LEARNING STRATEGIES USED BY STUDENTS IN LEARNING COMPHREHENSION AT IAIN CURUP
(A Descriptive Quantitative Research in English Study Program of IAIN Curup)

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**

By

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2019**

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Assalamu'alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara Tesia Marlenda mahasiswa IAIN Curup yang berjudul: **"Learning Strategies Used By Students In Listening Comprehension At Iain Curup "**. sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalam

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This thesis entitled **"Learning Strategies Used By Students In Listening Comprehension At Iain Curup"**.Presented in fulfillment for the degree of Strata 1 in English Tadris Study Program of Tarbiyah IAIN Curup.

In this occasion I Would like to express my deepest gratitude to :

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Finally, the writer hopes this thesis can help the English teachers and students who want to learn this subject. The writer realized that this thesis is still far from being perfect. therefore, any suggestion and comment always welcomed.

Wassalamualaikum Wr.Wb

Curup, November 2018

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Motto

- ❖ *NEVER SAY NEVER*
- ❖ *EVERYTHING WILL BE OKAY IN THE END, IF ITS NOT OKAY, ITS NOT THE END*
- ❖ *ALWAYS BE YOURSELF AND NEVER BE ANYONE ELSE EVEN IF THEY LOO BETTER THAN YOU*

Dedication :

This Thesis is dedicated to :

- ➢ *The Greatest God, Allah SWT*
- ➢ *The Big Prophet, Muhammad SAW*
- ➢ *My Beloved parents, My Dad 'Martin'. Thank you so much for everything, Dad. No word that can describe what I'm feeling now. But I want to say I do love you just the way you are. You are my hero as always. And My Mom and my first teacher 'Lela Hartini', Thank you so much for everything, I know you always give me your best and you are my sunshine as always*
- ➢ *My beloved Brothers andSister Wahyuda Anugrah, Rahmat Repaldi, andNadia Ramadanti, thanks for your pray, care, support and motivation. I do love you guys!*
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ABSTRACT

Tesia Marlenda, (2018):Learning Strategies Used By Students In Listening Comprehension At Iain Curup

Advisor   :Jumatul Hidayah, M.Pd

Co-Advisor   : Henny Septia Utami, M.Pd

The research objective were to find out1) the learning strategies used by students at IAIN Curup in listening comprehension. 2) the students implemention strategies in listening comprehension. In this research the researcher wanted to get the information about learning strategies used by students in listening comprehension. In this research the researcher will use the design descriptive which was presented in quantitative way. Population in this research is students all of seventh semester there are 28 students from two classes. The subject of this research are seventh semester students and the researcher take all of sample or total sampling.There are two ways in collecting the data in this study, they are questionnaire and interview. The techniques for data analysis is interval of percetage formula. The result showed that: 1)The learning strategies used by students at IAIN Curup in listening comprehension. there are three types of strategies in learning listening comprehension. For Bottom up Strategies in Concentrate on text –based aspects. It consists of 432 or   26,61%. Listening to sentence and identify sentences. It consists of 368 or 22,67%. Recognition and identify division and cognitive speech. It consist of 823 or 50,70%. For Top Down Strategies in Concentrate on text –based aspects. It consists of 438 or 38,28%. Listening to sentence and identify sentences. It consists of 334 or 29,13%. Recognition and identify division and cognitive speech. It consist of 372 or 32,25%%. Resuming learning listening Strategies Bottom up there were 1623 or 58,98%. Top Down there were 1144 or 41,34% 2)The students' implementation of strategies in listening comprehensionBottom up some students focused Meaning of individual vocabulary when listening, by listening carefully and repeat it one by one and try to know the meaning. devided the sentences and translate word by words by finding the formulas of sentences such as S+V+ O, identifying the intonation and stressing of sentences, listen Carefully and attending that stressing and so on because it indicated the real information, discrimination between phonemes by write down the word.For Top Down students focus on conversation themes, connect the spoken place and sound intonation, collecting information and summarizing that information, attending the voice information ad find the main information. Improve communicative skillsfocusing on meaning and vocabularies.

CHAPTER I

INTRODUCTION

A. Background of the Research

Learning English starts since elementary school in Indonesia. There are four skills taught in the EFL classroom, reading, writing, speaking, and listening. Those are the skills which are taught to and learnt by students. Listening is One of the basic language skills courses offered to the foreign students. Listening as one of receptive skills which has a very important role in learning English because listening is the language of modality which is mostly used in every conversation or activity. In the teaching and learning process, before students are able to respond to the teacher, they should listen first in order to get the information and the concept. Beside that, listening is also the key in understanding the concept, knowledge, or information which are spoken by speakers.[1]

Listening is one of the most important skills used by people while communicating with each other. Listening is defined as the ability to remember and understand information pre sented orally. Like Howatt and Dakin state, "listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning."[2] So listening plays a crucial role in daily lives because without listening ability people can not related communication with others or in other words communication can not be achieved

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[1] Rifqi Hanifa, Thesis: *"Improving The Students' Listening Skills Of The 8th Grade Students Of Smpn 1 Ngemplak Through Scaffolding Principles"* (Yogyakarta: Faculty of Languageas and Arts State University Yogyakarta,2014), P 1

[2] Howatt, A. And J. Dakin. 1974. Language laboratory materials, ed. J. P. B. Allen, S. P. B. Allen, and S. P. Corder

Listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. Listening ability is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, listening ability is needed. Kirwan quotes Laurent's statement that "It is impossible not to communicate without listening ability, communication is impossible". This statement is in line with Burnard's cited in Kirwan, he states that listening and attending are cited as the two most important elements of communication.[3]

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 communicative purpose, listening plays a vital role, as it helps the language learner 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.[4] listening is a process by which listeners share their mutual beliefs, the listeners must understand vocabularies and grammatical structures to interpret the meaning

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[3] Alpin Hidayat, "English Education Study Program of Indonesia University of Education: The Use Of Songs In Teaching Students' Listening Ability". Journal of English and Education 2013, 1(1). P 21

[4] D. Renukadevi, "Department of English, Erode Sengunthar Engineering College: The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening". International Journal of Education and Information Studies. Volume 4, Number 1 (2014). P 60

of language input from the text in their mind in which the communication take place, because communication is not only related to being able to speak, but also with understanding by the listener and then be able to produce output.

One of the aspects that are involved in the process of developing listening skills is the language learning strategies used by the learners themselves. This is how the learners learn by themselves. Learning strategies are steps taken by students to enhance their own learning.[5] In learning foreign language, it needs some strategies to help learners. By applying the strategies, it will make the learning process becomes more effective. In order to come to the objectives of English learning effectively, various learning strategies are needed by the students. Since different student may use different learning strategies, they need to be aware of choosing appropriate and effective strategy in order to be able to successfully learn English and to easily face several tasks given. The success or failure in English learning is affected by the learning strategies used by students. As Rubin states:

> The different success of second or foreign language suggests a need to examine in 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.[6]

The statement stated above means that language learning strategies used are crucial aspect for learners in English learning because the success of learning a foreign language may depends on what and how learning strategy used by learners. The learners can develop their language skills in a better way if they

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[5] Oxford. R. L, *Language learning strategies: What every teacher should know.* (New York: Newbury House. 1990). P 1.
[6] Rubin, Jacque. "*What the Good Language Learner Can Teach Us*". In TESOL Quarterly, Vol. 9, 1975: 41-51.

have a capability in using a wide variety in language strategies. The more frequent students use a greater variety and number of learning strategies, the more proficient they would be. Thus, it is essential to know the strategies students have in language learning.

Specifically, language learning strategies play important roles in one of receptive skills like listening skill. According to Griffee, listening can be considered as the first step in learning a language. The strategies employed by the students in comprehending the message in listening will determine how the students achieve the objectives.[7] It is assumed that the students who use good strategies will be able to answer the listening test items and to comprehend the received message well. In other words, using an appropriate learning strategy might result in the success of study particularly in listening.

Chien and Wei further state that for the listening comprehension, the students need to have various uses of strategies that lead them to be successful learners because only the skilled students in using strategies can possess easily in the listening comprehension.[8] So having variety of learning strategies and skill can help students complete their liatening task successfully.

Besides, O'Mally & Chamot states strategies are the thoughts and behaviors that learners used to help them comprehend, learn or retain information.[9] Moreover, learning strategies are needed in order to learn more effectively in learning process, but sometimes learners find the difficulty in

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[7] Griffee, Dale T.; Hough, David *"Survival Listening and Speaking"* - 1986-01-01

[8] Chien, C & Wei. The strategy use in listening comprehension for EFL learners in Taiwan. *RELC Journal, 29*(1), 66-91

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

learning process because they do not use suitable strategies in learning. Besides, the success or failure in learning English listening may be caused of the learning strategies which are used by learners. Therefore, using language learning strategies is the crucial aspect for learners in learning English listening, because the success of learning English listening as a foreign language may depend on what and how learning strategies applied by learners.

Although listening plays an important role, students still have some difficuties in this skill. Listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sound (listening material). As Nguyen Ngoan stated in his article *"listening to VOA: advantages, problems and solutions"* the students have to face these three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents. So the students can not recognize the main point in listening task.[10]

In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively

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[10] Ibid

and negatively.[11]This also happened to the students of IAIN Curup. Based on the interview to several students of English Tadris Study Program. Some students confirmed that their strategies give greater impact toward their learning process. Meanwhile, there were also several students who thought that their strategies only gave a small contribution.

In Addition based on the interview to the lecturer of Institute College for Islamic Studies (IAIN) Curup, some of students have good score in listening skill. It was supported by the lecturer's transcript score. Additionally, based on the interview with some students in IAIN Curup, it was found that students used a variety of learning strategies to enhance their progress in developing listening skill. When the researcher asked about what the strategies used by them, some students did not realize they use a variety of listening strategies. It was also discovered that each students uses different learning strategies which they considered helpful to them. This brings the researcher to conduct a research to reveal the strategies used by students.

Based on the explanations above, the researcher was interested to do a research about these phenomena. It is known that listening in learning a languages very important, and the reseacher is interested to investigate a research entitles *" learning strategies used by students in listening comprehension at IAIN Curup".*

B. Research Question

Based on the background above, the question that had been answered in this research are:

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[11] Wenden, A. *What* do second language learners know about their language learning? A second look at retrospective account. *Applied Linguistics* 7 (2), 186–205.

1. What are the learning strategies that used by students at IAIN Curup in listening comprehension?

2. How do the students implement those strategies?

C. Objectives of the Research

The objective of this research are to investigate:

1. The learning strategies used by students at IAIN Curup in listening comprehension.

2. How the students implement their strategies in listening comprehension

D. Delimitation of the Research

The researcher limited this research to get more specific data. This research aimed to investigate the listening comprehension strategies which students in sixth semester that have learned listening 4.

E. Definition of Key Terms

The researcher presented definition of keywords to make this research is more clear. The definition of keywords are :

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."[12] learning strategies refers to way to understanding a

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

thing or material of learning.[13] In this research, learning strategies means the way that the students use in learning listening.

2. Listening Comprehension

listening comprehension is a complex cognitive process that allows a person to understand spoken language. [14] In this research listening comprehension is the ability of students sixth semester of english study program in IAIN Curup in comprehending the speakers mean.

F. Significant of the Research

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 result of this research are hopefully useful to give information or reference for english lecturers 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 skills.

2. Student

The result of this study hopes to give benefit for the students. The students will be able to evaluate their ability in listening and know how to choose

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[13] Jan De Houwer & Dermot Barnes-Holmes & Agnes Moors, *What is learning? On the nature and merits of functional definition of learning Psychonomic Society*, Inc. 2013, p.1

[14] Rost, M, L2 Listening. In Eli H. (Ed.), *Handbook of research in second language teaching and learning*, (New Jersey: Lawrence Erlbaum Associates, Inc,2005), (pp503-527).

the appropriate strategy in particular situations in listening comprehension. It's hoped that students can improve student's listening skills by listening strategies

3. Further Researcher

By this study, the result can be used as a reference for other researchers who are interested in conduct a further research in the same field.

G. Organization of the research

The thesis consist of five chapters, the brief description is presented below

Chapter 1 This chapter consist of introduction background of the research, research question, objective of the research, delimition, definition of key term, and significant of the research. Chapter 2, This chapter is theoritical foundation that is related to this research and previous study of the research. Chapter 3, This chapter tells about methodology of the research it is including kind of research, subject of the research, research instrument, data collection technique, and data analysis technique. Chapter 4, This chapter shows the result of the research includes finding and discussion.Chapter 5, This chapter is the final result of the research it is conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Listening Comprehension

1. Definition of Listening Comprehension

Listening comprehension is regarded as an active process. Each listener needs to select their individual aspects of aural input, then form their understanding of the passage and associate what they hear with their prior/background knowledge. Through this process, listeners are able to produce answers and reactions for communication.

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

> Listening is anything but passive activity it is complex, activity process in which the listener must discriminate between sounds, understand vocabulary and structures, 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's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.

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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

Listening is the ability to receive, comprehend and understand the message in spoken language.[17] On other words, listening is the activity of paying attention to and trying to get the meaning from the information that has been heard. According to Howatt and Dakin listening is the process of a person understanding the meaning of the spoken language. The aim of listening for comprehension is to get the meaning of what the listeners hear and then produce a response to show what they have understood.

Based on the definitions above, it can be concluded that listening is the important skill that should be mastered in learner foreign language. Because if they are lack in this skill as a result they get trouble to relate communication with other people.

2. The Importance of Listening Comprehension

According to Morley and Rost, 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 indicates that it makes easy the development of the other language skills.

Brownell states 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 they can give responses properly.[18] So listening is one of the important skills that

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[17] Yagang, Fan. (*Listening: Problems and Solutions. (*The United States: The English Teaching Forum. 1993). P.1

[18] Bronell, Judi.. *Listening attitude, principles and skill*. Boston: Allyn and Bacon. 1981. P 46

should be mastered by english learners, because without having 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 communicative purpose, listening plays a vital role, as it helps the language learner 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.[19]

It can be concluded 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.

B. Role of Listening in Second or Foreign Language Acquisition

However, recent second language studies reconsidered speaking-only initial focus when this production-oriented initial emphasis was found to interfere with the students' learning, disrupting Zthe association process essential for integration and retention of the target language.[20] Empirical studies have shown that pushing learners to produce material they have not yet stored in their memory can overload their short-term memory. Second language research studies have also found that

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

[20] Asher, J. J. The total physical response approach to second language learning. *Modern language Journal, 58*, 23-32. Retrieved from: http://www.jstor.org/stable/322091

there is a high degree of positive transfer between a listening-only initial focus and other language skills, while lower scores were reported in all language skills when learners where required to develop simultaneously the skills of speaking and listening. [21]

Based on the opinion above so listening-only initial focus has been found to yield a significant affective advantage for foreign/ second language learners, increasing their effectiveness and concentration in language learning. Some of the empirical evidence that gives support to the importance of listening in second/ foreign language acquisition was provided

C. Type of listening

Here are six types of listening, starting with basic discrimination of sounds and ending in deep communication.

a. Discriminative listening.

Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing.

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[21] Brown, A. L., & A. S. Palinscar. (1982). Introducing strategic learning from texts by means of informed self-control training. *Topics in Learning and Learning Disabilities, 2*, 1-17. Retrieved from http://www.eric.ed.gov/PDFS/ED220820.pdf

b. Biased listening

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

c. Evaluative listening. In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

d. Selective listening. Selective listening involves listening for particular things and ignoring others. We thus hear what we want to hear and pay little attention to 'extraneous' detail. Partial listening

e. Full listening. Full listening happens where the listener pays close and careful attention to what is being said, seeking carefully to understand the full content that the speaker is seeking to put across.

f. Deep listening. Beyond the intensity of full listening, you can also reach into a form of listening that not only hears what is said but also seeks to understand the whole person behind the words.[22]

D. Learning strategies in Listening Comprehension

Strategies are especially important for laguage learning because they are tools for active, self-direct involment, which is esential for developing

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[22]Underwood, M, . *Teaching listening*, (London: Longman, 1989), p.16.

communicative competence.[23]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 language learning strategies in their learning process. Learning strategies are commonly defined as the operations or processes which are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task.[24]Aside from that, O'Malley and Chamot state that ''learning strategies are special ways of processing information or behaviors that individuals use to help them comprehend, learn or retain new information''. [25] From the many different strategies,there are many options from which learners consciously select in order to optimize their chances of succses in achieving their goals in learning and using the languge. Learners employ language learning strategies consciously when processing new information and performing tasks. These strategies help them to comprehend better and quicker. So language learning strategies play an important role in the process learning language.

Bottom-Up processes describe the ways in which the linguistic competence of a listener works to 'build' toward comprehension of a message. According to Peterson), these are the lower level processes that work to construct meaning from recognition of sounds and words, which, when

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[23] Hafani in Zuriateh. *Reading comprehension strategies apply by the students(at SMA 1 Curup)*. Skripsi. English study program. STAIN Curup, 2010. P14

[24] Hurd,S., & Lewis. T (Eds.), *Language learning strategies in indenpendent settings*. (North York: Multilingual Matters.2008). P.17

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

identified, are fit into larger phrasal units and then matched with related ideas stored in long term memory. Brown (notes that Bottom-Up processing "focuses on sounds, words, intonation, grammatical structures, and other components of spoken language. At lower levels of language proficiency, the activation of Bottom-Up processing is thought to impose a great strain on conscious attention and therefore, working memory. With practice comes greater degrees of automaticity and a freeing-up of working memory for attention to higher level processing (called Top-Down)), thus top down processes work in the opposite direction, drawing on the listener's own prior knowledge and expectations to help decode the message. The listener's repository of background information (sometimes called schemata) can relate to the context, thetopic, the type of text, conventions of rhetoric and discourse organization. This knowledge becomes useful in decoding a message--even when a message hasn't been heard in its entirety. [26]

Knowledge of facts, propositions and expectations allow prediction and differencing that "enable the listener or reader to bypass some aspects of Bottom-Up processing" This allows listeners to "fill in the gaps" which are often present in spontaneous unrehearsed speech, helping them arrive at global meanings and interpretation that don't rely on comprehension of every subsection of the message. Without paying attention to grammatical form,

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[26] H. Douglass Brown, *teaching Principles, an interactive approach to language pedagogy.* Practicall hall Regences. New Jersly, 2007), p. 349

listeners can often assemble a meaning ju3st from the context and their

knowledge of key words.[27]

In conclusion, strategies are necessary for raising students' awareness

on listening as a skill that requires active engagement, by explicitly teaching

listening strategies, learners are provided with tools needed to cope with

listening comprehension tasks and to develop the skills, abilities and the

confidence to handle communication situations they may encounter beyond

the classroom. In this way, learning strategies are giving the students the

foundation for communicative competence in the new language. Bottom up

and Top down learning strategies

Table 2.1

Botton Up and Top Down istening Strategy

Bottom up	Top down
Concentrate on text –based aspects Hear a word and repeat it. "I will hear a word and I repeat it over and over.	☐ Listen for topic, then details. "ss started thinking about what could be electric." ☐ Putting a series of pictures or sequence of events in order.

Richards (
   ☐ Listen for structure " Ss Listening for verbs, and then tried to fit them with nouns.
   ☐ Listening for specific details recognizing cognates
	☐ Listen to conversations and identify where they take place.
	☐ Reading information about the topic then listen to identify whether or not the same points are mentioned, or inferring the relation between the people involved.

Rubin (1994) ☐ Listeners will focus on the meaning of	Rubbin (1994) ☐ Listeners may emphasize the gist of

[27] Richards, J. C. *Listening Comprehension: Approach, Design and Procedure. The Context of Language Teaching* . Edinbugh: Cambridge Universty Press, 1998), p. 224

	the whole listening instead of the meaning of individual words.
individual.	☐ Picture – details, global processing details, global processing
☐ Recognising individual phonemes	
☐ Recognising stressed syllables	
☐ Recognising syllable reduction due to weak forms and/or elision	
☐ Recognising assimilation, this is when a sound changes to become more like another sound which follows or precedes it. For example, brown bag sounds like /.	
Foley Listen to sentences and identify sentences fillers such as such as: "I mean" "Like" "you know".	Mendelson ☐ listening for the main idea ☐ predicting ☐ drawing inferences ☐ summarizing
Chamot (1994) Recognizing sounds and identify division and connective speech Procedure: TT reds out a number of sentences, and asks learners to write down how many words there would be in the written form. While the task right sound easy for learners the weak formal info: I´m going to the show. Do you want some cheese?	Chamot (1994) ☐ Think about the situation, try to understand the speaking purpose, try to understand the speaking attitude. ☐ Predict what speakers will say. ☐ Focus on conversation themes.

Let´s have a party.
Ur (1985)
    ☐ Identifying the antecedents of pronouns
    ☐ Recognizing if a sentence is active or passive
    ☐ Distinguishing between sentences containing causative and non-causative elements
    ☐ Identifying major components of a sentence
    ☐ Recognizing the use intonation
    ☐ Recognizing the time reference of a sentence
    ☐ Distinguishing between positive and negative sentences
	Ur (1985)
	☐ Listening to part of a conversation and inferring the topic.
	☐ Looking at the pictures, then listening to conversation about the pictures and matching them to the pictures
	☐ Listening to conversations and identifying the setting
	☐ Reading a list of key points to be covered in a talk, then numbering them in the sequence heard while listening to the talk
	☐ Reading information about a topic,

☐ Identifying particles in rapid speech ☐ Identifying missing particles in colloquial speech	then listening to talk on the topic and checking whether the information was mentioned or not. ☐ Reading one side of a telephone conversation and guessing the other speaker´s responses, then listening to the telephone conversation. ☐ Looking at the pictures of people speaking and guessing what they might be saying or doing, then listening to how the story really ended
Peterson (1991), and Brown (2001). ☐ Discriminating between intonation contours in sentences. ☐ discriminating between phonemes ☐ listening for word endings ☐ recognizing syllable patterns ☐ being aware of sentence fillers in informal speech ☐ recognizing words, discriminate between word boundaries ☐ picking out details ☐ differentiating between content and function words by stress pattern ☐ finding the stressed syllable ☐ recognizing words with weak or central vowels ☐ recognizing when syllables or words are dropped ☐ Recognizing wordswhen they are linked together in streams of speech ☐ Using features of stress, intonation and prominance to help identify important information ☐ listening for specific details ☐ recognizing cognates ☐ recognizing word-order patterns	Schecter ☐ Find main ideas and supporting details ☐ Predicting ☐ Guess general meaning ☐ Summarizing ☐ Making inferences

C. Review Of Related Finding

Related finding is research that had been done and have the relation to the variable to this study. There are some related researches that had been done before; they are:

Based on the study 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''[28]. 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 phases 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. Data was collected using the "think aloud" technique in which students (4th year English majors, Faculty of Education, Menoufia University) were asked to mention any problem they face during a listening comprehension activity and indicate what they were thinking to solve the problem. The findings indicated that advanced and intermediate participants encountered the same problems with different percentages, and activated three groups of processes. The advanced group students used top down strategies more than the intermediate ones. Besides, this research brings the listening strategies used by students as a point. In other word this study only focus on the learning strategies used in listening comprehension. So both of these studies bring the different knowledge.

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[28] Nahed Mohamed Mahmoud Ghoneim, Students' The Listening Comprehension Strategies Used by College Students to Cope with the Aural Problems in EFL Classes: An Analytical Study.(Menoufia University, Egypt,2012)

Another study is about "an investigation into listening strategies of efl students within the high school setting"[29] that done by Le Huynh Thanh Huy (2015) This study aims to examine learners' use of listening strategies focusing on three main aspects: the listening strategy groups and the individual listening strategies used by EFL learners, the correlation between the extent of use of listening strategies and English listening ability, and the differences in the ways the listening strategies were used by effective and less effective listeners. In order to achieve these objects, a study was conducted on 82 learners at a high school in the Mekong Delta. Two instruments including a questionnaire and a listening comprehension test were used to collect quantitative data. The findings demonstrated that the participants were aware of listening strategies at the average level. Among six listening strategy groups, the frequent use of memory strategies was highest and that of the strategies in terms of social group was lowest. Moreover, two individual listening strategies, translating and repeating strategies were used by learners at high level of frequency, and taking notes was the least frequently used strategy.

It means the study above has the significant differences with this study. This study will be focused only on students' listening strategies, the strategies are constructed by three group strategies (cognitive strategies, metacognitive strategies and socio-affective strategies).

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[29] Le Huynh Thanh Huy, students' "an investigation into listening strategies of efl students within the high school setting". (Dong Thap University, Vietnam,2015)

So based on the explanation above, it is conclude that my research with the title "Learning strategies used by students in listening comprehension at IAIN Curup" is different with the previous studies. Meanwhie, in this research the researcher focus on analyzing the student's strategies used in listening strategies.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

In this research the researcher wanted to get the information about learning strategies used by students in listening comprehension. In this research the researcher will use the design descriptive which was presented in quantitative way. The descriptive research aimed to describe the data and characteristic about what is being studied. The research did not only collect the data but also did the analysis of data and make the conclusion from the collect data. Descriptive involves the collection of data that will provide an account or description of individuals, groups or situations.[30]

According to Ary Descriptive research is studies are designed to obtain information concerning the current status phenomena. According to Gay, he states that descriptive research involves collecting data in order to answer the questions concerning the current status of the subject in the study.[31] It means that this descriptive research is suitable to find answer about learning strategies used in listening comprehension because descriptive study will reveal the fact about the current study of the subject of the study.

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[30] Polit D.F ., Hungler B.P (1999) *Nursing Research: Principles and Methods* (6th Ed.) Philadelphia, Lippincott

[31] L. R. Gay,education research :competence for analysis and application, (Florida International University). P.23

Furthermore, Heigham explained that quantitative research cycle is usually characterized as being linear, each stage being carried out one after the other, research question are formulated, data is collected then statistically analyzed, and finding written up.[32] It means that the quantitative research has relationship each variabel and the data explained in statistic or numbering. In this research, the finding data is formulaic and researcher follows a set of prescribed steps.

Therefore, the researcher used the descriptive quantitative method because the researcher want to know the learning strategies used by students in listening comprehension at IAIN Curup.

B. Population and Sample

1. Population

The population is the totally or unit of the result measuring that became the object of the research.[33] According to Frankell, "population is group to which the research of the study in deed to apply.[34] Population in this research is students all of seventh semester. There are 28 students from two classes. They are male and female students who had taken listening IV. The research is conducted in Institute College for Islamic Studies (IAIN) Curup. Particularly in English study program, tarbiyah department. They were chosen as respondents in consideration that they have learn English for several years and have many

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[32] Heigham, Juanita and Robert A.Crocker .Quantitative Reseach in Applied Linguistic.Pagrave Macmillan:London.2009., P.10

[33] Cathrine Dawson, 2002, *Practical Research method*, (United Kingdo: Deer Park Production, 2002), P.14

[34] Jack R Frankell and Narmale. (2006). *How design and evaluate Research in Education* (Mc,Graw Hill, International Edition), P.78

experiences in listening class. In addition, they are capable to represent their opinion related to the research question. The number of population is given in Table 1.

Table 1

Number of Population

Class	Number of students
A	13
B	15
Total	28

Source: document of IAIN Curup in 2018

2. Sample

A sample is part of population that represents the whole population. Sample is the group of people who take in investigation. The people who take part are referred to as "participants". According to Kendra, sample is subject of a population that is used to represent the entire group a whole.[35] It can be concluded that Sample is a half of population that will researched or as the way to representative the population. Sample is the group of people who take part are refeered to as participants. Which means subject of the research is a main data to be studied. In this research is to study about the students' strategies in listening skill in order to get the data which would be analyzed next.

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[35] http://psychology.about.com/od/sindex/9/sample.htm.,retrieved on Monday, september, 24 at 05.11 wib

The subject of this research are seventh semester students in Institute College of Islamic Studies Curup. The researcher chose them because whole students of seventh semester of State College of Islamic Studies Curup have passed the whole listening class (listening 1, listening 2, listening 3, and listening 4) so they have experiences in learning listening and also seventh semester is the suitable subject of this research because they have known about their situation in learning listening.

In choosing the subject, the researcher used total population sampling, where he examined the entire population (i.e., the total population) that have a particular set of characteristics. In sampling, units are the things that make up the population. Units can be people, cases (e.g., organizations, institutions, countries, etc.), piece of data, and so forth. When using total population sampling, it is most likely that these units will be people. According to Arikunto said that " if the total number of subject less than 100 persons , it is better to take all of population".[36] So the researcher take all of sample or total sampling.

C. Technique of Collecting Data

There are two ways in collecting the data in this study, they are questionnaire and interview

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[36] Suharsimi, Arikunto. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta. P .112

1. Questionnaire

   Questionnaire are the most commonly used data collection techniques used by researchers because they are view effective and efficient. Questionnaire is a group of written question on paper and subjects respond to the questions by writing or, more commonly, by marking an answer sheet.[37] Questionnaire selected to collect the main data of learning strategies used by students in listening comprehension. The questionnaire consisted of three parts: (a) using mental processes (cognitive strategies), (b) organizing and evaluating learning (metacognitive strategies), (c) managing emotions and learning with others (Socio-affective strategies).

2. Interview

   Interview is the most appropriate way to asking questions that can not effectively be structured into multiple choice format, such as questions of personal nature of questions that require lengthy responses.[38] It means that, interview can help the researcher to get the information based on the research problem, it also can help the researcher to know more the information.

   Then, "an interview is used as technique for collecting the data as the early study to find the problem that should be studied and the interview can be used if the researcher wants to know small respondent deeply". [39] In addition, the interview is organized that make data clear for interpreting about how the students

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[37] Franklin Jack, 2011 p.125
[38] L. R. Gay,education research :competence for analysis and application, (Florida International University). P. 291
[39] Sugiono, Op.Cit., P. 188

implement their strategies in listening comprehension. It was used to make the data clear and also to reject misinterpretation of the strategies which were used by the students.

Researcher conducted a semi-structured interview with student in listening to collect the main dat. This was conducted to confirm how they implement their strategies in listening. To do this interview, for students, they were given several questions about their way or strategies in listening comprehension based on interview guidance. The researcher used tape recorder to do this interview. Catherine says the advantages of using tape recorder are it can concentrate on listening what they say, it can be able to maintain eye contact, it can have a complete record of interview for anlysis, including what is said and interaction between interviewer and interview, it can have plenty of useful quotations for report.[40] After that, the recorded data were changed into written transcript text. The interview is aimed to know how the students implement their strategies in listening comprehension.

D. Instrument

"Instrument is the tool used to collect data or the needed information".[41] The instrument of this research is the tool that helped the researcher to collect the data required in this study. Depending on the above techniques for collecting data,

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[40] Catherine Dawson, *Practical Research Methods,* (United Kingdom: Oxford OX4 IRE,2002), P. 66

[41] Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, (1995). P. 126

there are some instruments which the researcher used for collecting the data as follow:

1. Questionnaire

In order to collect main data of what the strategies used by students. In constructing questioner, the researcher using close ended questionnaire. Maria Teresa Siniscalco and Nadia Auriat state that closed (or multiple choices) questions are ask the respondent to choose, among a possible set of answers, the responses that most closely represents his/her view point.[42]According to Nunan and Bailey, close items on Questionnaire which the range of possible responses is determined by the researcher and the respondent select from or evaluate the option provided. [43] They may also require that respondent chooses among several answer categories, or that she/he uses a frequency scale, an importance scale, or an agreement scale. The questionnaire is given to 28 students from 2 classes. The questionnaire will be given to the respondent and they will answer the questions on the questionnaire by giving the checklist mark (√) on their choice. The researcher design the questionnaires based on the indicators on the main theories. The questionnaire was made by using O'Mallay and Chamot Theory. He stated that there are three items connected to the listening strategies; cognitive, metacognitive and socioaffective. The

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[42] Teresa, Siniscalco, Maria and Auriant, Nadia. *Questionnaire Design*. UNESCO International Institute for Educational Planning

[43] Nunan, D. And Bailey, K.M. (2009). *Exploring Kuantitatif, Kualitatif, dan R & D*. Bandung. Alfabeta., P.135

questionnaire was designed by the researcher according to Linkert Scale with five

options and different score, they were:

a. Always (A)   : 5

b. Often (O)   : 4

c. Sometimes (St)   : 3

d. Seldom (S)   : 2

e. Never (N)   : 1[44]

Linkert Scale is the most common used in measuring attitude,

opinion and perception of respondents toward an object.[45]

Table 2: Close ended Questionnaire

Strategy	indicators	Statement	N	S	ST	O	A
Botton up	Concentrate on text –based aspects	1. Do you Hear a word and repeat it.?					
		2. Do you Listen for structure Listening for verbs, and then tried to fit them with nouns.?					
		3. Listening for specific details recognizing cognates?					
		4. Listeners will focus on the meaning of individual.					
	listening to sentence and identify sentences	5. Do you Recognising individual phonemes?					
		6. Do you Recognising stressed syllables?					

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[44] Nunan, D. And Bailey, K.M. (2009). *Exploring Second Language Classroom Research Sherrise Roehr*

[45] Riduan. And Sunarto. *Pengantar Statiska*. Bandung. Alfabeta. , P25

		7. Do you Recognising syllable reduction due to weak forms and/or elision?					
		8. Do you Recognising assimilation, this is when a sound changes to become more like another sound which follows or precedes it. For example, brown bag sounds like?					
		9. Do you Listen to sentences and identify sentences?					
	Recognition and identifiy devision and cognitive speech	10. Do you Recognizing sounds and identify division and connective speech?					
		11. Do you identifying the antecedents of pronouns					
		12. Do you recognizing if a sentence is active or passive?					
		13. Do you distinguishing between sentences containing causative and non-causative elements?					
		14. Do you identifying major components of a sentences ?					
		15. Do you distinguishing between positive and negative sentences?					
		16. Do you Identifying missing particles in colloquial speech?					
		17. Do you use features of stress, intonation and prominance to help identify important information					
Top down	Concentrate on text –based aspects	18. Do you focus on conversation themes					
		19. Do you develop participants pragmatic discourse knowledge?					
		20. Do you find general meaning?					
		21. Do you find main ideas and supporting details					
	Listening to sentence and identify	22. Do you focus for ;istening for specific details					
		23. Do you find main ideas and					

	sentences	supporting details					
		24. Do you predicting when learning listening?					
	Recognition and identifiy devision and cognitive speech	25. Do you guess general meaning?					
		26. Do you summarizing information in listening?					
		27. Do you making inferences?					
		28. Do you improving communicative skills focusing on meaning rather than form?					

2. Interview Guidance

In this research, the researcher also selected interview as instrument to collect the data of learning strategies used by students in listening comprehension. 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.[46] As the interview explains before, the researcher did the interview if it was needed to complete the data for know how the student's implement their strategies in listening comprehension. Before do research interview the researcher must make a question based on theory O'Mallay and Chamot in the paper and lastly to confirm that the interview guidance is valid, researcher also done the Expert validation. The interview guidance can be seen in the table below:

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[46] L. R. Gay, Op Cit. P.291

Table 3: Interview Guidance

Strategy	Indicator	Questions
Botton up	Concentrate on text –based aspects	1. How do you focused Meaning of individual vocabulary when istenling? 2. Why o you focused Meaning of individual vocabulary when istenling? 3. How do you known words "Ss try to think of any vocabulary that they have learned?
	listening to sentence and identify sentences	4. How do you listen for structure Listening for verbs, and then tried to fit them with nouns.? 5. How do you identified a sentences in listening?
	Recognition and identifiy devision and cognitive speech	6. How do you recognizing sounds and identify division and connective speech? Why ? 7. How do you Picking out details information? Why? 8. How do you Using features of stress, intonation and prominence to help identify important information? Why 9. Do you discrimination between phonnames ? 10. How do you you discrimination between phonnames ?
Top Down	Indicator	11. How do you focus on conversation themes? Why? 12. How do you develop participants pragmatic discourse knowledge? Why? 13. How do you find general meaning? Why?

	Concentrate on text –based aspects	14. How do you find main ideas and supporting details Why? 15. How do you focus for ;istening for specific details?Why? 16. How do you find main ideas and supporting details? Why? 17. How do you predicting when learning listening? Why? 18. How do you guess general meaning?
	listening to sentence and identify sentences	19. How do you summarizing information in listening? Why? 20. How do you making inferences? Why? 21. How do you improving communicative skills focusing on meaning rather than form? Why

3. Tape Recorder

The researcher recorded the interview to make the researcher easier in analyzing the data. One of the recording tool to record is tape recorder. The benefit of using tape recorder are the researcher can concern with the information by the respondents completely that make the researcher easier to formulate the finding, but considering about the tape recorder that preety rare in this era, the researcher will be used the phone recorder which have the same function and also it gives better recording quality than tape recorder.

E. Validity

To make questionnaire of the students about students' strategies in listening class, the researcher use the content validity in making certain measurement of research object. According to Singrimbun and Sofian Effendi, "in

content of validity , the researchers should make the content of the research instrument suitable with the research problemor given the description about the problems indicator of research".[47]

The study used construct validity by using the opinions of experts (expert judgment). The instrument is constructed on the aspects to be measured on the basis of a particulaar theory. Before giving the questionnaire to the participant, the researcher validates the questionnaire to the lecturer who has qualification in research methodology. Input and suggestion from the valuator was being the revision indicator for the researcher.

F. Technique of Analyzing Data

After the data were, the researcher continued to analyze the datain this study the researcher use descriptive analysis method used to see students' strategies in listening the following step:

1. Scoring

Scoring is scoring againts the grain of questions contained in the questionnaire. The questionnaire in this research use linkert scale is the most common used in measuring attitude, opinion, and perception of respondents toward an object.[48] In line with this Djaali says that linkert scale can be used in

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[47] (Irawan Suhartono), In Ariani Thesis, *An Analysis of students strategy in writing English Paragraph*, P.19. Thesis IAIN
[48] Amirul, Hadi dkk. (1993). *Metodologi Penelitian Pendidikan*. Bandung : Pustaka Setia

measuring attitude, opinion or perception of people or some groups of people about the tendency or phenomenon of education.[49]

2. Analysis

Analysis is the statiscal analysis is the calculation of the data that has been given a score based on the type of data into quantitative, then technique used is the statistical analysis, which is use traditional statistical formula percentage used to describe the result of studies using following formula:

$$P = F/N \times 100$$

Description :

P = Percentage Questionnaire

F = Total Frequency each item

N = Number of Respondents[50]

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[49] Mirzal, Tawi.(2015). *"pengukuran Sikap: Skala Linkert"*, Accessed from on September 12th 2018

[50] Anas Sudjono. (2004). *Pengantar statistik Pendidikan*, Raja GrafindoPersada, Jakarta :

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The students' strategies in listening comprehension at IAIN Curup

For ensuring the research question in this research, the researcher provide each participants of research questionnaire and interpreted the data in order to find out the students' strategies in listening in this research. After investigating and collecting the data of the research, researcher described the result of the research into table. The data obtained from the questionnaire which were conducted from English students who have taken listening I-IV which the number 28 students.

The result of the questionnaire were accounted as F (Frequency of students' answer which comes from each option. Including A: Always, O: Often, St: Sometimes, S: Seldom, and N: Never), then the number of students' answer in each option multiplied A: 5, O: 4, St: 3, S: 2, and N: 1. After the researcher knew about the number of students' answers, the researcher divided the number of answer (Total Score) with the maximal score and multiplied 100%. In this researcher showed the students' strategies in listening comprehension. Below are the finding based on the questionnaires aspect:

a. Bottom up Strategy

The emphasis in EFL listening materials in recent years has been on developing top-down listening processes. There are good reasons for this given that learners need to be able to listen effectively even when faced with unfamiliar vocabulary or structures. However, if the learner understands very few words from the incoming signal, even knowledge about the context may not be sufficient for her to understand what is happening, and students can easily get lost. Of course, low-level learners may simply not have enough vocabulary or knowledge of the language yet, but most teachers will be familiar with the situation in which higher-level students fail to recognise known words in the stream of fast connected speech. Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps.

The following procedure for developing bottom-up listening skills it help learners recognize the divisions between words, an important bottom-up listening skill. The teacher or lecturer reads out a number of sentences, and asks learners to write down how many words there would be in the written form. While the task might sound easy, for learners the weak forms in normal connected speech can make it problematic, so it is very important for the teacher to say the sentences in a very natural way, rather than dictating them word-by-word.

They were show in finding bellow:

Table 4.1

Concentrate on text –based aspects

No	Concentrate on text –based aspects	Frequency	Percentage
1.	Hear a word and repeat it	116	7,14%
2.	Listen for structure Listening for verbs, and then tried to fit them with nouns.	103	6,34%
3.	Listening for specific details recognizing cognates	103	6,34%
4.	Listeners will focus on the meaning of individual.	113	6,96%
Total		432	26,78%

The table above described about Hear a word and repeat it consist of 116 or 7,14%. Listen for structure Listening for verbs, and then tried to fit them with nouns. It consist of 103 or 6,34%. Listening for specific details recognizing cognates consist of 103 or 6,34%. Listeners will focus on the meaning of individual consist of 113 or 6,96%.

Table 4.2

Listening to sentence and identify sentences

No	Listening to sentence and identify sentences	Frequency	Percentage
1.	Recognizing individual phonemes	96	5,91%
2.	Recognizing stressed syllables	96	5,91%
3.	Recognizing syllable reduction due to weak forms and/or elision	57	3,51%

4.	Recognizing assimilation, this is when a sound changes to become more like another sound which follows or precedes it. For example, brown bag sounds like	115	7,08%
5.	Listen to sentences and identify sentences	196	12,07%
Total		368	34,48%

The table had described: Listening to sentence and identify sentences such as Recognizing individual phonemes consist of 96 or 5,91%, Recognizing stressed syllables consist of 96 or 5,91%. Recognizing syllable reduction due to weak forms and/or elision consist of 57 or 3,51%, Recognizing assimilation, this is when a sound changes to become more like another sound which follows or precedes it. For example, brown bag sounds like consist of 115 or 7,08%. Listen to sentences and identify sentences consist of 196 or 12,07%

Table 4.3

Recognition and identify division and cognitive speech

No	Recognition and identify division and cognitive speech	Frequency	Percentage
1.	Recognizing sounds and identify division and connective speech	102	6,28%
2.	Identifying the antecedents of pronouns	96	5,91%
3.	Recognizing if a sentence is active or passive	99	6,1%
4.	Distinguishing between sentences containing causative and non-causative elements	106	6,53%
5.	Identifying major components of a sentences	97	5,97%

No			
6.	Distinguishing between positive and negative sentences	109	6,71%
7.	Identifying missing particles in colloquial speech	105	6,46%
8.	Use features of stress, intonation and prominance to help identify important information	109	6,71%
Total		823	50,64%

The table above described: Recognizing sounds and identify division and connective speech. It consists of 102 or 6,28%. Identifying the antecedents of pronouns. It consists of 96 or 5,91%. Recognizing if a sentence is active or passive. It consists of 99 or 6,1%. Distinguishing between sentences containing causative and non-causative elements. It consists of 106 or 6,53% Identifying major components of a sentences. It consists of 97 or 5,97%

Distinguishing between positive and negative sentences. It consists of 109 or 6,71%. Identifying missing particles in colloquial speech. It consists of 105 or 6,46%. Use features of stress, intonation and prominance to help identify important information. It consists of 109 or 6,71%.

Table 4.4

Resuming of Bottom up Strategies

No		Frequency	Percentage
1.	Concentrate on text –based aspects	432	26,61%
2.	Listening to sentence and identify	368	22,67%

	sentences		
3.	Recognition and identify division and cognitive speech	823	50,70%
Total		1623	100%

The table above described: in Concentrate on text –based aspects. It consists of 432 or   26,61%. Listening to sentence and identify sentences. It consists of 368 or 22,67%. Recognition and identify division and cognitive speech. It consist of 823 or 50,70%

b. Top Down strategy

In top down strategy students to predict the content of a listening activity beforehand, maybe using information about the topic or situation, pictures, or key words If so, you are already helping them to develop their top-down processing skills, by encouraging them to use their knowledge of the topic to help them understand the content. This is an essential skill given that, in a real-life listening situation, even advanced learners are likely to come across some unknown vocabulary. By using their knowledge of context and co-text, they should either be able to guess the meaning of the unknown word, or understand the general idea without getting distracted by it. Other examples of common top-down listening activities include putting a series of pictures or sequence of events in order, listening to conversations and identifying where they take place, reading information about a topic then listening to find whether or not the same points are

mentioned, or inferring the relationships between the people involved.

Based on finding were described on description below:

Table 4.5

Concentrate on text –based aspects

No	Concentrate on text –based aspects	Frequency	Percentage
1.	Focus on conversation themes	112	9,79%
2.	Develop participants pragmatic discourse knowledge	108	9,44%
3.	Find general meaning	111	9,70%
4.	Find main ideas and supporting details	107	9,35%
Total		438	38,28%

The tabel above described Focus on conversation themes. It consist of 112

or 9,79%. Develop participants pragmatic discourse knowledge, It consist

of 108 or 9,44%. Find general meaning, It consist of 111 or 9,70%. Find

main ideas and supporting details, It consist of 107 or 9,35%.

Table 4.6

Listening to sentence and identify sentences

No	Listening to sentence and identify sentences	Frequency	Percentage
1.	Focus for listening for specific details	104	9,9%
2.	Find main ideas and supporting details	110	9,61%
3.	Predicting when learning listening?	120	10,48%
total		334	29,13%

The table had described: Focus for listening for specific details. It consist of 104 or 9,9%. Find main ideas and supporting details. It consist of 110 or 9,61%. Predicting when learning listening. It consist of 120 or 10,48%

Table 4.7
Recognition and identify division and cognitive speech

No	Recognition and identify division and cognitive speech	Frequency	Percentage
1.	Guess general meaning	103	9%
2.	Summarizing information in listening	85	7,43%
3.	Making inferences	82	7,16%
4.	Improving communicative skills focusing on meaning rather than form	102	8,91%
Total		372	32,25%

It can be described; Guess general meaning. It consist of 103 or 9%. Summarizing information in listening. It consist of 85 or 7,43%. Making inferences. It consist of 82 or 7,16%. Improving communicative skills focusing on meaning rather than form there were 102 or 8,91%.

Table 4.8

Resuming of Top Down Strategies

No		Frequency	Percentage
4.	Concentrate on text –based aspects	438	38,28%
5.	Listening to sentence and identify sentences	334	29,13%
6.	Recognition and identify division and cognitive speech	372	32,25
Total		1144	100%

The table above described: in Concentrate on text –based aspects. It consists of 438 or   38,28%. Listening to sentence and identify sentences. It consists of 334 or 29,13%. Recognition and identify division and cognitive speech. It consist of 372 or 32,25%%.

Table 4.9
Resuming learning listening Strategies

No		Frequency	Percentage
1.	Bottom up	1623	58,98%
2.	Top Down	1144	41,34%

2. **Students' implementation of strategies in listening comprehension at IAIN Curup.**

For ensuring the implementation of students implement their strategies in listening comprehension at IAIN Curup so, the researcher did interview for all the students. in short, the finding were described on description bellow:

a. Bottom up

Students   used batton up strategies for listening comprehension. They do some step for implementing it. It was described o finding bellow:

In Concentrate on text –based aspects, students repeat some word, focused Meaning of individual vocabulary when listening. It was following:

" I translate all of word have I heard in listening"[51]. Yes, Because to translate the sentences or utterances we should understand word by word" [52] . I find the vocabularies and try to translate it by opening dictionary."[53] "I just find difficult word or unfamiliar word"[54]

From the interview above, some students focused Meaning of individual vocabulary when listening. By doing some steps such as by translating the word get from the listening section and tray to find the meaning. Then for unfamiliar word students open dictionary at listening class.

Students had reason focused Meaning of individual vocabulary when listening. It was following:

"Because it important to know about real information in listening"[55]. Because I want ted to know the meaning. "[56] Because I wanted to know about the meaning and information when I try listening both of simulation and listening comprehension "[57] " Because I wanted to know whole information"[58] "Because I want to know about meaning of them"[59]

In short, students have reason why they focused Meaning of individual vocabulary when listening because they wanted to know about information talking about and meaning of them. so the students more understand. It implement in simulation and listening comprehension too.

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[51] Students A, , Interview Result On Deceber 20th 2018
[52] Students B, Interview Result On Deceber 20th 2018
[53] Students Student C, Interview Result On Deceber 20th 2018
[54] Students D, Interview Result On Deceber 20th 2018
[55] Student A, Interview Result On Deceber 20th 2018
[56] Student B, Interview Result On Deceber 20th 2018
[57] Student C, Interview Result On Deceber 20th 2018
[58] Student D, Interview Result On Deceber 20th 2018
[59] Student E, Interview Result On Deceber 20th 2018

Next, students known words "Ss try to think of any vocabulary that they have learned. It was following:

> *"I listen carefully and repeat it one by one and try to know the meaning of it"[60] "By translating the word and connect it with other words."[61] I Listen it and repeat more then once"[62] I Connect it with my knowledge"[63]*

So, students known words "Ss try to think of any vocabulary that they have learned by listening carefully and repeat it one by one and try to know the meaning. translating the word and connect it with other words and their knowledge.

Additionally, listen for structure Listening for verbs, and then tried to fit them with nouns. It was following

> *"I divided the sentences and translate word by words"[64] " I make some parts of sentences and translate to Indonesia language"[65] "I identified the structure of sentences"[66]" By finding the formulas of sentences such as S+V+ O and find the position of them as a subject, verb and object"[67]*

That means, students listen for structure Listening for verbs, and then tried to fit them with nouns devided the sentences and translate word by words by findig the formulas of sentences such as S+V+ O, and he position of them as a subject, verb and object. It can helps students find meaning in listening comprehension.

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[60] Student A, Interview Result On Deceber 20th 2018
[61] Student B, Interview Result On Deceber 20th 2018
[62] Student C, Interview Result On Deceber 20th 2018
[63] Student D, Interview Result On Deceber 20th 2018
[64] Student D, Interview Result On Deceber 20th 2018
[65] Student E, Interview Result On Deceber 20th 2018
[66] Student A, Interview Result On Deceber 20th 2018
[67] Student B, Interview Result On Deceber 20th 2018

Students identified a sentences in listening. It was proven on interview below:

> *"By finding and identifying the intonation and stressing of sentences"[68] I try to analyze the sentences by sentence before I understand the context of listening text"[69]*

From the interview above, it can be said that students identified a sentences in listening by identifying the intonation and stressing of sentences and try to analyze the sentences by sentence on the listening material. Because to indicate the sentences there some space between one sentence and other sentences.

Students recognizing sounds and identify division and connective speech. It was on interview result bellow:

> *"I finding the role of that word because if it used an appropriate position can avoid for miss understanding"[70] " I focus on sentence by sentence and analyze component of sentences"[71]*

So, students recognizing sounds and identify division and connective speech by finding the role of word as a verb, noun and so on. Students also focus on the component of the sentences. It aimed to make students more understand to ward the sentences were produced.

Students Picking out details information. It was following :

> *"I Find the main idea of topic was discussed"[72] I connect the information with the item or question of listening comprehension"[73] "I find the important*

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[68] Student A, Interview Result On Deceber 20th 2018
[69] Student B, Interview Result On Deceber 20th 2018
[70] Student C, Interview Result On Deceber 20th 2018
[71] Student D, Interview Result On Deceber 20th 2018
[72] Student A, Interview Result On Deceber 20th 2018
[73] Student B, Interview Result On Deceber 20th 2018

information because it easier to understand"[74] "I just find the most important of them (information). [75]

So, students Picking out details information by finding min idea, important issues of listening. It aimed to make students to understand information. Because if of issues had some clues and important part as a key word as indicating all information.

Students use features of stress, intonation and prominence to help identify important information. It was following:

"I listen Carefully and attending that stressing and so on because it indicated the real information"[76] " I make sure the intonation which indicate the word or sentences. It aimed to make us find real information"[77] Yes the of features of stress, intonation are important. It can be done by listening carefully to find the key information"[78]

So, students features of stress, intonation and prominence to help identify important information by listen carefully and attending the stressing of utterances produced by cassata or video. It aims to do for finding key information was discussed.

Some students did some discrimination between phonemes. It was following:

"Yes, I write down word that I have heard and compare with real written" [79] By attending the voice with

[74] Student D, Interview Result On Deceber 20th 2018
[75] Student E, Interview Result On Deceber 20th 2018
[76] student A, , Interview Result On Deceber 20th 2018
[77] Student C, Interview Result On Deceber 20th 2018
[78] Student B, Interview Result On Deceber 20th 2018
[79] Student B, Interview Result On Deceber 20th 2018

correlating the sound and written."[80] "I find the right word, because there were some word had similarity on sound"[81] "I indicated the word to other word"[82]

In can be said that the students discrimination between phonemes by write down the word. Then there were also some of them compare some sound and writing about the word have heard. It caused by there were some word had similarity on sound.

b. Top Down

Students implemented the top down strategy in listening. This strategies was implement in different ways by students. focus on conversation themes. it was following:

"I listen the conversation carefully, and find the main topic was discussed" [83] "I analyze the theme of conversation by attending main information"[84] "I hear the conversation until finish, because we can find the real information."[85]

In the other word, students focus on conversation themes by listen the conversation carefully and until finish after that, they can know about the real information. In conversation we cannot find the meaning if hear half of them. Furthermore, students develop participants pragmatic discourse knowledge. It was following :

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[80] Student D, Interview Result On Deceber 20th 2018
[81] Student E, Interview Result On Deceber 20th 2018
[82] Student A, Interview Result On Deceber 20th 2018
[83] Student A, Interview Result On Deceber 20th 2018
[84] Student B, Interview Result On Deceber 20th 2018
[85] Student E, Interview Result On Deceber 20th 2018

"I connect the spoken place and sound intonation"[86] *"I see the context of conversation"*[87] *in this case, mainly in video we can see the context and where the conversation taken place. Because pragmatic meaning based on the context of speaking"* [88] *I focused on context of conversation because they were some utterances or sentences had wide meaning or more than spoken"*[89]

So, students develop participants pragmatic discourse knowledge. All of them se the conversation context. They had some ways such as connect the spoken place and sound intonation. It caused by pragmatic meaning based on the context of speaking and wide meaning (more than spoken meaning).

Then, students find general meaning. It was proven on interview result below:

"I find general meaning by collecting all information that I have heard"[90] *" I listen all of information and summarizing until find main information"*[91]. *"I find the meaning of the listening theme"*[92]

It means, students find general meaning by collecting information and summarizing that information. It aims to help students find the topic was discussed on the listening. In this way also help students for finding the general information from the sound.

Additionally, find main ideas and supporting details. It was proven on interview result below:

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[86] studentE, Interview Result On Deceber 20th 2018
[87] Student A, Interview Result On Deceber 20th 2018
[88] Student C, Interview Result On Deceber 20th 2018
[89] Student D, Interview Result On Deceber 20th 2018
[90] Student D , Interview Result On Deceber 20th 2018
[91] Student B , Interview Result On Deceber 20th 2018
[92] Student C, Interview Result On Deceber 20th 2018

"By attending about voice information " [93] "I find important information or main information from listening theme or topic "[94]

So, find main ideas and supporting details by attending the voice information ad find the main information. So the main had main and supporting detail information. Students can scan for information, so that students can succeed in answering the questions. Some questions depend on your general understanding of the text, and those are the ones students have probably answered in the first listening, actually. Other questions depend on students identifying which specific information students are required to find. Those are the scanning questions. Multiple choice questions are often more of the skimming kind. Fill in the gap questions are more of the scanning type. But multiple choice exercises can contain some scanning type question, too.

" Yes, I write the specific information. Because when we used listening mainly if native speaker, they speak quickly and sometime make we forget about the word or utterances. So I make a summarize"[95] "I always write down some main point when listening"[96] "the summarize were important for remember us what have been heard when listening "[97]

That means In short, some students make summarize about the meaning of word that getting from learning listening. It caused by the voice of listening were quickly so the students had difficulties for

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[93] Student B Interview Result On Deceber 20t[h] 2018
[94] Student C, Interview Result On Deceber 20th 2018
[95] student C, Interview Result On Deceber 20t[h] 2018
[96] Students D, Interview Result On Deceber 20t[h] 2018
[97] Students E, Interview Result On Deceber 20t[h] 2018

remaining information from their hearing. The summarize was important for students so they can remember the information from listening section.

In short, students had implement for cognitive strategies has some sub indicators. The implantation were some students repeat native speakers or the sound from cassette. It aim for ensuring the word had been received were correct on the real word or utterances. The students repeat pattern and guessing the meaning sound had heard by them both of lecturer or recording. They also repeat it in learning listening. This way can improve the students ability in pronounce the word and get meaning from the utterances or sentences were produced. Students implement skimming technique to find out the main idea and try to notice which words are more stressed and clearly pronounced, and try to notice the mood speakers are in, Students also implement scanning technique to find out specific information. Students can scan for information, so that can succeed in answering the questions.

Furthermore, students making inferences in listening. It was proven on interview result bellow:

> *"I refer the information based on listening information with my background knowledge"[98] : I connect it with own information or understanding"[99]*

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[98] Student C, Interview Result On Deceber 20t[h] 2018
[99] Student A, Interview Result On Deceber 20th 2018

So, students making inferences in listening comprehension such as making inferences or students' knowledge about that information. It aimed to make students more understand about the issues were discussed. Next, students improving communicative skills focusing on meaning rather than form. It was following:

> *"I Improve my listening by enrich my vocabulary. Because by opening dictionary make us know about the meaning of word"[100] " I connect it with speaking skill because we repeated some conversation" [101] "I integrated listening skill to improve my vocabulary and pronunciation" [102]*

It can be said students improve communicative skills focusing on meaning rather than form, students can enrich vocabularies. It also can improve students' speaking skill by repeating the conversation. By producing and imitative the word or sentences students also can improve their pronunciation.

B. Discusion

1. The students' strategies in listening comprehension at IAIN Curup

Based on findig in Bottom up Strategy for Concentrate on text – based aspects: Hear a word and repeat it consist of 116 or 7,14%. Listen for structure Listening for verbs, and then tried to fit them with nouns. It consist of 103 or 6,34%. Listening for specific details recognizing cognates consist of 103 or 6,34%. Listeners will focus on the meaning of individual consist of 113 or 6,96%. Listening to sentence and identify

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[100]Student B, Interview Result On Deceber 20th 2018
[101] Student D, Interview Result On Deceber 20th 2018
[102]Student E, , Interview Result On Deceber 20th 2018

sentences :Listening to sentence and identify sentences such as Recognizing individual phonemes consist of 96 or 5,91%, Recognizing stressed syllables consist of 96 or 5,91%. Recognizing syllable reduction due to weak forms and/or elision consist of 57 or 3,51%,

Recognizing assimilation, this is when a sound changes to become more like another sound which follows or precedes it. For example, brown bag sounds like consist of 115 or 7,08%. Listen to sentences and identify sentences consist of 196 or 12,07% for Recognition and identify division and cognitive speech : Recognizing sounds and identify division and connective speech. It consists of 102 or 6,28%. Identifying the antecedents of pronouns. It consists of 96 or 5,91%. Recognizing if a sentence is active or passive. It consists of 99 or 6,1%. Distinguishing between sentences containing causative and non-causative elements. It consists of 106 or 6,53% Identifying major components of a sentences. It consists of 97 or 5,97% Distinguishing between positive and negative sentences. It consists of 109 or 6,71%. Identifying missing particles in colloquial speech. It consists of 105 or 6,46%. Use features of stress, intonation and prominence to help identify important information. It consists of 109 or 6,71%.

For Top Down strategy, Concentrate on text –based aspects Focus on conversation themes. It consist of 112 or 9,79%. Develop participants pragmatic discourse knowledge, It consist of 108 or 9,44%. Find general meaning, It consist of 111 or 9,70%. Find main ideas and supporting details, It consist of 107 or 9,35%. Listening to sentence and identify

sentences: Focus for listening for specific details. It consist of 104 or 9,9%. Find main ideas and supporting details. It consist of 110 or 9,61%. Predicting when learning listening. It consist of 120 or 10,48%. For Recognition and identify division and cognitive speech. Guess general meaning. It consist of 103 or 9%. Summarizing information in listening. It consist of 85 or 7,43%. Making inferences. It consist of 82 or 7,16%. Improving communicative skills focusing on meaning rather than form there were 102 or 8,91%.

Based on theory covers Bottom up Meaning of individual vocabulary Known words "Ss try to think of any vocabulary that they have earned" Recognizing sounds and identify division and connective speech, Picking out details, Using features of stress, intonation and prominence to help identify important information. Discrimination between phonemes. Listening for specific details. Then, in top down Focus on conversation themes. General meaning. Find main ideas and supporting details, Hypothesize, Listening for specific details, Guess from context, Develop participants pragmatic and discourse knowledge, Improving communicative skills focusing on meaning rather than form.[103]

From the finding and theories provided for bottom up and top down strategies all of indicators and sub indicator was implement by students on not maximally there were some sub indicators were not

[103] Richards, J. C. *Listening Comprehension: Approach, Design and Procedure. The Context of Language Teaching* . Edinbugh: Cambridge Universty Press, 1998), p. 224

implement and not all of students implement those elements. Such as students did not listen to their body when learning listening and students did not write a language diary when they are learning listening. Next, students feeling with friends when learning listening. It can be said that this strategies were not complete for implementation in learning listening comprehension at IAIN Curup.

2. **Students' implementation of strategies in listening comprehension at IAIN Curup.**

Based on Bottom up some students focused Meaning of individual vocabulary when listening, by listening carefully and repeat it one by one and try to know the meaning. devided the sentences and translate word by words by findig the formulas of sentences such as S+V+ O, Identifying the intonation and stressing of sentences and try to analyze the sentences by sentence Picking out details information by finding min idea, important issues of listening. listen Carefully and attending that stressing and so on because it indicated the real information, discrimination between phonemes by write down the word. For Top Down students focus on conversation themes, connect the spoken place and sound intonation, collecting information and summarizing that information, attending the voice information ad find the main information. improve communicative skills focusing on meaning rather than form, students can enrich vocabularies.

Based on theory covers Bottom up Meaning of individual vocabulary Known words "Ss try to think of any vocabulary that they have earned" Recognizing sounds and identify division and connective speech, Picking out details, Using features of stress, intonation and prominence to help identify important information. Discrimination between phonemes. Listening for specific details. Then, in top down Concentrate on text – based aspects: 1) focus on conversation themes, 2) develop participants pragmatic discourse knowledge, 3) find general meaning. find main ideas and supporting details Listening to sentence and identify sentences 1) focus for listening for specific details 2) find main ideas and supporting details 3) predicting when learning listening. Recognition and identifiy devision and cognitive speech: 1) guess general meaning 2) summarizing information in listening 3) making inferences4) improving communicative skills focusing on meaning rather than form .[104]

From the finding and theories provided for bottom up and top down strategies all of indicators and sub indicator was implement by students on not maximally there were some sub indicators were not implement and not all of students implement those elements. Such as students did not listen to their body when learning listening and students did not write a language diary when they are learning listening. Next, students feeling with friends when learning listening. It can be said that this strategies were not

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[104] Richards, J. C. *Listening Comprehension: Approach, Design and Procedure. The Context of Language Teaching* . Edinbugh: Cambridge Universty Press, 1998), p. 224

complete for implementation in learning listening comprehension at IAIN

Curup.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **CONCLUSION**

1. **The learning strategies used by students at IAIN Curup in listening comprehension.**

   Based on finding For Bottom up Strategies in Concentrate on text – based aspects. It consists of 432 or 26,61%. Listening to sentence and identify sentences. It consists of 368 or 22,67%. Recognition and identify division and cognitive speech. It consist of 823 or 50,70%. For Top Down Strategies in Concentrate on text –based aspects. It consists of 438 or 38,28%. Listening to sentence and identify sentences. It consists of 334 or 29,13%. Recognition and identify division and cognitive speech. It consist of 372 or 32,25%%. Resuming learning listening Strategies Bottom up there were 1623 or 58,98%. Top Down there were 1144 or 41,34%

2. **The students' implementation of strategies in listening comprehension**

   Bottom up some students focused Meaning of individual vocabulary when listening, by listening carefully and repeat it one by one and try to know the meaning. devided the sentences and translate word by words by finding the formulas of sentences such as S+V+ O, identifying the intonation and stressing of sentences and try to analyze the sentences by sentence Picking out details information by finding min idea, important issues of listening. listen Carefully and attending that stressing

and so on because it indicated the real information, discrimination between phonemes by write down the word. For Top Down students focus on conversation themes, connect the spoken place and sound intonation, collecting information and summarizing that information, attending the voice information ad find the main information. improve communicative skills focusing on meaning rather than form, students can enrich vocabularies.

B. Suggestion

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow

1. Lecturer

   Lecturer should do something to improve students' listening and they can used 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 guessing the sound and meaning of words from the listening.

3. For the further researcher

It will be conduct 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.

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Questionnaire of The Research

Learning Strategies used by Students in Listening Comprehension at IAIN Curup

This questionnaire is designed to investigate the learning strategies used by students at IAIN Curup

Name :

Nim :

Petunjuk pengisian angket

1. Bacalah setiap item pada angket
2. Isilah dengan memberi tanda ceklist (√) pada kolom pilihan di samping kanan sesuai dengan kenyataan yang dialami.
3. Pernyataan-pernyataan di bawah sesuai dengan strategi anda dalam belajar listening
   N : Never   : Tidak pernah O : Often   : Sering   St : Sometimes : Kadang-kadang
   S : Seldom   : Jarang   A : Always   : Selalu

Statement	N	S	ST	O	A
Botton Up Concentrate on text –based aspects 29. Do you Hear a word and repeat it.?					
30. Do you Listen for structure Listening for verbs, and then tried to fit them with nouns.?					
31. Do you listening for specific details recognizing cognates?					
32. Do you focus on the meaning of individual.					
33. Do you Recognising individual phonemes?					
34. Do you Recognising stressed syllables?					
35. Do you Recognising syllable reduction due to weak forms and/or elision?					
36. Do you Recognising assimilation, this is when a sound changes to become more like another sound which follows or precedes it. For example, brown bag sounds like?					
37. Do you Listen to sentences and identify sentences?					
38. Do you Recognizing sounds and identify division and connective speech?					
39. Do you identifying the antecedents of pronouns					
40. Do you recognizing if a sentence is active or passive?					

41. Do you distinguishing between sentences containing causative and non-causative elements?					
42. Do you identifying major components of a sentences ?					
43. Do you distinguishing between positive and negative sentences?					
44. Do you Identifying missing particles in colloquial speech?					
45. Do you use features of stress, intonation and prominance to help identify important information					
Top down 46. Do you focus on conversation themes					
47. Do you develop participants pragmatic discourse knowledge?					
48. Do you find general meaning?					
49. Do you find main ideas and supporting details					
50. Do you focus for ;istening for specific details					
51. Do you find main ideas and supporting details					
52. Do you predicting when learning listening?					
53. Do you guess general meaning?					
54. Do you summarizing information in listening?					
55. Do you making inferences?					
56. Do you improving communicative skills focusing on meaning rather than form?					

Appendix I

Interview guide to the Student A

Questions	Answers
1. Do yo repeat / imitate native speakers? Why? 2. Do you implement formula and pattern when you are learning listening? Why?	
3. Do you implement scimming technique to find out the main idea? 4. Do you implement scanning technique to find out specific information?	
5. Do you translate source language to the target language? 6. Do you construct words or compare word between the target language and source	

Questions	
language? Why?	
7. Do you write note to make specific point? Why? 8. Do you make summaries when you are learning listening? Why?	
9. Do you link the material that already known to understand what speaker says? Why? 10. Do you pay attention a language learning task when you are learning listening? Why?	
11. Do you read book to find out language learning works? Why? 12. Do you recognize the condition related to the optional in listening? 13. Do you create opportunities to practice new language in naturalistic situation?	
14. Do you monitors/ control yourself in learning listening? 15. Do you evaluate yourself in listening ?	
16. Do you make progressive relaxion in learning listening? why? 17. Do you use music and laughter in listening? Why?	
18. Do you make positive statement to encourage yourself? Why? 19. Do you taking risk wisely to encourage yourself? Why? 20. Do you reward yourself to encourage yourself? Why?	
21. Do you manage your emotional temperature? Why? 22. Do you listen to your body when learning listening? Why? 23. Do you write a language diary when you are learning listening? Why? 24. Do you discuss your feeling with friends when learning listening? Why?	

Appendix II

Interview guide to the Student B

Questions	Answers
25. Do yo repeat / imitate native speakers? Why? 26. Do you implement formula and pattern when you are learning listening? Why?	
27. Do you implement scimming technique to find out the main idea? 28. Do you implement scanning technique to find out specific information?	
29. Do you translate source language to the target language? 30. Do you construct words or compare word between the target language and source language? Why?	
31. Do you write note to make specific point? Why? 32. Do you make summaries when you are learning listening? Why?	
33. Do you link the material that already known to understand what speaker says? Why? 34. Do you pay attention a language learning task when you are learning listening? Why?	
35. Do you read book to find out language learning works? Why? 36. Do you recognize the condition related to the optional in listening? 37. Do you create opportunities to practice new language in naturalistic situation?	
38. Do you monitors/ control yourself in learning listening? 39. Do you evaluate yourself in listening ?	
40. Do you make progressive relaxion in learning listening? why? 41. Do you use music and laughter in listening? Why?	
42. Do you make positive statement to encourage yourself? Why? 43. Do you taking risk wisely to encourage yourself? Why? 44. Do you reward yourself to encourage yourself? Why?	
45. Do you manage your emotional temperature?	

Questions	Answers
Why? 46. Do you listen to your body when learning listening? Why? 47. Do you write a language diary when you are learning listening? Why? 48. Do you discuss your feeling with friends when learning listening? Why?	

Appendix III

Interview guide to the Student C

Questions	Answers
49. Do yo repeat / imitate native speakers? Why? 50. Do you implement formula and pattern when you are learning listening? Why?	
51. Do you implement scimming technique to find out the main idea? 52. Do you implement scanning technique to find out specific information?	
53. Do you translate source language to the target language? 54. Do you construct words or compare word between the target language and source language? Why?	
55. Do you write note to make specific point? Why? 56. Do you make summaries when you are learning listening? Why?	
57. Do you link the material that already known to understand what speaker says? Why? 58. Do you pay attention a language learning task when you are learning listening? Why?	
59. Do you read book to find out language learning works? Why? 60. Do you recognize the condition related to the optional in listening? 61. Do you create opportunities to practice new language in naturalistic situation?	
62. Do you monitors/ control yourself in learning listening? 63. Do you evaluate yourself in listening ?	
64. Do you make progressive relaxion in learning listening? why?	

Questions	Answers
65. Do you use music and laughter in listening? Why?	
66. Do you make positive statement to encourage yourself? Why? 67. Do you taking risk wisely to encourage yourself? Why? 68. Do you reward yourself to encourage yourself? Why?	
69. Do you manage your emotional temperature? Why? 70. Do you listen to your body when learning listening? Why? 71. Do you write a language diary when you are learning listening? Why? 72. Do you discuss your feeling with friends when learning listening? Why?	

Appendix IV

Interview guide to the Student D

Questions	Answers
73. Do yo repeat / imitate native speakers? Why? 74. Do you implement formula and pattern when you are learning listening? Why?	
75. Do you implement scimming technique to find out the main idea? 76. Do you implement scanning technique to find out specific information?	
77. Do you translate source language to the target language? 78. Do you construct words or compare word between the target language and source language? Why?	
79. Do you write note to make specific point? Why? 80. Do you make summaries when you are learning listening? Why?	
81. Do you link the material that already known to understand what speaker says? Why? 82. Do you pay attention a language learning task when you are learning listening? Why?	

83. Do you read book to find out language learning works? Why? 84. Do you recognize the condition related to the optional in listening? 85. Do you create opportunities to practice new language in naturalistic situation?	
86. Do you monitors/ control yourself in learning listening? 87. Do you evaluate yourself in listening ?	
88. Do you make progressive relaxion in learning listening? why? 89. Do you use music and laughter in listening? Why?	
90. Do you make positive statement to encourage yourself? Why? 91. Do you taking risk wisely to encourage yourself? Why? 92. Do you reward yourself to encourage yourself? Why?	
93. Do you manage your emotional temperature? Why? 94. Do you listen to your body when learning listening? Why? 95. Do you write a language diary when you are learning listening? Why? 96. Do you discuss your feeling with friends when learning listening? Why?	

Interview Guide   (Student A)

Questions	Response
22. How do you focused Meaning of individual vocabulary when listening?	I translate the word that I have from listening
23. Why o you focused Meaning of individual vocabulary when listening?	Because it important to know about the real meaning in listening
24. How do you known words "Ss try to think of any vocabulary that they have learned?	I Listen Carefully and repeat it one by one word to find the meaning.

25. How do you listen we for structure Listening for verbs, and then tried to fit them with nouns.?	I identified the structure of sentences
26. How do you identified a sentences in listening?	By knowing the intonation were the part were stressed
27. How do you recognizing sounds and identify division and connective speech? Why ?	I analyze the stressing and intonation of the words.
28. How do you Picking out details information? Why?	by finding the main idea
29. How do you Using features of stress, intonation and prominence to help identify important information? Why	I listen by attending that stressing
30. Do you discrimination between phonnames ?	Yes
31. How do you you discrimination between phonemes ?	I translate one word by one word
32. How do you focus on conversation themes? Why?	listen the conversation carefully and find the real topic was talking about.
33. How do you develop participants pragmatic discourse knowledge? Why?	I see the context of conversation
34. How do you find general meaning? Why?	yes, i find the real information
35. How do you find main ideas and supporting details Why?	by analyzing all information from whole and what are the real information
36. How do you focus for listening for specific details? Why?	I find the real information , because it important to know that meaning
37. How do you predicting when learning	I translate that word and connect it with the

listening? Why?	item of listening comprehension
38. How do you guess general meaning? Why?	Yes, Sometime if i find unfamiliar words I guess it by connecting to the meaning before and after that word.
39. How do you summarizing information in listening? Why?	I find main information
40. How do you making inferences? Why?	I connect it with my information and knowledge
41. How do you improving communicative skills focusing on meaning rather than form? Why	I can improve the word by repeating it can train my vocabularies.

Interview Guide   (Student B)

Questions	Responses
1. How do you focused Meaning of individual vocabulary when listening?	by translating the sentences or utterances to know that meaning
2. Why o you focused Meaning of individual vocabulary when listening?	Because I want to know the meaning of it
3. How do you known words "Ss try to think of any vocabulary that they have learned?	Yes, I translate the word that have heard and connect it with other word
4. How do you listen we for structure Listening for verbs, and then tried to fit them with nouns.?	I finding the sentences formulas such as S V+ O . and translate that paten
5. How do you identified a sentences in listening?	By knowing the intonation were the part were stressed
6. How do you recognizing sounds and identify division and connective speech? Why ?	I identified he word formulation such as it as a subject, verb or object in sentences
7. How do you Picking out details information? Why?	Connecting the information with item on listening comprehension item.
8. How do you Using features of stress, intonation and prominence to help identify important information? Why	yes features of stress, intonation and prominence were important, it can be done by listening carefully. They are keys in listening
9. Do you discrimination between phonemes ?	Yes

10. How do you discrimination between phonemes ?	write down the word have I heard
11. How do you focus on conversation themes? Why?	I analyze the conversation attending the meaning and information from conversation
12. How do you develop participants pragmatic discourse knowledge? Why?	I analyze the conversation when and where it taken place
13. How do you find general meaning? Why?	I listen all of information before
14. How do you find main ideas and supporting details Why?	by analyzing all information from whole and what are the real information
15. How do you focus for listening for specific details?Why?	I find general information
16. How do you predicting when learning listening? Why?	I gassing the meaning over all of them
17. How do you guess general meaning? Why?	I translating the word by word
18. How do you summarizing information in listening? Why?	I analyze the main point of them.
19. How do you making inferences? Why?	I connect it with my background knowledge.
20. How do you improving communicative skills focusing on meaning rather than form? Why	I can improve my listening and enrich my vocabularies.

Interview Guide   (Student C)

Questions	Response
1. How do you focused Meaning of individual vocabulary when listening?	I find the vocabularies based on the voice and try to translate it to Indonesia language
2. Why o you focused Meaning of individual vocabulary when listening?	Because I wanted to know the meaning and information from the listening both of simulation and listening comprehension.
3. How do you known words "Ss try to think of any vocabulary that they have learned?	I Listen Carefully and repeat it one by one word to find the meaning.
4. How do you listen we for structure Listening for verbs, and then tried to fit them with nouns.?	I identified the structure of sentences S+ V and O of utterances or sentences
5. How do you identified a sentences in listening?	I attending the intonation
6. How do you recognizing sounds and identify division and connective speech? Why ?	I find the role of the word as a subject, verb and object. It aim to avoiding miss understanding of information
7. How do you Picking out details information? Why?	I connect information with the question
8. How do you Using features of stress, intonation and prominence to help identify important information? Why	I make sure the intonation and stressing with indicate word and sentences because it cover the sentences and meaning.
9. Do you discrimination between phonemes ?	Yes

10. How do you discrimination between phonemes ?	I write the phone and letter of the word
11. How do you focus on conversation themes? Why?	listen the conversation carefully and find the real topic was talking about.
12. How do you develop participants pragmatic discourse knowledge? Why?	in fact, mainly in video on the voice we can see the context. Sometime it has pragmatic meaning. It can be know by attending the context of conversation
13. How do you find general meaning? Why?	I listen all of information. Because I want to know complete information
14. How do you find main ideas and supporting details Why?	I find the important information of it
15. How do you focus for listening for specific details?Why?	I find the main idea of material
16. How do you predicting when learning listening? Why?	I translate the information had I got
17. How do you guess general meaning? Why?	by connecting to the meaning before and after that word.
18. How do you summarizing information in listening? Why?	By collecting all of the important information
19. How do you making inferences? Why?	I connect it with my information and knowledge
20. How do you improving communicative skills focusing on meaning rather than form? Why	I can improve the word by repeating it can train my vocabularies.

Interview Guide   (Student D)

Questions	Response
1. How do you focused Meaning of individual vocabulary when listening?	I just find the difficulties meaning or unfamiliar word
2. Why o you focused Meaning of individual vocabulary when listening?	Because I want to know the information
3. How do you known words "Ss try to think of any vocabulary that they have learned?	Yes, I translate the word that have heard and connect it with other word
4. How do you listen wefor structure Listening for verbs, and then tried to fit them with nouns.?	I finding the sentences formulas such as S V+ O . and translate that paten
5. How do you identified a sentences in listening?	By knowing the intonation were the part were stressed
6. How do you recognizing sounds and identify division and connective speech? Why ?	I identified he word formulation such as it as a subject, verb or object in sentences
7. How do you Picking out details information? Why?	Coneting the information with item on listening comprehension item.
8. How do you Using features of stress, intonation and prominence to help identify important information? Why	yes features of stress, intonation by listening carefully. They are keys in listening
9. Do you discrimination between phonemes ?	Yes
10. How do you discrimination between phonemes ?	By attending the voice both of written and spoken

11. How do you focus on conversation themes? Why?	I attending the conversation and try to know that information
12. How do you develop participants pragmatic discourse knowledge? Why?	By attending the situation and condition of conversation
13. How do you find general meaning? Why?	I listen all of information before
14. How do you find main ideas and supporting details Why?	by analyzing all information from whole and what are the real information
15. How do you focus for listening for specific details? Why?	I find general information
16. How do you predicting when learning listening? Why?	by guessing the meaning
17. How do you guess general meaning? Why?	I guess it, by translate word by word and find the real meaning of that information
18. How do you summarizing information in listening? Why?	By resuming all of information
19. How do you making inferences? Why?	I connect it with my background knowledge.
20. How do you improving communicative skills focusing on meaning rather than form? Why	I connect it with speaking skill

Interview Guide   (Student E)

Questions	Response
1. How do you focused Meaning of individual vocabulary when listening?	I finding the difficulties word or unfamiliar and guess that meaning to Indonesia language
2. Why o you focused Meaning of individual vocabulary when listening?	Because I want to know the meaning of them
3. How do you known words "Ss try to think of any vocabulary that they have learned?	Yes, I try to find the real meaning
4. How do you listen wefor structure Listening for verbs, and then tried to fit them with nouns.?	I finding the sentences formulas such as S V+ O . and translate that parten
5. How do you identified a sentences in listening?	By knowing the intonation were the part were stressed
6. How do you recognizing sounds and identify division and connective speech? Why ?	I identified he word formulation such as it as a subject, verb or object in sentences
7. How do you Picking out details information? Why?	Connecting the information with item on listening comprehension item.
8. How do you Using features of stress, intonation and prominence to help identify important information? Why	yes features of stress, intonation and prominence were important, it can be done by listening carefully. They are keys in listening
9. Do you discrimination between phonemes ?	Yes

10. How do you discrimination between phonemes ?	write down the word have I heard
11. How do you focus on conversation themes? Why?	i analize the conversation attending the meaning and information from conversation
12. How do you develop participants pragmatic discourse knowledge? Why?	I analyze the conversation when and where it taken place
13. How do you find general meaning? Why?	I listen all of information before
14. How do you find main ideas and supporting details Why?	by analyzing all information from whole and what are the real information
15. How do you focus for listening for specific details?Why?	i find general information
16. How do you predicting when learning listening? Why?	I gassing the meaning over all of them
17. How do you guess general meaning? Why?	I guess the meaning and open dictionary
18. How do you summarizing information in listening? Why?	I collect some information
19. How do you making inferences? Why?	I connect it with my knowledge.
20. How do you improving communicative skills focusing on meaning rather than form? Why	I integrated listening skill to improve my pronunciation and my vocabulary

Bioghraphy

Tesia Marlenda was born in Kepahiang on 26th of March 1996. She is the first daughter of Mr. Martin and Mrs. Lela Hartini. She graduated from Elementary School No. 02 Kepahiang in 2008. Then, she continued her study at Junior High School No. 01 Kaur Selatan in 2011. After that, she continued her study at Senior High Scholl No. 01 Tebat Karai and graduated in 2014.

In the same year, she continued her study at IAIN Curup and she took English Tadris Study Program in Faculty of Teacher Training and education. Alhamdulillah, she has done her study successfully and has followed the last examanition. Another words, she finished her "Sarjana" degree (S-1) in this year (2018)