

Applied English Listening Strategy on Vocational High School Students of Accounting Department

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ABSTRACT

This research came with the problem of the type and level of the metacognitive, cognitive, and socio-affective listening strategy used by the eleventh-grade students at SMK Negeri 1 Baubau during the listening comprehension session of the English subject. These strategies were important for developing language skills and understanding in various contexts. They could be consciously taught and practiced to improve listening comprehension and communication skills. This research aimed to determine the type and level of metacognitive, cognitive, and socio-affective listening strategy used by the eleventh-grade students at SMK Negeri 1 Baubau during the listening comprehension session of English subject. This research applied a descriptive method to reveal the findings related to the listening strategies. Sixty-seven eleventh-grade students of SMP Negeri 1 Baubau were involved as the research sample. The result found that the students applied three types of listening strategies: metacognitive, cognitive, and socio-affective strategy, in which the metacognitive and the socio-affective were more highly used than the cognitive strategy. Furthermore, those three types of listening strategies obtained high levels of utilization. Accordingly, it was concluded that the students frequently used all strategies in learning English listening comprehension. Summarily, it was expected that by the high use of listening strategy, they were able to be contained in the instruction activity of listening comprehension to promote the students' learning comprehension achievement.



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Introduction

Listening is one of the four skills that every English learner must develop. Due to the use of English in the subject's explication, listening is essential to the English learning process. Students must pay closer attention during listening sessions to avoid misinterpreting the lesson. If the

students concentrate during the listening exercise, they will expand their vocabulary indirectly. Sabet & Mahsefat (2012) argue that listening is a crucial talent for the development of language acquisition and plays an important role in everyday conversation and language learning. According to Goh & Vandergrift (2021), listening is a crucial foundational skill that students must acquire to absorb and respond to language information. Developing reading, writing, and speaking builds on foundational listening skills. Students must listen to provide input in educational settings (Wah, 2019). In Rost's (2018) opinion, one of the most crucial components of successful communication is paying close attention, which allows us to better understand our surroundings..

It is difficult for many students to develop their listening skills because it requires them to pay close attention, concentrate, and simultaneously feel drowsy. It is also necessary to have a quiet, peaceful environment, as listening in English will be challenging in a noisy environment. Malkawi (2010) argues that senior high school students typically grapple with three distinct listening comprehension issues: speech speed, a lack of vocabulary and sentence structure knowledge, and a lack of familiarity with the topic.

The student's inability to concentrate while listening, lack of vocabulary comprehension, and inability to comprehend the meaning are a few difficulties they face during the learning process. In addition, problems such as audio speed, the speaker's accent, and a lack of strategies are why students' listening skills do not develop. Other amenities include the lack of a loudspeaker in the classroom; therefore, the instructor should bring their loudspeaker if the class size is too large for a listening session. As a result, only a handful of students could hear distinctly during the listening session. Therefore, the instructor prefers to read orally to the class using loudspeakers. Students lack knowledge of listening strategies, including application techniques.

The strategy students employ on their own, or the teacher has taught them is one factor affecting their listening abilities. According to Sanjaya (2009), a strategy is a plan of action to achieve a specific objective, whereas a method is a means to that aim. The distinction between a strategy and a path to success is that a strategy is a plan of action to accomplish something, whereas a path to success is a route to success. It was essential to research listening strategies extensively to determine the most effective method for enhancing listening comprehension (Moghadam et al., 2016). Education professionals are adamant about using listening strategies to comprehend the listening text.

The listening strategy observed in this research focuses on three categories: cognitive, metacognitive, and socio-affective strategy. Cognitive listening is an essential skill that helps individuals comprehend and retain information effectively. Huy (2015) argues that cognitive
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strategies assist students in learning and comprehending the linguistic system. Learners are able to, for instance, comprehend the meaning of the terms based on the contexts and connect new information to their existing schema. Ratebi & Amirian (2013) point out that cognitive strategies are learners' actions to acquire new knowledge or skills. Azadi et al. (2015) support that these techniques can be further categorized as repetition, inference, elaboration, imagery, summary, translation, and transfer. Bao & Guan (2019) argue that understanding how to integrate linguistic and cultural knowledge to problem-solving are just two examples of the cognitive listening strategies that fall under this umbrella. Examples of cognitive performance include inference, prediction, interpretation, storage, retrieval, summarization, repetition, elaboration, resourcefulness, grouping, notetaking, substitution, and drawing of images. Listening comprehension relies on the application of cognitive processes, which help students keep track of what they are thinking, fix any lapses in understanding, and make associations between new information and what they already know. Additionally, cognitive strategies can be combined with metacognitive strategies to enhance your listening comprehension skills (Serri et al., 2012).

The importance of metacognitive strategies in enhancing listening comprehension skills is a topic of growing interest and significance in the field of language acquisition. Metacognition, the process of monitoring and controlling one's own thinking, has been recognized as a critical component in successful language learning. By actively engaging in metacognitive strategies, learners can better understand and process auditory input, leading to improved listening comprehension. Kaseem (2015) states that a metacognitive strategy is the implementation of management strategies by students to control their learning through planning, monitoring, evaluating, and modifying. In a study by Henderson (2017), it is found that learners who actively engage in metacognitive strategies while listening exhibit higher levels of comprehension and retain information more effectively. By teaching students to be aware of their thinking processes, educators can enhance their listening skills and overall language proficiency. Moreover, metacognitive strategies empower learners to self-regulate their learning, enabling them to adapt their comprehension tactics based on the task at hand. This metacognitive approach not only facilitates better understanding of spoken language but also fosters critical thinking skills in individuals. Ultimately, incorporating metacognitive strategies in learning listening comprehension enhances students' ability to comprehend and engage with diverse linguistic inputs.

Socio-affective strategies are the last strategies discussed in this study. Socio-affective listening strategies are nonacademic strategies that involve building a relationship between the teacher and student, collaborating with others, and verifying understanding. These strategies are used to lower

anxiety and stimulate learning. Awinindia (2023) adds that the strategies involve students interacting with others and controlling their emotions during the listening process. Huy (2015) asserts that affective strategies may assist listeners in regulating their emotions, motivation, or attitudes to improve their listening skills. He argues that social strategy can also aid audiences in cooperating and understanding both the language and the target language. By incorporating socio-affective listening strategies into your listening comprehension process, you can improve your understanding and communication skills in various contexts (Vandergrift & Cross, 2018)

Hamzah et al. (2009) propose a socio-affective activity involving in listening instruction: a) pre-listening: Have students write about their feelings and discuss them with peers. This helps lower anxiety and create a supportive environment; b) while listening: Explain the task, ask for clarification, and help peers do the task. Encourage group and pair work to promote collaboration and interaction; and c) post-listening: check answers within groups, provide self-reward and encouragement, and give feedback from teachers and peers. Hakim & Suniar (2019) emphasize that these steps can be adapted to various listening activities, such as listening to lectures, watching videos, or participating in conversations. By incorporating socio-affective strategies, students can improve their listening comprehension and motivation while reducing anxiety and fostering a positive learning environment.

The significance of strategy, according to Zhang (2012), is to increase learners' awareness of the methods they might employ to learn more effectively and to keep track of and assess their listening process. The strategy will improve students' comprehension. Besides, Lewier & Nendissa (2020) find that if students employ strategy in their listening process, they will be able to perform their listening tasks more effectively and in a more structured manner. In addition, students can learn how to enhance themselves through appropriate classroom strategies. Therefore, this study aims to reveal the types and levels of students' listening strategies in English listening comprehension classes. Furthermore, by finding out the result, the strategy is expected to be applied in listening comprehension instruction to gain higher achievement, to enhance motivation, and to lower anxiety.

Method

This research was conducted by using a quantitative approach of survey method. It examined individuals, organizations, institutions, procedures, and materials to characterize, contrast, classify, analyze, and interpret the things and occurrences that made up their respective areas of study (Cohen et al., 2018). Researchers gathered quantifiable data about respondents' perspectives by using questionnaires. The researcher requests students to evaluate each statement item in the

questionnaire based on their experience during learning listening comprehension.

In this research, the researcher examined the type and level of each listening strategy the students use in learning English listening comprehension. Since the population amounted 200 students of Accounting Department at SMK Negeri 1 Baubau, Southeast Sulawesi, by using Slovin's formula to determine the number of sample with $\alpha = 1\%$, the sample defined was 67 students selected using a simple random sampling technique by taking the representatives of all classes in the Accounting Department.

In collecting the data, this research adopted a ready-made Listening Strategy Questionnaire developed by Missoum (2007) with four options on a Likert scale ranging from strongly agree to strongly disagree. More specifically, 25 items of questionnaire included 10 items of metacognitive strategy, 12 of cognitive strategy, and 3 of socio-affective strategy. Applying Person Correlation product Moment to examine the questionnaire validity, the score was ranging 0.000-0.027 indicating that the questionnaire was valid (Sig. 2 tailed ≤ 0.05). The Croanbach Alpha coefficient for reliability testing resulted that the questionnaire was reliable (0.727). Thus, the instrument was appropriate to measure student listening strategies.

A descriptive statistics test was applied to calculate the data, and the result was then consulted in the following scoring range and category developed by Oxford (1990) and also applied in previous study concerning to strategy in learning English skills (Fourdini et al., 2014; Gestanti, 2017) to reveal the level of the strategy and how frequently they were used. It was a development of scale which was used in a study focused on observing English learning strategies that shown on table 1.

Table 1. Level of Listening Strategy

No	Scoring Range	Detail	Classification
1	1.0 - 1.4	Never or almost never used	Too Low
2	1.5 - 2.1	Generally not used	Low
3	2.2 - 2.8	Sometimes used	Moderate
4	2.9 - 3.5	Usually used	High
5	3.6 - 4.0	Always or almost always used	Very High

Result and Discussion

Description of Metacognitive Listening Strategy

The metacognitive listening strategy is obtained from the questionnaire number 1-10. The students' answers are calculated using descriptive statistics analysis, and the result is presented in the table 2 below.

Table 2. Result of Metacognitive Strategy Analysis

No	Item	Mean Score	SD	Level
1	I clarify the purpose of the task that will be given to me.	3.0	0,59	High
2	Before I listen, I have to concentrate first.	3.5	0,53	High
3	Before listening, I try to make progress.	3.1	0,48	High
4	When I listen, sometimes I do not understand the speaker's accent.	3.1	0,71	High
5	While listening, I would check what parts of the content I did not understand.	3.3	0,56	High
6	As I listened, I checked possible answers.	3.3	0,56	High
7	I realized my lack of attention to listening lessons, and I corrected it.	3.2	0,58	High
8	After listening, I try to recall problems during listening lessons, such as keywords that I do not understand.	3.2	0,53	High
9	After listening, I evaluate how much I can understand.	3.0	0,59	High
10	I wrote down words I did not know after the listening test and looked them up in the dictionary.	2.8	0,71	Moderate
Overall Average Score		3.1	0.58	High

From the data in Table 2 above, it can be known that from 10 items, including in the metacognitive listening strategy, 9 statements achieve a high level of strategy use, and 1 item achieves a moderate level of strategy use. More specifically, the lowest metacognitive strategy mean score is 2.84, obtained by statement 10, in which the students find out the words they are unfamiliar with that they write before while doing the listening test. Furthermore, the highest mean score is obtained by statement 2, with the mean score being 3.5, with the students' strategy to make progress before listening. In addition, the mean score of overall metacognitive strategy items is 3.15, categorized in high. This result means that the students usually use metacognitive strategy in learning English listening comprehension.

Description of Cognitive Listening Strategy

The cognitive listening strategy is obtained from 12 items in the questionnaire ranging from number 11-22. The students' answers are calculated using descriptive statistics analysis, and the result is presented in the table 3 below.

From the data in Table 2 below, it can be known that from 12 items, including in the cognitive listening strategy, 9 statements achieve a high level of strategy use, and 3 items achieve a moderate level of strategy use. More specifically, the lowest cognitive strategy mean score is 2.8, obtained by statement 11, in which the students' strategy is practicing listening to English every day, such as songs or the radio. Furthermore, the highest mean score is obtained by statement 15, with a mean score of 3.4; the students' strategy is trying to understand every word they listen to. In addition, the

mean score of overall cognitive strategy is 3.0, categorized in high level. Similar to the metacognitive strategy, this score confirms that the students usually use cognitive strategy in learning English listening comprehension.

Table 3. Result of Cognitive Strategy Analysis

No	Item	Mean Score	SD	Level
11	I practice listening to English every day, like listening to English through songs or the radio.	2.8	0,82	Moderate
12	While listening, I was ordered to try to translate words or sentences into Indonesian.	3.1	0,56	High
13	When listening, I usually use new vocabulary, phrases, or grammar that I have learned to understand the content of the text.	2.9	0,65	High
14	While listening, I will focus on paying attention to informational questions with who, how, when, where, and what is in the text.	3.2	0,57	High
15	While listening, I try to understand every word.	3.4	0,58	High
16	When listening, I often repeat words or phrases.	3.1	0,57	High
17	While listening, I separate things from parts of the text.	2.8	0,69	Moderate
18	I started listening to the main idea and then the parts.	2.9	0,53	Moderate
19	I am trying to predict text by title.	3.0	0,70	High
20	I am trying to guess the meaning based on the context.	2.9	0,65	High
21	I have to be able to think in English, not Indonesian.	2.9	0,76	High
22	While listening, I try to describe the content of the text to help me understand it.	3.0	0,63	High
Overall Average Score		3.0	0.64	High

Description of Socio-Affective Listening Strategy

The socio-affective listening strategy is obtained from 6 items in the questionnaire ranging from number 23-28. The students' answers are calculated using descriptive statistics analysis, and the result is presented in the table 4 below.

Table 4. Result of Socio-Affective Strategy Analysis

No	Item	Mean Score	SD	Level
23	After listening, I would ask if there were words I did not understand.	3.2	0,69	High
24	The teacher will repeat it, if students do not understand what people say in English.	3.6	0,58	Very high
25	I am sure I can understand the entire content.	2.6	0,72	Moderate
Overall Average Score		3.1		High

From the data in Table 3 above, it can be known that from 6 items, including in the socio-affective listening strategy, 1 statement achieves a very high level of strategy use, 2 items reach a high level

of strategy use, and 3 items gain a moderate level of strategy use. More specifically, the lowest strategy mean score is 2.4, obtained by statement 26, with the strategy that the students apply looking tense or nervous when they listen. Furthermore, the highest mean score is obtained by statement 24 with a mean score of 3.6, in which the teacher repeats the text to make the students understand the listening text better. Overall, the mean score of the socio-affective strategy is 3.1, categorized in high. This output indicates that the students usually use cognitive strategy in learning English listening comprehension.

As it has resulted in the descriptive analysis, the mean score of metacognitive listening strategy gains 3.1, meaning that the students usually use the metacognitive strategy during the listening comprehension instruction. This strategy is importance in learning listening comprehension, since it allows students to fully absorb and comprehend the information being shared, as well as show respect and active engagement towards the speaker (Nguyen, 2020). By giving the undivided attention, the students are able pick up on nuances, understand the underlying emotions, and gather more meaningful insights from the conversation (Nguyen & Luu, 2021). Students who promote awareness and utilize metacognitive listening strategies tend to have better listening comprehension skills (Cao & Lin, 2020; Faradisa, 2021). Nevertheless, the students possess a weakness to record unfamiliar words that the students encountered during the listening test and consult the dictionary for their definitions, proved by the lowest mean score this strategy acquire by the questionnaire (M = 2.8). The use of this strategy must be highly improved by students, since Kim (2019) demonstrated that taking notes during academic listening tests can aid in enhancing information retention and capturing important information. Therefore, possessing high note-taking strategy must be useful in academic listening comprehension.

The weakness as stated above can be solved by the listening comprehension instruction applied metacognitive strategy. Chero (2023) declared that metacognitive instruction performed a considerable improvement in listening comprehension along with improved strategy utilization, less anxiety, and altered beliefs about the difficulty of listening. Furthermore, Rivera et al. (2021) found that listening strategy instruction increased learners' metacognitive awareness and motivation to listen. In order to effectively use metacognitive listening strategies, learners must first be aware of their own listening processes and strategies (Zarrabi, 2016). Once learners are aware of their listening processes, they can begin to develop a plan for improving their listening skills by setting goals and using appropriate strategies. In conclusion, the metacognitive listening strategy is an important approach to listening comprehension that can help learners monitor and regulate their listening processes. Learners can improve their listening skills and achieve their language learning

goals by using problem-solving, planning and evaluation, mental translation, person knowledge, and affective strategies.

The descriptive analysis result of cognitive strategy reveals that the mean score is 3.0, which means that the students usually use the cognitive strategy during the listening comprehension subject. However, there are 2 out of 12 strategies included in cognitive strategy achieve the lowest mean score with moderate category ($M = 2.8$). Those strategies cover practicing listening English through songs or radio and ungrouping things from parts of the text during listening. Nevertheless, in this recent time, the utilization of radio particularly in educational settings in Baubau is infrequent. Therefore, teachers have the ability to optimize the utilization of songs in listening courses to overcome those weaknesses. Researches have found that the use of English song effectively promote students' listening achievement (Afriyuninda & Oktaviani, 2021; Putri, 2023; Rahayu Sri Yuyu, 2021).

Students employ cognitive strategy to enhance their auditory abilities, involving practicing the audio repeatedly to gain a comprehensive understanding of the context during the listening class (Septiani et al., 2022). Additionally, students strive to concentrate on the central concept of the audio and organize the patterns of meaning in order to effectively respond to the questions. In addition, Anggraeni et al. (2023) figure out that cognitive listening strategy is achieved by students with the good and very good listening comprehension. Besides, it is the most used strategy by the students and correlates strongly to the listening comprehension achievement ($R = 0.622$). Listening comprehension relies on the application of cognitive processes, which help students keep track of what they are thinking, fix any lapses in understanding, and make associations between new information and what they already know.

The final type of the listening strategy discussed is the socio-affective strategy. The result of the descriptive statistics testing indicates that the mean score is 3.1, meaning the students usually use the socio-affective strategy in listening comprehension sessions of the English subject. In the other hand, the occasionally used strategy is the confidence of the students to be able to comprehend the whole content of the text they listen to with the category is moderate ($M = 2.6$). Confidence plays a significant role in understanding the text in listening comprehension. When individuals have confidence in their listening abilities, they are more likely to engage actively with the listening material and feel assured in their comprehension skills. Moreover, confidence can positively impact learners' motivation and persistence in practicing listening skills. When individuals believe in their capacity to understand the text, they are more likely to remain engaged and dedicated to improving their listening comprehension (Kim & Pilcher, 2016). In addition, Zhao & Dong (2019) affirm that Applied English Listening Strategy on Vocational ...(Arisman, R.)

implementing metacognitive strategies that encourage learners to reflect on their listening processes and adjust their strategies accordingly can enhance their understanding and confidence in comprehension tasks. By combining these strategies, educators can create a supportive learning environment that promotes both effective listening skills and self-confidence in language learners.

Hamzah et al. (2009) state that the socio-affective listening strategy refers to the methods by which receivers work together, check their understanding, or calm their nerves. It is an essential aspect of effective communication that involves hearing what the speaker is saying and understanding their emotions and feelings. Bao & Guan (2019) explain that affective strategies manage negative or positive emotions. Negative emotions, such as anxiety, may cause learners to feel disturbed and impede listening results. On the contrary, relaxation, enjoyment, and group harmony, on the other hand, have been shown to improve concentration and teamwork among peers. Learning through social interactions, such as asking for clarification or help, is what we call "social strategies." These two types of listening tactics can be grouped together under the umbrella term "social-affective listening strategies," as they are used to gain the cooperation of others in order to improve understanding and to help students overcome unpleasant feelings like anxiousness. This strategy, often called the cooperative listening technique, is often favored when teaching.

Conclusion

Based on the description in the result and discussion above, it can be found that the cognitive strategy is the lowest strategy the students use, with a mean score of 3.0. Meanwhile, the metacognitive and the socio-affective strategies achieve the same mean score of 3.1. Nevertheless, all types of listening strategies gain a high level of use. Therefore, it is concluded that the students usually apply the metacognitive, cognitive, and socio-affective listening strategy during the listening comprehension session in English subject. By referring to the mean score, the students use the metacognitive and the socio-affective slightly more often than the cognitive strategy. Nevertheless, all strategies obtain the high level of use in learning listening comprehension. This result can be an input to the English teacher to provide a lesson plan which adapt those strategy in learning activity of listening comprehension. Thus, it is expected that the students not only gain the better listening comprehension achievement, but also promote motivation and reduce anxiety.

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