramadani)

	A.	B.		A.	B.		A.	B.
1.	√		2.	√		3.		√
4.		√	5.	√		6.	√	
7.	√		8.		√	9.	√	
10.		√	11.	√		12.	√	

				A.	B.		A.	B.
13.	√		14.	√		15.	√	
	3		+	1	+	1	=	5

Respondent 17 (Ridho Aini)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.	√		5.		√	6.		√
7.	√		8.		√	9.		√
10.		√	11.		√	12.	√	
13.	√		14.	√		15.	√	
	4.		+	4	+	3	=	11

Respondent 18 (Dolinsi Opitasari)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.		√	5.	√		6.		√
7.	√		8.		√	9.	√	
10.		√	11.		√	12.		√
13.	√		14.		√	15.	√	
	3		+	4	+	3	=	10

Respondent 19 (Rinci Ega Purwati)

	A.	B.		A.	B.		A.	B.
1.	√		2.	√		3.		√

	A.	B.		A.	B.		A.	B.
4.	√		5.		√	6.		√
7.	√		8.	√		9.		√
10.	√		11.		√	12.		√
13.	√		14.		√	15.		√
	5		+	3		+	5	

= 13

Respondent 20 (Riski Putri Puspita Sari)

	A.	B.		A.	B.		A.	B.
1.	√		2.	√		3.		√
4.	√		5.	√		6.	√	
7.	√		8.		√	9.	√	
10.		√	11.		√	12.	√	
13.	√		14.	√		15.	√	
	4		+	2		+	1	

= 7

Respondent 21 (Melati Husni Putri)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.		√	5.		√	6.		√
7.		√	8.	√		9.	√	
10.	√		11.	√		12.		√
13.	√		14.	√		15.		√
	3		+	2		+	4	

= 9

Respondent 22 (Saprudin)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.	√		5.		√	6.		√
7.		√	8.		√	9.		√
10.		√	11.		√	12.	√	
13.	√		14.	√		15.		√
	3	+		4	+		4	

= 11

Respondent 23 (Diana Nofita)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.		√	5.		√	6.		√
7.		√	8.	√		9.	√	
10.	√		11.		√	12.		√
13.	√		14.		√	15.	√	
	3	+		4	+		3	

= 10

Respondent 24 (Tiara Karolina)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.	√		5.		√	6.		√
7.		√	8.	√		9.	√	

10.		√	11.		√	12.		√
13.	√		14.		√	15.	√	
	3		+	4		+	3		=	10

Respondent 25 (Robert R)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.	√		5.		√	6.		√
7.	√		8.		√	9.	√	
10.		√	11.		√	12.		√
13.	√		14.	√		15.	√	
	4		+	4		+	3		=	11

Respondent 26 (Umy Nuryana)

	A.	B.		A.	B.		A.	B.
1.	√		2.	√		3.		√
4.	√		5.		√	6.		√
7.	√		8.		√	9.	√	
10.	√		11.		√	12.	√	
13.	√		14.		√	15.	√	
	5		+	4		+	2		=	11

Respondent 27 (Nabila Gacika)

	A.	B.		A.	B.		A.	B.

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.	√		5.		√	6.	√	
7.		√	8.	√		9.		√
10.	√		11.		√	12.	√	
13.		√	14.	√		15.		√
	3	+		3	+		3	= 9

Respondent 28 (Winda Praselia)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.		√	5.		√	6.	√	
7.		√	8.	√		9.	√	
10.	√		11.		√	12.	√	
13.	√		14.		√	15.		√
	3	+		4	+		2	= 9

Respondent 29 (Kozy Ramli)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.	√		5.		√	6.		√
7.	√		8.	√		9.		√
10.		√	11.		√	12.		√
13.	√		14.		√	15.		√

4	+	4	+	5	=	13

Respondent 30 (Annisa Febriani)

	A.	B.		A.	B.		A.	B.
1.	√		2.		√	3.		√
4.		√	5.		√	6.		√
7.	√		8.	√		9.	√	
10.	√		11.	√		12.	√	
13.	√		14.		√	15.	√	
	4		+	3	+		2	

4 + 3 + 2 = 9

No	Strategies	Sub-categories	Indicators	Interview questions (English)	Interview questions (Indonesian)
1	**Memory strategy**	• Creating mental linkages	• Students associate English utterances they heard with some objects or situations in their minds	43. Do you make mental associations to remember English words that you just listened to? 44. How do you make such mental associations to help you remember English words that you just listened to?	1. Apakah Anda membuat asosiasi mental untuk mengingat kata-kata bahasa Inggris yang baru saja Anda dengarkan? Tidak 2. Bagaimana Anda membuat asosiasi mental seperti itu untuk membantu Anda mengingat kata-kata bahasa Inggris yang baru saja Anda dengarkan?
		• Applying images and sound	• Students create some images in their minds to represent English utterances they heard during listening practices • Students subvocalize in their minds some English words they just heard to remember those words	45. Do you create some images in your minds to easily remember English words during listening practices? 46. Please give some examples of the way you create images in your minds for memorizing English words that you just listened to! 47. Do you sub-vocalize some English words that you just heard to memorize them? 48. Please give some examples of the way you sub-vocalize English words during listening practices!	3. Apakah Anda membuat beberapa gambar dalam pikiran Anda agar mudah mengingat kata-kata bahasa Inggris selama latihan keterampilan mendengarkan? 4. Tolong beri beberapa contoh cara Anda membuat gambar di benak Anda untuk menghafal kata-kata bahasa Inggris yang baru saja Anda dengarkan! 5. Apakah Anda mensubvokalkan beberapa kata bahasa Inggris yang baru saja Anda dengar untuk menghafalnya? 6. Tolong berikan beberapa contoh cara

					Anda mensubvokalkan kata-kata bahasa Inggris selama latihan mendengarkan!
		• Reviewing well	• Students review English utterances they just heard to check their memory for those utterances	49. Do you review some English utterances that you just heard for memorizing? 50. How do you review English words that you just heard for memorizing?	7. Apakah Anda meninjau beberapa ucapan bahasa Inggris yang baru saja Anda dengar untuk dihafal? 8. Bagaimana Anda meninjau kata-kata bahasa Inggris yang baru saja Anda dengar untuk dihafal?
		• Employing actions	• Students take a note of some important English words to be remembered during English listening practices.	51. Do you take some notes of English words that you just heard for memorizing? 52. Please give some examples of the way to record some English words which you want to memorize during listening practices!	9. Apakah Anda mencatat kata-kata bahasa Inggris yang baru saja Anda dengar untuk dihafal? 10. Tolong berikan beberapa contoh cara merekam beberapa kata bahasa Inggris yang ingin Anda hafal selama latihan keterampilan mendengarkan!
2	**Compensation Strategies**	• Guessing intelligently while listening	• Students guess some unclear words they just heard by using the clues of their related knowledge such as phonetics and phonology	53. Do you use your knowledge of phonetics and phonology to guess some unclear English words that you just heard? 54. How do you use such phonetic and phonological knowledge to guess unclear English words that you just heard?	11. Apakah Anda menggunakan pengetahuan Anda tentang fonetik dan fonologi untuk menebak beberapa kata bahasa Inggris yang tidak jelas yang baru saja Anda dengar? 12. Bagaimana Anda menggunakan pengetahuan fonetik dan fonologis untuk menebak kata-kata bahasa Inggris yang

3	**Cognitive strategy**	• Practicing the language	• Students repeat to say out the English utterances they just heard.	55. Do you repeat the English utterances you just heard when you practice listening? 56. If you do, how do you practice such a repetition of English utterances?	tidak jelas yang baru saja Anda dengar? 13. Apakah Anda mengulangi ucapan bahasa Inggris yang baru saja Anda dengar ketika Anda berlatih keterampilan mendengarkan bahasa Inggris? 14. Jika ya, bagaimana Anda melatih pengulangan ucapan bahasa Inggris seperti itu?
		• Receiving and sending message.	• By using English, students respond to the English audio they just listened to in order to see their own abilities to go along with the heard messages.	57. Do you practice responding to English utterances that you heard? 58. If you do, how do you implement such a strategy of spoken-message responding so that you can track the way you can improve your listening skill?	15. Apakah Anda berlatih merespon ucapan bahasa Inggris yang Anda dengar? 16. Jika ya, bagaimana Anda menerapkan strategi merespons pesan lisan seperti itu sehingga Anda dapat melacak cara Anda meningkatkan keterampilan mendengarkan bahasa Inggris?
		• Analyzing and reasoning	• Students analyze and think reflectively to understand the functions, structure, and contexts of English utterances	59. Do you make effort to understand the English utterances you just heard when you practice listening? 60. If you do, how do you make efforts to understand the functions, structure, and contexts of the English utterances	17. Apakah Anda berusaha untuk memahami ucapan bahasa Inggris yang baru saja Anda dengar ketika Anda berlatih mendengarkan? 18. Jika ya, bagaimana upaya Anda untuk memahami fungsi, struktur, dan konteks ujaran bahasa Inggris

No	Strategy				
				they just heard.	you just heard?	yang baru saja Anda dengar?
		• Creating structure for input and output.	• Students identify and generalize the structure of English utterances they just heard so that they can respond to similar utterances with similar structure properly.	61. Do you make efforts to understand the structure of English utterances you just heard? 62. If you do, how do you comprehend the structure of English utterances you just heard, so that you can easily identify other English utterances with similar structures?	19. Apakah Anda berusaha memahami struktur ujaran bahasa Inggris yang baru saja Anda dengar? 20. Jika ya, bagaimana Anda memahami struktur ucapan bahasa Inggris yang baru saja Anda dengar, sehingga Anda dapat dengan mudah mengidentifikasi ucapan bahasa Inggris lain dengan struktur serupa?
4	**Metacognitive strategy**	• Planning English listening practices	• Students set their own goals of listening practices, and they plan to do such practices according to their own timeline.	63. Do you set your own individual learning goal for English listening practices? 64. If you do, how do you plan your own English listening practices?	21. Apakah Anda menetapkan tujuan pembelajaran mandiri untuk latihan keterampilan mendengarkan bahasa Inggris? 22. Jika ya, bagaimana Anda merencanakan latihan mendengarkan bahasa Inggris secara mandiri?
		• Executing English listening practices	• Students conduct English listening practices independently according to the timeline they have made.	65. Do you regularly practice English listening independently? 66. If you do, when do you usually practice English listening independently? 67. How do you implement your independent practices	23. Apakah Anda secara teratur berlatih keterampilan mendengarkan bahasa Inggris secara mandiri? 24. Jika ya, kapan biasanya Anda berlatih keterampilan menderngarkan bahasa Inggris secara mandiri? 25. Bagaimana Anda

				of English listening?	menerapkan praktik mandiri Anda terkait dengan keterampilan mendengarkan bahasa Inggris?
		• Monitoring English listening practices	• Students control their own English listening practice	68. Do you control your independent practices of English listening? 69. If you do, how do you control your independent practices of English listening?	26. Apakah Anda mengontrol praktik mandiri keterampilan mendengarkan bahasa Inggris? 27. Jika ya, bagaimana Anda mengontrol praktik keterampilan mendengarkan secara mandiri?
		• Evaluating English listening practices	• Students identify their current English listening skills, track which parts to be improved more, and plan for further effective independent practices of English listening	70. Do you evaluate your English listening skill independently? 71. If you do, how do you identify the weaknesses and strengths of your current English listening skill so that you can make plans for further effective practices of listening?	28. Apakah Anda mengevaluasi keterampilan mendengarkan bahasa Inggris Anda secara mandiri? 29. Jika ya, bagaimana Anda mengidentifikasi kelemahan dan kekuatan keterampilan mendengarkan bahasa Inggris Anda saat ini sehingga Anda dapat membuat rencana untuk praktik mendengarkan lebih lanjut yang efektif?
5	**Affective strategy**	• Lowering the anxiety	• Students manage the burden of English listening practices	72. Have you ever felt anxious if you find it too difficult to understand English utterances you heard? 73. How do you manage your anxiety when trying to understand too	30. Pernahkah Anda merasa cemas jika Anda merasa terlalu sulit untuk memahami ucapan bahasa Inggris yang Anda dengar? 31. Bagaimana Anda mengatasi kecemasan Anda ketika mencoba memahami ucapan

				difficult English utterances that you listened to?	bahasa Inggris yang terlalu sulit yang Anda dengarkan?
				74. Do you try to lower the burden of your listening practices?	32. Apakah Anda mencoba untuk mengurangi beban latihan keterampialan mendengarkan bahasa Inggris?
				75. How do you manage the burden of your English listening practices?	33. Bagaimana Anda mengelola beban latihan keterampilan mendengarkan bahasa Inggris Anda?
		• Encouraging yourself	• Students use positive words to encourage themselves to learn listening consistently	76. Do you make efforts to motivate yourself to consistently practice English listening?	34. Apakah Anda berusaha memotivasi diri sendiri untuk secara konsisten berlatih mendengarkan bahasa Inggris?
				77. How do you motivate yourself to consistently practice English listening?	35. Bagaimana Anda memotivasi diri sendiri untuk secara konsisten berlatih mendengarkan bahasa Inggris?
				78. Do you use positive words for your self-encouragement?	36. Apakah Anda menggunakan kata-kata positif untuk mendorong diri Anda?
				79. Please give examples of self-encouragement that you do as you said!	37. Tolong beri contoh dorongan diri yang Anda lakukan seperti yang Anda katakan!
6	**Social strategy**	• Asking questions for help of others	Students ask others who are more knowledgeable and skillful at English listening skill when they find some difficulties.	80. Do you ask others if you find some problems with English listening?	38. Apakah Anda bertanya kepada orang lain jika Anda menemukan beberapa masalah dengan keterampilan mendengarkan bahasa Inggris?
				81. Whom do you ask for help in terms of solving your English listening problems?	39. Kepada siapa Anda meminta bantuan dalam memecahkan
				82. How do you	

				approach others to ask for help related to your English listening problems?	masalah keterampilan mendengarkan bahasa Inggris? 40. Bagaimana Anda mendekati orang lain untuk meminta bantuan terkait dengan masalah keterampilan mendengarkan bahasa Inggris?
	• Being cooperative with others	• Students learn to practice English listening skills with others	83. Do you practice English listening skills together with your friends? 84. How do you implement your collaborative practices of English listening skills?		41. Apakah Anda melatih keterampilan mendengarkan bahasa Inggris bersama dengan teman-teman Anda? 42. Bagaimana Anda menerapkan praktik kolaboratif untuk keterampilan mendengarkan bahasa Inggris?

Catatan validator

1. Awalnya, sebagian besar indikator-indikator yang dimunculkan dari sub-categories of listening strategies masih menggambarkan overall English skills secara umum. Oleh karena itu, validator membantu memformulasikan ulang indikator berbasis teori dan sub-categories yang ada di bab 2, agar bunyi tiap indikator sudah merepresentasikan tindakan belajar atau latihan keterampilan mendengarkan bahasa Inggris.
2. Karena indikator direvisi oleh validator, maka otomatis item-item wawancara juga direvisi oleh validator berbasis pada indikator.
3. Semua bagian yang direvisi oleh validator diwarnai biru
4. Menurut validator, sekarang item-item pertanyaan wawancara ini sudah valid scara konten. Silahkan peneliti lanjut mengambil data menggunakan pertanyaan-pertanyaan wawancara hasil validasi ini

Curup, 3 Juli 2021

Validator

Ruly Morganna, M. pd

Questionnaire of the Research

Student Learning Strategies in Listening Class (A Study of Extrovert and Introvert Student)

This questionnaire is designed to investigate the learning strategies used by extrovert and introvert students at English tadris program 8th semester

Name :

Nim :

Petunjuk pengisian angket

1. Bacalah setiap item pada angket isilah dengan memberi tanda ceklist (√)
2. Pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami oleh siswa.
3. Pernyataan-pernyataan di bawah sesuai dengan strategi anda dalam belajar listening

          A   : Always (Selalu saya lakukan)
          U   : Usually (Biasa saya lakukan)
          S   : Sometimes (Terkadang saya lakukan)
          AN   : Almost Never (Tidak biasa saya lakukan)
          N   : Never (Tidak pernah saya lakukan

Statement	Always	Usually	Sometimes	Almost Never	Never
51. I think of relationship between what already know and new things I learn in English.					
52. I use English words in sentences so I can remember them.					
53. I connect the sound of a new English word and image or picture of the word to help me remember the word					
54. I remember a new English word by making a mental					

picture of a situation in which the word might be used.					
55. I use rhymes to remember new English words.					
56. I practicing or acting new words vocabulary English in daily activity.					
57. I am using flashcards to remember new English words.					
58. I Reviewing English lesson in the home.					
59. I Remembering location of new words on the page, board, or a street sign					
60. I saying or writing new vocabulary several times.					
61. I try talking like native English speaker.					
62. I pronouncing new words English					
63. I was applying new English words in different ways.					
64. I conversation with my friends use English.					
65. I watch English TV programs or shows spoken in English or go to movies spoken in English					
66. I read article or newspaper for pleasure in English.					
67. I writing notes, messages, letters or					

reports.					
68. I first skim read an English passage (read over the passage quickly), then go back and read carefully.					
69. I was using own words that have similar meaning with new words.					
70. I was creating pattern in English.					
71. I am grouping new vocabulary into parts.					
72. I was getting the meaning without Translate word by word.					
73. I was Summarizing vocabulary English in Paper Books.					
74. To understand unfamiliar English Words, I make gestures					
75. When I can't think of a word during conversation in English, I use gestures.					
76. I make up new words if I do not know the right ones in English.					
77. I read descriptive text in English without looking up every new word.					
78. I try Guessing what the other person will say next.					
79. I Using a word or phrase (synonym).					

80. I was finding the places to apply English. 81. I desired to improve English skill through the difficulties in learning English. 82. I am paying attention for someone that is speaking English. 83. I Search how to be good English learners. 84. I planned special time for learning. 85. I am looking for people that can speak English. 86. I am reading as much as possible about English. 87. I am having clear goals for improving English progress. 88. I thinking about English progress					
89. If I do understand something in English, I ask the other person to slow down or say it again. 90. I Ask English speakers to correct the English. 91. I acting or practicing English with other students. 92. I ask for help from English speakers/teacher. 93. I Ask questions in English.					

94. I Learning about English culture.					
95. I Try to be relax in using English. 96. I encourage myself to speak English even when I am afraid of making a mistake. 97. I Give a reward or treat for good English progress. 98. I Aware if feeling tense or nervous in using English. 99. I Write feelings in diary. 100. I talk to someone else about feelings in learning English.					

Interview Guidance to Student

Student Learning Strategies in Listening Class (A Study of Extrovert and Introvert Student)

This interview is designed to know how student extrovert and introvert implementation the strategies in listening class at English tadris program 8th semester

Name :

Nim :

Petunjuk pengisian:

1. Bacalah setiap item pada pertanyaan yang telah tertera dan jawablah sesuai dengan apa yang telah anda lakukan.
2. Pada kolom pilihan di samping kanan jawablah sesuai dengan kenyataan yang dialami oleh siswa.
3. Pertanyaan-pertanyaan di bawah sesuai dengan strategi anda dalam belajar listening

No	Questions	Answer
1.	Do you make mental associations to remember English words that you just listened to?	
2.	How do you make such mental associations to help you remember English words that you just listened to?	
3.	Do you create some images in your minds to easily remember English words during listening practices?	
4.	Please give some examples of the way you create images in your minds for memorizing English words that you just listened to!	
5.	Do you sub-vocalize some English words that you just heard to memorize them?	
6.	Please give some examples of the way you sub-vocalize English words during listening practices!	
7.	Do you review some English utterances that you just heard for memorizing?	
8.	How do you review English words that you just heard for memorizing?	

9.	Do you take some notes of English words that you just heard for memorizing?	
10.	Please give some examples of the way to record some English words which you want to memorize during listening practices!	
11.	Do you repeat the English utterances you just heard when you practice listening?	
12.	If you do, how do you practice such a repetition of English utterances?	
13.	Do you practice responding to English utterances that you heard?	
14.	If you do, how do you implement such a strategy of spoken-message responding so that you can track the way you can improve your listening skill?	
15.	Do you make effort to understand the English utterances you just heard when you practice listening?	
16.	If you do, how do you make efforts to understand the functions, structure, and contexts of the English utterances you just heard?	
17.	Do you make efforts to understand the structure of English utterances you just heard?	
18.	If you do, how do you comprehend the structure of English utterances you just heard, so that you can easily identify other English utterances with similar structures?	
19.	Do you use your knowledge of phonetics and phonology to guess some unclear English words that you just heard?	
20.	How do you use such phonetic and phonological knowledge to guess unclear English words that you just heard?	
21.	Do you set your own individual learning goal for English listening practices?	
22.	If you do, how do you plan your own English listening practices?	

23.	Do you regularly practice English listening independently?	
24.	If you do, when do you usually practice English listening independently?	
25.	How do you implement your independent practices of English	
26.	Do you control your independent practices of English listening?	
27.	If you do, how do you control your independent practices of English listening?	
28.	Do you evaluate your English listening skill independently?	
29.	If you do, how do you identify the weaknesses and strengths of your current English listening skill so that you can make plans for further effective practices of listening?	
30.	Have you ever felt anxious if you find it too difficult to understand English utterances you heard?	
31.	How do you manage your anxiety when trying to understand too difficult English utterances that you listened to?	
32.	Do you try to lower the burden of your listening practices?	
33.	How do you manage the burden of your English listening practices?	
34.	Do you make efforts to motivate yourself to consistently practice English listening?	
35.	How do you motivate yourself to consistently practice English listening?	
36.	Do you use positive words for your self-encouragement?	
37.	Please give examples of self-encouragement that you do as you said!	
38.	Do you ask others if you find some problems with English listening?	

39.	Whom do you ask for help in terms of solving your English listening problems?	
40.	How do you approach others to ask for help related to your English listening problems?	
41.	Do you practice English listening skills together with your friends?	
42.	How do you implement your collaborative practices of English listening skills?	

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 496 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
c. Surat permohonan peralihan pembimbing pada tanggal 22 juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing 1 dan 2 dalam penulisan skripsi pada tanggal 07 Januari 2020;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Agama Islam Negeri Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN:

Menetapkan
Pertama : 1. **Prihantoro, M.Pd**
2. **Sarwo Edy, M.Pd**

19750820 200801 1 004
2007008102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing 1 dan II dalam penulisan skripsi mahasiswa :

NAMA : Selpi Arwenti
NIM : 17551062
JUDUL SKRIPSI : Students Learning Strategies in Listening Class (a Study of Extropert and Introvert Students Personality

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 30 Desember 2020
Dekan,

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
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Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor   : 489 /In.34/FT/PP.00.9/06/2021   01 Juni 2021
Lampiran   : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama   : Selpi Arwenti
NIM   : 17551062
Fakultas/Prodi   : Tarbiyah / TBI
Judul Skripsi   : Student Learning Strategies in Listening Class (Study of Extrovert and Introvert Student)
Waktu Penelitian   : 01 Juni s.d 01 September 2021
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

                                        a.n Dekan
                                        Wakil Dekan I,

                                        Baryanto, MM.,M.Pd
                                        NIP, 19690723 199903 1 004

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. . Ka. Biro AUAK

PEMBIMBINGAN SKRIPSI

bing 1
an ke 1
mbimbingan : _Chapter I_
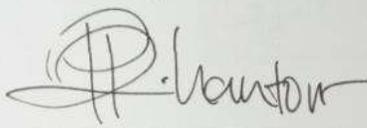
: _____

mbingan : _____
kground of the research (langsung fokus strateginya saja).
aiki redaksi di significant of the research.

Curup, _27 Januari 2021_

Pembimbing

(signature)

ing 1
an ke 2

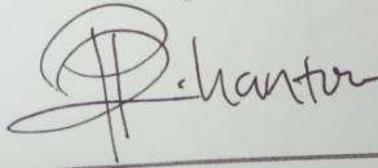bimbingan : _Chapter 1,2,3_

: _____

mbingan : _____
kan Previous study di background.
ions listening di chapter 2.
of the research.

Curup, _2 maret 2021_

Pembimbing

(signature)

Pembimbing 1

Bimbingan ke 3

Topic pembimbingan   : _Chapter III_
                      : _Research Methodology_

Catatan Bimbingan : _____

1. Validasi Instrument
2. Penjelasan data analysis Per instrument.

_____

Curup, 24-03-2021

Pembimbing

Rihantor

Pembimbing 1

Bimbingan ke 4

Topic pembimbingan   : Chapter IV
                      : finding and Discussion

Catatan Bimbingan : _____

1. Tambahkan instrument lagi perqu Per research
   question untuk triangulasi data di analisis data

_____

Curup, 26-07-2021

Pembimbing

Rihantor

119

Pembimbing 1

Bimbingan ke 5

Topic pembimbingan   : Chapter IV-V

                      : _____

Catatan Bimbingan : _____

Acc   Munaqosah _____

_____

_____

Curup, 10-08-2021

Pembimbing

Prihantoro
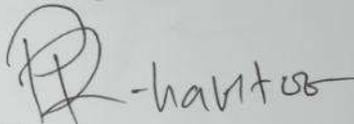
Prihantoro

Pembimbing 1

Bimbingan ke 6

Topic pembimbingan   : _____

                      : _____

Catatan Bimbingan : _____

_____

_____

_____

Curup, _____

Pembimbing

_____

120

Bimbingan ke 2

Topic pembimbingan : Chapter 1
                    : _____

Catatan Bimbingan : _____

1. Based on pre-interview letakkan dibagian fenomena.
2. Tambahkan perbedaan antara siswa yang menggunakan strategi
   dan tidak menggunakan strategi.

Curup, 16 Februari 2021
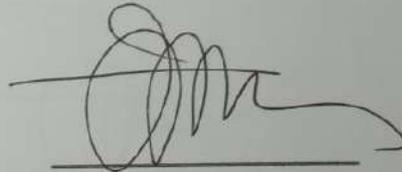
Pembimbing
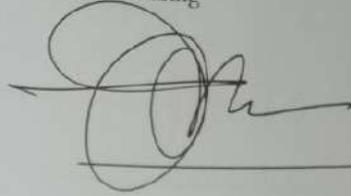
Pembimbing 2
Bimbingan ke 3

Topic pembimbingan : Chapter 2
                    : _____

Catatan Bimbingan : _____

1. di tabel jangan letakkan indikator terlebih dahulu.
2. di kolom tabel yang description use own language.
3. Tambahkan lagi tabel tentang implementation strategi

Curup, 19-04-2021

Pembimbing

121

...imbimbing 2

Bimbingan ke 4

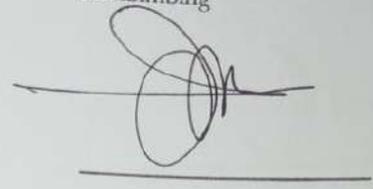Topic pembimbingan : Chapter 3

: Research Methodology

Catatan Bimbingan : _____

1. Kenapa menggunakan Mix Method (Jelaskan).

2. Jelaskan subjek of the research secara berurutan /

tersusun.

Curup, 21-06-2021

Pembimbing

Pembimbing 2

Bimbingan ke 5
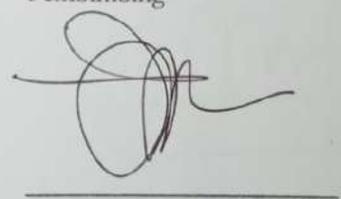
Topic pembimbingan : Chapter 3

: Research Methodology

Catatan Bimbingan : _____

1. Validasi Instrument
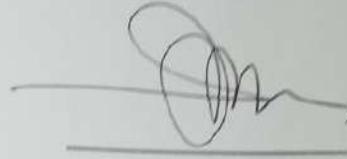
Curup, 05-07-2021

Pembimbing

122

Pembimbing 2

Bimbingan ke 6

Topic pembimbingan : Chapter 4

:

Catatan Bimbingan : _____

1. Perbaiki Isi dari finding

Curup, 4-8-2021

Pembimbing

Pembimbing 2

Bimbingan ke 7

Topic pembimbingan : Chapter 4-5

:

Catatan Bimbingan : _____

ASS Munaqosah

Curup, 13-08-2021

Pembimbing

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