

Chapter Four

Findings and Discussion

This chapter discusses about the findings and discussion interview about students' listening strategies in improving listening skill. This research reports the result of the interview that has been categorized into eight findings. The findings are the answers for the research question. In this chapter, the findings are categorized and each of the categories is related to the theories that have been already discussed in chapter two.

Students' strategies used in improving listening skill

This research attempts to explore students' strategies in improving listening skill. The participants were asked to explain their listening strategies in order to improve their listening skill. Based on the interview data, these students have different strategies used to deal with listening improvement. The researcher found eight findings based on the interview. In the findings, the participants mostly used English songs, podcasts, movies, and videos as featured media to support their learning. Also, the participants mentioned other strategies they applied during listening. The strategies are namely paying attention to familiar word, repeating audio, mimicking, note-taking, paying attention to phonetic, keywords, and accents, and connecting one word to the other word.

Finding 1: Cooperating with friends. The first strategy that students used for improving listening skill is cooperating with friends. Student uses this strategy because he/she is working or studying to improve their listening with

other students or friends. Asking for the meaning from friends is adapted by Mawar, “I will ask my friend what the meaning is (P2.5)”. Mawar asked one of her friends to figure out listening problem, such as new vocabulary. On the other hands, Gerranium argued that he was improving his listening skill by chatting with his friends. He argued, “We make conversation. Having a chat, just like studying together with spontaneous topic. Not too often, rarely. But, it is one of my strategies for improving listening (P6.8)”. Gerranium used chatting with friends as chance to improve his listening even it was not often.

Based on these participants’ statements, asking for explanation to friends and chatting with friends belong to cooperative with friends. Cooperating with friends is, such as working, or studying together with classmates, partner, or friends of theirs. It is in line with Vandergrift and Cross (2018b) that students learned listening by interacting with other people, the students embrace socio-affective strategies. In classification system, this strategy is included into cooperating with friends, or well-known as cooperation (O’Malley & Chamot, 1990; Oxford, 1990; Vandergrift, 1996). Based on the scholars, this strategy helps student to solve problem, monitor one’s listening back and forward, enrich information, practice their listening, and have feedback from other person. Therefore, asking friends for explanation or chatting with friends in order to practice and improve listening skill is cooperation, which is included into another strategy that students’ used for listening improvement.

Finding 2: Asking for clarification. The next strategy for improving listening skill is student use questioning for clarification. In this strategy, student

ask some explanation or clarification about what they heard by asking to teacher, or someone who they think is expert in listening. As Melati argued, “If I am not sure (about the word), (or) I do not understand, I will ask teacher (P4.8)”. Based on the participant’s statements, participant was asking his teacher for clarification of unfamiliar word. He was interacting to someone who he thought that he/she was expert in listening. Asking for explanation from other person, such as teacher develop comprehension in listening. Asking for explanation from someone who is expert in language is part of questioning for clarification, sub strategies of socio-affective strategies, where student is seeking for help in understanding language (O’Malley & Chamot, 1990; Oxford, 1990; Vandergrift, 1997; Vandergrift, 2003). Therefore, asking for clarification is also strategy that students used for improving listening skill.

In this part, the researcher explains the strategies they applied during listening. The researcher found six findings about listening strategies. They were paying attention to the familiar word, repeating audio, mimicking, note-taking, paying attention to the phonetics, keywords, and accents, and connecting one word to the others.

Finding 3: Paying attention to the familiar word. Paying attention to the familiar word is another strategy that students used in improving listening skill. Students use this strategy in order to get message of what the speaker said. Melati argued that she paid attention to the familiar word in order to understand the message from the audio she heard. She argued, “I listen to it (without script), then the second step I try to comprehend it (comprehend it by listening to the familiar

word in order to get the meaning of the song (P4.3)". On the other hands, Gerranium demonstrated how he used song to improve his listening. He argued, "for example, I listen to the song for the first time; I indeed look up its lyric, right? To see how the word looks like. Just look at the lyric while listening to the music. Just like that so (I) let myself know words, and I get used to listen to it, if I heard this word again, I do not need to look up dictionary again (P6.5)". He argued that he not only practiced his listening but also developed his vocabulary.

Based on the finding, it can be concluded that one of the strategies that students used in improving listening skill is paying attention to the familiar word. According to the O'Malley and Chamot (1990) in their classification, paying attention to the familiar words is included into directed attention, in which the students are paying attention to the general of listening, ignoring distracter, and keeping the listening is going. Abdalhamid (2012) added that paying attention to the speaker is included into metacognitive strategies. To sum up, the goal of this strategy is to comprehend the whole text. All participants argued that they are listening to the speaker and only paying attention to the familiar words in order to understand the whole text or conversational setting and can improve their listening.

Finding 4: Repeating the audio. Another student's listening strategy is repeating the audio. Melati demonstrated how he used this strategy in listening performance, "I will play the audio again, I try to comprehend, I repeat the audio until I feel really recognize and understand with the sentence or word in the audio (P4.4)". Based on the participant's statement, repeating the audio is a strategy in

order to make sure what she heard and avoided mishearing from the audio in the second attempt of listening. According to Goh (2018) and Oxford (2003), this strategy is called double-check monitoring, where students verify their listening in order to ensure their understanding and avoid mistake in listening. It is in line with classification system coded that in double-check monitoring is checking one's understanding during second attempt of listening through oral text, in this case is audio (O'Malley & Chamot, 1990; Oxford, 1990; Vandergrift, 1990).

Finding 5: Mimicking. The fifth strategy that students used in improving listening skill is mimicking. Mawar applied this strategy when she watched movie on her laptop or in a theatre. She argued, "Then, also this... the way to improve listening is, for example, watching movie (P2.10)". Mawar demonstrated how this strategy worked, "It is like, for example, the actor says this sentence "How are you?" something like that, common people, who are not native speaker of English, like me for the first time do not know yet how to pronounce this correctly and the meaning of the sentence listen it like how it is pronounced, I repeat again what the actor have said like "how are you?", the way the actor said, how to pronounce it correctly (P2.11)".

Based on these facts, mimicking word or sentence while watching movies or listening to music is a strategy in order to help them understand how word works and remember sound. Mimicking is an activity which one is repeating some behavior or words from other person. It is similar behavior as repetition in learning language strategies. In cognitive strategies, students used repetition while listening; repetition can be done by repeating a half or a bit of a language in

listening performance (Chamot & O'Malley, 1987; Abdalhamid, 2012; Vandergrift & Cross, 2018). Furthermore, mimicking is a part of repetition and also part of listening strategies that students used for improving their listening.

Finding 6: Note-taking. Other strategies that students' report they used for improving their listening skill is note-taking. Note-taking is employed by students in order to remember unfamiliar word and its translation for future listening. Krisan stated, "I jot down sentences that I do not understand what the meaning is (P1.7)". Angrek added that if he found a word which is hard to pronounce, he took note of this word, as he argued "I take notes of words that are hard, like hard to pronounce (P3.5)". Note-taking can be useful for students for improving listening skill, as the participants said, they wrote down unfamiliar word and its translation in order to help them understand the spoken text or conversational audio as it has an impact to their listening. As participants' statements, note-taking is a strategy that can be used to improve their listening. It is in line with Abdalhamid (2012) who stated that students who employed cognitive strategies use note-taking as their strategies. Classification that Vandergrift (1997) adapted explained that note-taking is an activity where students taking note of keywords.

Finding 7: Paying attention to the phonetics, keywords, and accents.

The next strategy that students used is paying attention to the phonetic, keywords, and accents. Mawar argued that she listened to words by paying attention to the phonetic, intonation, and stress, "Then, (I) often listen to how to pronounce this word, how this word is pronounced, say for example, in /d/ sound (for example

like in word 'sand') is being read or not, how its intonation, how its stress, just like that (P2.7)". Anggrek tried to find the keywords while listening and learn accents before listening. He demonstrated how he applied this strategy, "I will find what the keyword of the sentence is. There many of, long sentences, many words. Usually, I listen to those keywords, listen to the sentence (P3.1)" and he added, "After I learn about accent, for example Australian accent, New Zealander accent, American accent, or British accent. Take example New Zealander accent, I will listen to the conversation that use New Zealander accent. As New Zealander speaks fast, so I have to get used to the accent and find colloquial word of New Zealander, so... (maybe) later when I meet them (again) (P3.3)".

Based on this finding, participants pay attention to details of language in order to help their comprehension in listening. The details in this case are how words are pronounced, phonetic, intonation, stress, and accents of language. It is in line with Abdalhamid (2012), who argued that students who embrace metacognitive strategies decide to pay attention to which one to be paid attention, for example decided to pay attention on the accents and pronunciation for understanding the whole sentences. In classification system in Vandergrift (1997) paying attention to details is included into sub metacognitive strategies, selective attention. Goh (1998) explained that metacognitive strategies adapt selective attention. Thus, paying attention to details, such as accents, stress, intonation, and pronunciation, is included in metacognitive strategies. Also, it is one of listening strategies that students used for their improvement.

Finding 8: Connecting one word to the others. The strategy, connecting one word to the others, is used by Kamboja. As she argued, “I try to connect it to one thing to another thing to remember the pronunciation (P5.7)”. Kamboja argued that she connected one thing, or in her case is word, to another in order to memorize its pronunciation. According to the classification system, this student was using auditory monitoring, which the one listen to how word sounds in order to remember the pronunciation of the word (O’Malley & Chamot, 1990; Oxford, 1990; Vandergrift, 1997). By using this strategy, the students recognize the sound and help them in listening so that they can grasp the information from what they recognize. Students understand how something works because they are making sense the word during listening performance.