

Chapter Four

Finding and Discussion

This chapter presents the findings and discussions of the research about the problems encountered and the strategies in attempting listening section of the IELTS test. This research reports the finding to answer the research questions proposed in this study based on the interview data. In this part, the finding were categorized and connected to the theories which are already explained by the researcher in chapter two. There are two major findings revealed from this study based on the purposes of the study. Firstly, the problems are faced by students in attempting the listening section of the IELTS. Secondly, the listening strategies used by students at English Education Department (EED) of UMY academic year 2012 when they answer question in listening section of IELTS.

Problems Faced by Students in Attempting Listening Section of the IELTS

The first aim of this study is to reveal the problems faced by students in attempting listening section of the IELTS test in EED. Regarding to this question the researcher found eight problems faced by students in EED UMY. Those problems affected by four factors. They are speakers in recording, listeners/test takers, contents and environment factor.

Problems affected by speakers in recording. The researcher found two problems which were affected by speaker factor. They were speakers' accent unfamiliarity and rate of delivery.

Accent. Based on the data gathered, the researcher found that five from six participants reported speakers' accent caused the problem. Three from five participants explained more explicitly that they felt confused with British accent in listening section of the IELTS test. Those participants are P1, P4, and P6. The P1 said "I felt confused with British accent because its pronunciation is different from American accent" (P.1.8). From the data, it can be known that the P1 felt confused with pronunciation in British accent. It means that she was not familiar with British accent pronunciation. She also added that "the most difficult is British accent because I am not familiar with it. It is difficult to guess what the speaker talking about because the pronunciation different with America" (P.1.22). The P4 also argued the same thing. "British Accent was one of some problems. It was difficult to understand because I had not familiar yet" (P.4.26). Also, the P6 said that "I felt difficult with IELTS test because it is uses British accent. American accent is popular and it is used frequently" (P.6.1). Those three of six participants have same problem in speakers' accent when they attempted listening IELTS test. They were not familiar with British Accent. In otherwise, IELTS are range of native speaker English accents including standard Australian and some regional British accents.

Besides, the P2 reported little bit different from others. He said “accent little bit disturbed me but it was not really difficult. It was not really difficult when we had been familiar with English in general” (P.2.9). Looking at the P2’s statement, it seems that the speakers’ accent in recording still giving a problem even though is not much. Then, the P5 reported that “accent in IELTS test is difficult like TOEFL test” (P.5.18). Based on interview data, it showed that accent of the speaker in the recording cause the problem for the participant. One of some major listening problems is accent (Hamouda, 2013). He stated that “variety of accents causes difficulties to students in listening comprehension since they do not have much exposure to different accents”. Furthermore, Yagang (1994), explained that usually English foreign learner’s students acquire their teachers’ accent. This make the listeners feel difficulties when they should listen to different accent.

Rate of delivery. This study also found out the other problem caused by speakers’ factor in recording. That was rate of delivery. There are four participants that reported rate of delivery of speaker in recording was too fast. They are P2, P4, P5 and P6. P2 said that “I think it was difficult because sometime it was fast and its rhythm always changing. Once in a while, they spoke unclearly, so it was difficult to hear important information” (P.2.15). P4 also stated that speaker rate also fast. She stated that “The speaker spoke so fast and I got difficult to understand what they told about” (P.4.29). Besides, P5 also said same way with previously participant. She said that “the speed of speakers was fast when they talk in conversation. So, sometime I did not get information from that” (P.5.14). That statement also was revealed by P6.

She said that “Well, there are two persons having conversation. We just listened and answered the question. I often lost one or two words because they talked too fast (P.6.22). Based on those participants’ statement, speaker in recording speaks so fast and it make all participants get difficult to understand what they speak about. Also, speed made them lose some information from speaker.

Due to rate of speaker which was fast, it made four participants getting difficulties in listening section. They probably lose one or two words. Moreover, when the speakers speak at a rapid speed, it is difficult for them to comprehend what is being said, even if the words spoken are the ones they are familiar with (Hamouda, 2013). Also, in listening section, participants cannot have opportunity to stop speaker while they speak so fast (Brown, 2013). They should stay to listen to fast speech of speaker although they be left out. That why, four participants felt difficulties to find information in listening process.

Problems affected by Listener/test takers factor. It was found two problems which affected by listener factor, they were anxiety and multi-tasking ability pertaining the questions.

Anxiety. Based on the investigation result, the researcher found that three participants, P1, P4 and P5 revealed that they had anxiety when they were attempting listening section of IELTS test. P1 stated that “I felt anxious because it was the first time” (P.1.1). Besides, P4 also reported that she felt anxious. “I felt anxious because

it was the first time. So, I felt more nervous and afraid” (P.4.1). Then, P5 also said that “I feel anxious because it is the first time where I join the test (P.5.1).

Based on data obtained, those participants had anxiety because it was their first time to join the IELTS and PI felt worry because IELTS uses British accent. There are many reasons why test takers get anxiety when they join IELTS test. As explained by Gonen (2009), learners may feel anxious while listening in the target language due to many factors such as the authenticity of the listening text, incomprehensibility of the listening material and some external environmental factors like noise and inaudibility.

Multi-tasking abilities pertaining the questions. The next finding problem was multi-tasking ability pertaining the question type in listening section of IELTS test. This problem was affected by listener factor. Based on data gained, all participants reported that they had problems with multi-tasking ability due to pertaining the questions. Based on data gained, all participants reported that they had problems with multi-tasking ability due to pertaining the questions. Begin with P1’s statement, she reported that “It was difficult because I should focus on listening to the speaker, reading the map and write the answer in a while” (P.1.15). Next is P2’s statement. She said that “I should really focus to listen what speaker said while I should write answer. Also, I should write in quickly to follow speaker speed. I should focus into two parts, writing and listening to spoken text. It was hard” (P.2.20). P3 also added that “I got difficult to divide my focus on to take note and listening”

(P.3.5). Next is result of P4's investigation. She stated that "commonly in map question there are many directions. Example, you should go there, here and so on. So, I got confused. Besides, I must listen to the speaker and read those directions. And wrote the answer in same time" (P.4.14). Then P5 also added that "map question task was more difficult than others because I should concentrate on more than one thing. Example, while I looking the location in the task, I also should listen what speaker said. Then when we answer with wrong answer, it will be influence for next question" (P.5.7). Last is p6's statement. She reported that "I got difficult to manage my focus. I should share my focus among listening, reading and writing" (P.6.3).

Some questions in listening section of IELTS test require test-taker to have multi-tasking ability. Example is diagram labeling map question which have mentioned by participants in above. As shown by investigation in above, all participants got difficulties to separate their focus onto listening, reading and writing in a while. Indeed, the study of Hamouda (2013) also showed that students found difficult to answer questions which required other than short answer. Moreover, the result pointed out that it is difficult to answer listening questions which require longer answers which demands writing skills at the expense of listening. Furthermore, This also stated by Ur's statement (1989), the difficulty in listening performance is partly due to the provision of irrelevant tasks that demand the skills of reading, speaking and writing.

Problem affected by contents factor. There were three problems found which were caused by contents factor. They are length of spoken text, vocabulary/content mastery and reduced forms.

Length of spoken text. Another finding related to listening problem faced by student was length of spoken text. This was stated by P1, “commonly, explaining of speaker was long that why I felt difficulty to get important information” (P.1.9.). The P1 said that she gets difficulty when speakers in the recording speak too long. It makes her information gone. P1 also added that “If I missed answering one question, it will be difficult for me to answer the next question.” (P.1.10). Besides, the P4 also stated that “I easily forget when the spoken text is long” (P.4.23). When spoken language is too long, the P4 easily forget the point from what speaker said. Those problem also felt by P6. She said that “speaker talks some time really long” (P.6.29).

It was clear that length of the speaker talking in recording which is too long makes some participants getting problems. They easily forget a lot of things from what they heard because they have capacity on working a memory (Goh, 2002). Moreover, test taker will recognize easily the meaning and information is spoken language is short. Length of the listening text was one of the main reasons why the students cannot understand what speakers talk about (Hamouda, 2013).

Vocabulary/content mastery. The next finding contributing to content problem is unfamiliar vocabularies’ problem. There were two participants that got problem with unfamiliar vocabulary. They are P4 and P6. P4 said that “There are many theme discuss, so those make rich of vocabularies used in the task. Sometime, I found

unfamiliar vocabularies. So, it made difficult to understand what speaker informed to” (P.5.24). The P5 explained that she feels difficult to understand the meaning when speaker speaks unfamiliar vocabularies. Then, the P6 also said so, she also had problem with vocabulary in content. She informed that “In language content, I have problem with vocabulary, lack of vocabulary” (P.6.8). From P6’s statement, she did not has many vocabularies that why she got difficulties to understand content in listening task of the IELTS test.

Based on finding above, it could be seen that vocabulary in content created the problem because they were lack of vocabulary. The data also proves the theory realized by Underwood (1989) that lack of vocabulary is a big obstacle to most students in listening comprehension. Moreover, when test takers unfamiliar with the vocabulary. They also difficult to recognize grammar structure and message in the spoken language (Bloomfield cited in Hamouda, 2013).

Reduced form. The next finding is reduced form which is caused the problem for the participant. There are two participants had that problem, they are P1 and P5. The P1 reported that “I got difficulties with reduced forms sometime. It made me listen to something where it was different thing from what speakers thought.” (P.1.29). Different with P1’s statement, P5 stated that “I cannot recognize that construction, so it makes me confused. Sometime, I do not understand what they are talking at. It also makes sound of speaker heard so fast” (P.5.26).

As shown the result of investigation, reduced form gave significant problem even though it did not happen in all participants. The P1 said that reduced form

makes her confused with speaker mean. Some time, she has different thought with speaker said and instruction. It might happen because participant did not recognize the fact happen in spoken language. The reduction pose significant difficulties for learners who need to give full form of English language (Brown, 2007). Besides, P5 said that reduced form made sound of speakers' speech rate heard fast. It happen because reduction can be phonological or morphological (Brown, 2007).

Problem affected by environment factor. Only one problem was affected by environment factor. It was problem pertaining noise.

Noise. The following finding contributed to listening problem affected by environment factor was noise. Related to finding, P2 stated that "I should concentrate in listening section of IELTS test. It is better to sit in front. But, sometime I did not hear clearly because in outside my class was noisy. But the most important should be familiar with English" (P.2.12). Besides, the P5 also added that "is the first time I take the test. Then, the voice tape recorded was unclear because my classroom was really crowded" (P.5.19).

Based on the result, it could be seen that two participants got difficulties in listening process because of noisy. Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. With the noise coming from corridors and other classes some students experience difficulty in listening. Noise in classroom and the poorly preparation of lab, a great number of students claim that they cannot be concentrated

on listening to the recording material (Hamouda, 2013). This interrupts the students from hearing and focusing on the task.

To sum up, the researcher found eight problems which were affected by four factors. They were listener/test taker, speaker in recording, content and environment factor. There were two problems affected by listener, anxiety and multi-tasking abilities pertaining the question. Then, problems affected by speakers in recording factor, they were accent, and rate delivery. Besides, the problem affected by content or material factors, they were length of spoken text, unfamiliar vocabulary and reduced forms. They lost some information and could not understand the meaning of spoken text because of those problems. In addition, another factor like environment also contributed problem. It was noisy that made concentration of some participants decreased.

Strategies Used by Students in Attempting Listening Section of the IELTS

Another issue that the researcher explored in this study is dealing with listening strategies, in which the participants were asked to explain their listening strategies. Based on the data interview, most of students have different strategies used. The strategies answer six question type in listening section of IELTS test. They were multiple choices, gap fill/ sentence completion, short answer, map diagram labeling, table completion, and Matching. The researcher found 19 strategies which were classified into three major strategies, meta cognitive strategy, cognitive strategy, and test-wiseness strategy (TWS).

Meta cognitive strategy. Based on strategies classified, there were five strategies used by students where they were belonged to metacognitive strategy. They were direct attention, refocusing, selective listening, pre-listening strategies, and self-evaluation.

Direct attention. This strategy was only used by P3 to answer multiple choice question. P3 reported that “the answer of multiple choice can be two or one. And all the choices are close to the right answer. In TOEFL, the differences is clear but it is not in IELTS. So, listen to it well” (P.3.16). From his statement, it could be seen that he really concentrate his main in listening process. He avoid something than can destroy his concentration. Based on Vandergrift (1999) explanation, this strategy is called as direct attention strategy wherein test takers concentrate their mind on listening task and do not give attention to things that distract their attention.

Refocusing. The next finding for sub metacognitive strategies used by participants was refocusing. It was P2 used refocusing strategy. He used in sentence/gap fill question reported. It was not panic and refocusing on next task. He revealed that “I did not get panic if I lost one information to fill in the task. I just focused on next task. Then, if I remembered something or information in previously, just wrote down the answer” (P.2.17). This strategy is defined by Vandergrift (1999) as refocusing strategy. He said that to make listeners decide what to listen for and establish the necessary conditions for successful listening, they should pay close attention to meaning while listening and refocus.

Selective listening. The following sub strategies of metacognitive used by students was selective listening. Three participants: P1, P2 and P4 studied the question in the task before listened to the speakers. They used that strategy to answer table or chart completion question. Started from P1, he stated that “I read information first in the table. Then, I know which parts that I should fill when I heard what speakers said” (P.1.17). Based on P1’s statement, he was capable to predict the answer because he studied the information from table first before listen to the speaker. Also, P2 added that “looked and studied in the table and then get the information to understand the kind of answer required. To get those information, I really managed the time carefully. I read through the question in each section in the 30 second given” (P.2.23). The following participant who used similar strategy was P4. She explicated that “I should focus on what I heard and guess what the topic that they will speak. Get the answer by looking the table” (P.4.22).

Five participants: P2, P3, P4, P5 and P6 also used selective listening to answer labeling map question. P2 voiced that “I loved the map question most because the task was clear. Example, there were a building and road. Then I just need to match them. I could guess the answer by looking information in map task before listened to the speakers” (P.2.18). Next, the P3 reported that “Indeed, I look at the information on the map. Well, this time is different like what I told before. In this part we should listen and then look at map and again” (P.3.21). Then, the P4 expounded that “before focus on listen what speaker said, I read and studied about information in the map” (P.4.17). Furthermore, the P5 declared that “I listened and read map in task carefully.

I also translated word by word” (P.5.9). At last, the P6 uttered that “casually, I read and study the map or picture before listen to speaker” (P.6.18). All participants in above used the same way to answer map labeling diagram question in listening section of IELTS test. They studied the information in the task first before they listened to the speakers. The third finding strategy came from P4. She thought about the word (vocabulary) which was associated with description. She said that “and then looked and heard information. If I turn right I will find cake shop and then school. And I think it really help me more” (P.4.18). Then, next strategy was taking a note. It was told by P6. She explained that “I took a note quickly and then matched them with the picture provided” (P.6.19). The last strategies was reported by P6 as well. It was focused on specific information. She informed that “I focus on specific information such as name of place or location” (P.6.20).

Two participant: P1 and P3 read and studied the task before listened to the speaker in matching question. They studied the question first before listen to specific aspect of spoken text. It showed by P1 explanation. He voiced that “we only need to match them with the question in the task. So, I read and studied the answer and question. Then, I really focused on what speaker said, vocabulary and pronunciation” (P.1.21). In addition, the P3 also gave same information. He reported that “before I listened to the speaker I studied the answer and question was given. Tried to find key words” (P.3.6).

As shown the result of investigation, the researcher found that all participant used selective listening. The participants read and studied the question in the task

before listened to the speakers. It is called selective listening or attention by Vandergrift (2003) and he classifies it into metacognitive strategy. In fact, this strategy was always used by participants to answer all questions except multiple choice question. In addition, looking at data, many participants used the strategy to answer the question. It means that the strategy works effectively.

Pre-listening strategies. The next finding strategies used by participants to answer listening section of IELTS was pre-listening strategies. There were two participants P4 and P4 who used that strategy to answer short answer questions. P4 voiced that “I try to focus on vocabulary that I heard (P.4.12). She also informed in detail that “get ready if the answer is name, number or place or else” (P.4.13). Besides, P6 completed the finding of pre-listening strategy was used in short answer question. She elucidated that “when I lost one point, I try to refocus again and be aware that the answer may quickly from speaker. Example, well, they will speak about name or number (P.6. 16).

The data showed that only two participants used pre-listening strategy of metacognitive and it is was used by participants when they faced short answer questions. By using pre-listening strategy of metacognitive, participant predict what the participants will hear. It is based on information brought to consciousness and any relevant contextual information (Vandergrift (2003).

Self-evaluation. The following finding strategy used by participant was self-evaluation. Only one participant used the strategy to answer completing sentence. She was P3. P3 expounded that “I checked the answer for any spelling and grammar”

(P.5.30).The P5 checked grammar and spelling. This strategy called self-evaluation strategy based on Vandergrift study. Vandergrift (2003) explains that after listening, students can check their listening comprehension and try to correct their errors. He classifies this strategy into metacognitive strategy.

Cognitive strategy. Based on data obtained, there were eight strategies used by students where they were belonged to cognitive strategy. They were segmentation of cognitive bottom-up strategies, contextualization, note taking strategy of cognitive formal practicing strategies, questioning elaboration of cognitive top-down strategies, visualization, reconstruction strategy, listening for main idea of cognitive top-down strategies, and finding key word strategy.

Segmentation of cognitive bottom-up strategies. First finding of sub cognitive strategy was segmentation strategy. This strategy was reported by P4 and P5 where highlight vocabulary was said by speakers to answer multiple choice question in IELTS listening. To start with, P4 reported that “so, we should focus on what the speaker said” (P.4.6). Furthermore, the P5 added that “In multiple choice question I highlight the vocabulary that I hear from speaker. Then, I guess which one is the right answer from the question” (P.5.5). Indeed, two participants in above focus on speakers’ pronunciation then used them to guess the answer. Besides, other participant P6 also used segmentation strategy to answer to answer table or chart completion question. She was focus on vocabulary that heard. She informed that “then, I focus on vocabulary what I hear and needed as answer” (P.6.25). The last participant used that strategy was P2. She used the strategy to answer matching

question. She stated that “I should understand and be aware of pronunciation or specific information explained by speaker. Always practice English in my face book group” (P.2.26).

The data result in above showed that there are four participants used segmentation strategy. Two participants, P4 and P5 used the strategy to answer multiple choice question and P6 answered table completion used that strategy. The next is participant two. He used the strategy to answer matching question. All participants used speakers’ pronunciation to answer question. According to Vandergrift (2003), this strategy was called as segmentation strategy wherein the test takers use pronunciations, intonation as their strategy to answer the question. He also classifies it into cognitive bottom-up strategy.

Contextualization. The next finding of sub cognitive strategy was contextualization. First of all, Participant who used contextualization was P2. P2 used context in the text to interpret unfamiliar vocabulary to answer multiple choice questions. P2 voiced that “I used logical like common sense. I saw meaning in the context when I found unfamiliar word” (P.2.8). Second participant used the strategy was P3. P3 Used context to predict the part the information necessary in the task. P3 conveyed that “I try to be careful because the task is really tricky. Sometime speaker pronounce the words which have similar with real answer in the task. So, looking the context is a great deal to anticipate (P.3.13). P3 used the strategy when he faced short answer question or completing note. The last participant used the strategy was P4. She thought about the word (vocabulary) which was associated with description. She

said that “and then looked and heard information. If I turn right I will find cake shop and then school. And I think it really help me more” (P.4.18). P4 used the strategy to answer labeling map questions.

Based on data reported above, it can be seen that three participants used contextualization strategy. They used the strategy when answering multiple choice question, short answer or completing note and map questions. The strategy called contextualization because participants used context in the task to guess unfamiliar word and interpret what speaker said. In Accordance with Goh (2002), contextualization strategy means that the test takers place input in social or linguistic context then find related information on hearing keyword and then relate one part of text to another. He classifies this strategy into cognitive strategy.

Note taking Strategy of cognitive formal practicing strategies. The other strategy found was note taking strategies of cognitive formal practicing strategy. The strategy was stated by P5 to answer gap fill questions. P5 reported that “After listening to the speaker, I took a note and wrote down the information given” (P.5.15). Seeing the explanation of P5, She used note taking to write down the information of speakers. Besides, the strategy also used P1 to answer completing note or short answer. She was P1 and she reported that “I took notes for those specific information to make sure that I did not forget what I heard before” (P.1.12). The other participant used note taking strategy was P6. She used the strategy to answer labelling map and matching questions. She explained that “I took a note quickly and then matched them with the picture provided” (P.6.19). For answering the strategy used in

matching questions, she elucidated that “I take a note quickly and then match them with the picture or answer provided” (P.6. 19). She took a note for keeping information given by speaker and then she answered the question.

It was clear that note taking used by student to answer question in IELTS listening. Based on the researcher’s experience, taking a note is a must. Most of questions in IELTS listening is completing sentence or note. In addition, there is blank paper provide for test takers to taking a note or answer the questions before they copy to answer sheet. It will help students who have difficulties to remember all of information from what speakers said. This strategy defined by Vandergrift (2003) and O’Malley and Chamot (1990) as note taking strategy of cognitive formal practicing strategies wherein test takers test takers while listening, they write down some ideas and keywords.

Questioning elaboration of cognitive top-down strategy. The other strategy used by participants was questioning elaboration of cognitive top-down strategy. The result of investigation showed that only one participant used questioning elaboration of cognitive top strategies. That participant was P1 and she used the strategy to answer the question of completing note. She studied the question in the task to know what information needed. She conveyed that “I studied the question first to get information and selected the information that already gotten. So that, I could answer the question because I had known what I should find” (P.1.14). Highlight keyword in the question, revealed by Vandergrift (2003), this strategy is called cognitive top-

down strategies. He voices that when test takers use this strategy, they try to use the combination of question and words knowledge to understand the meaning.

Visualization. The following finding strategy was visualization of cognitive strategy. This strategy was reported by P3. He elucidated that “do not be listener only, but try to imagine what speaker describe. It helped me more to understand what speaker talked about” (P.3.22). Looking at P3’s statement, he tried to imagine what speaker description to figure it out what speaker revealed. The strategy is called visualization (Goh, 2002) wherein test takers imagine events, objects being described, mentally display the shape of key words. By visualizing, test takers will get easy to understand what speaker said.

Reconstruction strategy. The other strategy found was reconstruction. It was P3 who used the strategy to answer table completion questions. He said that “Just listen it well. All speeches from speaker are not the appropriate answer. So, do not only answer the question from what we heard only. It does not work that way” (P.3.14). Looking at the P3 interpretation, he was not only answer the question based on what speakers said, but tried to interpret what speaker said exactly. This strategy was defined by Goh (2002). He classified into cognitive strategy. He stated that test taker should reconstruct meaning from words heard.

Listening for main Idea of cognitive top-down strategies. Based on the result investigation, the researcher found listening for main idea which was used by participants to answer question in IELTS listening section. The strategy was only voiced by P3. He used that strategy to answer table completion questions. P3 said that

“So, the strategies is should know what speaker talking about and IELTS. We should know what the main idea that discuss by speaker. Here, we not only as listener who just listen what speaker said” (P.3.15). The P3’s explanation showed that he tried to listen the main idea instead of overhearing on the speaker said. This strategy is defined by Vandergrift. Referring to Vandergrift (2003), this strategy is called as listening for main idea wherein test takers listen for main idea first, then details. This strategy was included to cognitive top-down strategies.

Finding key word strategy. The other finding found was finding key word. This strategy was reported by P6. She said that “I read and identify keyword, main idea in the table/task to guess the answer need” (P.6.25). P6 used the strategy to answer table completion. Based on data gained, finding key word strategy was only mentioned by P6. She used the strategy to answer table completion questions. P6 tried to identify the key words then used it to predict the answer. Field (2009) called that strategy as key word strategy or word locating strategy in his study wherein participants try to find key words to overtake information from the aural input. Revealed by O’Malley and Chamot (1990), that strategy was included to cognitive strategy.

Test-wiseness strategy (TWS). Based on strategies classified, there were six strategies that was classified into TWS. They were deductive reasoning strategy, guessing strategy, error-avoidance, cue-using strategy, time-using strategy, and Intent consideration strategy. The strategies were used by participants to answer the questions in IELTS listening section.

Deductive reasoning strategy. The interview result showed that deductive reasoning strategy was applied by participants. Three participants: P1, P3 and P5 had same strategy which was used in answering multiple choice question. It was eliminating illogical answer. They stated that they eliminated the illogical or irrelevant answer as their strategy when they answered multiple choice question. The P1 said that “It was easier because I can eliminate any answer which is illogical” (P.1.15). Moreover, P3 also stated that “and eliminate any answer which is illogical are best way of the strategies” (P.3.17). Besides, the P5 also added that “I eliminate the answer which is not relevant by looking key word in the task (P.5. 6).

It could be seen that all participants in above eliminate illogical answer to help them when they face multiple choice question. According to Diamond and Evan cited in Li (2016), that strategies called deductive reasoning strategy where test taker eliminate options which are known to be incorrect and choose from among the remaining options. Moreover, that strategy adopted from taxonomy of TWS. The strategy is appropriate applied by test takers to answer multiple choice question. They can eliminate the illogical answers from the answers were given by test makers.

Guessing strategy. The following strategy used by participants was guessing strategy of TWS. The strategy used by three participants, P2, P3 and P5. Start with P2, He used the strategy to answer multiple choice questions. He predicted the answer using his logic. He reported that “multiple choice was easier than filled the blank. When I lose some points I can predict the answer using my logic (P.2.7). Next participant used the strategy was P3. He used the strategy to answer completing note

or short answer questions. He said that “In IELTS test, sometime the answer is around our environment. Sometime, the street name which is used in the task familiar in movie that we watched. So, just try to predict or guess a possible answer” (P.3.11). The last participant used the guessing strategy was P5. She used that strategy to answer completing sentence/gap fill and matching questions. To answer completing sentence question, she stated that “I just guessed the answer which was possible answer” (P.5.17). Then when she answered the matching questions, she explicated that “Should know the meaning of word. If I do not know, I just guess which one is logic as the answer” (P.5.10).

The result of investigation shown that guessing strategy used by participants to answer multiple choice question, note and sentence completion and matching questions. Guessing strategy was stated by Millman cited on Li (2016) where it is included into TWS strategy. It explains that always guess even if the usual correction or a more severe penalty for guessing is employed, whenever elimination of options provide sufficient chance. This strategy can be used if the students do not have any idea about the answer anymore. Then, they can just guess the possible answer.

Error-avoidance strategy. The other finding strategy which from TWS was error-avoidance strategy. This strategy was voiced by P4, P1, and P2. To begin with, P4 used the strategy to answer multiple choice questions, completing sentence questions, and matching questions. To answer multiple choice question P4 said that “I read the instruction carefully” (P.4.4). Next in answering completing sentence, she conveyed that “to solve that problem, I really focus on what the instruction given by

speaker. To make sure my answer correct I try to focus on the recording” (P.4.8). Last she used the strategy in matching. She said that “so, we should focus on instruction before answer the question” (P.4.32). The second participant used the strategy was P1. She read the instruction before listening to the speaker in the recording. She revealed that “I looked question instruction before listening to the speaker” (P.1.13). She used the strategy to answer completing sentence. The other participant P2 also used the same way. That strategy were participant studied the question before listened to recording. He stated that “I studied and understood the question and then write the answer. The most important thing is how our skill to understand English conversation” (P.2.22).

The data obtained showed that all participants read the instructions carefully before they answered the questions. They used to answer multiple choice, note and sentence and matching question. The researcher also agree that test takers should read and listen to the instruction carefully. IELTS listening section has specific instruction. Example, in completing note or sentence, there is instruction such as “write no more than two words/ or a number”. So, read instruction carefully is one of error-avoidance strategy to answer question properly. According to Li (2016), she explained that pay careful attention to directions, determining clearly the nature of the task and the intended basis of responses. The strategy is classified into TWS strategy (Li, 2016).

Cue-using strategy. The other strategy found as sub TWS was cue-using strategy. There were four participants used the strategy, namely P3, P4, P5 and P6. P3 and P4 used the strategy to answer sentence completion questions. P5 used it to

answer table questions and P6 used the strategy to answer two questions, multiple choice and sentence completion questions. To start with, the P3 reported that “I try to be careful because the task is really tricky. Sometime speakers pronounce the words which have similar pronunciation with answer needed. Example, we should fill our answer with the day. Then speaker mentioned Thursday to Friday to trap us. So, looking the context is a great deal to anticipate” (P.3.13. Next following statement come from P5. She said that “know the context what they are talking about to fill the blank” (P.5.16). Then, the P6 also added that “Then, when I do not have an idea about the answer, I just guess the answer by looking the context” (P.6.15). Besides, P5 tried to know about main topic that they were talking about. Next finding strategy was identify keywords to guess the answer. It was declared by P6. She reported that “I read and identify keyword, main idea in the table/task to guess the answer need” (P.6.25). Last P6 also used the strategy to answer multiple choice question. She reported that “I can guess the topic that the speaker will talk in conversation by looking the answer and I see the answer which one is similar and different” (P.6. 13).

Based on data reported above, there were three participants, P3, P4 and P6 used cue-using strategy to answer completing questions. P6 also used that strategy to answer multiple question and table questions. Keeping with Li (2016), all strategies used by participant is categorize into cue-using strategy. Cue-using strategy means test takers recognize and make use of any consistent idiosyncrasies of the test constructor which distinguish the correct answer form incorrect options by looking similarity of differences (Li, 2016).

Time-using strategy. Based on data obtained, time-using strategy was used by participant. P1 reported that she used time-using strategy. She expounded that “I wrote the answer quickly so I can read for the next questions” (P.1.20). Based on P1’s statement, she wrote the answer quickly. In IELTS test, it would be provided the blank paper to write down the answers before they move to answer sheet. The P1 wrote the answer quickly in blank paper (not answer sheet), so she could be ready for the next question. Further, it is important to write quickly to decrease time used by test taker. It is called as time-using strategy defined by Millman cited in Li (2016). He classifies the strategy into TWS. Test takers should begin to work as rapidly as possible with reasonable assurance of accuracy.

Intent consideration strategy. The last finding strategy used by participant was intent consideration strategy. There were two participants used the strategy, P4 and P6. P4 used in answering completing note questions and P6 used in map questions. To begin with, P4 focused on specific information. She voiced that “I try to focus on vocabulary that I heard (P.4.12). She also informed in detail that “get ready if the answer is name, number or place or else” (P.4.13). In addition, P6 said that she focused on specific information. She informed that “I focus on specific information such as name of place or location” (P.6.20).

The Data reported showed that intent consideration strategy used by participants to answer completing note and matching. Based on the researcher experience in answering note completion, speakers talked about personal information including name, address and phone number. So, it is good way when P4 used the

strategy to answer note questions. Besides, in labeling map, test takers will heard about the information about directions. It is perfect if test takers focused on specific information which is necessary need to answer the questions. According to Li (2016), this strategy is called intent consideration strategy wherein the test takers considered the relevance of specific detail from aural input. Also, the strategy is classified into TWS.

On the whole, this finding and discussion showed that the researcher found 19 strategies to deal with six question types in listening section of IELTS test. They are classified into three majors of listening comprehension strategies by researchers namely metacognitive, cognitive, and TWS. There are five sub strategies of metacognitive strategies. They are direct attention, refocusing, selective listening, pre-listening strategies, and self-evaluation. Besides, there are eight sub strategies which belong to cognitive strategy. They are segmentation of cognitive bottom-up strategies, contextualization, note taking strategy of cognitive formal practicing strategies, questioning elaboration of cognitive top-down strategies, visualization, reconstruction strategy, listening for main idea of cognitive top-down strategies, and finding key word strategy. In addition, there are six strategies which are classified into TWS. They were deductive reasoning strategy, guessing strategy, error-avoidance, cue-using strategy, time-using strategy, and Intent consideration strategy. Furthermore, some participants used more than one tricks or strategies to answer the questions in above. In fact, most of them also used difference strategies to face difference questions of listening section of IELTS test. The finding regarding the

strategy used by students in attempting IELTS listening section is depicted in the figure.

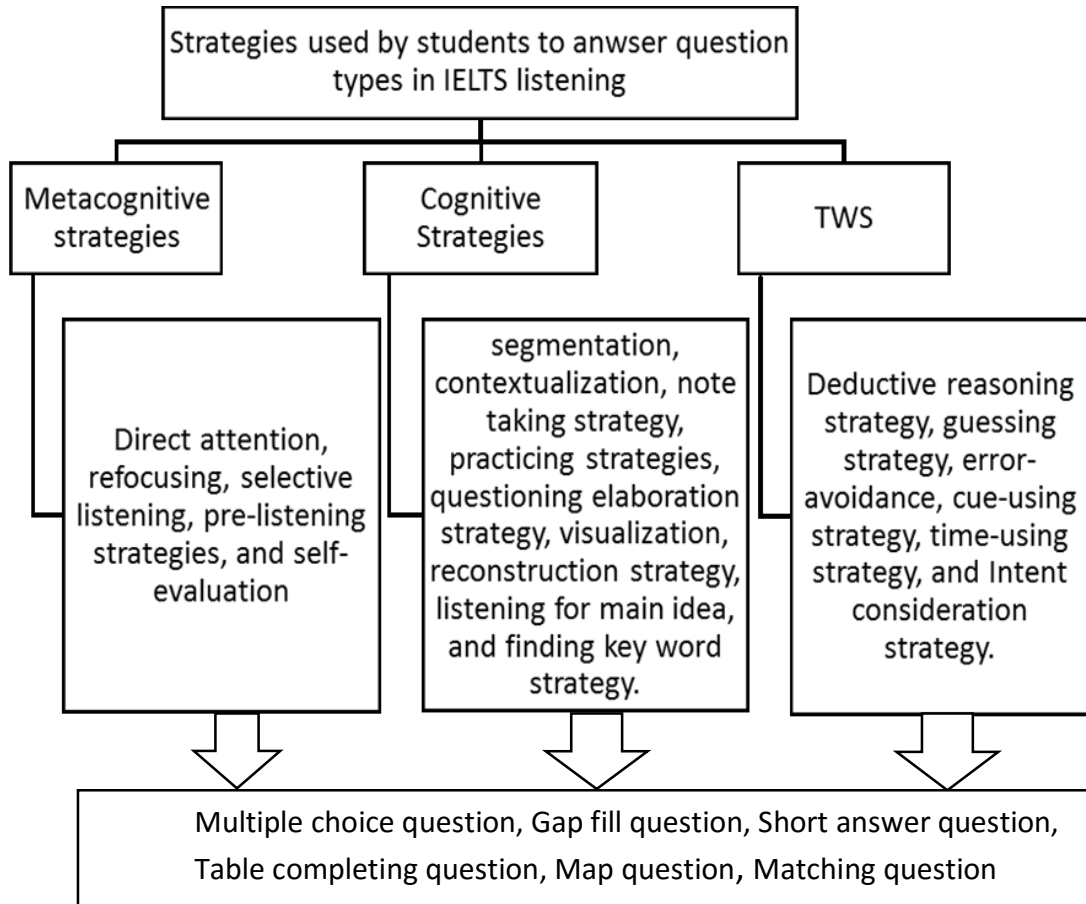


Figure 2. The strategies used by students to answer six questions in listening section of IELTS.