

# A Survey Study Of Students' Strategies In Learning Listening Skills During The Covid 19 Pandemic At Uinfas Bengkulu

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## ABSTRACT

The aims of this study was to find out student learning strategies in learning listening skills and how these strategies can help them during the COVID-19 pandemic at UINFAS Bengkulu. This study uses a quantitative descriptive method, data was collected using a questionnaire distributed through Google Forms and interviews. The population in this study was 179 students with 65 students used as research samples for the questionnaire and 5 people for interview data. In this study, the researchers found 1. The dominant metacognitive strategy used by students was compared to the other five strategies. The proportion of memory strategies used by students is: 38.46 %. On cognitive strategy: 36.92%. On compensation strategy: 30.76%. Metacognitive strategy showed: 73, 84%. On the affective strategy: 27.69%. And on social strategy: 32.30%. Based on the results. The metacognitive strategy got the "High" predicate while the other five strategies got the "medium" predicate. 2. Based on students' perceptions, metacognitive strategies can help students by designing the learning process as efficiently as possible.

**Keywords:** Students' learning strategies, Listening skills, Online Learning

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui strategi belajar siswa dalam mempelajari keterampilan menyimak dan bagaimana strategi tersebut dapat membantu mereka selama masa pandemi COVID-19 di UINFAS Bengkulu. Penelitian ini menggunakan metode deskriptif kuantitatif, pengumpulan data menggunakan kuesioner yang disebarluaskan melalui Google Forms dan wawancara. Populasi dalam penelitian ini adalah 179 siswa dengan 65 siswa digunakan sebagai sampel penelitian untuk angket dan 5 orang untuk data wawancara. Dalam penelitian ini peneliti menemukan 1. Strategi metakognitif yang dominan digunakan siswa dibandingkan dengan kelima strategi lainnya. Proporsi strategi memori yang digunakan siswa adalah: 38,46 %. Pada strategi kognitif: 36,92%. Pada strategi kompensasi: 30,76%. Strategi metakognitif menunjukkan: 73, 84%. Pada strategi afektif: 27,69%. Dan pada strategi sosial: 32,30%. Berdasarkan hasil. Strategi metakognitif mendapat predikat "Tinggi" sedangkan lima strategi lainnya mendapat predikat "sedang". 2. Berdasarkan persepsi siswa, strategi metakognitif dapat membantu siswa dengan merancang proses pembelajaran seefisien mungkin.

**Kata kunci:** Strategi belajar siswa, Kemampuan mendengarkan, Pembelajaran online

## INTRODUCTION

Language scholars of today regard language as a social activity, an activity of four fundamental kinds or uses, namely, speaking, listening, writing and reading (Jibowo, 2005). Of the four linguistic activities, it is listening that most speakers are often unaware of, in both its importance and practice (Dadzie and Awonusi, 2009). Importance of listening lies in the fact that it enables students become aware of language and how it is used. It gives students the creative use of grammar (Boyle, 1987).

In the communication process, listening refers to the ability to correctly absorb and interpret messages. The most widely used language modality is listening. However as Goh & Taib (2006, p. 222) said "Listening, on the other hand, may be a frustrating experience for a language learner who is unable to absorb information fast enough to make sense of what is being said". When learning

listening, using a variety of learning strategies will help students become more motivated to understand the content.

Learning strategies can be described as traits and behaviors. Oxford defines learning strategies as behaviors used by learners to make language learning successful, directed, and enjoyable. Learning strategy refers to the behavior and thought processes that are used and affect what is learned.

Learning strategies helps learners to overcome their weaknesses in learning. Even in listening classes, listening strategy itself is a technique or action that provides direct understanding and recall of listening input. Listening strategies can be classified based on how the listener processes the input.

However, in reality students themselves do not realize that they need these learning strategies or indirectly they have used them. Moreover, at the end of 2019, the emergence of the COVID-19 pandemic had an impact on teaching and learning activities that were originally carried out at schools, now becoming learning at home through online. Online learning must be with the help of digital technology such as google classroom, learning houses, zoom, video conference, telephone or live chat and others.

Students are also required to be able to prepare themselves and have learning strategies in order to be able to master learning even in a state of the covid 19 pandemic. The online learning process is also considered to be able to reduce student achievement and interest in learning due to changes in methods because each student has different abilities and willingness in terms of learning, and indirectly the burden on students increases because they are required to still be able to prepare learning strategies, especially in listening learning which really requires full concentration.

Several English students, particularly fourth and sixth semester students, were interviewed by the researcher during the learning process observed by the researcher in the English department in the listening class of UINFAS Bengkulu. The researcher discovered several issues with the learning process, particularly with learning behavior. Because of a lack of learning strategies, not all students can behave as good learners. The researcher also discovered some good learners who used the learning strategy and were more focused on the learning process. By conducting additional interviews with the students, the researcher discovered that their learning motivation was correlated with their learning strategies, even though some of them did the learning strategies unconsciously. These findings indicate that learning strategies have a positive impact on students' learning processes; therefore, more data on learning strategies is needed. Thus, the goal of this research is to discover the strategies used by students at UINFAS Bengkulu in online learning listening during the COVID-19 pandemic.

## RESEARCH METHODOLOGY

The design of this research is quantitative-descriptive because the purpose of this research is to find out students' learning strategies in listening learning during the covid-19 pandemic. The researcher used a quantitative research which was designed as a descriptive research using a survey methodology, but the researcher also added a qualitative method with an interview instrument as a complement and as supporting data in this study. According to Sugiyono (2009, p.102), research instruments are tools used to measure observed natural and social phenomena, and these phenomena are collectively referred to as research variables. In this study the data obtained from two types of data, namely questionnaires and interviews. The samples taken were fourth semester and sixth semester students who have experience in online listening learning, the sample for the questionnaire was taken by random sampling with a total of 65 students, while for interviews, 5 students were taken by random purposive sampling as the sample in this study. On the questionnaire sheet there are 36 statement items, including 6 statements for each strategy. The statement will be entered on a five-point Likert scale Level 1 Level 1: Strongly Disagree; Level 2: Agree; Level 3: Neutral; Level 4: Disagree; Level 5: Strongly Agree. The data processing technique in this study uses SPSS (Statistical Product and Service

Solution) Version 25.0 calculations and for interviews there are 4 question items that contain how students design learning from before to the end of learning.

## RESULTS AND DISCUSSION

Learners choose their own learning strategies that are suitable for them to have successful learning. They choose their own learning strategies that are suitable for them and apply them in their learning. The purpose of this study was to find the learning strategies students used when learning listening skills during the covid 19 pandemic and how these strategies could help students learn listening skills during the covid 19 pandemic. In general, the results of this study revealed that there were six categories of learning strategies that used by students: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

To see if there is a difference in the level of proportion of the use of the six strategies, data analysis was carried out using the Likert scale formula. Data analysis to find out what strategies are most dominantly used by students of the English Department of UINFAS Bengkulu in listening classes during the Covid 19 pandemic.

In this study there are sub-indicators of memory strategy, the sub-indicators contained are students when learning listening skills, storing vocabulary, and applying it when they need it in communicating, and the results of the study show that in Memory Strategy, the highest frequency is in the medium category, namely 50, 76%, while the lowest in the low category is 10.76%, while the high category is only 38.46%. From the results of the study, it was concluded that in UINFAS Bengkulu it was obtained in the medium category with a frequency of 33 (50.76%) in the use of memory strategy learning strategies.

There are several sub-indicators of Cognitive Strategy, namely students listen to the audio carefully and repeatedly, then students translate the new vocabulary they get, and students conclude the meaning of the audio. The results show that for Cognitive Strategy, the highest frequency is in the medium category, which is 41.53%, while the lowest is in the low category, which is 21.53%, while the high category is only 36.92%. From the results of the study, it was concluded that in UINFAS Bengkulu it was obtained in the medium category with a frequency of 33 (50.76%) in the use of memory strategy learning strategies.

For the Compensation Strategy sub-indicator, students try to find keywords from the topic in the audio, students use the clues found in the audio, students understand the context to find out the information in the audio, and students focus on questions when working on questions. The results show that for the Compensation Strategy, the highest frequency is in the medium category, which is 63.23%, while the lowest is in the low category, namely 0%, while the high category is 30.76%. From the results of the study, it was concluded that at UINFAS Bengkulu, the medium category was obtained with a frequency of 45 (63.23%) in the use of the Compensation Strategy learning strategy.

Metacognitive strategies have sub-indicators, namely students prepare themselves when they want to learn, students find a comfortable place to study, students review the material, students record important points, and students summarize the material. The results show that for Metacognitive Strategy the highest frequency is in the high category, which is 73.84% while the least is in the low category, namely 0%, while the medium category is 26.15%, with these three categories the researcher concludes that metacognitive strategies are widely used by students. while learning listening skills. From the results of the study, it was concluded that at UINFAS Bengkulu, it was obtained in the high category with a frequency of 48 (73.84%) in the use of the Metacognitive Strategy learning strategy.

Affective Strategy there are sub-indicators, namely students focus, students enjoy learning, students feel confident when learning. The results show that for the Affective Strategy, the highest frequency is in the medium category, which is 73.30%, while the lowest is in the low category, namely 0%, while the high category is 27.69%. From the results of the study, it was concluded that at UINFAS Bengkulu, it was obtained in the medium category with a frequency of 47 (73.30%) in the use of Affective Strategy learning strategies.

There are sub-indicators of Social Strategy, namely students sharing information with their friends, students making study groups, students actively asking the lecturers who teach. The results show that for Social Strategy, the highest frequency in the medium category is 66, 15%, while the lowest is in the low category of 1.53%, while the high category is 32.30%. From the results of the study, it was concluded that at UINFAS Bengkulu it was obtained in the medium category with a frequency of 43 (66.15%) in the use of Social Strategy learning strategies.

Referring to the results of the analysis of data collected by using a questionnaire. There are 36 statement items, including 6 statements for each strategy. The results of the questionnaire showed that the metacognitive strategy was the most frequently used strategy, while the affective strategy was the least used strategy by students in learning listening skills during the COVID-19 pandemic.

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The first strategy that is often used is the metacognitive strategy, when viewed from the statements in the questionnaire, this strategy involves planning and monitoring learning progress, as stated in Huy (2015, p.26) "Metacognitive strategies include: concentrating your learning, organizing and planning plans you, and evaluate your learning". This study reveals how participants plan and monitor their learning progress by applying metacognitive strategies. Likewise with students majoring in English at UINFAS Bengkulu, they design their learning very well in order to achieve their learning goals in the listening class, seeing the challenges that occur when learning listening skills which are considered quite difficult compared to other English skills, which they have to focus on audio and master some vocabulary that can help them in the process of listening to audio.

The second is strategy memory. Memory strategy is related to how students store the vocabulary memory they get which will then help in English communication, as according to Huy (2015, p.25) "memory strategies are used to enter new information into memory storage and to retrieve it to help students relate one L2 item or concept to another". In listening class, memory strategies help students store the information they hear in the audio as their help when working on problems.

The third cognitive strategy, the cognitive strategy is related to how students listen to the audio carefully, which can then conclude the meaning in the audio, According to Huy (2015, p.25) "cognitive strategies were used to help learners to obtain knowledge, understand of linguistics system, for example, learners could understand the meaning of words from context". In the listening class students use cognitive strategies by training their hearing by repeating the audio in order to understand the context well, they also try to focus on the main idea of the audio and arrange the meaning patterns in order to answer the questions.

The fourth is social strategies related to learning through interaction, Huy (2015, Pp 24-25) states "Social strategies include: asking questions and cooperating with each other". In the learning process, of course, students need friends to share difficulties and find ways to achieve their learning goals. In listening class students use social strategies to work together and share ideas and information and practice together to overcome these difficulties.

Then there is the compensation strategy. The compensation strategy relates to how students use this strategy to guess previously unknown English words, which also According to Huy (2015, p.25) "compensation strategies can help students make up for lost knowledge when they do not hear something clearly. Therefore, they can use clues to guess the meaning of words or pieces of information.". In the listening class, some students use clues from their vocabulary to help them understand the audio when they don't hear the audio clearly, students also use other clues such as distinguishing the speaker by the type of voice or the background where the conversation takes place based on what the audio listens to. However, there are still few students who understand the concept

of this compensation strategy so that this strategy is included in the category that is quite a bit used by students majoring in English at UINFAS Bengkulu.

Furthermore, the last is affective strategies related to students' feelings and emotions, as cited in Bingol et.al. (2014, p.3) "defines socioaffective strategies as techniques listeners use to collaborate with others, to verify understanding, or to reduce anxiety". In listening learning at UINFAS Bengkulu, affective strategy is the least used strategy, this strategy helps students control their feelings, emotions, motivations, and attitudes when learning, but students feel that they do not fit the concept of affective strategy, they tend to be indifferent to learning motivation and how they feel when they are in class.

Based on the discussion above, the six strategies above can very helpful for students in learning listening skills, especially during the COVID-19 pandemic, where learning listening skills is considered quite difficult, with these strategies students can better prepare themselves in learning, as the statement above results show that among these six strategies, metacognitive strategy is the most dominant used by students, by helping them better prepare themselves when they want to learn listening skills, and through interviews the results of this study also reveal how participants plan and monitor their learning progress by applying metacognitive strategies.

Based on the experience of students when learning online, students tend to not realize that they have used strategies during the learning process, they have prepared the learning carefully, they have prepared themselves before the learning begins by preparing several things needed during the listening class, such as preparing a comfortable place. For learning, ensuring the network remains stable, and various supporting tools for listening to audio that will be provided. Then when learning begins they will focus on the explanation given and make notes of important points, when given questions based on audio, they will focus on listening to the important points related to the questions. then when the learning is over they will make a summary which will then review again at the next meeting if there is material that is not understood. Thus, the researchers concluded that the metacognitive strategy really helps students in learning listening skills, especially during the COVID-19 pandemic, where learning listening skills is considered quite difficult, with this strategy students can better prepare themselves in learning.

## KESEIMPULAN

Based on the survey results, there are six learning strategies for learning listening skills based on the theory of Huy (2015), including memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The most dominant strategy used by students majoring in English at UINFAS Bengkulu is metacognitive strategy because this strategy has concepts that students usually apply during listening class learning, while the least used is the affective strategy because this strategy has a concept that is quite rare and difficult for students to understand and apply. So overall, learning strategies have an important role for students to achieve their learning goals, such as which metacognitive strategy is most dominantly used, this strategy helps students in designing and maintaining their learning process in online listening classes during the COVID-19 pandemic.

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