STUDENTS' PREFERENCES ON LEARNING STRATEGIES
OF ENGLISH AS FOREIGN LANGUAGE IN LISTENING

THESIS

BY

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FACULTY OF TEACHER TRAINING AND EDUCATION

DEPARTMENT OF LANGUAGE EDUCATION

STUDY PROGRAM OF ENGLISH EDUCATION

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STUDENTS' PREFERENCES ON LEARNING STRATEGIES OF ENGLISH AS FOREIGN LANGUAGE IN LISTENING

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

BY

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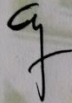
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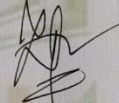
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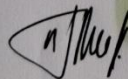**Sabarun, M.Pd.**
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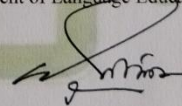
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Dear
The Dean of Faculty of Teacher
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Assalammu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of

Name   : Ahmad Madani
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Thesis title   : The students' preference toward learning strategies of
                         EFL listening comprehension at IAIN Palangka Raya

Can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.
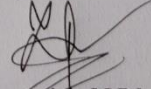
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Assalamu'alaikum Wr. Wb.

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa Skripsi saudara

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya Demikian atas perhatiannya di ucapkan terima kasih.

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THESIS APPROVAL

Thesis Title	:	**STUDENTS' PREFERENCES ON LEARNING STRATEGIES OF ENGLISH AS FOREIGN LANGUAGE IN LISTENING**
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Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/ *Munaqasyah* on:
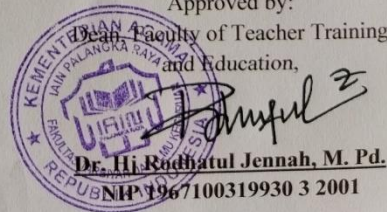
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MOTTO AND DEDICATION

"So which of the favor of your Lord would you deny?"

(QS. Ar-Rahman: 13).

This thesis is dedicated to:

My beloved parents (NoorMaki and NoorHayati) for their valuable endless prayer, sacrifice, the best support, and my everything in my life.

My beloved brother (Sapriyani) for his happiness in conducting this research.

My Reminder, My Mood Booster, (Neneng Triningsih, S.Pd. and our future son) thanks for keep accompany with me, sharing the complaints, passion, patience, support, and time that she always takes for me.

My Beloved advisors (Sabarun, M.Pd. and Zaitun Qamariah, M.Pd,) who are gave me suggestion and guidance and never tired for reminding to finish this Thesis.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Herewith, I :

Name   : Ahmad Madani

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya,   Oktober 2021
Faithfully,

Ahmad Madani
NIM.1401120930

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ABSTRACT

Madani, A. The students' preference toward learning strategies of EFL listening comprehension at IAIN Palangka Raya. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun, M.Pd.; (II) Zaitun Qamariah, M.Pd,

Keywords: Preferences, Listening, Listening Strategies.

Gilakjani & Ahmadi (2011, p. 978) said Listening has long been the ignorant skill in second language acquisition. To listen well, students must have the skill to understand the message, the skill to apply a kind of strategies and interactive processes to make meaning, and the skill to respond to what is said in a kind of ways, depending on the purpose of the communication.

The study was aimed to the students' preference toward learning strategies of EFL listening comprehension at IAIN Palangka Raya.

This design of this study is survey research by quantitative approach. The sample of study were 39 students of English Listening subject, it was used total sampling technique. The data collections were used questionnaire. Questionnaire was taken and adopted based on Oxford as the data collection instrument. The data was analyzed through SPSS version 18.0. Descriptive statistics such as percentage and frequency were used to describe the EFL students' prefrences in listening comprehesion.

In the result findings, researcher found that students prefer to direct Strategies with 76 % Agree that 2 % more than Indirect Strategies with 74% agree only. This statement related to Oxford (1990) states that memory strategies are clearly more effective when the learner simultaneously uses metacognitive strategies, like playing attention, and effective strategies, like reducing anxiety through deep breathing. Memory strategies were kind of direct strategies learning.

ABSTRAK

Madani, A. Preferensi siswa terhadap strategi pembelajaran pemahaman menyimak EFL di IAIN Palangka Raya. Tesis Tidak Diterbitkan. Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun, M.Pd .; (II) Zaitun Qamariah, M.Pd.

Kata Kunci: Preferensi, Mendengarkan, Strategi Mendengarkan

Gilakjani &Ahmadi (2011, hal. 978) mengatakan Mendengarkan telah lama menjadi keterampilan bodoh dalam akuisisi bahasa kedua. Untuk mendengarkan dengan baik, siswa harus memiliki keterampilan untuk memahami pesan, keterampilan untuk menerapkan semacam strategi dan proses interaktif untuk membuat makna, dan keterampilan untuk menanggapi apa yang dikatakan dalam semacam cara, tergantung pada tujuan komunikasi.

Penelitian ini bertujuan untuk mengetahui preferensi siswa terhadap strategi pembelajaran pemahaman menyimak EFL di IAIN Palangka Raya.

Desain penelitian ini adalah penelitian survei dengan pendekatan kuantitatif. Sampel penelitian adalah 39 siswa mata pelajaran Mendengarkan Bahasa Inggris dengan menggunakan teknik total sampling. Pengumpulan data menggunakan kuesioner. Kuesioner diambil dan diadopsi berdasarkan Oxford sebagai instrumen pengumpulan data. Data dianalisis melalui SPSS versi 18.0. Statistik deskriptif seperti persentase dan frekuensi digunakan untuk mendeskripsikan prefrences siswa EFL dalam pemahaman menyimak.

Dari hasil temuan, peneliti menemukan bahwa siswa lebih memilih Strategi Langsung dengan 76% Setuju bahwa 2% lebih banyak daripada Strategi Tidak Langsung dengan 74% setuju saja. Pernyataan yang terkait dengan Oxford (1990) ini menyatakan bahwa strategi memori jelas lebih efektif ketika pembelajar secara bersamaan menggunakan strategi metakognitif, seperti bermain perhatian, dan strategi yang efektif, seperti mengurangi kecemasan melalui pernapasan dalam. Strategi memori adalah jenis pembelajaran strategi langsung.

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The researcher would like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. **Dr. H. Khairil Anwar, M.Ag**., the Rector of IAIN Palangka Raya for this direction and encouragement of conducting this research,

2. **Dr**. **Hj. Rodhatul Jennah, M.Pd**., the Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, for invaluable assistance both in academic and administrative matters,

3. **Dr**. **Nurul Wahdah, M.Pd**., the Vince Dean in Academic Affairs, for invaluable assistance both in academic and administrative matters,

4. **Akhmad Ali Mirza, M.Pd**., the Chair of Department of Language Education, for invaluable assistance both in academic and administrative matters,

5. **Zaitun Qamariah**, **M.Pd**., the Chair of Study Program of English Education, for invaluable assistance both in academic and administrative matters,

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8. lecturers of Study Program of English Education from whom they got in-depth knowledge of English and English teaching,

9. His beloved parents, Noormaki and Noorhayati, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin.*

10. His beloved wife, Neneng Triningsih, S.Pd who help researcher from start till the end. Love you my wife.

The researcher realizes that this thesis is still far from the perfect. There were some many errors or mistakes. Therefore, some constructive critical and suggestion are warmly welcome. Hopefully, may Allah SWT keep us on the straight path and this can be useful for all of us.

Palangka Raya, 29 Oktober 2021

The researcher,

Ahmad Madani

NIM. 1401120930

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CHAPTER I

INTRODUCTION

Chapter 1 presents the introduction of the study. It consists of the background of the study, research problem, objective of the study, assumption of the study, scope and limitation, significance of the study, and definition of key terms.

A. **Background of the Study**

In terms of English is foreign language for Indonesian writers, the dominance of English language in generally. Until now, English is still used as a language of business, tourism, education, science, entertainment, computer technology, and media at the international level. English is used as a tool for developing communication each other. Currently, the use of English appears in foreign countries such as Indonesia, and English is becoming more popular for people.

English has 4 basic skills; listening, speaking, reading, and writing. Listening is basic skill before learning other skill. Listening plays a significant role in learning. Gilakjani & Ahmadi (2011, p. 978) said Listening has long been the ignorant skill in second language acquisition. To listen well, students must have the skill to understand the message, the skill to apply a kind of strategies and interactive processes to make meaning, and the skill to respond to what is said in a kind of ways, depending on the purpose of the communication. Listening involves for thoughts, feelings, and intentions. Doing so requires active involvement, effort and practice. However, in recent

years there has been an increased focus on L2 listening skill because of its importance in language learning. Listening incriminate an active process of disentangle and building meaning from both verbal and non-verbal messages.

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Cognitive psychology defines comprehension as information processing. Schema is the guiding structures in the comprehension process. Writers think schema is a data structure for representing the generic concepts saved in memory. It can be used to represent our knowledge about all concepts: those objects, situations, events, sequences of events, actions and sequences of actions.

According to Chen (2009, p. 56), the most commonly identified problems were fast speech and unfamiliar words. Writers think there seems to be a tendency for most students to falsely assume or arraign their listening problems on external factors related to the text or task, rather than internal factors such as their background knowledge, language proficiency on their approach to listening. Even though there were some problems related to input processing factors, they were mostly involve to the lower level processing problems such as in identifying words they know, in speech and in concentration. The most students have limited knowledge of their ways of dealing with comprehending the input, and little awareness of the properly problems during their processing. One of the most important ways which may

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help students resolve their listening problems and facilitate successful listening is to guide them in using the right tools to use listening strategies.

It is difficult for many students to understand the necessity of keeping the content of the text at the forefront while learning strategies. Sometimes, in the rush to learn cognitive strategies, students work on the strategies without regard to the content of the text. This occurs, for example, when teachers only ask students questions about which strategies they used and why, instead of asking questions about the content of the selection. These students may forget that the goal of strategy instruction is improve understanding of a given text, and improving the ability to comprehend across texts. It is unclear what part cognitive strategy instruction plays in the total listening comprehension curriculum and how that plays out at different age and grade levels. No researcher has proposed that the comprehension curriculum should only consist of cognitive strategies. But just what else should be taught and how it should be taught is another matter entirely. The answers to these questions remain for another generation.

The students at IAIN Palangka Raya use several listening strategies. So the writer interested to conduct the study at students of English education of State Islamic Institute of Palangka Raya who had been taken listening course before. The writer investigated the students" preference on learning strategies of listening that student pleasure. Because of that, the problems were observed and researched to know the specific problems, especially about preference on EFL listening learning strategies on the students that have taken

Listening course before. Based on the research before, the writer interested to find out the students" preference on learning strategies that happened on learning listening process at IAIN Palangka Raya and the writer was conducted to the study with the title: **Students' preferences on learning strategies of english as foreign language in listening**.

B. **Research Problem**

What are the students' preferences toward learning strategies of EFL listening at IAIN Palangka Raya?

C. **Objective of the Study**

To investigate students' preferences toward learning strategies of EFL listening at IAIN Palangka Raya.

D. **Assumption**

1. The participants will provide accurate information on the questionnaire.

2. The participants will be honest in their responses to the questionnaire.

3. The participants actually answered the questionnaire only once.

E. **Scope and Limitation of the study**

In line with the identification of the problems, the focus of the researcher will have on what the topics that prefered by English students' preferences toward learning strategies of EFL listening comprehension at IAIN Palangka Raya. The decision will have taken by what the students learning strategies in listening course. Listening in class is the most frequently difficult for students because they are must to know what the meaning in conversation. The writer

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assumed that there should be some suitable strategies in learning English especially listening which could motivate the students to be the confidence students in a listening class.

F. **Significant of the Study**

The study has 3 significances namely theoretical significance, practical significance, and pedagogical significance. Theoretical significance of this study especially for the researcher is to provide more evidence and clarity toward the role of social media as learning tool in English language learning and will clarify the advantages of the effective use of social media sites among the learners of English. Practical significance of this study is the result of this study can give contribution to the lecturers, students and future researchers in learning. This research will help students' toward learning strategies of EFL listening comprehension. So, the students' can apply the strategies to be additional learning sources in English language learning. Through this research also, the students can apply social media sites as the additional learning sources to improve their English language skills. Pedagogical significance is of this study of the theory and practice of education. It is concerned with the underlying values and principles that influence our approaches to learning, teaching and assessment. It is give serious consideration to pupil voice, depend of behaviour, involve clear thinking about longer term learning outcomes as well as short term goals, focus on developing higher order thinking and metacognition, embed assessment for learning.

The last, for the future researchers, this study can give profit to investigating the role of social media sites to improve English language learning with different method or approach.

G. The Definition of Key Terms

Definitions of key terms of this study are:

1. According to Latifah (2016, p. 4) Preference is something that is liked or wanted more than another thing: something that is preferred. Preference is like perception or opinion people to something, but perception not like preference because if preference is absolutely perception, but perception is not sure it is a preference. In this study, students' preferences toward learning strategies of EFL listening comprehension at IAIN Palangka Raya. In my opinion, preference students are important to know what does like, easy, understand for they are in learning strategies.

2. According to Bennet & Others (2010, p. 2) Survey research is a specific type of field study that involves the collection of data from a sample of elements drawn from a well-defined population through the use of a questionnaire. It means Surveys research method by which information is typically gathered by asking people questions on a specific topic and generalizing the results to a larger population. In my opinion, survey research is collection of data from population through the use of a questionnaire.

3. According to Ahmadi (2016, p. 8) Listening comprehension is regarded theoretically as an active process in which individuals concentrate on

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selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. It means different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. In my opinion, listening comprehension is process input associate they hear with existing knowledge.

4. According to Latifah (2016, p. 4) Listening strategies are effective techniques used by language students in order to process and understand input materials, while learning styles are the general approaches that students use in acquiring a new language or in learning any other subject. Listening Learning Strategies are techniques that students used in learning, for covering the difficulties of English listening, to understand about the objective of listening material, and how learn to be variety. The variety it means are listening strategies include listening for the main idea, listening for details, listening for specific information, listening to predict, listening to make inference, and using non-verbal cues. In my opinion, listening learning strategies are strategies to process and understand input materials, while learning styles are the general approaches.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the writer was discussed about the review of related study that consisted of Related Studies, Listening in learning English as Foreign Language (EFL), Listening Comprehension and Types of Listening Comprehension Strategies.

A. Related Studies

There are several previous studies that related with this research.

1. First, a study conducted by Gilakjani & Ahmadi (2011, p. 977) About A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. The study tries to find the factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. Findings based on the review of the literature along with analysis of the data are of great significance and can be advantageous to improve EFL learners' English listening comprehension skill. This study is relevant to my study. It gives background knowledge of factors affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. The similarities with above is study about listening comprehension and the different is my study about preferences students.

2. Second, the study is conducted by Chen (2009, p. 54) About Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy

Development. This study reports on the implementation of strategy instruction (SI) in the regular EFL listening curriculum in the context of a Taiwanese technological college. This study focused in particular on exploring learners, listening strategy development over the course of SI. The participants were 31 non-English major students of different listening proficiency enrolled in an EFL listening course for fourteen weeks. Results showed that students reported greater awareness and control of their listening strategies. This study demonstrates that SI can be integrated in the EFL listening classroom, and can lead to positive effects for learners' understanding and use of listening strategies. The paper concludes with discussions, implication for, and implementing SI in regular EFL listening curriculum within the constraints imposed by the given context. This study is relevant to my study. It gives background knowledge of Listening Strategy Instruction: Exploring Taiwanese College Students' Strategy Development. The similarities with above is study about strategy learning and the different is my study about the place is Taiwan college.

3. Third, the study is conducted by Zhou & others (2015, p. 2569) About A Study into Listening Comprehension Strategies by Effective and Ineffective Listeners in Simultaneous Typing. The participants come from Wuchang Institute of Technology. They are undergraduates major in English in their second-year study. Of them 15 males make up 65% and 28 females make up 35%. The average age of the subjects 21 and they have learnt English for 8 years. This research aims to find out what are the

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strategies most used by the students, what are the differences between effective and ineffective listeners. Thus the results of the research can convey the certain efficient listening strategies used by effective listeners to some ineffective ones. This study is relevant to my study. It gives background knowledge of Study into Listening Comprehension Strategies by Effective and Ineffective Listeners in Simultaneous Typing. The similarities with above is study about listening comprehension and the different is my study about other strategies.

Those studies differ with my study. The subjects of my study are all of students of English education. The writer as uses as intended to survey the students' preferences toward learning strategies of EFL listening comprehension at IAIN Palangka Raya. To get the result of the study, the writer uses quantitative method especially by survey design.

B. Definition English as Foreign Language

Second language theories have come a long way since the bad old days of rote learning. Here the author generally reviews the history of major ESL theories ever since 18th century to currently practice in ESL field. An understanding of second language acquisition can improve the ability to serve the culturally and linguistically diverse students in their classrooms Significant professional development is necessary to gain a full understanding of second language acquisition theory. According to Ramesh Shrestha (1983, p. 46) A foreign language is used the purpose for the absorbing the culture of another nation. A second language is used as

an alternative way of expressing the culture of one's own. According to him, English is foreign language if it is taught as a school subject or at an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways to read literature, to listen radio, to understand dialogue in the movie and etc. it is a foreign language when English becomes a language of instruction in the schools, as in the Philippines, as in India or etc.

C. Definition Listening

According to Anandapong (2011, p. 5) listening is an interactive, not a passive skill, to which the students need to apply much effort and practice. Listening is the skill to identify and understand what people are saying. Listening can involves actively perceiving and constructing from a stream of sound. It means listening as an active process requiring the same ability of prediction, hypothesizing, checking, revising, and generalizing. When students listen effectively, they must understand what the person is thinking or feeling from the other person's own perspective. To listen effectively, students must be actively in the communication process, and not just listening passively.

Many students cannot develop oral skills in any language if they cannot listen. As listening represents the oral input a person receives to be able to produce output, we can say that listening comes before than speaking (Latifah, 2016, p. 11). So, it is one of the skills that very important in learning EFL. Listening is one of the primary means of

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obtaining information. Students also learn new skills by listening from supervisor or teacher. Listening also helps students to develop ideas and make decisions. Listening is a complex skill which kind levels. It means that listening involves a series of different strategies, and different times for different purposes. Listening provides the foundation of all aspects of EFL and cognitive development, and it plays a life-long role in the processes of communication.

D. Definition Listening Comprehension

According to Ahmadi (2016, p. 7) There are different definitions of the term "listening comprehension." Listening comprehension is the different processes of understanding the spoken language. These include speech sounds, meaning of individual words, and understanding the syntax of sentence. Listening comprehension refers to the understanding of what the students have heard and it is his/her ability to repeat the text despite the fact that the students may repeat the sounds without real comprehension. Also, listening comprehension can be constructs meaning through using cues from contextual information and from knowledge, while believe upon numerous strategic resources to perform the task requirement.

Listening comprehension has four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the all message uttered by a speaker. The third is the ability to hold that message in one's

auditory memory until it can be processed. To develop the students'
auditory memory, students should know that they hear as much language
as possible. It means that most of the class time should be carried out in
the language being taught. The significant point here is the idea of
improvement. The improvement from the simpler to the hard sentences
should be slow and continuous. The fourth step is to sample the important
meaning carrying components of the material. Students should expend
more energy to understand material about unfamiliar messages and
generally more on linguistic clues to make up for their less of background
knowledge. The last step is to use the samples to confirm or reject the
formerly made anticipations. When the samples are in line with students'
anticipations, they accept them as being correct.

Since the role of listening comprehension in language learning was
either undervalued, some researchers have believed some time to listening
it to be an important skill in teaching and learning. Taki & Esmaeili (2017,
p. 729) State listening comprehension is a complex cognitive process that
allows a person to understand spoken language. It means listening
comprehension is an unobservable process which is hardly complicated
and multifaceted entity requiring a "process of simultaneously extracting
and constructing meaning through interaction with oral language.
Listening comprehension also can involve a great deal of mental activity
on the part of the students and it involves bottom-up and top-down
processing of incoming speech.

E. Types of Learning Strategies

According to Oxford (1990) Certain strategies or clusters of strategies are linked to particular language skills or tasks. For example, L2 listening comprehension gains from strategies of elaboration, inferencing, selective attention, and self-monitoring. On the authority of Oxford, strategies system includes strategies like.

Table 2.1 Table of Language Learning Strategies

Language Learning Strategies	Category	Subcategories Applying in Listening Strategies
Direct Strategies	Memory Strategies	Applying images and Sound.
	Cognitive Strategies	Practicing. Receiving and Sending Messages. Analyzing and Reasoning.
	Compensation Strategies	Guessing Intelligently
Indirect strategies	Metacognitive Strategies	Centering your learning. Arranging and planning your learning.
	Affective Strategies	Lowering your anxiety .
	Social Strategies	None

1. Direct Strategies

Language learning strategies that directly involve the target language are direct strategies. All direct strategies require mental processing of the language, but the three groups of direct strategies

(memory, cognitive, and compensation) do this processing differently and different purpose.

Direct strategies

Memory Strategies   Cognitive Strategies   Compensation Strategies

1. Applying images   1. Practicing.   1.Guessing
Intelligently.

and Sound.   2. Receiving and
                         Sending Messages.

                      3. Analyzing and Reasoning.
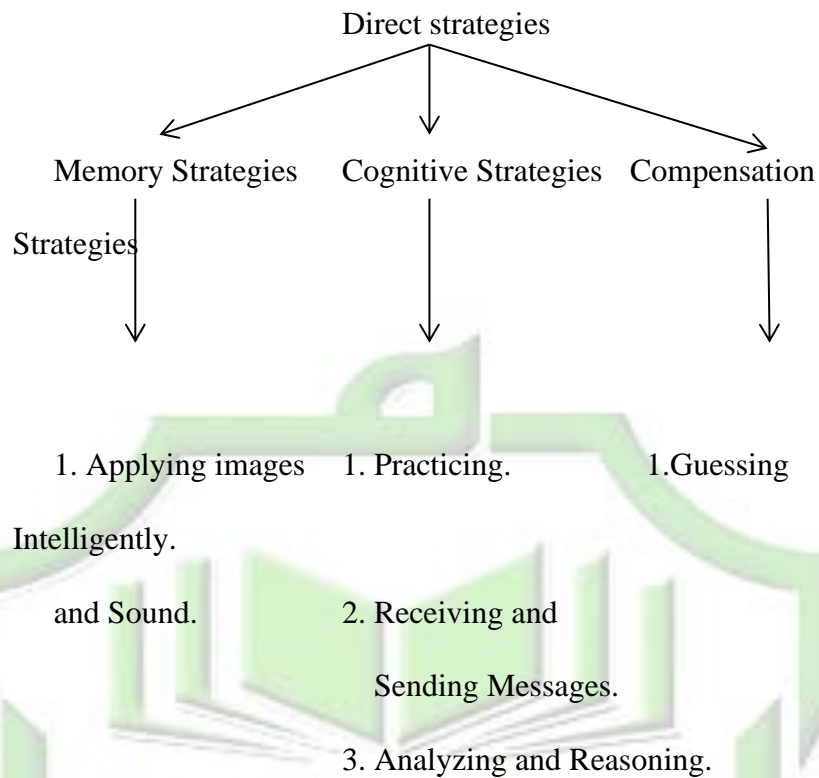
a. Memory strategies

Memory strategies fall into four sets: Creating mental linkages, applying images and sounds, reviewing well and employing action. The first letters of each of these memories will take CARE of you. Memory strategies are clearly more effective when the learner simultaneously uses metacognitive strategies, like playing attention, and effective strategies, like reducing anxiety through deep breathing.

b. Cognitive strategies

Cognitive strategies are essential in learning a new language. Such strategies are a varied lot. Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners. Four sets of cognitive strategies: Practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. The first letters of each of these strategy sets combine to form the acronym PRAC, because cognitive strategies are practical for language learning.

c. Compensation strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar especially, of vocabulary. Ten compensation strategies exist, clustered into two sets: Guessing Intelligently in Listening and Reading. Compensation occurs not just in understanding the new language but also in producing it. Compensation strategies allow learners to produce spoken or written expression in the new language without complete knowledge.

2. Indirect Strategies

Indirect strategies are divided into metacognitive strategies, affective, and social. For the Listening are Metacognitive Strategies and Affective Strategies.

Metacognitive Strategies:

a. Centering your learning $\longrightarrow$ Delaying speech production to focus on listening.

b. Arranging and planning your learning $\longrightarrow$ Learning identifying the purpose of a language task.

Affective Strategies $\longrightarrow$ lowering your anxiety

using music   using laugther

Metacognitive Strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets: Centering your learning, arranging and planning your learning, evaluating your learning. Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too much unfamiliar vocabulary, confusing rules, different writing systems and nontraditional instructional approaches. The metacognitive strategy of seeking practice opportunities is especially important. Learners who are seriously interested in learning

a new language must take responsibility to seek as many practice opportunities as possible.

Affective strategy refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets: Lowering your anxiety, encouraging yourself, taking your emotional temperature. The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning.

Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. Three sets of social strategies: Asking questions, cooperating with others, empathizing with others. One of the most basic social interactions is asking questions, an action from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding.

The right strategies to listening comprehension are metacognitive strategies and cognitive strategies. Metacognitive strategy is process which showed the way of using strategy to students in order to

enhance their language learning and language evaluating. Metacognitive strategy promoted by that has interested of educators on their strategy in teaching. That one reason metacognitive strategies is significant is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduce by teacher will fail. Metacognitive strategy involve thinking about learning process planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed. Metacognitive strategy can help learners how to listen, how to manage their mental process for listening. It involves how to think about learners thinking in learning process include their mental managing, hope learner can understand the messages that could they take and to improve their listening comprehension.

Cognitive strategies according to Dole & Others (2009, p. 4) A cognitive strategy is a mental routine or procedure for accomplishing a cognitive goal. It means Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the received data that is researched as consecutive levels and a process of decoding. It means, Cognitive strategy is a problem-solving technique that students apply to deal with the learning activity and facilitate the learning of knowledge. There are two kinds of cognitive strategies in listening

comprehension: bottom- up and top-down. Bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Top-down strategies are involves forecasting, guessing, explaining, and visualization.

F. Definition Survey Research

According to Bennet & Others (2010, p. 2) Surveys are a research method by which information is typically gathered by asking people questions on a specific topic and generalizing the results to a larger population. They are an essential component of many types of research including public opinion, politics, health, and others. Surveys are especially important when addressing topics that are difficult to assess using other approaches. It means, constructs that require individual self-report about beliefs, knowledge, attitudes, opinions, or satisfaction. Glasow (2005, p. 2) state to answer questions that have been raised, to solve problems that have been observed, to appraise needs and set purposes, to determine whether or not specific objectives have been met, to establish the basic lines, to analyze disorder across time, and generally, to describe in what amount, and in what context. Surveys can also be used to assess needs, evaluate demand, and examine impact. Survey research is building through the test model against observations of the phenomena. In contrast to survey research, a survey is simply a data collection tool for

doing survey research. The survey instrument is often used to differences the survey tool from the survey research that it is to support by design.

1. **Types of surveys**

   Surveys are classified according to their focus and scope (census and sample surveys) or according to the time frame for data collection (longitudinal and cross-sectional surveys. A survey that covers the entire population of interest is referred to as a census, an example of which is the U.S. Census, undertaken by the government every 10 years. In research, however, "population" does not refer to all the people of a country. The term population is used to refer to the entire group of individuals to whom the findings of a study apply. If you classify surveys on the basis of their scope (census versus sample) and their focus (tangibles versus intangibles), four categories emerge: (1) a census of tangibles, (2) a census of intangibles, (3) a sample survey of tangibles, and (4) a sample survey of intangibles.

   a. Census of tangibles

      When you seek information about a small population, such as a single school, and when the variables involved are concrete, there is little challenge in finding the required answers. If a school principal wants to know how many desks are in the school, how many children ride the school bus, or how many teachers have master's degrees, a simple count will provide the information.

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b. Census of intangibles

Suppose the school principal now seeks information about pupil achievement or aspirations, teacher morale, or parents' attitudes toward school. The task will be more difficult because this census deals with constructs that are not directly observable but must be inferred from indirect measures. Test scores and responses to questionnaires serve to approximate constructs such as knowledge and attitudes. The value of a census of intangibles is largely a question of the extent to which the instruments used actually measure the constructs of interest. Reasonably good instruments are available for measuring aptitude and achievement in a variety of academic areas.

c. Sample survey of tangibles

When investigators seek information about large groups, the expense involved in carrying out a census is often prohibitive. Therefore, researchers use sampling techniques and use the information they collect from the sample to make inferences about the population as a whole. When sampling is done well, the inferences made concerning the population can be quite reliable.

d. Sample survey of intangibles

The public opinion polls are examples of studies measuring intangible constructs. Opinion is not directly observable but must be inferred from responses made by the subjects to questionnaires or interviews. Surveys of intangibles are limited by the fact that the data researchers collect are only indirectly measuring the variables they are concerned about. The seriousness of this limitation depends on how well the observations measure the intangible variable. The same survey may study tangibles and intangibles at the same time. The survey on equality of educational opportunities asked the students to answer questionnaires and administered intelligence and achievement tests in order to make inferences about social class, ability, and achievement, as well as the relationship of these variables to each other and to tangible variables in the study.

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CHAPTER III

RESEARCH METHOD

This chapter discussed the research design and approach which used in the study including research design, population and sample, research instrument, data collecting procedure, and data analysis procedure.

A. Research Design

This study employed the quantitative research method with survey approach. Quantitative method was chosen because this study aims to get the data about what are English students prefer in listening comprehension, include strategies in listening comprehension at IAIN Palangka Raya. According to Visser & Others (2000, p. 223) Survey research is a specific type of field study that involves the collection of data from a sample of elements drawn from a well-defined population through the use of a questionnaire. The survey questionnaire is widely used as a source of data in studies in sociology, business, psychology, political science, and education. In survey research, investigators asked questions about peoples' beliefs, opinion, characteristics, and behavior. A survey researcher wanted to investigate associations between students' characteristic such as age, education, social class, race, and their current attitudes toward some issue.

B. Population and Sample

1. Population

Population is defined as all members of any well-defined class of people, events, or objects. According to Kazerooni (2001, p. 993) There are two ways to collect information: target population and study population. The target population is the whole group of individuals to which we are interested in applying our conclusions. The study population is the group of individuals to which we can legitimately apply our conclusions.

Population will investigate in this study is 60 students who had taken listening course.

Table 3.1 Table of Population

Tahun 2014	Tahun 2013
40 Students	20 Students

2. Sample

The small group that is observed is called a sample. A sample is a portion of a population Arikunto (2002, p. 104) in this study the writer will collect data from English students who have taken a listening comprehension course in which the student consists of from 2014-2017.

Researcher spread 60 questionnaires but researcher get back 39 questionnaires only. So, researcher uses total sampling in this research.

Total sampling is a type of purposive sampling technique where you choose to examine the entire population that has particular set of characteristics.

Table 3.2 Table of Sample

Tahun 2014	2013
31 Students	8 Students

C. Research Instrument

1. Questionnaires

The questionnaire is a set of 26 questions taken from Rebecca Oxford for gathering information from the subject of study. In this research, the researcher will use a questionnair to get data related to the research problem. The questionnaire will use Likert scale. Barua (2013, p. 35) states a Likert scale is a psychometric scale commonly involved in research based on survey questionnaires. It can to the respondents specify their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements while students to a particular Likert questionnaire item. It is important point on overall items in Likert scale based questionnaire used for science, attitude, and practice.

In addition Likert scale is the most commonly use question format for assesing students. Likert scale in this study is Strongly agree (SA), Agree (A), Uncertain (U), Disagree (D), and strongly Disagree (SD). In Likert scale-based instrument, item analysis provides a way to exercise additional

quality control over the tests by providing feedbacks on how successful the assessment.

Language learning strategies consist of 26 items and divides into 4 sub contents, they are part A from number of questions 1-13 is about memory strategies and cognitive strategies, part B from number of questions 14-19 is about compensation strategies, part C from number of questions 20-21 is about metacognitive strategies. Part D from number of questions 22-26 is about affective strategies. The students answered in terms of how well the statement describes them.

Each statement from the questionnaire would be labled with each own score. There are five predertemined answers with scale 1 – 5 suggested by Likert Scale.

Table 3.3 Range Score of Statements

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

D. Data Collection Procedure

The questionnaire gives to the participants through some procedure from the prepare with the result that collect, the holistic will clearly in steps bellow:

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1. The writer prepares the questionnaire.

2. The writer gives questionnaire to the respondents.

3. The writer collect the responses.

4. The writer get the result of questionnaire.

5. The writer analyzes the data to obtain using numeric or bar graph SPSS which analysis mean, median, modus and standard devitation.

6. The researcher will draw conclusion from the data finding and theories about the students' preference toward EFL listening comprehension language learning strategies at IAIN Palangka Raya.

E. `Instrument Validity

Validity (quality) is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of learning or behavioral criteria. Very simply, validity is the extent to which a test measures what it is supposed to measure. The question of validity is raised in the context of the three points made above, the form of the test, the purpose of the test and the population for whom it is intended. We can divide the types of validity into logical and empirical. For listening comprehension tests were administered collectively during the regularly scheduled class time.

1. Face Validity

Face validity referred to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The Strategy Inventory for Language Learning (SILL) questionnaire

instrument used to measure the learning strategies, the vocabulary size test instrument used to measure the vocabulary size, the writing test used to measure the writing score.

2. **Content Validity**

Content validity referred to a test consisting adequate content to measure the desired ability to a trait. Content validity refers to the degree to which the sample of items, tasks, or questions on a test representative of some defined universe or domain of content. In the present study, language learning strategies consist of 26 items and divides into 4 sub contents, they are part A from number of questions 1-13 is about memory strategies and cognitive strategies, part B from number of questions 14-19 is about compensation strategies, part C from number of questions 20-21 is about metacognitive strategies. Part D from number of questions 22-26 is about affective strategies. The students answered in terms of how well the statement describes them.

F. **Reliability**

Reliability is defined how much consistency the test scores the test achieves on the retest. The formula used in calculating the reliability of a learning result test. is Kuder Richardson's formula K-R 21:

$$r_{xx} = \frac{K. \, S_x^2 - X \, (K - X)}{S_x^2 \, (K - 1)}$$

With description:

r_{xx} : reliability for the whole test

K: number of items in test

$S_x{}^2$: all test variance

X: average score.

With the criterion of reliability interpretation:

$0,80 \leq r_{xx} < 1,00 =$ very high

$0,60 \leq r_{xx} < 0,80 =$ high

$0,40 \leq r_{xx} < 0,60 =$ medium

$0,20 \leq r_{xx} < 0,40 =$ low

$0,00 \leq r_{xx} < 0,20 =$ very low

G. Data Analysis Procedure

The questionnaire gives to the participants through some procedure from the prepare with the result that analyse, the holistic will clearly in steps bellow:

1) The writer prepares the questionnaire.

2) The writer gives questionnaire to the respondents.

3) The writer collect the responses.

4) The writer analyzes the data to obtain using numeric or bar graph SPSS which analysis mean and standard devitation.

5) The writer get the result of questionnaire.

6) The researcher will draw conclusion from the data finding and theories about the students' preference toward EFL listening comprehension learning strategies at IAIN Palangka Raya.

1. **Data Analysis**

   The model cunduct to analysis quantitative data is Descriptive Statistic (Mean and Standard Deviation). For clear understanding the data will present using tables and a bar graph.

I. Mean

$$M = \frac{\sum X}{N}$$

Where :

M = Mean

Σ = Sum of

X = Raw Score

N = Number of case

II. Standard Deviation

$$S^2 = \frac{\Sigma(X - M)^2}{n - 1}$$

Where :

Σ = Sum of

X = Individual Score

M = Mean of all score

N = Number of case

2. Data Analysis Procedure

There were three steps to analyze the data; they were item scores, the distribution of frequency, and then central tendency. To analyze the data, below were the steps applied:

a. Collecting the main data (item score/responses);

b. Arranging the collected score into the distribution of frequency of score table.

c. Calculating Mean using formula, Median, and Modus.

d. Interpreting the analysis result.

A alternative is to describe the results in *percentages*. If researchers choose to describe the results in terms of frequency or percentages they could also display these results in a figure using graph or pie chart. Visually displaying results in this way often makes it easier to highlight the results of the survey.

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

e. Giving conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter will present the data presentation, research findings and discussion. This section covers discussion of data finding toward learning strategies of EFL listening comprehension.

A. **Data Presentation**

Data presentation presented about the calculation of the questionnaire result on the students' preference toward learning strategies of EFL listening comprehension at IAIN Palangka Raya. Include about number and percent of students preference. The questionnaire was distributed to 39 respondents in IAIN Palangka Raya that is displayed in following table:

Table 4.1 Result of Study

No	Statement	Number & Percent	Scale					Total
			SD=1	D=2	U=3	A=4	SA=5	
1	I think of relationships between what I already know and new things I learn in the Indirect Strategies.	Number	1	1	15	17	5	39
		Percent	2.6 %	2.6 %	38.5 %	43.6 %	12.8 %	100
2	I put the new word in a sentence so I can remember them.	Number	0	2	5	25	7	39
		Percent	0 %	5.1 %	12.8 %	64.1 %	17.9 %	100
3	I connect the sound use indirect strategies of the word to help me remember the word.	Number	0	3	7	25	4	39
		Percent	0	7.7 %	17.9 %	64.1 %	10.3 %	100

4	I use indirect strategies to remember new words.	Number	0	2	15	16	6	39
		Percent	0	5.1 %	38.5 %	41.0 %	15.4 %	100
5	I use indirect strategies to remember new words.	Number	0	2	14	20	3	39
		Percent	0	5.1 %	35.9 %	51.3 %	7.7 %	100
6	I use rhyming to remember it.	Number	0	4	19	13	3	39
		Percent	0	10.3 %	48.7 %	33.3 %	7.7 %	100
7	I associate the sound of the new word with the sound of a familiar word.	Number	1	4	7	21	6	39
		Percent	2.6 %	10.3 %	17.9 %	53.8 %	15.4 %	100
8	I visualize the spelling of the new word in my mind.	Number	0	4	6	19	10	39
		Percent	0	10.3 %	15.4 %	48.7 %	25.6 %	100
9	I watch and listening language TV shows use Indirect strategies or go to movies.	Number	0	4	5	21	9	39
		Percent	0	10.3 %	12.8 %	53.8 %	23.1 %	100
10	I listening music, radio, or reports use Indirect strategies.	Number	0	1	2	20	16	39
		Percent	0	2.6 %	5.1 %	51.3 %	41.0 %	100
11	I use a combination of sounds and images to remember the new word.	Number	0	2	8	20	9	39
		Percent	0	5.1 %	20.5 %	51.3 %	23.1 %	100

12	I review often	Number	0	6	10	22	1	39
		Percent	0	15.4 %	25.6 %	56.4 %	2.6 %	100
13	I schedule my reviewing so that the review sessions are initially close together in time and gradually become more widely spread apart.	Number	2	8	13	14	2	39
		Percent	5.1%	20.5%	33.3 %	35.9 %	5.1 %	100
14	I practice the sounds or alphabet of the new language.	Number	0	1	11	21	6	39
		Percent	0	2.6 %	28.2 %	53.8 %	15.4 %	100
15	I try to think in the new language.	Number	1	2	6	24	6	39
		Percent	2.6%	5.1 %	15,4 %	61.5 %	15.4 %	100
16	I find the meaning of new word by direct strategies.	Number	0	2	4	21	12	39
		Percent	0	5.1 %	10.3 %	53.8 %	30.8 %	100
17	I make summaries of new language material.	Number	0	7	11	16	5	39
		Percent	0	17.9 %	28.2 %	41.0 %	12.8 %	100
18	I try to understanding what I heard without translating it word-for-word into my own language.	Number	0	2	9	20	8	39
		Percent	0	5.1 %	23.1%	51.3%	20.5 %	100
19	I develop my own understanding of how the language works, even if sometimes I have to revise my understanding based on new information.	Number	0	2	4	24	9	39
		Percent	0	5.1 %	10.3 %	61.5 %	23.1 %	100
20	When I do not understand all the words I hear, I	Number	0	1	9	18	11	39

	guess the general meaning by using any clue I can find.	Percent	0	2.6 %	23.1 %	46.2 %	28.2%	100
21	I make up new words if I do not know the right ones.	Number	0	1	10	19	9	39
		Percent	0	2.6 %	25.6 %	48.7 %	23.1 %	100
22	I preview the language lesson to get a general idea of what it is about, how it is organize, and how it relates to what I already know.	Number	0	1	10	24	4	39
		Percent	0	2.6 %	25.6 %	61.5 %	10.3 %	100
23	I decide in advance to pay special attention to specific language aspects.	Number	0	2	12	23	2	39
		Percent	0	5.1%	30.8 %	59.0 %	5.1 %	100
24	I arrange my schedule to study and practice the new language consistently.	Number	0	6	11	18	4	39
		Percent	0	15.4 %	28.2 %	46.2 %	10.3%	100
25	I arrange my physical environment to promote learning.	Number	0	3	13	18	5	39
		Percent	0	7.7 %	33.3 %	46.2 %	12.8 %	100
26	I plan my goals for language learning.	Number	1	2	8	16	12	39
		Percent	2.6 %	5.1 %	20.5 %	41.0 %	30.8 %	100

B. **Research Finding**

The main data researcher was used the questionnaire to collect the main data. There were 26 items of the questionnaire as the instruments for collecting the data. The questionnaire consisted of responses, central tendency (mean,

median, modus), and standard deviation. There were 39 students of English

Education Academic who were chosen as sampling in this research.

Table 4.2 Central Tendency (Mean, Median, Modus), and Standard

Deviation of Each Items

Item	Number /percent	Scale					Total	MN	MDN	MO	SD
		SD 1	D 2	N 3	A 4	SA 5					
1	Number	1	1	15	17	5	141	3.53	3.00	3	0.060
	Percent	2.6	2.6	38.5	43.6	12.8	100				
2	Number	0	2	5	25	7	154	3.80	4.00	4	0.941
	Percent	0	5.1	12.8	64.1	17.9	100				
3	Number	0	3	7	25	4	147	3.93	4.00	4	0.884
	Percent	0	7.7	17.9	64.1	10.3	100				
4	Number	0	2	15	16	6	143	3.53	4.00	3	0.990
	Percent	0	5.1	38.5	41.0	15.4	100				
5	Number	0	2	14	20	3	141	3.53	4.00	4	0.743
	Percent	0	5.1	35.9	51.3	7.7	100				
6	Number	0	4	19	13	3	132	3.53	4.00	4	0.915
	Percent	0	10.3	48.7	33.3	7.7	100				
7	Number	1	4	7	21	6	144	3.40	4.00	4	1.121
	Percent	2.6	10.3	17.9	53.8	15.4	100				
8	Number	0	4	6	19	10	152	3.93	4.00	4	1.033
	Percent	0	10.3	15.4	48.7	25.6	100				
9	Number	0	4	5	21	9	152	4.00	4.00	4	1.000
	Percent	0	10.3	12.8	53.8	23.1	100				
10	Number	0	1	2	20	16	168	4.33	5.00	5	0.900
	Percent	0	2.6	5.1	51.3	41.0	100				
11	Number	0	2	8	20	9	153	3.87	4.00	4	0.834
	Percent	0	5.1	20.5	51.3	23.1	100				
12	Number	0	6	10	22	1	135	3.33	4.00	4	0.976
	Percent	0	15.4	25.6	56.4	2.6	100				
13	Number	2	8	13	14	2	123	3.13	3.00	3	1.125
	Percent	5.1	20.5	33.3	35.9	5.1	100				
14	Number	0	1	11	21	6	149	3.87	4.00	3	0.990
	Percent	0	2.6	28.2	53.8	15.4	100				
15	Number	1	2	6	24	6	149	3.93	4.00	4	0.961
	Percent	2.6	5.1	15,4	61.5	15.4	100				
16	Number	0	2	4	21	12	160	4.13	4.00	5	1.060
	Percent	0	5.1	10.3	53.8	30.8	100				
17	Number	0	7	11	16	5	136	3.40	3.00	3	1.183
	Percent	0	17.9	28.2	41.9	12.8	100				

18	Number	0	2	9	20	8	151	4.13	4.00	4	0.834
	Percent	0	5.1	23.1	51.3	20.5	100				
19	Number	0	2	4	24	9	157	4,20	4.00	4	0.862
	Percent	0	5.1	10.3	61.5	23.1	100				
20	Number	0	1	9	18	11	156	4.20	4.00	5	0.862
	Percent	0	2.6	23.1	46.2	28.2	100				
21	Number	0	1	10	19	9	153	3.87	4.00	4	0.915
	Percent	0	2.6	25.6	48.7	23.1	100				
22	Number	0	1	10	24	4	148	3.80	4.00	4	0.775
	Percent	0	2.6	25.6	61.5	10.3	100				
23	Number	0	2	12	23	2	142	3.60	4.00	4	0.910
	Percent	0	5.1	30.8	59.0	5.1	100				
24	Number	0	6	11	18	4	137	3.67	4.00	4	1.113
	Percent	0	15.4	28.2	46.2	10.3	100				
25	Number	0	3	13	18	5	142	3.53	3.00	3	0.990
	Percent	0	7.7	33.3	46.2	12.8	100				
26	Number	1	2	8	16	12	153	3.87	4.00	5	1.302
	Percent	2.6	5.1	20.5	41.0	30.8	100				

Table 4.3 Result of analysis survey item 1

X.1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	2.6	2.6	2.6
	TS	1	2.6	2.6	5.1
	N	15	38.5	38.5	43.6
	S	17	43.6	43.6	87.2
	SS	5	12.8	12.8	100.0
	Total	39	100.0	100.0	

Item 1, I like listening audio to get particular information generally. There were 5 students (12.8%) who strongly agreed, 17 students (43.6%) who agreed, 15 students (38.5%) who neutral, 1 student (2.6%) who disagreed, 1 student (2.6%) who strongly disagreed.

Table 4.4 Result of analysis survey item 2

X.2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	5.1	5.1	5.1
	N	5	12.8	12.8	17.9
	S	25	64.1	64.1	82.1
	SS	7	17.9	17.9	100.0
	Total	39	100.0	100.0	

Item 2, I like listening audio to get particular information generally. There were 7 students (17.9%) who strongly agreed, 25 students (64.1%) who agreed, 5 students (12.8%) who neutral, 2 students (5.1%) who disagreed.

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Table 4.5 Result of analysis survey item 3

X.3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	7.7	7.7	7.7
	N	7	17.9	17.9	25.6
	S	25	64.1	64.1	89.7
	SS	4	10.3	10.3	100.0
	Total	39	100.0	100.0	

Item 3, I like listening audio to get particular information generally. There were 4 students (10.3%) who strongly agreed, 25 students (64.1%) who agreed, 7 students (17.9%) who neutral, 3 students (7.7%) who disagreed.

Table 4.6 Result of analysis survey item 4

X.4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	5.1	5.1	5.1
	N	15	38.5	38.5	43.6
	S	16	41.0	41.0	84.6
	SS	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Item 4, I like listening audio to get particular information generally. There were 6 students (15.4%) who strongly agreed, 16 students (41.0%) who agreed, 15 students (38.5%) who neutral, 2 students (5.1%) who strongly disagreed.

Table 4.7 Result of analysis survey item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
			X.5		
Valid	TS	2	5.1	5.1	5.1
	N	14	35.9	35.9	41.0
	S	20	51.3	51.3	92.3
	SS	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

Item 5, I like listening audio to get particular information generally. There were 3 students (7.7%) who strongly agreed, 20 students (51.3%) who agreed, 14 students (35.9%) who neutral, 2 students (5.1%) who disagreed.

Table 4.8 Result of analysis survey item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
			X.6		
Valid	TS	4	10.3	10.3	10.3
	N	19	48.7	48.7	59.0
	S	13	33.3	33.3	92.3
	SS	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

Item 6, I like listening audio to get particular information generally. There were 3 students (7.7%) who strongly agreed, 13 students (33.3%) who agreed, 19 students (48.7%) who neutral, 4 students (10.3%) who disagreed.

Table 4.9 Result of analysis survey item 7

X.7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	2.6	2.6	2.6
	TS	4	10.3	10.3	12.8
	N	7	17.9	17.9	30.8
	S	21	53.8	53.8	84.6
	SS	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Item 7, I like listening audio to get particular information generally. There were 6 students (15.4%) who strongly agreed, 21 students (53.8%) who agreed, 7 students (17.9%) who neutral, 4 students (10.3%) who disagreed, 1 student (2.6%) who strongly disagreed.
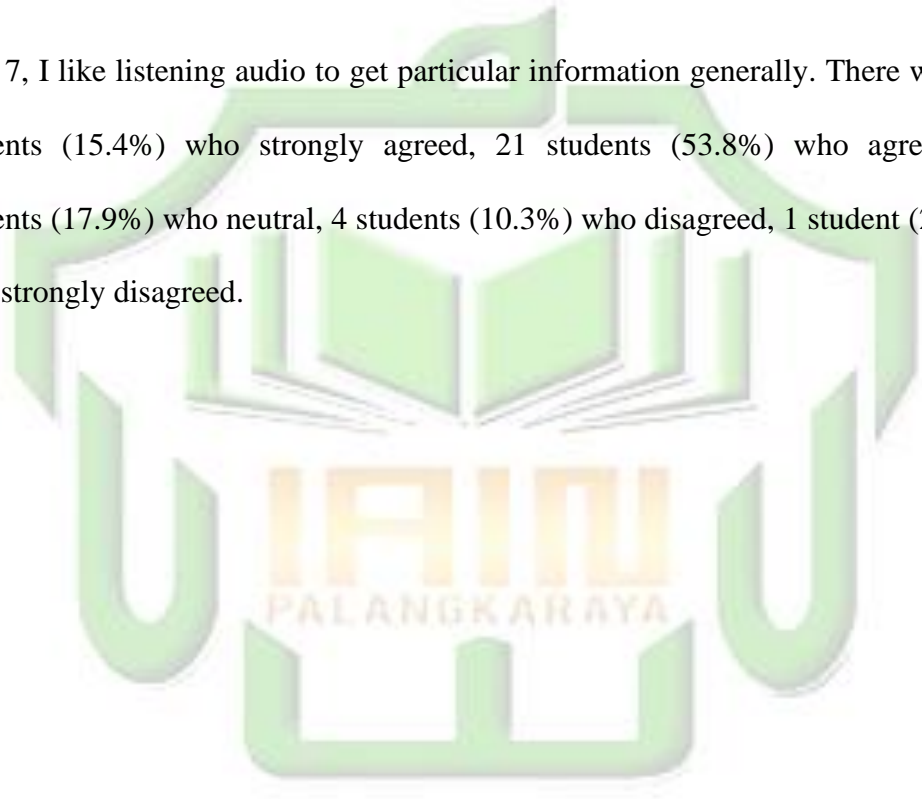
Table 4.10 Result of analysis survey item 8

X.8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	10.3	10.3	10.3
	N	6	15.4	15.4	25.6
	S	19	48.7	48.7	74.4
	SS	10	25.6	25.6	100.0
	Total	39	100.0	100.0	

Item 8, I like listening audio to get particular information generally. There were 10 students (25.6%) who strongly agreed, 19 students (48.7%) who agreed, 6 students (15.4%) who neutral, 4 students (10.3%) who disagreed.

Table 4.11 Result of analysis survey item 9

X.9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	10.3	10.3	10.3
	N	5	12.8	12.8	23.1
	S	21	53.8	53.8	76.9
	SS	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

Item 9, I like listening audio to get particular information generally. There were 9 students (23.1%) who strongly agreed, 21 students (53.8%) who agreed, 5 students (12.8%) who neutral, 4 students (10.3%) who disagreed.

Table 4.12 Result of analysis survey item 10

X.10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2.6	2.6	2.6
	N	2	5.1	5.1	7.7
	S	20	51.3	51.3	59.0
	SS	16	41.0	41.0	100.0
	Total	39	100.0	100.0	

Item 10, I like listening audio to get particular information generally. There were 16 students (41.0%) who strongly agreed, 20 students (51.3%) who agreed, 2 students (5.1%) who neutral, 1 student (2.6%) who disagreed.

Table 4.13 Result of analysis survey item 11

X.11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	5.1	5.1	5.1
	N	8	20.5	20.5	25.6
	S	20	51.3	51.3	76.9
	SS	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

Item 11, I like listening audio to get particular information generally. There were 9 students (23.1%) who strongly agreed, 20 students (51.3%) who agreed, 8 students (20.5%) who neutral, 2 students (5.1%) who disagreed.

Table 4.14 Result of analysis survey item 12

X.12

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	15.4	15.4	15.4
	N	10	25.6	25.6	41.0
	S	22	56.4	56.4	97.4
	SS	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

Item 12, I like listening audio to get particular information generally. There were 1 student (2.6%) who strongly agreed, 22 students (56.4%) who agreed, 10 students (25.6%) who neutral, 6 students (15.4%) who disagreed.

Table 4.15 Result of analysis survey item 13

X.13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	5.1	5.1	5.1
	TS	8	20.5	20.5	25.6
	N	13	33.3	33.3	59.0
	S	14	35.9	35.9	94.9
	SS	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

Item 13, I like listening audio to get particular information generally. There were 2 students (5.1%) who strongly agreed, 14 students (35.9%) who agreed, 13 students (33.3%) who neutral, 8 students (20.5%) who disagreed, 2 students (5.1%) who strongly disagreed.

Table 4.16 Result of analysis survey item 14

X.14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	2.6	2.6	2.6

	N	11	28.2	28.2	30.8
	S	21	53.8	53.8	84.6
	SS	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Item 14, I like listening audio to get particular information generally. There were 6 students (15.4%) who strongly agreed, 21 students (53.8%) who agreed, 11 students (28.2%) who neutral, 1 student (2.6%) who disagreed.

Table 4.17 Result of analysis survey item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
			X.15		
Valid	STS	1	2.6	2.6	2.6
	TS	2	5.1	5.1	7.7
	N	6	15.4	15.4	23.1
	S	24	61.5	61.5	84.6
	SS	6	15.4	15.4	100.0
	Total	39	100.0	100.0	

Item 15, I like listening audio to get particular information generally. There were 6 students (15.4%) who strongly agreed, 24 students (61.5%) who agreed, 6 students (15.4%) who neutral, 2 students (5.1%) who disagreed, 1 student (2.6%) who strongly disagreed.

Table 4.18 Result of analysis survey item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
			X.16		
Valid	TS	2	5.1	5.1	5.1
	N	4	10.3	10.3	15.4
	S	21	53.8	53.8	69.2
	SS	12	30.8	30.8	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	39	100.0	100.0	

Item 16, I like listening audio to get particular information generally. There were 12 students (30.8%) who strongly agreed, 21 students (53.8%) who agreed, 4 students (10.3%) who neutral, 2 students (5.1%) who disagreed.

Table 4.19 Result of analysis survey item 17

X.17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	7	17.9	17.9	17.9
	N	11	28.2	28.2	46.2
	S	16	41.0	41.0	87.2
	SS	5	12.8	12.8	100.0
	Total	39	100.0	100.0	

Item 17, I like listening audio to get particular information generally. There were 5 students (12.8%) who strongly agreed, 16 students (41.0%) who agreed, 11 students (28.2%) who neutral, 7 students (17.9%) who disagreed.

Table 4.20 Result of analysis survey item 18

X.18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	5.1	5.1	5.1
	N	9	23.1	23.1	28.2
	S	20	51.3	51.3	79.5
	SS	8	20.5	20.5	100.0
	Total	39	100.0	100.0	

Item 18, I like listening audio to get particular information generally. There were 8 students (20.5%) who strongly agreed, 20 students (51.3%) who agreed, 9 students (23.1%) who neutral, 2 students (5.1%) who disagreed.

Table 4.21 Result of analysis survey item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
			X.19		
Valid	TS	2	5.1	5.1	5.1
	N	4	10.3	10.3	15.4
	S	24	61.5	61.5	76.9
	SS	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

Item 19, I like listening audio to get particular information generally. There were 9 students (23.1%) who strongly agreed, 24 students (61.5%) who agreed, 4 students (10.3%) who neutral, 2 students (5.1%) who disagreed.

Table 4.22 Result of analysis survey item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
			X.20		
Valid	TS	1	2.6	2.6	2.6
	N	9	23.1	23.1	25.6
	S	18	46.2	46.2	71.8
	SS	11	28.2	28.2	100.0
	Total	39	100.0	100.0	

Item 20, I like listening audio to get particular information generally. There were 11 students (28.2%) who strongly agreed, 18 students (46.2%) who agreed, 9 students (23.1%) who neutral, 1 student (2.6%) who disagreed.

Table 4.23 Result of analysis survey item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
		X.21			
Valid	TS	1	2.6	2.6	2.6
	N	10	25.6	25.6	28.2
	S	19	48.7	48.7	76.9
	SS	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

Item 21, I like listening audio to get particular information generally. There were 9 students (23.1%) who strongly agreed, 19 students (48.7%) who agreed, 10 students (25.6%) who neutral, 1 student (2.6%) who disagreed.

Table 4.24 Result of analysis survey item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
		X.22			
Valid	TS	1	2.6	2.6	2.6
	N	10	25.6	25.6	28.2
	S	24	61.5	61.5	89.7
	SS	4	10.3	10.3	100.0
	Total	39	100.0	100.0	

Item 22, I like listening audio to get particular information generally. There were 4 students (10.3%) who strongly agreed, 24 students (61.5%) who agreed, 10 students (25.6%) who neutral, 1 student (2.6%) who disagreed.

Table 4.25 Result of analysis survey item 23

X.23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	5.1	5.1	5.1
	N	12	30.8	30.8	35.9
	S	23	59.0	59.0	94.9
	SS	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

Item 23, I like listening audio to get particular information generally. There were 2 students (5.1%) who strongly agreed, 23 students (59.0%) who agreed, 12 students (30.8%) who neutral, 2 students (5.1%) who disagreed.

Table 4.26 Result of analysis survey item 24

X.24					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	15.4	15.4	15.4
	N	11	28.2	28.2	43.6
	S	18	46.2	46.2	89.7
	SS	4	10.3	10.3	100.0
	Total	39	100.0	100.0	

Item 24, I like listening audio to get particular information generally. There were 4 students (10.3%) who strongly agreed, 18 students (46.2%) who agreed, 11 students (28.2%) who neutral, 6 students (15.4%) who disagree.

Table 4.27 Result of analysis survey item 25

X.25					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	7.7	7.7	7.7
	N	13	33.3	33.3	41.0

S	18	46.2	46.2	87.2
SS	5	12.8	12.8	100.0
Total	39	100.0	100.0	

Item 25, I like listening audio to get particular information generally. There were 5 students (12.8%) who strongly agreed, 18 students (46.2%) who agreed, 13 students (33.3%) who neutral, 3 students (7.7%) who disagreed.

Table 4.28 Result of analysis survey item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
X.26					
Valid	STS	1	2.6	2.6	2.6
	TS	2	5.1	5.1	7.7
	N	8	20.5	20.5	28.2
	S	16	41.0	41.0	69.2
	SS	12	30.8	30.8	100.0
	Total	39	100.0	100.0	

Item 26, I like listening audio to get particular information generally. There were 12 students (30.8%) who strongly agreed, 16 students (41.0%) who agreed, 8 students (20.5%) who neutral, 2 students (5.1%) who disagreed, 1 student (2.6%) who strongly disagreed.

Table 4.29 Score of Each Items

NO	Score		Categorized	NO	Score		Categorized
1	Indirect Strategies	72	Agree	**14**	Direct Strategies	76	Agree
2		79	Agree	**15**		76	Agree
3		75	Agree	**16**		82	Strongly Agree
4		73	Agree	**17**		70	Agree
5		72	Agree	**18**		77	Agree

6		68	Agree	19	80	Strongly Agree
7		74	Agree	20	80	Strongly Agree
8		78	Agree	21	78	Agree
9		78	Agree	22	76	Agree
10		86	Strongly Agree	23	73	Agree
11		78	Agree	24	70	Agree
12		69	Agree	25	73	Agree
13		63	Agree	26	78	Agree

$$\text{Final result} = \frac{Total\ Score}{Total\ Item}$$

$$= \frac{1,954}{26}$$

$$= 75\ \%\ (\text{Agree})$$

Based on the questionnaire result, the students' preference toward learning strategies of EFL listening comprehension in Listening English classroom during their presentation is necessary and helpful to learn English. The total item questionnaire consists of 26 questions with the final result was 75 % and the categorized Agree.

C. **Discussion**

In this following discussion, the students' preferences toward learning strategies of EFL listening comprehension at IAIN Palangka Raya would be discussed. The result of the questionnaire shown the following the data related to students' preferences toward the statements that asked in questionnaire sheets.

Chart of Students' Preferences on Learning Strategies of English as Foreign Language in Listening's Presentation
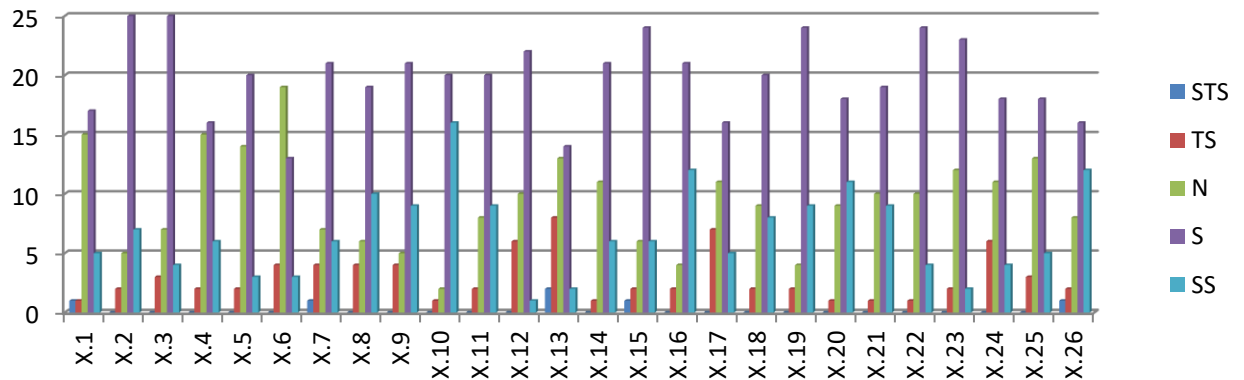
Based on the chart, it could be concluded the result of the questionnaire. To discuss the chart about the result of the questionnaire as follows:

Students prefer to direct Strategies with 76 % Agree that 2 % more than Indirect Strategies with 74% agree only. This statement related to Oxford (1990) states that memory strategies are clearly more effective when the learner simultaneously uses metacognitive strategies, like playing attention, and effective strategies, like reducing anxiety through deep breathing. Memory strategies were kind of direct strategies learning.

All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and different purpose. Memory strategies fall into four sets: Creating mental linkages, applying

images and sounds, reviewing well and employing action.

Beside memory strategies, direct strategies have 2 others kind that they are cognitive strategies and compensation strategies. Cognitive strategies are essential in learning a new language. Such strategies are a varied lot. Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners. Four sets of cognitive strategies: Practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. Cognitive strategies are practical for language learning.

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar especially, of vocabulary. Ten compensation strategies exist, clustered into two sets: Guessing Intelligently in Listening and Reading. Compensation occurs not just in understanding the new language but also in producing it. Compensation strategies allow learners to produce spoken or written expression in the new language without complete knowledge.

And for indirect strategies are divided into metacognitive strategies, affective, and social. For the Listening are Metacognitive Strategies and Affective Strategies. Metacognitive Strategies are actions

which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets: Centering your learning, arranging and planning your learning, evaluating your learning. Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too much unfamiliar vocabulary, confusing rules, different writing systems and nontraditional instructional approaches. The metacognitive strategy of seeking practice opportunities is especially important. Learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible.

Affective strategy refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets: Lowering your anxiety, encouraging yourself, taking your emotional temperature. The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning.

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

important in this process. Three sets of social strategies: Asking questions, cooperating with others, empathizing with others. One of the most basic social interactions is asking questions, an action from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding.

So, the students have heard and it is his/her ability to repeat the text in despite the fact that the students may repeat the sounds without real comprehension. Also, listening comprehension can be constructs meaning through using cues from contextual information and from knowledge, while believe upon numerous strategic resources to perform the task requirement. To develop the students' auditory memory, students should know that they hear as much language as possible. It means that most of the class time should be carried out in the language being taught. The significant point here is the idea of improvement. The improvement from the simpler to the hard sentences should be slow and continuous.

Students should expend more energy to understand material about unfamiliar messages and generally more on linguistic clues to make up for their less of background knowledge. The student can sample to confirm or reject the formerly made anticipations. When the samples are in line with students' anticipations, they accept them as being correct. Many strategies can students use to help learning process problem. One of them the strategy is Metacognitive strategy. One reason metacognitive

strategies is significant is that if learners are not aware of when comprehension is breaking down and what they can do about it, strategies introduce by teacher will fail. Metacognitive strategy involve thinking about learning process planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed. Metacognitive strategy can help learners how to listen, how to manage their mental process for listening.

Another strategy is cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the received data that is researched as consecutive levels and a process of decoding. It means, Cognitive strategy is a problem-solving technique that students apply to deal with the learning activity and facilitate the learning of knowledge. There are two kinds of cognitive strategies in listening comprehension: bottom- up and top-down. Bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Top-down strategies are involves forecasting, guessing, explaining, and visualization.

CHAPTER V

CONCLUSION

In this chapter contained the conclusion and suggestion. The conclusion was to summary the finding and suggestion were aimed at English education study program and lecturer at IAIN Palangka Raya in English Department.

A. **Conclusion**

In this research focused on the students' preference on learning strategies of EFL listening at IAIN Palangka Raya. Based on the result of the research, most of the students had positive preferences or "Agree" to learning listening comprehension that used by the direct strategies and indirect strategies with the final result 75 % and categorized *Agree*. Students prefer to direct Strategies with 76 % Agree that 2 % more than Indirect Strategies with 74% agree only. This statement related to Oxford (1990) states that memory strategies are clearly more effective when the learner simultaneously uses metacognitive strategies, like playing attention, and effective strategies, like reducing anxiety through deep breathing. Also direct strategies can make creating mental linkages, applying images and sounds, reviewing well and employing action. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and different purpose.

And for indirect strategies are divided into metacognitive

strategies, affective, and social. Metacognitive strategies include three strategy sets: Centering your learning, arranging and planning your learning, evaluating your learning. Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too much unfamiliar vocabulary, confusing rules, different writing systems and nontraditional instructional approaches. Affective strategy refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets: Lowering your anxiety, encouraging yourself, taking your emotional temperature. One of the most basic social interactions is asking questions, an action from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding

In conclusion students need listening strategies to improve their listening and knowledge should be given by the lecturer during a listening learning activity.

B. Suggestion

Concerned with the conclusion, the researcher would like to propose some of the following suggestions that hopefully would be useful and valuable for the students, the lecturers and the researcher.

a. For The Students

For the students, the researcher recommended all students' to

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always improve their listening ability and communication with the lecturer, and who has skill in English. This research based on the research finding found that students were factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. Most of the students had positive preferences to learning listening comprehension that used by the direct strategies and indirect strategies in EFL. The researcher hope students can reduce the un-confidence of them and students should be learning in Listening English for easier to understanding people who said. Then students were direct Strategies and indirect strategy to solve the problems and researcher hopes that students can be mastering some strategies in speaking to improve speaking skill to be better.

b.   For The Lecturer

The researcher recommended for English Lecturer to help the students to practice the listening strategy to correct students' listening errors. Because listening strategies give Feedback can improve their listening ability. Lecturers must give correction, comment and explanation to their students during the listening activity.

c.   For other Researchers

This design of this thesis was very simple. It was not as perfect as the experts. It had many weaknesses in it. Therefore, for the next researchers who are further interested in developing this research on the wide object and better design can improve this research, to support the

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results finding. The researcher approved to use this as a reference for further research.

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