Language Learning Strategies Used by Students with Different Listening Achievement

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Article Info	Abstract
	The objective of this study was to describe the language learning strategies used by students with different listening achievement. Seventy students from two classes were chosen to participate in this study by using a convenience sampling technique. They were divided into three achievement groups based on the achievement group's technique by Arikunto (2006). Listening achievement test and modified Strategy Inventory of Language Learning (SILL) questionnaire were used to collect data. The design of this research was descriptive quantitative.
	The study found that high, intermediate, and low achievement group used all six kinds of strategy. High achievement group used strategies more often than intermediate, and low achievement group. Metacognitive strategies were the most used strategies for high, intermediate, and low achievement group. In contrast, affective strategies were the least used strategies for high, and intermediate achievement group. Meanwhile, compensation was the least used strategy for low achievement group. It is suggested that the teacher should record their students' choice of using strategies and teach them how to use strategies in learning listening properly.

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INTRODUCTION

Listening is one of four skills that taught in English classroom. Burleson cited by Caspersz and Stasinska (2015) says that listening is a process involves the interpretation of messages that people intentionally transmitted to understand the messages and respond to them appropriately.

Duzer (1997) as citied in Long (2016) states that listening has important role. The first critical role of listening is to acquisition the language. It can be said like that because we can learn a language, if only we have already listened how the language sounds like.

Beside that, it is also important for communication. Outside the classroom, in order to practice the target language, listening skill plays a role in communication. If the learner wants to reply the message of the conversation, the learner should be able to listen into what the other speakers said. They can not do a conversation smoothly unless they can comprehend what the other speakers tell about.

Despite of its important charges that has been seen nowadays, back then, listening did not receive many acknowledge. Even for skill that called as the key of knowing language, listening is possibly the least understood, the least researched, and, historically, the least valued (Wilson, 2011).

However, listening is considered as a difficult skill to develop and learned. In Indonesia, it is usually being difficult to be learned because it is considered as a foreign language. It limits the students' knowledge of language and its systems which is accompanied by weak opportunities to hear natural speech in the target language (Michaleková, 2017). It is also happened because it needs many requirements, as Austin (1970) said in Long (2016) that "Listening is difficult because it well requires attention, thought, interpretation, and imagination".

In order to overcome the problem of listening, learning listening needs to use strategies to make the students become more fluent. Oxford (1990) defines learning strategies as specific actions, behaviors, steps, or techniques used by students to improve their own learning. There are some strategies that has been used to increase students' fluently in listening; such as listening to English music, listening to the podcast, watching English movies, watching English news, practicing with friends, etc.

However, teaching listening with various strategies is not enough. The teacher should know what strategies are effective for students. Chamot quoted by Hanna (2012) explains that the teacher have to find out what strategies students are using by asking and recording their responses. This is the first step of acknowledging their learning strategies in order to raise their awareness of using strategies. By raising the students' awareness of using strategies, it helps students to develop autonomy, which should be the goal of a strategy based approach model (Anna, 2012).

For decades, there were lots of studies about language learning strategies. Some of the popular taxonomies about language learning strategies that used for the researches were presented by Rubin (1987), Oxford (1990), O'Malley (1985), and Stern (1992). Among them, Oxford's taxonomy is the most applied nowadays. Ellis (1994) quoted by Kato (2005) said that Oxford's questionnaire was the most comprehensive classification of learning strategies for these days.

Yet, language learning strategies do not always been studied alone. There are other aspects which related to language learning strategies. Oxford (2003) mentions that the others aspects related to the application of language learning strategies are motivation, gender, age, culture, brain hemisphere dominance, career orientation, academic major, beliefs, and the nature of the second learner language task. Besides those aspects, achievement is also another aspect that related to strategies use. Long (2017) states achievement is found to be more related to the students' strategy use. It is because the purpose of strategy use is to overcome students' difficulties in learning language which also improve their achievements. Also, one of the methods to know whether the strategy affects to the students or not is by looking at their achievement.

Oxford invented a taxonomy that is well-known as language learning strategy. This strategy divides six strategies which the students use in language classroom into two kinds; direct and indirect strategies. Direct strategies are for dealing with the target language, working with the language itself in a variety of specific task and situations. It is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and also compensation strategies for using the language despite knowledge gaps. Meanwhile the indirect strategies are for general management of learning the target language. It is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with the others. All these strategies are called "indirect" because they support and manage language learning without directly involving the target language..

Oxford's taxonomy also comes with a questionnaire called Strategy Inventory for Language Learning (SILL). This questionnaire has been used all around the world, such as Iran (Tamjid & Babazadeh, 2012), Thailand (Piamsai, 2007), Arab (Aljuaid, 2015), Indonesia (Alfian, 2016), Taiwan (Chang, Liu, & Lee, 2007), China (Jia & Wang, 2017), Japan (Kato, 2005), Greek (Kazamia, 2010), Pakistan (Kazi & Iqbal, 2011), Hong Kong (Tam, 2013), etc.

Yet, language learning strategies do not always been studied alone. There are other aspects which related to language learning strategies. Oxford (2003) mentions that the others aspects related to the application of language learning strategies are motivation, gender, age, culture, brain hemisphere dominance, career orientation, academic major, beliefs, and the nature of the second learner language task. Besides those aspects, achievement is also another aspect that related to strategies use. Long (2017) states achievement is found to be more related to the students' strategy use. It is because the purpose of strategy use is to overcome students' difficulties in learning language which also improve their achievements. Also, one of the methods to know whether the strategy affects to the students or not is by looking at their achievement. Based on the statements above, in this present study the researcher wanted to study what language learning strategies used by students with different listening achievement.

METHODS

This study purposed at describing what kind of language learning strategies the students who had different listening achievement used. To reach its objective, the writer chose descriptive quantitative as the research design. The reason for choosing this research design was because the focus of the research was to explain what kind of language learning strategies that the student used in listening based from the quantitative data. The data were explained in the form of numbers that had been collected through students listening achievement test and questionnaire.

The populations of this research were the eleventh grade of social students of SMA Negeri 2 Pati. There were two classes that became the sample of this research. Those classes were XI IPS 1 and XI IPS 2. Both classes had 35 students in each class that participated in this study. The researcher chose 70 students of eleventh grade of social by using convenience sampling technique.

In this study, in order to collect data there were two instruments that were used; listening achievement test, and questionnaire. The listening achievement test was chosen to determine the students' listening skill. It was consisted of 50 questions. This test was taken from national examination from year 2014-2017, and also the preparation for national examination 2019. The items were picked and modified in order to adjust with students' ability.

The next instrument was questionnaire. It was used to identify the strategies that the students use in listening. This questionnaire was adapted from Strategy Inventory for Language Learning (SILL) that invented by Oxford (1990). Originally there were 50 items in the questionnaire, but the researcher decided to pick 38 items only.

In this research the process of analyzing data used two steps. The first step was grouping the students in to three achievement categories. The final step was to find what strategies the students of different listening achievement used.

In order to grouping the students listening achievement, there were several steps to do based on Arikunto (2006). They were finding the mean, and standard deviation. The results of finding the mean and also standard deviation was used to find the group limit. The criteria of grouping were mentioned in table 1.

Table 1

Group Category	Group
Score ≥ mean + SD	High
Mean – SD ≤ Score < mean + SD	Intermediate
Score < mean - SD	Low

The second step of this method of analyzing data was focusing on finding what strategies that the students with different listening achievement used in the class based on Oxford (1990). It is shown in table 2.

Table 2

Key to understanding your averages		
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

From the table above, it showed that there were three level of strategy used. They were high used level, intermediate used level, and low used level. Meanwhile, there were five stages of frequencies of used. They were always or almost always used, usually used, sometimes used, generally used, and never or almost never used. Each of them was given by its mean. So, in order to know what strategies they used, what level of strategy used, and how frequent they used it, the researcher needed to find its mean.

FINDINGS AND DISCUSSION
The findings of the study are presented what strategies the students from high, intermediate, and low achievement use in listening. Meanwhile the discussion deals with further discussion.

Findings
Strategies used by high achievement group
Table 3 shows that number of average is 3.05 which mean that these students sometimes used strategy in dealing with listening. Among six kinds of strategies, metacognitive is rank first as the most used strategy with 3.5as the average. It means that these students usually use metacognitive strategy. This strategy is on high level. Meanwhile, affective strategies have 2.44 as the average is ranked as the least strategy used by them. It is on low level, which means that it is generally not used by the students with high achievement. Furthermore, among thirty five items, the most used one is item [21] says "Saya memperhatikan ketika seseorang berbicara dalam bahasa Inggris." With 4.3 as the average number, it means that this item is on high level and usually used by them. This item belongs to metacognitive strategies. The least used item is item [29] states "Saya menuliskan perasaan saya dalam catatan harian pembelajaran bahasa Inggris." which belongs to affective strategy. The average of this item is 1.4 which means it is in low level and never or almost never used by them. In short, high achievement group used all kinds of strategy, from memory strategy to social strategy. The different is on the different level of use. There are strategies that usually used, sometimes used, and generally not used by this group.

Table 3

No.	Nama Strategi	Mean	Rank	Average of usage
1.	Memory Strategy	2.91	5	Medium, Sometimes used
2.	Cognitive Strategy	3.01	4	Medium, Sometimes used
3.	Compen-sation Strategy	3.17	2	Medium, Sometimes used
4.	Metacog-nitive Strategy	3.50	1	High, Usually used
5.	Affective Strategy	2.44	6	Low, Generally not used
6.	Social Strategy	3.13	3	Medium, Sometimes used
Mean		3.05		Medium, Some-times used

Strategies used by intermediate achievement group

Table 4 shows that intermediate achievement group sometimes uses strategies in order to deal with listening. The average use is 2.89. It is on medium level. To be exact, all of strategies that used by the intermediate achievement group are on medium level. Among six strategies, metacognitive strategy is the most used strategy. The average is 3.28. Meanwhile, affective strategy is the least used strategy among them. Item [21] is the most used item. The item says "Saya memperhatikan ketika seseorang berbicara dalam bahasa Inggris." and belongs to metacognitive strategy. This item is usually used by the students with intermediate achievement and on high level. The average of this item is 3.94. On the contrary, the least item says "Saya menuliskan perasaan saya dalam catatan harian pembelajaran bahasa Inggris." only has 1.54 as the average. It is item [29] and belongs to affective strategy. This item is generally not used and on low level.

Table 4

No.	Strategi	Mean	Rank	Average of usage
1.	Memory Strategy	2.73	5	Medium, Sometimes used
2.	Cognitive Strategy	2.75	4	Medium, Sometimes used
3.	Compensation Strategy	2.85	3	Medium, Sometimes used
4.	Metacognitive Strategy	3.28	1	Medium, Sometimes used
5.	Affective Strategy	2.64	6	Medium, Sometimes used
6.	Social Strategy	3.01	2	Medium, Sometimes used
Mean		2.89		Medium, Sometimes used

Strategies used by low achievement group

Table 5 shows that the low achievement group sometimes used strategies for dealing with listening. It is on medium level with 2.89 as the average number. Among six kinds of strategies, five of them are on medium level meanwhile the rest is on low level of usage. It means that the five strategies named memory strategy, cognitive strategy, metacognitive strategy, affective strategy, and social strategy are sometimes used by this group. On the other hand, compensation strategy is the only one that generally not used by the group. Compensation strategy is also the least used strategy among six strategies with 2.36 as the average number. On the contrary, metacognitive strategy is the most used strategy with 3.33 as the average number. From six strategies, there are thirty five items. Among them, the most used item for the low achievement group is item [3] and [21] which average are 3.91. Both of them were on high level and usually used by the students with low achievement. Item [3] which says "Saya menghubungkan bunyi dari kata-kata bahasa Inggris yang baru dan gambar dari kota kata tersebut untuk membantu saya mengingat kosa kata tersebut." belongs to memory strategy. Meanwhile, item [21] which says "Saya memperhatikan ketika seseorang berbicara dalam bahasa Inggris." belongs to metacognitive strategy. On the other hand, item [29] which says "Saya menuliskan perasaan saya dalam catatan harian pembelajaran bahasa Inggris." is the least used item among thirty five items. It belongs to affective strategy. This item is on low level. The average is only 1.64. It also generally not used by the students with low achievement.

Table 5

No.	Strategy	Mean	Rank	Average of usage
1.	Memory Strategy	3.00	3	Medium, Sometimes used
2.	Cognitive Strategy	2.59	4	Medium, Sometimes used
3.	Compensation Strategy	2.36	6	Low, Generally not used
4.	Metacognitive Strategy	3.33	1	Medium, Sometimes used
5.	Affective Strategy	2.58	5	Medium, Sometimes used
6.	Social Strategy	3.14	2	Medium, Sometimes used
Mean		2.89		Medium, Sometimes used

Discussion

Students with different listening achievement actually used all six strategies named memory, cognitive, compensation, metacognitive, affective, and social strategies. The exact different was on its frequency that was shown on figure 1.

The overall average strategies use of high achievement group was higher compared to intermediate achievement group and low achievement group. The overall average strategies use of high achievement group was 3.05 which included in medium level. Whereas the average of intermediate achievement group and low achievement group was lower than that. Both of the groups had same number. It was 2.89 which included in medium level. To make it short, all groups were on medium level. This was similar with Chang, Liu & Lee (2007), Emanto (2013), and Fresiska (2013) who also found that the students were on all medium use level. But to be precise, high achievement group use strategies more often than two other groups. It was also similar with Pannak & Chiramanee (2011), Aljuaid (2015) and Alfian (2016) who found that the higher proficiency students used learning strategies more often than the lower proficiency students.
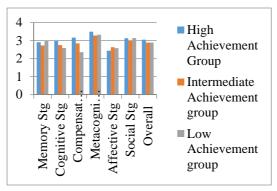

Figure 1

The most used strategies of high achievement group, intermediate achievement group, and low achievement group was the same kind of strategies. It was metacognitive strategies. The different was on the average. The metacognitive strategies average of high achievement group was 3.5 which included in high level and usually used by the students with high achievement. In the other hand, intermediate achievement group's was 3.28 while low achievement group's was 3.33. This result also supported the previous studies which also found metacognitive as the most used strategies. (Tamjid & Babazadeh, 2012; Aljuaid, 2015; Emanto, 2013; Fresiska, 2013). It indicates that students in grade XI social SMA Negeri 2 Pati prefer to learn listening by paying attentions, finding out about language learning, self evaluating, self monitoring, setting goals, seeking practice opportunities, identifying the purpose of listening task, and organizing. Students use metacognitive strategies in their study usually centering, arranging and planning, and also evaluating their learning activities.

On the other side, the least used strategies for high achievement group and intermediate achievement group was the same. It was affective strategies. The different was also on the average. The average use of affective strategies for high achievement group was 2.44 or on low level and generally not used whereas the average use of affective strategies for intermediate achievement group was 2.64 or on medium level and sometimes used. On the contrast, the least used strategy for low achievement group was compensation strategies. The average was 2.36 or in low level and generally not used. The result for high and intermediate achievement group was supported by Tamjid & Babazadeh (2012) who found that affective strategy was the last used strategy. On the other hand, the results was different with Zuhairi & Hidayanti (2016) who found that social strategies were used at the least frequent one, and Aljuaid (2015) who found that memory strategies was the least used. Based on the results, it seems that students in grade XI social SMA Negeri 2 Pati who has high and intermediate achievement would rather not try to calm themselves, give reward to themselves, listen to their body, discussing their feeling with other, and writing a language learning diary. Both groups choose not to lower their anxiety, encourage themselves, and take their emotional temperature often. Meanwhile, low achievement group tends to not use compensation strategies often. They choose to least guessing intelligently by using linguistic and other clues.

CONCLUSION

According to the findings and discussion in the previous chapter, it was found that high achievement group used strategies more often than intermediate and low achievement group. The overall average strategies used of high achievement group was 3.05 which included medium level. Whereas the average of intermediate achievement group and low achievement group was 2.89 which also included in medium level.

Moreover, the most used strategies for all group was the same, it was metacognitive strategies. Although it was the same strategies, the average use of each group was different. The average use of metacognitive strategies for high achievement group was 3.5 which included in high level and usually used by them. In the other hand, intermediate achievement group's was 3.28 while low achievement group's was 3.33. Both groups were on medium use level and sometimes used by the students.

Based on the conclusion, the writer would like to give some suggestions for the teacher, the students, and also further researcher. Firstly, the English teacher especially who teach listening in classroom should record their students' already used strategy and those who have not been used. By knowing it, the teacher hopefully would be able to develop the classroom activity with considering kinds of suitable strategy for students. Although not all of students might be able to use same strategies, but teacher still should be able to pick and teach how to use exact strategies to exact problems and task. Still, the teacher should consider students' preference on choosing the strategies.

Secondly, the students should use language learning strategies consciously by increasing their awareness By increasing their awareness, they should be able to use strategies in dealing with listening by using appropriate strategies for different task. Also, they would be able to choose proper strategies for different problem and task.

Lastly, further researcher who has any interest in language learning strategies should conduct a study about language learning and other skills such as writing, speaking, and reading. Also, it would be better if the further researcher use other instruments such as classroom observation sheets, or interview for more precise data. It would also be much better if further researcher who would like to research about the relation of language learning strategy use and achievement conducts more than one achievement test.

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