



INVESTIGATING STUDENT'S LISTENING STRATEGIES AND THE CHALLENGE IN DIGITAL ERA

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**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
IAIN SYEKH NURJATI CIREBON
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ABSTRACT

Listening is one of English skill which need different treatment because in the process of mastering it. The ability of the teacher in preparing the listening activity helps the students to get the skill in listening. The successful of the teacher start from understanding the students' habit in learning listening. For this reason, this research investigates the students' listening strategies, the application used, and their challenge in conducting the application. The populations of this research are new students of English Language Teaching Department (ELTD). Qualitative research is used to conduct this research. The data collected through interview, observation, and documentation. The finding data analyzed through coding, taking example and describing. The result shows that the students tend to use metacognitive strategy in learning listening than cognitive and socio-affective strategy. The application use by the students in learning listening are YouTube, Spotify, Podcast, BBC Learning, Cambridge Dictionary, U Dictionary, Instagram, Twitter, Joox, Dou Linggo, Praat, Google translate, TOEFL, Tune In, and Pronunciation in use. The students' challenge in using application comes from internal (the students/listeners) factor and external (Internet bandwidth and the speakers) factor. This result hopefully can help the teacher to design the learning process on listening based on the students' need and character.

Keywords: Listening Strategies, application, students' challenge

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DAFTAR ISI

PERNYATAAN KEASLIAN PENELITIAN	ii
HALAMAN PENGESAHAN	v
ABSTRACT	vi
KATA PENGANTAR	vii
DAFTAR ISI	viii
CHAPTER 1	1
INTRODUCTION.....	1
A. Background of the Research.....	1
B. Identification of The Research Problem	2
C. The Main Research Problems.....	3
D. Limitation of The Problems.....	3
E. The Research Questions	3
F. Aim of The Research.....	4
G. Significant of The Research	4
CHAPTER II	7
THEORETICAL FOUNDATION.....	7
A. Definition of Listening	7
B. Types of Listening.....	8
C. Listening Strategies	10
D. The Process of Listening	11
E. The Difficulties in Listening.....	11
F. Previous research Previous Research	12
CHAPTER III.....	15

METHODOLOGY Of RESEARCH	15
A. Research Design	15
B. Source and Type of Data	15
C. Instrument of the Research	16
D. Technique of Data Collection.....	16
E. Technique of Data Analysis	17
CHAPTER IV.....	19
FINDING AND DISCUSSION.....	19
A. Students’ Listening Strategies	19
B. Listening Application Used by Students in Digital Era.....	29
C. Students’ Challenge in Using Listening Application.....	32
CHAPTER V	35
CONCLUSION AND SUGGESTION.....	35
A. Conclusion.....	35
B. Suggestion	36
REFERENCES	37

CHAPTER 1

INTRODUCTION

A. Background of the Research

English is language that has big influence in over the world. It happens because it is one of international language which has power to connect the communication people around the world. By having it, people around the world can share any information that happen across the world. In the process of sharing information cannot be separated by misunderstanding of the contents and the point of information because people have different accent in communication. It often appears when the people who involve in communication come from different countries. This problem always happens when the people are not familiar with many kinds of accents across the country. To have good comprehension in receiving information from different interlocutors, people should have enough rehearsal to listen many sources which has relation to many kinds of accents of people. In accommodating the case above, students who learn in IAIN Syekh Nurjati Cirebon, particularly students of English Language Teaching Department (ELTD) have listening subject that train them to understand the accents from some countries.

Listening is one of receptive skill which has role to supply information to the people before they deliver something as respond for what they have listened. It also has crucial role in speaking process because the communication cannot run well if the there is no skill in listening. Rost (2011: 1) sates that listening is one of the important components of spoken language processing. It means that students tend to get difficult in interaction if they do not have good comprehension in listening skill because it has function to receive the information. When the process of receiving the source from interlocutor not running well, it can be guaranteed that the conversation is not run smoothly. It happens because there is

misunderstanding in comprehending the sources. Misunderstanding influenced by the way the listeners process the sources.

In this modern era, there are many sources of listening materials can help students in the process of enriching their skill to comprehend the contents. The way how the students comprehend the materials cannot be separated from students' listening strategies. The students are easy to access the sources of listening materials from internet such as: audio, video, movie, and song. They are available and easy access from internet which can be downloaded and played wherever or whenever they want. In fact, there some students still do not aware the available source and the easy access from the internet. On the other hand, some students know the existent of the material of listening provided in You Tube or Google. Some of the students face some problems appear when they learn listening from those sources. Those conditions trigger the researcher to conduct the research that focus on students' listening strategies and challenge in comprehending the listening materials taken from internet.

B. Identification of The Research Problem

Based on the background of the research that has been described in advance, then the problems that can be identified are:

1. Some students are not familiar with listening source taken from internet.
2. Some students are difficult to understand the listening materials
3. Some students seldom to practice listening activities outside the classroom
4. Some Students do not always use strategy in listening practice

C. The Main Research Problems

This section, the researcher attempts to describe the main problem that need more pay attention to be analyzed is the students' listening strategies and their challenge when they practice listening material which are taken from internet and textbook. On students' listening strategies, the researcher focuses on the strategies which are used by the students in pre, while, and post listening activities. Related to students' challenge, this research focuses on the problems which are faced by the students in comprehending the contents of the listening material.

D. Limitation of The Problems

In order to limit the discussion of this research, the researcher concerns on students' listening strategies and challenge in comprehending the listening materials that appears at English Language Teaching Department IAIN Syekh Nurjati Cirebon. The researcher investigated students' listening activities in the classroom and their learning behavior. Besides, students received some questions related to their challenge during joining the listening activities in the classroom and in using application that they downloaded from internet as the media in practicing their listening comprehension.

E. The Research Questions

Related to the research problems propose in advance, this research is attempted to answer the following questions:

1. What are students' listening strategies inside and outside classroom in mastering listening materials?
2. What kind of listening applications are used by students in digital era?
3. What are students' problems in the process of listening activities?

F. Aim of The Research

Based on the research question above, the researcher is intended to:

1. To investigate students' listening strategies used inside and outside the classroom.
2. To investigate kind of listening applications used by students in digital era?
3. To investigate students' problems in the process of listening activities?

G. Significant of The Research

After conducting the investigation of students' listening strategies and challenge, this research is expected to give benefits, as follows:

1. Theoretical Aspect

Since this research investigate students' listening strategies and challenge in learning process, it gives a contribution of knowledge in selecting appropriate method, listening strategies, media, and instruction. The result of this research is expected to have theoretical significance in relation to English language education in Indonesia especially in teaching listening skill. It becomes one of pilot or basic evaluation in designing good strategies in listening class activities.

2. Practical Aspect

a) For teachers and lecturer

This research is based on students' perspective about listening strategies and challenge that students face. Therefore, this research can be guidance for the teacher or lecturer to choose the most appropriate listening strategies, material and how to overcome students' obstacle in their learning listening process.

b) 2) For students

This research is expected as a consideration to choose suitable listening strategies that can be applied inside and outside the classroom. Furthermore, students are hoped to be autonomous learning especially in mastering listening skill and comprehending the listening material which come from various sources.

CHAPTER II

THEORETICAL FOUNDATION

A. Definition of Listening

In daily life, people have interaction with others to communicate and understand through listening process. If the people get problem in listening, they face problem to listen English well, they also get difficulties to communicate and share everything that they listened to themselves or the friends. Listening and speaking are main factors to have verbal communication. That is why learning listening skill is important for every people to comprehend the contents. The spoken communication does not run well without the listening skill. Rost (2011: 1), states that listening skill is the crucial element in spoken language, there is no spoken language without listening. It means that, without integration between listening and speaking, people cannot have good process of spoken communication. Therefore, listening is an input of information that will process in human brain and after that giving appropriate respond which can continue to share and deliver information or knowledge.

In addition, Barker (2010: 205) state that listening is the selective process of attending to hearing, understanding, and remembering aural symbols. It means that listening is selective process through remembering and understanding information. Hearing is dealing with sense but listening deals with mind. In the process of hearing, students recognize the sound or voice of the speaker but in listening process, they have additional duty to comprehend the contents, message, and implied information. Therefore, hearing and listening are being as natural ability, but listening more complex. So, listening needs a lot of practice because its' characteristic which need efforts understand, comprehend and deep analysis.

Brown (2001: 69) states that listening is not one-way street. It is not merely the process of a unidirectional receiving of audible

symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulse to the brain. It is clear that the processes of receiving information through listening activities are complex. There are many steps that must be passed up to the listeners can understand or comprehend the content and message. In fact, listening is not only grasp sounds and pass these sounds waves to the human brain, but also complex process in which human use a variety of strategies or techniques to use this input and react towards.

B. Types of Listening

Types of listening give the learners choices how to learn listening which offers the different characteristic that can help them to explore types of listening strategies. It means that by understanding type of listening, students are able to choose the way how they can enjoy listening process.

According to Rost (2011: 182) there are six types of listening included intensive, selective, interactive, extensive, responsive, and autonomous.

1. *Intensive listening* is listening for perception of the components (phonemes, words, intonation, discourse makers, etc.) of a larger stretch of a language.
2. *Selective listening* is processing stretches of discourse such as short monologue to scan for certain information.
3. *Interactive listening* is including all five types, learners actively participate and usually integrated with speaking and perhaps other skills (discussion, debate, conversation, role play, etc.)
4. *Extensive listening* is to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures. Listening to a conversation and deriving a comprehensive message or

purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

5. *Responsive listening* is listening to a relatively short stretch of language (a greeting, questions, command, comprehension check, etc.) in order to make an equally short response.
6. Autonomous listening is independent listening without the direct guidance of an instructor, in autonomous listening can include all of the types of listening discussed intensive, selective, extensive, interactive, and responsive.

On the other hand, according to John A. Kline (1996) explains that listening divided into five types. They are informative, relationship, appreciative, critical, and discriminative.

1. Informative listening is the situation where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended.
2. Relationship listening is either to help an individual or to improve the relationship between people.
3. Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. That which provides appreciative listening for one person may provide something else for another.
4. Critical listening is to discriminate between fact and opinion, detecting prejudice and bias and understand the speaker's purpose. Critical listening can happen in daily life. When one person interacts with another people, someone who gives opinion about something that happened around him.
5. Discriminative listening is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the

speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

C. Listening Strategies

According to Loughed (2007) state that the TOEIC test consists of a listening comprehension section in four parts included photos, question-response, conversation, and talk. It means that listening proposes above related to listening strategies which is used as a part of requirements to finish study or applying job. Listening strategies have similarities with listening comprehension in national final examination include four parts there are: picture, question-responses, short conversation and short talk.

Furthermore, Wilson (2008) states that listening strategies can be divided into three groups; cognitive strategies, metacognitive strategies and socio-affective strategies. Cognitive strategies are those that we use in order to complete an immediate task. For example, a student may find out about the topic (perhaps using information in LI) before listening, in order to predict content. Metacognitive strategies are related to learning in general and often have long-term benefits. Socio-affective strategies are concerned with the learners' interaction with other speakers and their attitude towards learning. For example, they may choose to rehearse a telephone conversation in L2 with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some task in the target language.

Based on the explanation of listening strategies above, this study investigates the students' listening strategies which are proposed by Wilson. The researcher will investigate strategies used by the students in learning listening inside or outside the classroom.

D. The Process of Listening

In the process of listening comprehension students have to apply several procedures. First, listeners have to distinguish the sound, stress, intonation and pitch of the language. After they can be aware of the entire information that the speakers said, listeners have to hold the information in their memory until it can be understood. Then, they had to unscramble the information from what they heard and that was the output or the utilization process (Brown, 1995; Chastanin, 1975). Clark & Clark (1977) concluded that there were three parts in the process of listening comprehension: the perceptual, parsing, and utilization. For the perceptual, listeners received the sounds by a speaker and formed an image in their short-term memory, and learners transferred quickly to the information in echoic memory to short-term memory to process the sounds for meaning. The parsing process reorganized the messages into a meaningful word that could be stored in short-term memory. Listeners utilized long-term memory to link the incoming message to their original knowledge. When the new information could link with existing knowledge, comprehension occurred

E. The Difficulties in Listening

Listening is one of aspects in English language that is often be challenging subject because of it has specific requirement to master it. It is as problem in junior high school, senior high school or even for someone who wants to take the TOEFL exam. Most people feel nervous when they facing listening section, it is because we have to really understand what the speakers are talking about. Richard (2008) list of common listening problems are: Speaker speaks too fast, Listeners listen word for word, listeners lack of cultural or background knowledge, speakers use too many unfamiliar words, listening takes too much effort and concentration, recordings are not always clear and are difficult to

follow, speakers' accents are unfamiliar, tasks are too difficult, listeners cannot recognize words they know when they hear them.

In addition, Wilson (2008) argues that the difficulties in listening can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment.

F. Previous research Previous Research

After researcher conducts a tracking process to some previous studies, researcher finds some researches that have similarities with the issue that is analyzed by the researcher, those are:

Goh, C. C. (2002). Her article title is "Exploring listening comprehension tactics and their interaction patterns." Based on the article above, the study showed that the strategy–tactic distinction was useful for a better understanding of qualitative differences in the application of broad strategies and the hierarchic relationships between strategic behaviors during listening. For further research, it would be useful to find out how the choice of tactics and tactic interaction patterns directly affect individual performance in listening tests that contain longer texts and a variety of text types.

Graham, S. (2017) her article entitle "Research into practice: listening strategies in an instructed classroom setting" This review suggests that very little of the research regarding the teaching of listening has reached the foreign languages classroom in England, at least not in a positive way.

Alongside scan indication that teachers ever go beyond giving learners listening comprehension tasks to complete, an over-application of findings regarding pre-listening and learners' difficulties/anxieties surrounding listening is detectable. It is unclear, however, whether this over-application stems from any actual reading of the research literature relating to these areas. In addition to presenting tasks that are largely about finding such correct answers,

based on closely scripted and often short passages, textbooks for learners in the 11-14 age group offer teachers very little advice about how to exploit these materials more fully. Furthermore, teachers in our survey indicated that they had received very little or no in-service training on how to teach listen

In this research, the researcher has different discussion with the previous studies. It investigates on students' listening strategies used in pre, while, and post listening session. Moreover, it also investigates the students' challenge in listening. It covers students' obstacle in listening practice.

CHAPTER III

METHODOLOGY Of RESEARCH

A. Research Design

Descriptive qualitative method is the design of this research. Ary et. al. (2010) states that qualitative research is suitable to the data that are in form words rather than number and statistic. Furthermore, Sugiyono (2014: 9) argues that a qualitative research is used to examine the condition of the natural object, where the researcher is a key instrument, technique of collecting data as triangulation (combined), data analysis is inductive / qualitative and qualitative research results further emphasize the significance rather than a generalization.

In this occasion, researchers tried to investigate students' listening strategies and challenge in digital era.

B. Source and Type of Data

According to Fraenkel (2012: 427) qualitative data are collected in the form of words or pictures rather than numbers. The kinds of data collected in qualitative research include interview transcript, field notes, photograph, audio, recording, videotapes, diaries, personal document, memos, official record, textbook passages, and anything else that can convey the actual words or action of people.

In this research, the researcher gets data from students, internet and books. From those sources of data, the researcher gets many information and some theories about listening strategies. Besides, the researcher collects the data in two forms, there are primary data and secondary source data. The primary data is taken from observation, interview and document study. While, the secondary data is the data acquired in which support the researcher's idea regarding to the research problem.

C. Instrument of the Research

The instrument of research is researcher herself. As stated by Moleong (2001: 121) states that in the qualitative research, the researcher plays the roles as the designer, data collector, analyst, data interpreter and eventually the reporter of the research findings. Moreover, Sugiyono (2014: 222) states that in a qualitative study into the main research instrument or tool are researchers themselves. Hence, the researchers to be the main instrument who plan, analyst, report the research.

D. Technique of Data Collection

The researcher uses four techniques to collect the data such as interview and study document. Interview was taken to collect the data in the form of information of respondents' assumption and perspective, as well as the participant that may give additionally information. Document study was taken to know the types of strategies that used by students.

1. Observation

This research used observation as the main technique which applied by the writer to get valid data and to gain the data needed accurately. In doing observation, the researcher used the observation checklist. Besides, the researcher recorded the teacher's and learners' activities in class. Then the writer typed the transcript recorded data.

2. Interview

The third technique is interview. The researcher was using interview because the writer can get information from students. According Sugiyono (2014: 231) state that interview is the meeting of two people to exchange information and ideas through questions and answers, so it can be constructed meaning in a particular topic. The interview was used as data collection techniques if researchers want to conduct a preliminary study to

find problems that must be investigated, and if researchers want to know the things of the respondents deeper.

In this research, the researcher uses structured interview and the students as a respondent, it means that the researcher will interview the respondents based on the guidance of interview. According to Sugiyono (2014: 233) state that structured interviews are used as data collection techniques, when the researcher or data collector knows exactly what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions that alternative answers have been prepared.

3. Document Study

The last technique is document study. Document is a record of events that had passed. Studies document is complementary to the use of the method of observation and interviews in qualitative research. Documents can be form of writings (diaries, biographies, regulations, policies, etc.), image, or the monumental works of a person (Sugiyono: 2014: 240). In this research, the study of document refers to the questions of listening strategies and challenge from new students of English Department IAIN Syekh Nurjati Cirebon.

E. Technique of Data Analysis

Analysis of the data is not just a follow up to the logic of the data collection, but also a process that is integral to the data collection began by examining all available data from various sources, the key informant interviews, from observations recorded in the file in the field, and of the results of the study documentation (Moleong, 2005: 248). It can be stated that this research the researcher analyzed the finding data from interview, observation, and documentation through coding, taking example and describing. For stating the students, the researcher used the code "St". After analyzing the data, there is example used to represent the data collection.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents two sections; finding and discussion. Finding is presented to the fact of students' listening strategies, application used by students in digital era, students' challenge in using the application. Discussion section is presented to compare this research to others in the term of listening strategies and application of listening.

A. Students' Listening Strategies

In order to have good listening comprehension, students have to manage the way they learn, method, and strategies which is suitable with their character, behavior, and intelligent. It's not easy to arrange timetable of learning language especially listening because students have a lot of activities in their daily life such as go to campus, do task, and join extracurricular activities that have affect to the way they learn listening. It happens for new students of English Language Teaching Department (ELTD) who have many activities inside and outside campus. Besides, as new students, they have to familiarize themselves with a new condition of learning then their previous school. Capturing students' background related to how they learn listening is important because it has big impact to the arrangement of teaching and learning process of listening subject. Based on the data that the researcher got from data collection, new students of ELTD IAIN Syekh Nurjati Cirebon apply some listening strategies in learning listening. The listening strategies used by ELTD's students are;

1. Cognitive Strategy (CS)

Actually this strategy is not new term in academic field but sometime students do not realize that they apply it in the learning process of listening. It is close with students' activities in their daily routine in mastering language. Besides, the teachers do not

explain or mention this strategy when they deliver and have discussion the classroom. It happens because the teacher thinks that is not too important for students to know what kind of strategies they apply in the teaching and learning process of listening. The teacher often gives a task to students with some requirements and instruction, but seldom mention why it is done in class room. In cognitive strategy, both teacher and students have important role in making it run completely or not. When the teacher does not give clear instruction and enough rehearsal, students often skip this strategy in the process of listening.

Based on the data collected, some students use CS in the process of listening activities especially in doing a task. They activate their memory or use their prior knowledge to predict the topic or the content. It happens when students have good experience in the teaching learning process in their daily life or from previous study. Guessing the topic and the content of information that they listen from audio is not easy because it's not only need good skill but also a lot of practice. The students who have a lot of practice in the classroom cannot be guaranteed that they can apply this technique if they do not use it in their daily activities in learning listening. Good skill in predicting the topic and content of the information can be reached by preparing and having good management in learning language. Besides, the teacher has to stimulate students to have good spirits and motivation in acquiring new language trough listening process. When the students know what they should do in improving their listening skill, they can be autonomous learner in every step of learning process.

The researcher found that new students of ELTD IAIN Syekh Nurajati Cirebon come from various schools such as; SMA, MA, and SMK. Their background study gives contribution to the use of listening strategies that they use in class room of listening subject. Students who come from State senior high school claim that they have a lot of practice listening in English subject. It is opposite with students from private school. They claim that they seldom practice

listening activities in the classroom because have the facilities in their school are not complete to have rehearsal of listening. Besides, the students also claim that they start learning English from Elementary school up to Senior high school. The different starting point of learning English has impact to their comprehensions in catching information from listening audio. The students who learn listening from Senior high school claim that often use CS before they listen to the audio.

St 5: *“I study how to predict the topic and content of listening start from Senior High School when the teacher ask me to choose the topic of the conversation.”*

The statement above is the example of students who have prior knowledge about CS. It means, the students have a chance to guess what kind of topic or the content of the audio. By understanding this strategy, students have a big opportunity to get the whole information from the listening process. Besides, on this occasion, they do not spend a lot time to capture the key words of information to gain important information from the audio. Furthermore, their experience in deciding the topic and the content of the listening task can give them stimulus to learn listening individually wherever they are. In addition, students’ skill in predicting the content of the information makes students feel confident during the process of doing the task because they have part of information from what they listen.

Students can apply cognitive strategy in completing the listening task because supported by some factors. They are internal and external factor. Internal factor comes from the students’ motivations in joining the whole process of listening activities and eager to practice the strategy that they have learned in their daily rehearsal. Rehearsal is part of requirement in mastering English skill that cannot be separated from learning other skills. Besides, internal factor that directs students to use cognitive strategy in listening activities is the students’ effort as autonomous learner. It means that they dig the information what

they should do before, while, and post activities of listening section.

On the other hand, external factor that come to influence students' habit in learning listening are teacher and environment. The role of the teacher in teaching listening has big effect to the students' understanding about the strategy in facing listening task. The meaningful interaction between teacher and students can make students feel easy to understand the material which are delivered by the teacher. When the teaching and learning process have interesting impression, students always save the knowledge in their long term memory. It means, the students who have good prior knowledge will get easy to recall it from their brain when they find same instruction with what they have learned before. Another factor of students' habit in listening is environment. The students who can inspire to learn listening sometimes comes from their relatives of their friend. It means that students get support to understanding the topic or the contents by looking at their relative or friends activities in learning listening. The close relation between them can give interesting atmosphere in learning process of listening.

2. Metacognitive Strategy

Metacognitive strategy (MS) offers flexibility in the process of getting information from the audio. The importance of it in language acquisition especially listening helps the students to manage their own schedule in learning language. Its' character can facilitate students in selecting method, material, and time which are accommodate their need in learning language. The students who have good listening habit, they can enjoy in applying MS because it can be as a part of their hobby in their daily life. It stimulates students to have regular rehearsal of listening because they can choose media or sources based on what they like. It is the basic principle of MS in learning listening.

Metacognitive strategy covers listening activities related to learning for general and has long term effects to the students

Wilson (2008: 34). It is clear that in this strategy focuses on the general information which appears in the listening source. The students also do not force to understand all the ideas of the passage that they hear. They can learn based on the materials which they need or like in improving their skill in listening. Besides, MS will not give effect directly because it trains students to be familiar with listening activity through media which close to their routine. The students will get the advantage of it when they have a lot of rehearsal. The effect MS appears when the students meet vocabulary or phrases which they have listened before.

The condition above makes the students get easy to understand the general meaning of the listening materials that they have chosen. Besides that, in the listening process, the students can enjoy that condition because they are confident to receive all information which appears in the listening. When the students feel that the listening is fun, they will find interesting sources which can always stimulate the students to have routine practice with a new source whenever and wherever they are. This habit will give a lot of advantage to the students in order to improve their listening comprehension and speaking skill. Those skills cannot be separated because they have their own role in acquiring English language. It means that the students know how to pronounce word or phrases through the input in listening section. In order to give a lot of input, the students should practice their listening skill through some medium which they love.

The students can claim they apply MS in improving their listening skill when they have some medium and routine practice. The researcher gets the data that new students of ELTD of IAIN Syekh Nurjati Cirebon use some medium in improving their listening skill, they are Song, movie, and serial movie. Trough those medium students practice listening in order to improve their listening skill.

St 3: "I practice my listening at home by watching movie because the audio visual train my

listening skill and add my vocabulary, and pronunciation.”

The student's answer above shows that they apply MS in improving their listening skill. There are some students who use film as media to practice listening. They say that by listening the audio of the movie can train their listening because the conversation the movie will give clear example how to pronounce the words or phrases. The process of imitating of the audio that they listen gives chance to the students to explore new vocabulary which do not know how to pronounce. New vocabularies that they have learned are possible to appear again in another source. When it happens, the students get easy to understand the general information of the audio.

St 7: “By listening to the music, I can find the lyric and practice how to sing the song. I can improve my listening and speaking skill.”

The example of student's responds above shows that song is favorite media which is chosen by students in practicing listening at home. Some students claim that song has important effect to the improvement in having good skill in listening. The process of singing the song help the students to improve their speaking skill because in this process students know how to pronounce the word or phrase which appears in the lyric of the song.

St 4: “I practice my listening through podcast, serial movie, and song. If I find unclear vocabulary, I will repeat it and if there are unfamiliar words, I will take note and find the meaning in the dictionary.”

It can be explained that the students can choose podcast to improve their listening comprehension. Moreover, the students who love serial movie they can choose it as their practice of listening in their daily rehearsal at home. When the students get some unclear vocabularies they have chance to replay the audio to make sure they understand the vocabulary.

In addition, the students also have opportunity to look for the meaning of new vocabulary from dictionary. Those processes automatically train students to be autonomous learning in practicing listening. When the students to be independent learner, they will feel that having practice listening through song, movie, serial movie and podcast are their need to improve their listening comprehension.

In order to maximize the advantage of MS in listening, students have to prepare or know what is the purpose of their activities in listening the music, watching movie, serial movie, and podcast.

St 13: "I do decide the purpose of my listening activities because it will help me to guess the general information or the content of the listening sources."

The statement above shows that the student has preparation before practicing listening through some medium. Some students also have same answer related to their preparation before listening section. They decide the purpose of their activities to have entertainment, improve their vocabulary, to predict the content, and etc. When the students have entertainment purpose, they will try to find the lyric of the song, the review of the movie, and the trailer. Those activities will help them to predict the gist of information from the sources that they listen. On the other hand, some students do not have any purpose in applying MS in listening.

St 21: "I do not have any purpose because when I practice my listening at home. I just listen to it. Of course it is different when I study at campus, I have purpose to get good score, automatically I eager to prepare the strategy to get good score."

The example of students answer above shows that they practice listening just for fun without any purposes. It means they just enjoy the process of listening but actually they learn

something from what they enjoy in listening process. The students do not need to prepare any purposes in MS because it helps the students to be familiar with listening activities.

In conducting listening rehearsal through some medium, students often face some obstacles in achieving the information from the audio. The obstacles come from internal and external factors.

St 14: "Sometimes I feel lazy to have listening practice because there are many unfamiliar words and easy to get lost of information."

The data above shows that the obstacle in learning listening is lazy. It happens when the students have internal problem related to their ability in collecting the information from the audio which is used in the rehearsal. Besides, the limited vocabularies which students have also make students feel not confident in the process of listening. Furthermore, the students' ability in receiving information gives contribution to the obstacle of the practice of MS in learning listening. It means if the students do not relax or have good concentrations, they are easy to miss the information that appears in the audio.

On the other hand, external factors that often appear in the listening process are the speaker and environment. The selection of materials which have fast speakers will make students get difficult to catch the information. It happens because of the pronunciation of the speakers is too fast or they use accent which make the students confused the guess which words or phrase used.

St 21: "The pronunciations are not clear, so I do not understand the content of the information that is delivered by the speakers."

The sample of student's answer above explains the factors that students face in the process of listening section through media which they have chosen. The native speakers in the video or audio have big effect to the ability of the students in gaining the information. The unclear of the pronunciations happen when

the speakers speak too fast or the students are not familiar with the accent of the speakers in the materials. Moreover, the readiness of the students in applying MS is needed before they start to play the audio or video. It means that students have to prepare everything they need include their condition, the tools, and the environment condition. When everything well prepare, they can focus to pay attention the steps before listening, while, and post listening. Furthermore, the quality of the media must be checked in order to avoid the problems appear in the process of listening.

3. Socio-Affective Strategy (SAS)

The students who want to communicate with others should be able to understand the information that is delivered by the interlocutor. The process of understanding needs listening skill because before the students are able to give the respond they have to manage the information and after that give suitable respond. The process of receiving and delivering information in communication is the example of the use of SAS in listening. Habte-Gabr (2006) states that SAS happens in non-academic situation, in nature and it stimulates the students in learning listening through establishing a level of empathy between the instructor and students. Vandergrift (2003) defined the SAS as the techniques listeners used to communicate with others, to measure understanding or to reduce anxiety.

The statement above gives a picture of the SAS function in the process of learning listening. The context of the conversation happens naturally in without any setting. The students are hoped can practice this strategy because it will improve their listening and speaking strategy. In capturing listening strategies' used by new students of ELTD IAIN Syekh Nurjati Cirebon, the researcher found that the students seldom practice SAS in the process of improving their listening skill.

St 12: "I seldom practice the conversation related to the information that I get from audio because

I just practice the pronunciation alone. Sometimes, I want to share the information that I get but I do not have friend who has commitment.”

The data above shows that the student does not always practice SAS in improving listening skill. This condition also faced by some students of ELTD in learning listening. It happens because some new students like to practice how to pronounce words or phrase than practice the conversation to talk about the topic or contents of the information. Actually, they think that having conversation with others is more contextual but they do not have suitable time because they have a lot of activities. Besides, when they have partners to practice the conversation, some of them do not have commitment to arrange regular schedule in improving listening skill. Moreover, the different hobbies make the SAS in listening is effective, for example, not all students like to listen music, watch movie or serial movie. There are many genres of music and movie that make students have different interest in practicing listening.

In fact, SAS offers interesting activities for students because they will interact with other people to have communication. This strategy does not ask the listeners know the same information but they can share or retelling what they have listen are the way how practice SAS.

St 18: “yes I do practice sentences which I have learned by sharing the ideas to the others. In order to avoid forgetting the information, I also use words, phrases, and sentences to communicate with my classmates in daily conversation.”

The data above is the example how the students practice SAS in their daily activities. There are some students’ practices how to pronounce the words, phrases, and sentences that they get from the listening material. By having rehearsal like having conversation, they will remember and know what the content of

the information is. Besides, the students directly can share the words, phrases, and sentences to their friends. This situation often gives positive energy and spirit for them to use SAS in learning listening because some the students claim do not practice this strategy. It is same with the argument that is delivered by the student below.

St 9: "I do not use the information from the audio in daily communication because I do not have motivation and friend to practice."

There are to factor that influence the use SAS in learning listening. The first factor is motivation that students have in learning. It means that they do not have motivation because of some obstacle that they face in their daily routine. The readiness of students in learning listening also have important role in triggering student to have spirit to have rehearsal after they understand the content of the listening media. External factor that influence students motivations are family, friends and environment. When the students receive motivation from their family, they feel that they have big spirit to learn listening. Moreover, when the students' classmate have same purposes in improving their listening skill, they will get easy to share information related with the content of listening source. In addition, environment also has important to practice SAS, when the condition of the environment is conducive, the students will lost their concentration.

B. Listening Application Used by Students in Digital Era

Nowadays, the rapid development in technology cannot be avoided. There are many manufactures or Technology Company produces or creates application which gives many advantages in many field of life. The people right now who live in digital era can enjoy how technology helps them to do many activities. The role of technology in human life is so important because it offers easiness in

doing daily task at home, in the office, and at school. The services of the technology in helping human task in everyday activity cannot be dined because it covers or facilitates almost people's activities. One of the rapid developments in technology is application. Every day, almost all people use application to help their daily activities such as, buying product, paying bill, and communication. Through application, people who far away can communicate even though they live far away. This condition also happens in education.

There are a lot of applications which are created to facilitate students in learning anything include learning language. The existence of application in education field really has big effect to the process of teaching and learning process. There many facilities which are offered by application to help the teachers, and parents in educating the students. The facilities like picture, audio, podcast, and video are easy to get from internet. It provides a lot of information which is served in article, news, picture, audio, and video. If the students want to find information, they just open the browser in Google search type what kind of information they want to look for.

In learning language, technology offers a lot of application that can be applied or used wherever they are. The application actually cannot replace the role of the teacher in the process of teaching learning because the function of application is helping the duty or facilitate the teacher in managing the class, material, rehearsal, and evaluating students' competency in learning language. In listening, applications are easy to find because the students do not depend on the teacher explanation in the classroom. It means that students have a chance to practice their listening skill outside the classroom. They can choose the application which suitable with their character, need, and learning style. Students who love music they can download music application, if they like movie they can find application which provide movie, etc.

Based on the data collected by the researcher in this research, there are a lot of applications used by the students in helping them in learning English language. Some of applications are focus on the specific skill in English some of them are general application that

can be used improving four language skills. These are the application mention by the students:

1. YouTube
2. Spotify
3. Podcast
4. BBC Learning
5. Cambridge Dictionary
6. U Dictionary
7. Instagram
8. Twitter
9. Joox
10. Dou Linggo
11. Praat
12. Google translate
13. TOEFL
14. Tune In
15. Pronunciation in use

Those are the applications that students downloaded from play store in their smart phone. They adjust the applications which are suitable for them in learning English. Students who love music or movie they can open you tube improve their English.

St 10: "I watch you tube when I want to add my vocabulary, know how the native speaker's pronunciation, and intonation"

In order to improve vocabulary, the student learn from you tube because they can imitate the native speaker in pronouncing the words, phrases and sentences. Moreover, the student also learns how the intonation used by the native speaker in contextual situation.

St 3: "I install you tube and notify to learn about accent, pronunciation, and the most important is portable to be used wherever and whenever"

The data above show the application offers the easy access based on the available time. Because students have limited time at school, it helps them to learn, review, and practice their English at

home. Besides, both the applications can help students to know the accent of the native speaker. Moreover, when the students get difficulty in catching the information, they can replay the material.

C. Students' Challenge in Using Listening Application

The function of application in helping students in learning language especially listening is really important. But sometimes the students have challenge in applying the application in the learning process. The students' challenge covers some aspects that are not far from them. The challenge comes from the students, the speakers, the message, and the environment.

Related to the students challenge that comes from inside is the students' preparation, prior knowledge, and vocabulary that they have.

St 11: "I feel lazy to listen because when there are many unfamiliar words I get difficult to get the important information from the application."

The student's answer above shows that they realize that application is useful but sometime they get stuck when they do not know many new vocabularies which appear in the application. Moreover, that condition makes student feel that the application is difficult to operate. When it happens, it can be guaranteed that the student will leave or uninstall the application.

Another challenge is coming from the message and speakers. As we know that native speakers like to speak fast and sometimes do not consider the audience. This condition makes the students get difficulty in catching the content. Furthermore, when the message is unfamiliar for students, it will direct students to feel uncomfortable in applying the application.

The last challenge for the students in applying the application comes from environment. It means that the condition of the environment will give effect in the process of the learning.

St 2: "There is no motivation from family, crowded voice, and the internet bandwidth."

The data above shows how important the support from family needed by students in learning language through application in their smart phone. Moreover, when the students live close to main road, the voice of the vehicle always disturbs the concentration of the students in receiving the important information from the application. In addition, the internet connection also determines the success of the using of application at home. The limited bandwidth often comes to be serious problems because without enough internet access, the application will be error.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Listening strategies are very important for students in mastering listening skill. Without any strategies in learning listening, students do not know what they do before, while and post activities in listening process. Based on the result of the research, the researcher can conclude importing thing related to students' listening strategy and the challenge in digital era. The new students of ELTD IAIN Syekh Nurjati Cirebon have applied some listening strategies in the process of learning listening. The strategies that they used in learning listening are Cognitive Strategy, Metacognitive Strategy and Socio-Affective Strategy. Among those strategies used by the students, metacognitive strategy is mostly used by the students in learning language. It happens because the students like listening to the music and watch movie or serial movie. This strategy gives contribution for the students when the students regularly apply this strategy in their daily life.

The students' strategy cannot be separated with the application which is booming in this digital era. There are many applications that the students used to help them in learning listening. They are YouTube, Spotify, Podcast, BBC Learning, Cambridge Dictionary, U Dictionary, Instagram, Twitter, Joox, Dou Linggo, Praat, Google translate, TOEFL, Tune In, and Pronunciation in use. Those applications used by the students in practicing metacognitive strategy.

In conducting the application, students often meet the challenge. The challenge comes from internal and external. The internal factor related to students ability in managing or preparing themselves in applying the application. On the other hand, external

factor comes from the quality of the internet bandwidth, the environment, the speakers and the message.

B. Suggestion

The successful of the learning listening depends on the plan, management and the sources. The result of this research can be a data for designing lesson plant related to what should the teachers and students do in the process of learning listening inside or outside the classroom because it gives clear picture of the real condition of the new students of ELTD in learning listening. Besides, it also provides information about the students' problem in learning listening, so the teacher and students can prepare activities which make the time of the learning is valuable.

For further researcher, it can be prior data to design a research. Moreover, it cannot be used to generate the students' listening strategies which not have same application and characteristic. Furthermore, hopefully, this research can be cited to support the research that same field because it serves data that can be used to do quantitative research.

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Listening is one of English skill which need different treatment because in the process of mastering it. The ability of the teacher in preparing the listening activity helps the students to get the skill in listening. The successful of the teacher start from understanding the students' habit in learning listening. For this reason, this research investigates the students' listening strategies, the application used, and their challenge in conducting the application. The populations of this research are new students of English Language Teaching Department (ELTD). Qualitative research is used to conduct this research. The data collected through interview, observation, and documentation. The finding data analyzed through coding, taking example and describing. The result shows that the students tend to use metacognitive strategy in learning listening than cognitive and socio-affective strategy. The application use by the students in learning listening are YouTube, Spotify, Podcast, BBC Learning, Cambridge Dictionary, U Dictionary, Instagram, Twitter, Joox, Dou Linggo, Praat, Google translate, TOEFL, Tune In, and Pronunciation in use. The students' challenge in using application comes from internal (the students/listeners) factor and external (Internet bandwidth and the speakers) factor. This result hopefully can help the teacher to design the learning process on listening based on the students' need and character.

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