

**A STUDY ON STUDENTS' DIRECT LISTENING STRATEGIES IN
COMPREHENDING A PASSAGE AT THE SECOND GRADE STUDENTS
OF SMAN OLAHRAGA RIAU**

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***Abstrak:** Tujuan dari penelitian ini adalah untuk mengidentifikasi direct strategy siswa dalam memahami sebuah ide di kelas dua SMAN Olahraga Riau. Desain penelitian ini adalah survey pendapat dan kebiasaan. Sample dari penelitian ini berjumlah 50 siswa dari kelas dua SMAN Olahraga Riau. Instrumen yang digunakan dalam penelitian ini adalah angket. Desain angket yang digunakan adalah direct strategy siswa. Angket dianalisa dengan menggunakan rumus deskriptif statistik dan Likert Scale. Hasil dari analisa mengenai strategi mengingat menunjukkan nilai rata-rata siswa adalah 3.99 dengan level sedang. Strategi Pengetahuan menunjukkan nilai rata-rata siswa 3.74 dengan level sedag. Sedangkan strategi pergantian menunjukkan nilai rata-rata siswa adalah 3.86 dalam level sedang. Kesimpulannya, siswa lebih tertarik menggunakan strategi mengingat dalam memahami sebuah ide di kelas dua siswa SMAN Olahraga Riau.*

Kata kunci : Direct Strategy, Pemahaman, dan Ide

***Abstract:** The purpose of this research was to identify the students' direct listening strategies in comprehending a passage at the second grade students of SMAN Olahraga Riau. The design of this research was survey attitudes and practices. Sample of the research was 50 students at the second grade students of SMAN Olahraga Riau. The instrument that was used was questionnaire. The questionnaire was design the students' direct listening. The questionnaire was analyzed by using descriptive statistics and Likert scale. The result of analyzing data in terms of memory strategy, the students' mean score was 3.99 in moderate level. In terms of cognitive strategy, the students' mean score was 3.74 in moderate level, while in terms of compensation strategy, the students had mean score 3.86 in moderate level. In conclusion, the students were interested using memory strategy as the main direct strategy in comprehending a passage at the second grade students of SMAN Olahraga Riau.*

Keywords : Direct Listening Strategy, Comprehension, and Passage

INTRODUCTION

Listening skill is one of the important English competency that can prove students to acquaint with English in term of global meaning particularly that is considered as a foreign language. Even it becomes the main part of several components that determine people's accomplishment in gaining their goal associating with their study. It is absolutely correct that listening mastery will contribute the student's objective. Based on Rebecca (1995: 1) learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self confidence. It means that students can be said to be active in the learning process if they have the appropriate learning strategies, and if it has been

reached then increased ability and confidence will be more prominent.

In SMAN Olahraga Riau, listening constitutes one of the competency standard in English lesson. Pertaining to the syllabus of English lesson in SMAN Olahraga Riau, students are able to identify the main idea of a short text, and students must identify certain information from the short text. Referred to the demanded those at the SMAN Olahraga Riau relates to listening competency, it is important to identify how strategy their employ. It is true that their successful in applying it will induce that of their listening. Strategy of listening is one of the aspects that will influence the achievement of learning listening. Using good strategy will help the students to be good in listening. Amri (2012) states that language learners need to use listening strategies to help them develop their listening skills in the target language. It is the role of the teacher to provide them with varieties of listening tasks and texts and guide them through these tasks to help

them discover the most effective strategies for them as individuals. According Bacon (1992) the strategy used in listening has to see the students own cognitive styles. It means that cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization.

Supported by the Bacon statement about cognitive strategy, Oxford (1990:14) states that cognitive strategy is one of the parts of direct strategy. Direct strategy is new strategy language is like the performer in a stage play, working with the language itself in a variety of specific tasks and situations. The direct strategy is composed of memory strategy for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and the last compensation strategies for using the language knowledge gaps. So based on the explanation above, the researcher

was interested to conduct a research pertaining to the listening strategy with the title “A Study on Students’ Direct Listening Strategies in Comprehending a Passage at the Second Grade Students of SMAN Olahraga Riau”.

METHODOLOGY

In doing this research, the researcher conducted survey design research. According to Creswell (2005:354) explains that survey design research is procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics of population. The purpose of survey designs are as a program evaluation in this research. This research was a study type to application the methodology.

There are two types of survey design; cross-sectional design (the researcher collect data at one point in time) and longitudinal design (the researcher collect at overtime). From two type of survey design, this research uses a cross-sectional design.

Based on Creswell (2005:356) states that a cross-sectional design has the advantage of measuring current attitudes of practices. It also provides information in a short amount of the time, such as the time required for administering the survey and collecting information. Beside that, Creswell (2005: 355) also explains that a cross-sectional design consist of particularly type that match to this research was related to the attitudes and opinions. Attitudes and opinions are ways in which individuals think about issues, whereas practices are their actual behaviors. Attitudes and opinions is the survey that purpose of the study was to relate the personal attitudes. In this research, the performance of the students' listening strategies in comprehending a passage at the second year of SMAN Olahrga Riau.

SETTING

The research was conducted at the Second year Students of SMAN Olahraga Riau academic Year 2013/2014. The data held on May 2014.

INSTRUMENTATION

The instrument of this research was questionnaire. The questionnaire contains some question for the responding dealing with the students listening strategies in comprehending a passage. The questionnare based on the indicator of limitation concept learning strategies. It contains 15 questions dealing with the students' listening direct strategies.

FINDINGS

1. The Reliability of Questionnaires

The tryout of questionnaire was done to see the feasibility of instrument that was given to sample. The tryout of instrument was given to the students of XI IPS in which they were 20 students. Next, the researcher explained the result of the try out specifically. Based on the result of try out, the researcher calculated the reliability of each items. Here, the researcher was used Cronbach Alpha to calculate the reliability of the

instruments. Based on the result of calculating the instrument by Using SPSS version 16.00, the value of Cronbach Alpha was

2. The Data Presentation of the Students' Direct Strategy Used

The data of the students' direct strategy used in comprehending a passage was presented in each

0.437. it was higher than the significant 0.05. So it concluded the instrument was reliable and used as instrument in this research.

indicator used. They can be seen in the following table:

Table	Strategies	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
T. 4.1	Memory Strategies	16	32%	23	46%	7	14%	2	4%	2	4%
T. 4.2		11	22%	27	54%	10	20%	1	2%	1	2%
T. 4.3		8	16%	29	58%	10	20%	1	2%	2	4%
T. 4.4		25	50%	20	40%	3	6%	2	4%	-	-
T. 4.5		13	26%	24	48%	8	16%	5	10%	-	-
	Total	73	146%	123	246%	38	76%	11	22%	5	10%
T. 4.6	Cognitive Strategies	20	40%	28	56%	2	4%	-	-	-	-
T. 4.7		11	22%	20	40%	15	30%	4	8%	-	-
T. 4.8		13	26%	20	40%	12	24%	5	10%	-	-
T. 4.9		7	14%	14	28%	20	40%	5	10%	4	8%
T. 4.10		7	14%	19	38%	17	34%	7	14%	-	-
	Total	58	116%	101	202%	66	132%	21	42%	4	8%
T. 4.11	Compansati on Strategies	13	26%	21	42%	12	24%	2	4%	-	-
T. 4.12		15	30%	22	44%	9	18%	4	8%	-	-
T. 4.13		15	30%	20	40%	8	16%	5	10%	2	4%
T. 4.14		13	26%	17	34%	12	24%	6	12%	2	4%
T. 4.15		16	32%	22	44%	9	18%	2	4%	1	2%
	Total	72	144%	102	204%	50	100%	19	38%	5	10%
	Σ	203	406%	326	652%	154	308.00%	19	102.00%	14	10.00%
	Average	13.53	27.07%	21.73	43.47%	10.27	20.53%	1.27	6.80%	0.93	1.87 %

DISCUSSION

The data from the questionnaires were compiled and analyzed for common themes and patterns. To get a sense of the attitudinal nature of the comments, they were classified as positive, negative, or neutral. Some participants had comments that had both positive and negative components so these were counted separately and classified accordingly. The positive comments came from strongly agree and agree, while negative comments came from disagree and strongly disagree. Here researcher got the students gave positive comments 70.54%. it was gotten from calculation of strongly agree and agree. The students gave neutral comments 20.53%, and the last students gave negative comments 8.67% it got from the percentage of disagree and strongly disagree.

In terms of memory strategy, the researcher identified that the students would prefer to use memory strategy. It proved of the result of students' answer in filling the questionnaires with the mean response 3.99. It means that the students always

use memory strategy in comprehending the passage in listening. Here, memory strategies are as simple principles like laying things out in order, making association, and reviewing. These principles are employed when students face challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many students make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch. It supported by Samida (2002) that the use of memory strategies are most frequently applied in the beginning process of language learning. As the students learners advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use ceases, but the awareness of its use becomes less.

In terms of cognitive strategy, the students always use their knowledge and personal experience to help them understand the topic. It supported by students' mean score was 3.74. Before starting to listen, students

have a plan in their head for how they are going to listen, it can be seen from the students' answer on questionnaires and the last the students seldom translate the passage directly, it proved from the lowest score among of questionnaires. It showed that the knowledge in students lives as the important aspect in this strategy, if the students always hear and read something from the environment, these will be helped them to understand about something. It supported by Sarah (2008) cognitive strategy style refers to information processed in a preferred way according to the learner's habitual style or characteristics. Some individuals may prefer learning the target language aurally by using cassettes or videotapes, while others may have visual preferences such as reading books or using graphics.

In terms of compensation strategy, the students always guess the meaning of a word, they think back to everything else that they have heard, to see if their guess makes sense. It can be seen from the students' mean score

was 3.86. Here the students tries to get new information that exactly the do not know about that. In compensation strategy the students can guess the meaning that unfamiliar for students. Students use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. When students do not know new words and expressions, they guess the meaning. A learner brings own life experience to interpret data by guessing. Ibtisam (2009) states that compensation strategies can help the listeners overcome knowledge limitations when they do not hear something clearly or they cannot catch all the words. They can make use of some 'clues' to help them guess the meaning of certain words or pieces of information. Therefore, Oxford (1990) considers these strategies as the tools for 'guessing intelligently' because listeners do not need to hear every word as

long as they can guess 'systematically' through using clues.

CONCLUSION

Direct strategy has been successfully answered that students' response toward students' direct strategy used in comprehending a passage at the second year of SMAN Olahraga Riau was moderate with mean 3.88. And the most of students at the second year of SMAN Olahraga Riau use Memory Strategy as a favorite strategy in comprehending listening passage with mean score 3.99.

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