

CHAPTER IV

DATA ANALYSIS

1.1 RESEARCH FINDINGS AND DISCUSSION

The researcher had done the research and had gained the complete data from all the instruments in terms of a closed-ended questionnaire which deals with students' listening strategies. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. Then, the data was analyzed in order to draw conclusions about the objective of the study. Furthermore, the researcher described the findings in this chapter into some parts and discussed in the following part, such as:

4.1.1 Research Findings

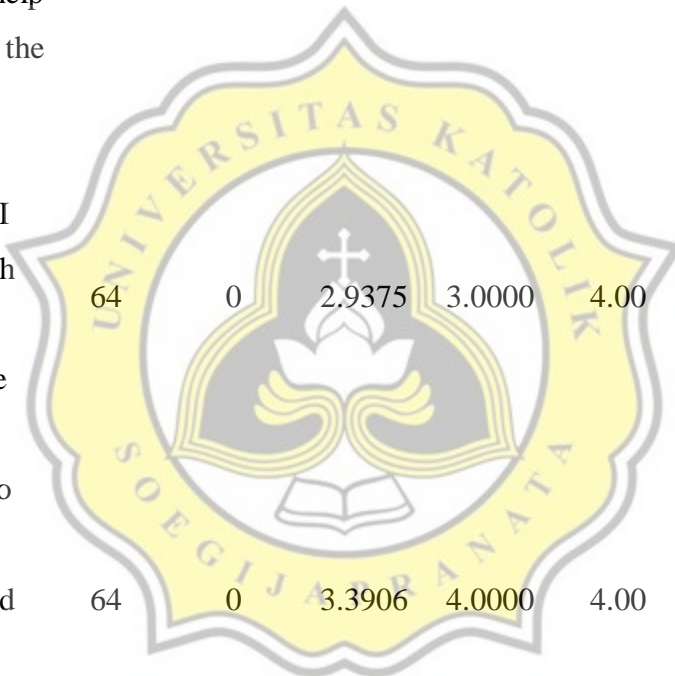
4.1.1.1 The summary of descriptive statistics

Listening strategies are categorized as direct and indirect. Direct listening strategies are divided into cognitive, memory, and compensation strategies, while indirect listening strategies are divided into metacognitive, social, and effective strategies. In this study, the researcher analyzed the data using SPSS in order to know the descriptive statistics of the data in terms of mean, median, mode, minimum score, and maximum score from all the respondents. Then, to know more the detail of the descriptive statistics of data in this study, the researcher presents it in the following table, as follows:

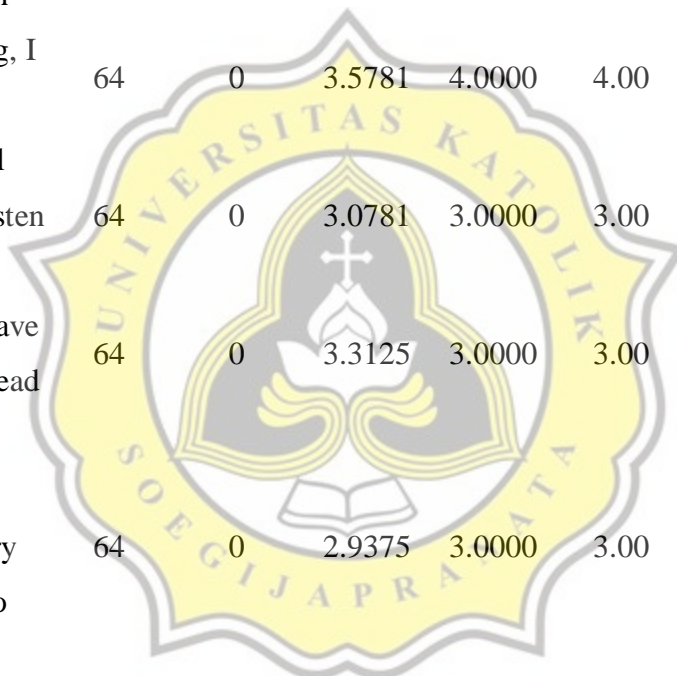
Table 1 Descriptive statistics based of respondents' questionarre answer

| No | Statements | N | | Mean | Median | Mode | Minimum | Maximum |
|----|--|-------|---------|--------|--------|------|---------|---------|
| | | Valid | Missing | | | | | |
| | I focus on the | | | | | | | |
| 1. | meaning of every word to understand the whole text | 64 | 0 | 3.5938 | 4.0000 | 4.00 | 1.00 | 4.00 |
| 2. | I try to picture the setting of the conversation to understand what the speakers are talking about | 64 | 0 | 3.1250 | 3.0000 | 3.00 | 1.00 | 4.00 |
| 3. | Before listening, I think of similar texts that I may have listened to | 64 | 0 | 3.3281 | 3.0000 | 4.00 | 1.00 | 4.00 |
| 4. | I use the words I understand to help me guess the meaning of the words I don't understand | 64 | 0 | 2.8125 | 3.0000 | 3.00 | 1.00 | 4.00 |
| 5. | I use the main idea of the text to | 64 | 0 | 3.4063 | 4.0000 | 4.00 | 1.00 | 4.00 |

| | | | | | | | |
|--|----|---|--------|--------|------|------|------|
| help me guess the meaning of the words that I don't know | | | | | | | |
| 6. I use my knowledge and personal experience to help me understand the topic | 64 | 0 | 3.6875 | 4.0000 | 4.00 | 2.00 | 4.00 |
| 7. As I listen, I compare what I understand with what I already know about the topic | 64 | 0 | 2.9375 | 3.0000 | 4.00 | 1.00 | 4.00 |
| 8. Before I start to listen, I have a plan in my head for how I am going to listen | 64 | 0 | 3.3906 | 4.0000 | 4.00 | 1.00 | 4.00 |
| 9. While listening, I translate in my head | 64 | 0 | 3.5000 | 4.0000 | 4.00 | 1.00 | 4.00 |
| 10. As I listen, I adjust my interpretation if I | 64 | 0 | 3.3125 | 3.0000 | 4.00 | 1.00 | 4.00 |



| | | | | | | | | |
|---|----|---|--------|--------|------|------|------|--|
| realize that it is not correct | | | | | | | | |
| 11. As I listen, I occasionally ask myself if I am satisfied with my level of comprehension | 64 | 0 | 3.3281 | 4.0000 | 4.00 | 1.00 | 4.00 | |
| 12. While listening, I try to relax | 64 | 0 | 3.5781 | 4.0000 | 4.00 | 1.00 | 4.00 | |
| 13. I try not to feel nervous as I listen to English | 64 | 0 | 3.0781 | 3.0000 | 3.00 | 1.00 | 4.00 | |
| 14. As I listen, I have a goal in my head | 64 | 0 | 3.3125 | 3.0000 | 3.00 | 2.00 | 4.00 | |
| 15. When I don't understand something, I try not to worry so much about it | 64 | 0 | 2.9375 | 3.0000 | 3.00 | 1.00 | 4.00 | |
| 16. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense | 64 | 0 | 3.2969 | 3.0000 | 3.00 | 1.00 | 4.00 | |



| | | | | | | | |
|--|----|---|--------|--------|------|------|------|
| 17. I always try to enjoy listening | 64 | 0 | 3.2500 | 4.0000 | 4.00 | 1.00 | 4.00 |
| 18. After listening, I think back to how I listened, and about what I might do differently next time | 64 | 0 | 3.2656 | 3.0000 | 4.00 | 1.00 | 4.00 |
| 19. I focus harder on the text when I have trouble understanding | 64 | 0 | 2.9375 | 3.0000 | 3.00 | 1.00 | 4.00 |
| 20. I feel that listening in English is a challenge for me | 64 | 0 | 3.1094 | 3.0000 | 3.00 | 1.00 | 4.00 |

Based on the table above, it can be seen that all respondents who were 64 students answered the questions from the questionnaire given. The research found that no respondents who left the questionnaire empty. It means that the respondents understood what they should do with the questionnaire so the data obtained was enough to be analyzed. By having a complete answer from the respondents, the researcher can know the mean, median, and mode from the data

From the data presented in the table above, it can be seen that listening strategies they can use to improve their listening skills by the respondents while they were in listening class. However, there are some listening strategies which are used more often by the respondents. It is shown by the

higher mean of the items. Statements number 6, 1, 12, and 9 have higher means compared to the other statements.

4.1.1.2 The Result of Questionnaire Frequency Statistics.

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. Besides analyzing the data of students' mean score, median, mode, minimum score, and maximum score, the research. This questionnaire consisted of 20 questions which dealt with the strategies in listening. Furthermore, the questionnaire had been already analyzed and got the result as follows:

Table 2 I focus on the meaning of every word to understand the whole text

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Agree | 12 | 18.8 | 18.8 | 18.8 |
| Disagree | 4 | 6.3 | 6.3 | 25.0 |
| Strongly Agree | 46 | 71.9 | 71.9 | 96.9 |
| Strongly Disagree | 2 | 3.1 | 3.1 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

Based on the statement "I focus on the meaning of every word to understand the whole text", almost all the students *strongly agree* with that. It can be seen that 71.9% *strongly agree*, followed by 18.8%, and 6.3% *disagree* and 3.1% *strongly disagree*. It means that almost all students focus on the meaning of each word when they are listening in order to understand the whole text.

Table 3 I try to picture the setting of the conversation to understand what the speakers are talking about

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|-----------------------|
| Valid | Agree | 32 | 50.0 | 50.0 | 50.0 |
| | Disagree | 6 | 9.4 | 9.4 | 59.4 |
| | Strongly Agree | 22 | 34.4 | 34.4 | 93.8 |
| | Strongly Disagree | 4 | 6.3 | 6.3 | 100.0 |
| | Total | 64 | 100.0 | 100.0 | |

The following statement is about “I try to picture the setting of the conversation to understand what the speakers are talking about” . there were 50% who *agree* with the statement, 34.4% who *strongly agree*, followed by 9.4% who *disagree* and 6.3% stated that they *strongly disagree*. It means that a half of the students in the classroom focus on the setting of the conversation such as where the conversation takes place, when the conversation does, and other. They believe that by paying attention to the setting of conversation, they can easily answer the question while listening.

Table 4 Before listening, I think of similar texts that I may have listened to

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|-----------------------|
| Valid | Agree | 28 | 43.8 | 43.8 | 43.8 |
| | Disagree | 3 | 4.7 | 4.7 | 48.4 |
| | Strongly Agree | 30 | 46.9 | 46.9 | 95.3 |
| | Strongly Disagree | 3 | 4.7 | 4.7 | 100.0 |

| | | | |
|-------|----|-------|-------|
| Total | 64 | 100.0 | 100.0 |
|-------|----|-------|-------|

Then, the statement about “Before listening, I think of similar texts that I may have listened to” stated that most of the students *strongly agree* as well as *agree* with similar text that they used to encourage the prior knowledge before listening. It can be seen from the table above that the students who answered *strongly agree* 46.7% to the question, 43.8% *agree*, and only 4.7% of them *disagree* as well as *strongly disagree* with the statement.

Table 5 I use the words I understand to help me guess the meaning of the words I don't understand

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 29 | 45.3 | 45.3 | 45.3 |
| | Disagree | 16 | 25.0 | 25.0 | 70.3 |
| | Strongly Agree | 14 | 21.9 | 21.9 | 92.2 |
| | Strongly Disagree | 5 | 7.8 | 7.8 | 100.0 |
| Total | | 64 | 100.0 | 100.0 | |

The statement about “I use the words I understand to help me guess the meaning of the words I don't understand” also points out that almost all the students feel that having many words meaning can help them in listening skill when they are facing the uncommon words that make them confused. It can be seen from the table above, 45.3% students answered *agree* and 21.9% *strongly agree* with the statement. However, a few of them stated that the statement does not affect them in listening since about 25% of them answered *disagree* with it. Even 7.8% of them really strongly disagree with it, perhaps, they think that it is helpless or even they do not have much vocabulary.

Table 6 I use the main idea of the text to help me guess the meaning of the words that I don't know

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 16 | 25.0 | 25.0 | 25.0 |
| | Disagree | 8 | 12.5 | 12.5 | 37.5 |
| | Strongly Agree | 38 | 59.4 | 59.4 | 96.9 |
| | Strongly Disagree | 2 | 3.1 | 3.1 | 100.0 |
| | Total | 64 | 100.0 | 100.0 | |

Based on the data, most of the students said strongly agreed with the statement “I use the main idea of the text to help me guess the meaning of the words that I don’t know”, 12.5% of them *disagree*. It can be seen from the table above that 59.4% *strongly agree*, 25% *agree*, and only 3.1% *strongly disagree*. It means that all of the students have already known that guessing the meaning of a word from the main idea helps them answering the listening question.

Table 7 I use my knowledge and personal experience to help me understand the topic

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 16 | 25.0 | 25.0 | 25.0 |
| | Disagree | 2 | 3.1 | 3.1 | 28.1 |
| | <i>Strongly agree</i> | 46 | 71.9 | 71.9 | 100.0 |
| | Total | 64 | 100.0 | 100.0 | |

Almost all the students felt excited in using their knowledge and also personal experience during listening. Since they believe that those can help

them in understanding the topic. It can be seen from the statement about “I use my knowledge and personal experience to help me understand the topic”, no students answered *strongly agree* with the statement, and only 3.1% of them *disagree* with it. 71.9% of the students *strongly agree* with the statement and 25% of them *agree* with it.

Table 8 As I listen, I compare what I understand with what I already know about the topic

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Agree | 17 | 26.6 | 26.6 | 26.6 |
| Disagree | 18 | 28.1 | 28.1 | 54.7 |
| Strongly Agree | 24 | 37.5 | 37.5 | 92.2 |
| Strongly Disagree | 5 | 7.8 | 7.8 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

The statement “As I listen, I compare what I understand with what I already know about the topic” got 28.1% for *strongly agree* from the students’ response, followed by 28.1% who *disagree*, 26.6% who *agree*, and 7.8% who *strongly disagree*. It means that some of the students do not use the prior knowledge or the issue that is already known in order to understand the text, most of them believe with a statement that it can help them during listening since they can be helped with what they have already known by comparing them with the text. So, prior knowledge is very helpful in listening skills.

Table 9 Before I start to listen, I have a plan in my head for how I am going to listen

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|-----------------------|
| Valid | Agree | 21 | 32.8 | 32.8 | 32.8 |
| | Disagree | 3 | 4.7 | 4.7 | 37.5 |
| | Strongly Agree | 36 | 56.3 | 56.3 | 93.8 |
| | Strongly Disagree | 4 | 6.3 | 6.3 | 100.0 |
| Total | | 64 | 100.0 | 100.0 | |

In addition, all of the students also use a plan in their head about what they have to do during listening. Those plans they set before they are listening. It can be seen from the table that half of the students *strongly agree* (56.3%) with the statement “Before I start to listen, I have a plan in my head for how I am going to listen”. Then, followed by 32.8% who *agree*, 6.3% *strongly disagree*, and 4.7% *disagree* with the statement.

Table 10 While listening, I translate in my head

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|-----------------------|
| Valid | Agree | 25 | 39.1 | 39.1 | 39.1 |
| | Disagree | 2 | 3.1 | 3.1 | 42.2 |
| | Strongly Agree | 36 | 56.3 | 56.3 | 98.4 |
| | Strongly Disagree | 1 | 1.6 | 1.6 | 100.0 |
| Total | | 64 | 100.0 | 100.0 | |

The following statement is about “While listening, I translate in my head”. In this case, most of the students do a translation of the word implicitly in their head during listening. They believe that it is able to help them in answering the listening as well as comprehending the text during listening. It can be seen from the table above that the researcher got 56.3%

of the students who *strongly agree*, 39.1% who *agree*, 3.1% who *disagree*, and also 1.6% *strongly disagree* with the statement.

Table 11 As I listen, I adjust my interpretation if I realize that it is not correct

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|-----------------------|
| Valid | Agree | 27 | 42.2 | 42.2 | 42.2 |
| | Disagree | 4 | 6.3 | 6.3 | 48.4 |
| | Strongly Agree | 30 | 46.9 | 46.9 | 95.3 |
| | Strongly Disagree | 3 | 4.7 | 4.7 | 100.0 |
| Total | | 64 | 100.0 | 100.0 | |

Besides that, the students also gave a positive response to the statement about “As I listen, I adjust my interpretation if I realize that it is not correct”. It can be seen that they *strongly agree* (46.9%) and *agree* (42.2%) with that statement. Even though there were a few students who *strongly disagree* (4.7%) and also *disagree* (6.3%), most of them always realize and are aware of their wrong answer and they always use their interpretation to solve it. It means that the students have already known what they have to do if they have a problem with their answer during listening.

Table 12 As I listen, I occasionally ask myself if I am satisfied with my level of comprehension

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------|-----------|---------|---------------|-----------------------|
| Valid | Agree | 15 | 23.4 | 23.4 | 23.4 |
| | Disagree | 2 | 3.1 | 3.1 | 26.6 |

| | | | | |
|-------------------|----|-------|-------|-------|
| Strongly Agree | 39 | 60.9 | 60.9 | 87.5 |
| Strongly Disagree | 8 | 12.5 | 12.5 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

The statement about “As I listen, I occasionally ask myself if I am satisfied with my level of comprehension” got the strongly positive response from the students since mostly, they answered *strongly agree* (60.9%) with the statement, followed by 23.4% *agree*, 12.5% *strongly disagree*, and also 3.1% *disagree*. It means that all of them are always satisfied with their level of comprehension. They always appreciate what they have done with them while listening.

Table 13 While listening, I try to relax

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Agree | 18 | 28.1 | 28.1% | 28.1 |
| Disagree | 3 | 4.7 | 4.7% | 32.8 |
| Strongly Agree | 42 | 65.6 | 65.6% | 98.4 |
| Strongly Disagree | 1 | 1.6 | 1.6% | 100.0 |
| Total | 64 | 100.0 | 100.0% | |

Furthermore, most of the students also try to relax when they are listening in the classroom. Although they have some problems while listening they always try to do their best by having confidence and relaxation in their mind. It can be seen from the table above that the students gave a positive response to the statement “While listening, I try to relax”.

About 65.5% *strongly agree* with that, followed by 28.1% who *agree*, 4.7% *disagree*, and also only 1.6% of them *strongly disagree* with the statement. It means that only a few of them feel anxious and also nervous while they are listening.

Table 14 I try not to feel nervous as I listen to English

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Agree | 33 | 51.6 | 51.6 | 51.6 |
| Disagree | 4 | 6.3 | 6.3 | 57.8 |
| Strongly Agree | 21 | 32.8 | 32.8 | 90.6 |
| Strongly Disagree | 6 | 9.4 | 9.4 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

The statement about “I try not to feel nervous as I listen to English” has a relation with the previous statement. If in the previous statement the students always try to be relaxed, in this statement they also *strongly agree* if they do not feel nervous when listening. It means that they always try to be relaxed in any situation while listening. It can be seen from the table above that 51.6% of the students answered *agree*, 32.8% *strongly agree*, 9.4% *strongly disagree*, and also 6.3% *disagree* with the statement.

Table 15 As I listen, I have a goal in my head

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 34 | 53.1 | 53.1 | 53.1 |
| | Disagree | 5 | 7.8 | 7.8 | 60.9 |
| | Strongly Agree | 25 | 39.1 | 39.1 | 100.0 |
| | Total | 64 | 100.0 | 100.0 | |

The next statement is about “As I listen, I have a goal in my head”. In this statement, most of the students answered *agree* (53.1%), followed by *strongly agree* (39.1%), *disagree* (7.8%), and also no students *strongly disagree* with it. It means that they have an aim while listening. They know what is the result of their listening and what they have learned after listening. It can be seen that the students have already understood the knowledge in listening.

Table 16 When I don't understand something, I try not to worry so much about it

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Agree | 36 | 56.3 | 56.3 | 56.3 |
| | Disagree | 7 | 10.9 | 10.9 | 67.2 |
| | Strongly Agree | 15 | 23.4 | 23.4 | 90.6 |
| | Strongly Disagree | 6 | 9.4 | 9.4 | 100.0 |
| | Total | 64 | 100.0 | 100.0 | |

The following statement about “When I don’t understand something, I try not to worry so much about it”. In this case the responses from the students were 56.3% *agree*, 23.4% *strongly agree*, 10.9% *disagree*, and also 9.4% *strongly disagree*. It means that the students do not worry about their answer or their listening even though they do not understand it. They

only try to focus during listening and answer what they have got without thinking much about the right or wrong answer.

Table 17 When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Agree | 36 | 56.3 | 56.3 | 56.3 |
| Disagree | 3 | 4.7 | 4.7 | 60.9 |
| Strongly Agree | 24 | 37.5 | 37.5 | 98.4 |
| Strongly Disagree | 1 | 1.6 | 1.6 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

Besides that, the students try to use their prior knowledge about what they have already known, heard, or even learnt to make sure that their guessing about the meaning of the word is correct. It can be seen from the students' response in the table above in which 56.3% of them *agree* with the statement "When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense". Then, about 37.5% *strongly agree*, followed by 4.7% who *disagree* and also 1.6% who *strongly disagree*.

Table 18 I always try to enjoy listening

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Agree | 21 | 32.8 | 32.8 | 32.8 |
| Disagree | 3 | 4.7 | 4.7 | 37.5 |

| | | | | |
|-------------------|----|-------|-------|-------|
| Strongly Agree | 33 | 51.6 | 51.6 | 89.1 |
| Strongly Disagree | 7 | 10.9 | 10.9 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

Then, most of the students also *strongly agree* since they enjoy listening. It means that they minimize their worries, fears, or even anxiety when they are listening in the classroom. Since they believe that by the listening classroom, they can get a positive atmosphere that makes them fun in listening and also comfortable in answering the question. It has already been proven from the table above that 51.6% of the students *strongly agree*, 32.8% *agree*, 10.9% *strongly disagree*, and also 4.7% *disagree* with the statement “I always try to enjoy listening”.

Table 19 After listening, I think back to how I listened, and about what I might do differently next time

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Agree | 27 | 42.2 | 42.2 | 42.2 |
| Disagree | 4 | 6.3 | 6.3 | 48.4 |
| Strongly Agree | 29 | 45.3 | 45.3 | 93.8 |
| Strongly Disagree | 4 | 6.3 | 6.3 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

The students listen back to what they have already listened and done during listening. Since they want to make sure of their listening and also what to do next if they face the different text in the next listening. It can be seen from the table above about “After listening, I think back to how I listened, and about what I might do differently next time”, 45.3% students *strongly agree*, and also 42.2% *agree*. However, about 6.3% of them

disagree as well as *strongly disagree* with the statement. It means that a few of the students do not review their listening.

Table 20 I focus harder on the text when I have trouble understanding

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Agree | 29 | 45.3 | 45.3 | 45.3 |
| Disagree | 12 | 18.8 | 18.8 | 64.1 |
| Strongly Agree | 18 | 28.1 | 28.1 | 92.2 |
| Strongly Disagree | 5 | 7.8 | 7.8 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

Furthermore, when the students face difficulties in understanding the text during listening, they try to give more attention to know the answer. They never ignore what they do not know with the text. It can be seen from the statement “I focus harder on the text when I have trouble understanding” got 45.3% for *agreement* from the students' response, followed by 28.1% for *strong agreement*, 18.8% for *disagreement*, and also 7.8% for *strong disagreement* with it.

Table 21 I feel that listening in English is a challenge for me

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Agree | 32 | 50.0 | 50.0 | 50.0 |
| Disagree | 5 | 7.8 | 7.8 | 57.8 |
| Strongly Agree | 22 | 34.4 | 34.4 | 92.2 |

| | | | | |
|-------------------|----|-------|-------|-------|
| Strongly Disagree | 5 | 7.8 | 7.8 | 100.0 |
| Total | 64 | 100.0 | 100.0 | |

The last statement about “I feel that listening in English is a challenge for me” got an *agreement* response from the students for about 50%, 34.4% for *strong agreement*, followed by 7.8% for *disagreement* as well as *strong disagreement*. It means that most of the students agree that listening in English is challenging and it needs more attention from both the students and teacher so that the students can easily learn listening skills. In other words, it is necessary not only for the teacher who has to have an appropriate strategy in teaching listening but also the students have to use their best strategy to comprehend the text during listening skill.

4.1.1.3 DIRECT LISTENING STRATEGIES

Direct listening strategies are the strategies involving mental process and directly influencing the target language and indirect strategies are those supporting and managing language but not directly concerning the target language.

Table 22 Direct Listening Strategies Questionnaire

| No. | Statements | N | | Mean | Median | Mode | Minimum | Maximum |
|--------|---|-------|---------|--------|--------|------|---------|---------|
| | | Valid | Missing | | | | | |
| Direct | I focus on the meaning of every word to understand the whole text | 64 | 0 | 3.5938 | 4.0000 | 4.00 | 1.00 | 4.00 |
| Direct | Before listening, I think of simila | 64 | 0 | 3.3281 | 3.0000 | 4.00 | 1.00 | 4.00 |

| | | | | | | | | |
|--------|---|----|---|--------|--------|------|------|------|
| | texts that I may have listened to | | | | | | | |
| Direct | I use the words I understand to help me guess the meaning of the words I don't understand | 64 | 0 | 2.8125 | 3.0000 | 3.00 | 1.00 | 4.00 |
| Direct | I use the main idea of the text to help me guess the meaning of the words that I don't know | 64 | 0 | 3.4063 | 4.0000 | 4.00 | 1.00 | 4.00 |
| Direct | I use my knowledge and personal experience to help me understand the topic | 64 | 0 | 3.6875 | 4.0000 | 4.00 | 2.00 | 4.00 |
| Direct | As I listen, I compare what I understand with what I already know about the topic | 64 | 0 | 2.9375 | 3.0000 | 4.00 | 1.00 | 4.00 |
| Direct | While listening, I translate in my head | 64 | 0 | 3.5000 | 4.0000 | 4.00 | 1.00 | 4.00 |
| Direct | As I listen, I occasionally ask myself if I am satisfied with my level of comprehension | 64 | 0 | 3.3281 | 4.0000 | 4.00 | 1.00 | 4.00 |
| Direct | When I guess the meaning of a | 64 | 0 | 3.2969 | 3.0000 | 3.00 | 1.00 | 4.00 |

| | | | | | | | | |
|--------|---|----|---|--------|--------|------|------|------|
| | word, I think back to everything else that I have heard, to see if my guess makes sense | | | | | | | |
| Direct | I focus harder on the text when I have trouble understanding | 64 | 0 | 2.9375 | 3.0000 | 3.00 | 1.00 | 4.00 |

The data above is a direct listening strategy questionnaire data. Based on the data above, there are 10 questionnaires. The following are the results of the analysis of the results of the respondent's data in direct listening strategy research.

Table 23 Direct Listening Strategy Questionnaires

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | 2.81 | 1 | 10.0 | 10.0 | 10.0 |
| | 2.94 | 2 | 20.0 | 20.0 | 30.0 |
| | 3.30 | 1 | 10.0 | 10.0 | 40.0 |
| | 3.33 | 2 | 20.0 | 20.0 | 60.0 |
| | 3.41 | 1 | 10.0 | 10.0 | 70.0 |
| | 3.50 | 1 | 10.0 | 10.0 | 80.0 |
| | 3.59 | 1 | 10.0 | 10.0 | 90.0 |
| | 3.69 | 1 | 10.0 | 10.0 | 100.0 |
| Total | | 10 | 100.0 | 100.0 | |

Based on the data above is the result calculation of the frequency analysis of the direct listening strategy data. In the data above, the results are 10 lists of questionnaires that have been answered by 64 respondents. The results state that the direct listening strategy that has the highest results is the data with mean 3.69 which contains "I use my knowledge and personal experience to help me understand the topic". These results have the highest

percentage of frequency which indicates that the strategy is the strategy most relevant to the respondent. Based on the results of the data above, it can also be seen that the strategy that has the smallest frequency is 2.81 is the “I use the words I understand to help me guess the meaning of the words I don't understand strategy”.

4.1.1.4 INDIRECT LISTENING STRATEGY

| Statements | N | | Mean | Median | Mode | Minimum | Maximum |
|--|-------|---------|--------|--------|------|---------|---------|
| | Valid | Missing | | | | | |
| I try to picture the setting of the conversation to understand what the speakers are talking about | 64 | 0 | 3.1250 | 3.0000 | 3.00 | 1.00 | 4.00 |
| Before I start to listen, I have a plan in my head for how I am going to listen | 64 | 0 | 3.3906 | 4.0000 | 4.00 | 1.00 | 4.00 |
| As I listen, I adjust my interpretation if I realize that it is not correct | 64 | 0 | 3.3125 | 3.0000 | 4.00 | 1.00 | 4.00 |
| While listening, I try to relax | 64 | 0 | 3.5781 | 4.0000 | 4.00 | 1.00 | 4.00 |

| | | | | | | | |
|--|----|---|--------|--------|------|------|------|
| I try not to feel nervous as I listen to English | 64 | 0 | 3.0781 | 3.0000 | 3.00 | 1.00 | 4.00 |
| As I listen, I have a goal in my head | 64 | 0 | 3.3125 | 3.0000 | 3.00 | 2.00 | 4.00 |
| When I don't understand something, I try not to worry so much about it | 64 | 0 | 2.9375 | 3.0000 | 3.00 | 1.00 | 4.00 |
| I always try to enjoy listening | 64 | 0 | 3.2500 | 4.0000 | 4.00 | 1.00 | 4.00 |
| After listening, I think back to how I listened, and about what I might do differently next time | 64 | 0 | 3.2656 | 3.0000 | 4.00 | 1.00 | 4.00 |
| I feel that listening in English is a challenge for me | 64 | 0 | 3.1094 | 3.0000 | 3.00 | 1.00 | 4.00 |

The data above is indirect listening strategy questionnaire data. Based on the data above, there are 10 questionnaires. The following are the results of the analysis of the results of the respondent's data in indirect listening strategy research.

Table 24 **Indirect Listening Strategy Questionnaire**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|--|-----------|---------|---------------|--------------------|

| | | | | | |
|-------|------|----|-------|-------|-------|
| Valid | 2.94 | 1 | 10.0 | 10.0 | 10.0 |
| | 3.08 | 1 | 10.0 | 10.0 | 20.0 |
| | 3.11 | 1 | 10.0 | 10.0 | 30.0 |
| | 3.13 | 1 | 10.0 | 10.0 | 40.0 |
| | 3.25 | 1 | 10.0 | 10.0 | 50.0 |
| | 3.27 | 1 | 10.0 | 10.0 | 60.0 |
| | 3.31 | 2 | 20.0 | 20.0 | 80.0 |
| | 3.39 | 1 | 10.0 | 10.0 | 90.0 |
| | 3.58 | 1 | 10.0 | 10.0 | 100.0 |
| Total | | 10 | 100.0 | 100.0 | |

Based on the data above is the result calculation of the frequency analysis of the indirect listening strategy data. In the data above, the results are 10 lists of questionnaires that have been answered by 64 respondents. The results state that the indirect listening strategy that has the highest results is the data with mean 3.58 which contains “While listening, I try to relax”. These results have the highest percentage of frequency which indicates that the strategy is the strategy most relevant to the respondent. Based on the results of the data above, it can also be seen that the strategy that has the smallest frequency is 2.94 is the “When I don't understand something, I try not to worry so much about it”.

The data based on the result of the direct and indirect listening strategies, the following result are obtained namely

| | | DIRECT QUISIONER | INDIRECT QUISIONER |
|----------------|---------|---------------------|-----------------------|
| N | Valid | 10 | 10 |
| | Missing | 0 | 0 |
| Mean | | 3.2828 | 3.2359 |
| Median | | 3.3281 | 3.2578 |
| Mode | | 2.94 ^a | 3.31 |
| Std. Deviation | | .29568 | .18139 |

| | | | |
|-------------|----|--------|--------|
| Minimum | | 2.81 | 2.94 |
| Maximum | | 3.69 | 3.58 |
| Sum | | 32.83 | 32.36 |
| Percentiles | 25 | 2.9375 | 3.1016 |
| | 50 | 3.3281 | 3.2578 |
| | 75 | 3.5234 | 3.3320 |

Based on the table above, it can be concluded that the listening strategy that UNIKA's students are the most interested in is direct listening strategy. This shows that the strategy used is direct listening strategy that has a mean of 3.28 and the indirect listening strategy has a mean result of 3.24. The two results between the direct listening strategy and indirect listening strategy have not too much difference, so it can be concluded that the two strategies are usually implemented.

It is clearly stated that the students gave a positive perspective toward listening strategies. They believed that listening strategies can help them in understanding the text during listening and also answering the listening test correctly. It can be seen from the students' responses when they used listening strategies during the listening process. Listening strategies not only encourage their learning motivation but also help them to understand and master the listening skill.

4.2 DISCUSSION

In this case, the researcher would like to explain the result of research findings that have been analyzed by using statistical data analysis in order to answer the research problems. According to the result of SPSS analysis, the researcher took and calculated the students' score about listening skill. Furthermore, the table of summary showed that the average of the use of listening strategies was 3.259375 in which it was in the good level with the range of level 1-4. It means that most of the students use the listening strategies during listening

and they believe that it is very helpful. In short, by having listening strategies, the students get motivation in listening and also improve their listening skill.

As a matter of fact, based on the students' perspective from their response to the questionnaire, the researcher found that all of the strategies got a positive response from the students. It means that they use strategies in listening even though each student has different strategies in comprehending the text during listening. Listening strategies did not only help students in learning English listening skills, but it also helped the teacher in explaining and delivering the material. By listening strategies, the teaching and learning process could be run well so that the students got what they have already learnt and reached their goal in the listening classroom.

Moreover, from distributing the questionnaire, the researcher found that the listening strategies used were cognitive strategies, metacognitive strategies, and also affective strategies which belong to strategies used during listening. Besides that the result also showed that the common strategy used was metacognitive strategies, followed by cognitive strategies, and ended by affective strategies. It can be seen from the result that most of the students use a plan before listening like think about their prior knowledge to comprehend the text, then organize what they have to do during listening and also evaluate as well as control after they are listening to the audio to make sure that what they have heard is correct in order to set their goal in another listening time. In addition, the students rely on an awareness of what they are doing since learners cannot manipulate their behavior to achieve the desired result without awareness.

It is also supported by the previous studies which were done by Osa-Omoregie & Musa (2017) who pointed out that metacognitive strategies were commonly used among the six listening strategies, followed by cognitive strategy. Then compensation, social, memory, and the last strategy used are

effective. Similarly, Namaziandost et al. (2019), the most common strategy used in listening was a meta-cognitive strategy. In this case, the students can use organizing, planning, and evaluation to control their learning. Moreover, those also can be applied to arrange and plan the learning process overall. It means that organizing and planning help the students get the maximum benefit from their energy and effort.

In conclusion, the students in the listening classroom have their own listening strategies in comprehending the text during listening. It can be cognitive strategies, metacognitive strategies, affective strategies and other strategies. Those strategies are believed to not only improve their listening skill but also encourage their motivation in learning. However, in this study the students prefer to use metacognitive strategies during listening since it covers the whole listening process from the beginning to the end like planning, organizing, evaluating and also controlling them during listening. Nonetheless, the students have to have at least one strategy in listening in order to help them understand the material in listening and also minimize their nervousness or anxiety during listening that makes them not focus and get the bad score in listening skill.