

The Difference of Learning Strategies in Listening Skill Employed by Thailand and Indonesian EFL University Students

Sofi Yunianti

sofiyunianti88@gmail.com

Muhammadiyah University of Surabaya

ABSTRACT

Listening is pivotal in understanding communication because it requires other language element's competency. As listening needs a set of complex skill, the learners must have learning strategies to boost their proficiency. This research therefore aims to identify the difference in the use of strategies in learning listening skill between Thailand and Indonesian EFL university students. The data were collected from fourth semester students in the form of opinions. The data were analyzed by questionnaire of two strategies in learning listening skill. The result showed that there is significant difference in the use of strategies of Thailand and Indonesian EFL university students, including cognitive strategies listening strategy. They are comprehension processes, storing and memory processes and using and retrieval processes. Metacognitive listening strategy. They are planning, monitoring and evaluating. The Indonesian EFL university students mostly use cognitive listening strategies while Thailand EFL university students mostly use metacognitive listening strategies.

Keywords: *Listening strategies, listening skill, EFL students*

INTRODUCTION

Listening is one of language skill and categorized as receptive skill. Listeners will interpret what they heard from auditory and visual clues in order to know the speaker's intension and expression. Therefore, listening is an active process (Thompson and Rubin, 1996). Furthermore, Listening is an essential skill in English Foreign Language Learning. It is because listening is the main part for developing other skill. Listening is a main skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language (Scarcella and Oxford, 1992). Everyone receives input through listening and responds in orally or in writing. Therefore, listening skill is a basic skill in first language acquisition and is crucial in English as Second/Foreign Language (ESL/EFL) learning. Furthermore, Listening has become an important part of many Second/Foreign Language (ESL/EFL) learning, as both it is a means to access various sources of knowledge and it is a criterion to determine whether an EFL learner is a competent language performance or not.

Despite its importance, listening is not an easy skill to master, especially listening in ESL or EFL contexts. It means that EFL university students may have difficulty in listening because it acquired the other skill. The other skill is the ability of speaking. By using speaking skill listening, the listeners will keep the information in memory and produce it in speaking for communication. Listening also produce information in their long term memory and make their own interpretations of the spoken passages (Young, 1997). In other words, listeners need to be active processors of information and listening processes need to consider of spoken discourse. In spoken discourse is very different from written discourse because spoken discourse is instantaneous, the listeners must process it online and may not listen to it again Richards (2008). To be acquired in listening is not easy because it requires listeners to make meaning from the oral input by drawing upon their background knowledge of the world and of the second language (Young, 1997).

As a result, the students need listening strategies for comprehending listening skill. O'Malley and Chamot (1990) believes that learning strategies are the thoughts and actions that individuals use to accomplish a learning goal. Furthermore, learning strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening (Richards, 2008). It means that process of listening is pivotal for improving listening skill. However, this process is more complex for second language learners who have limited memory capacity of the target language (Richards, 1983) thus requiring them to utilize various listening strategies. These strategies which have been developed based on Buck (2001) learning strategies were categorized as cognitive and metacognitive. In cognitive consists of comprehension processes, storing and

memory processes and using and retrieval processes. Whereas, in metacognitive strategy consists of planning, monitoring and evaluating.

Comprehending listening strategies is the most important for comprehending the students' listening ability. The study undertaken aimed to answer the following research questions whether: 1) the listening strategies that are used by Thailand and Indonesian EFL university students and 2) the different of listening strategies that are used by Thailand and Indonesian EFL university students.

METHOD

This qualitative study sought to investigate students' learning strategies and the different of listening strategies between Thailand and Indonesian EFL university students. The questionnaire dealt with the two categories of listening strategies. They are cognitive and metacognitive category. The questionnaire gain information about students' listening strategies. The subject were required to complete an 18 item questionnaire of two categories listening strategy. The questionnaire used Likert-type scale items (5=always; 1=never). As this study used Likert-type scale. It means that there number 1 until 5 which are representing, as follow; 5' represents 'almost always'. 4 represents 'often,' 3 represents "sometimes", 2 represents 'seldom', 1 represents 'never'.

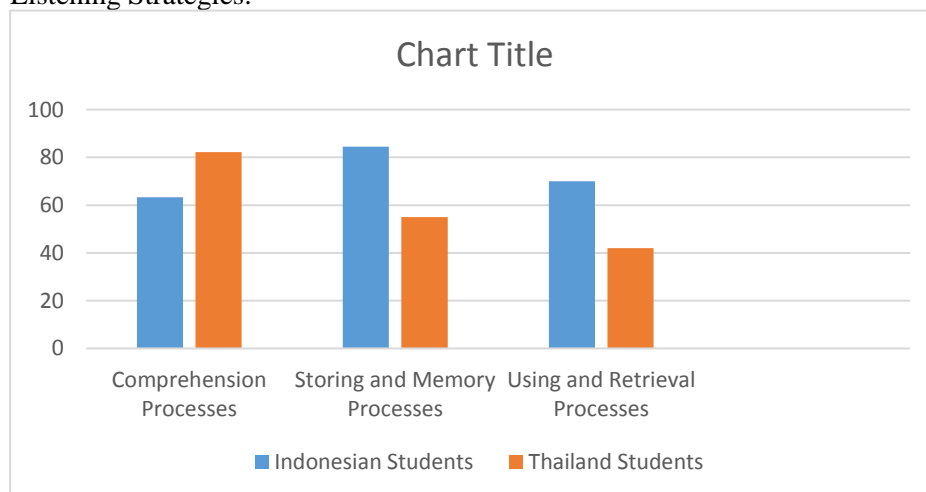
The target population of this study is the fourth semester students. They are the students who attended listening III lesson in the Muhammadiyah University of Surabaya. The target population is the fourth students. The consideration for taking listening III is the last lesson for listening. It means that the students have already had specific listening strategies. It is different from students who take listening I, they are still have adjustment for deciding listening strategies. It means that they have not had steady and specific listening strategies yet. Furthermore, the students who have listening II is also in improving and developing their listening strategies. Therefore, this study is only concentrate on students in the fourth semester who take listening III lesson.

The total number of the students who voluntarily participated in this study, is 30. The total number of Indonesian students is 27. Whereas, Thailand students is 3. Therefore, this study have limitation that is related to sample size. It is because the comparison between Indonesian and Thailand students in fourth semester is not balance. Considering two groups which are compared, stratified random sampling is appropriate for this study. Sampling frame is divided into sub-sections comprising groups that are relatively homogeneous with respect to one or more characteristics and a random sample from each stratum is selected (Creswell, 2003). As the Thailand Students number is limited, this study decided for taking all of the Thailand Students in fourth semester as sample. Whereas, The Indonesian students number is 27. Then, by using formulation. The formulation is $(P:N) \times n$. The total number of Indonesian students divide with the population. Then, multiply the estimate sample. The total sample for Indonesian Students is 6. After finding number of sample, analyzing the percentage of learning strategies that is used by the Indonesian and Thailand Students.

FINDING AND INTREPRETATION

The results of the study show the use of listening strategies Indonesian and Thailand students. The cognitive listening strategies consist of three categories. They are comprehension processes, storing and memory processes and using and retrieval processes. The percentage of the strategies show in graphic 1 and 2.

Graphic 1 Thailand and Indonesian EFL University Students Percentage of Cognitive Categories Listening Strategies.



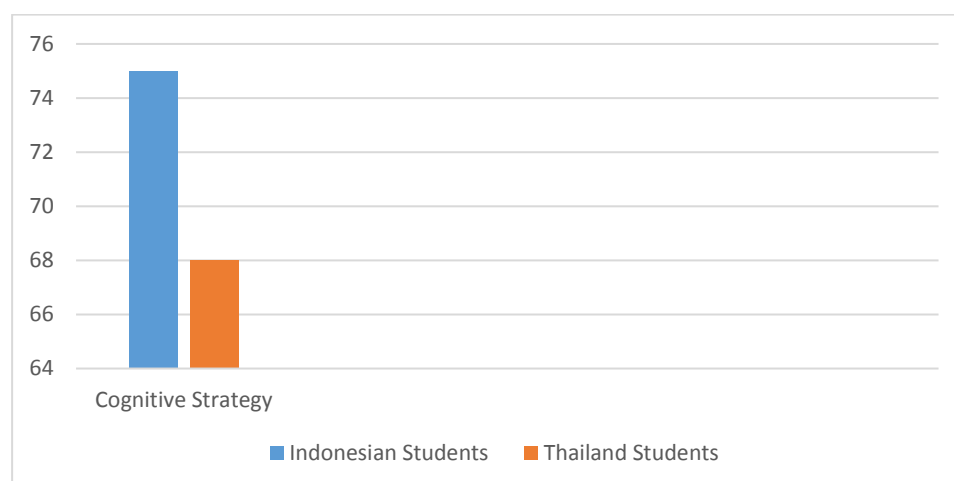
Based on the graphic 1 that is displayed above, Thailand EFL University Students used Comprehension Processes 82,2 % and Indonesian EFL University Students percentage is 63,3 %. The storing and memory processes percentage for Indonesian EFL University students is 84,4 %. Whereas, Thailand EFL University Students is 55%. The last categories for cognitive listening strategies is using and retrieval processes. The Thailand EFL University students percentage is 42 %. However, Indonesian EFL University students is 70%.

As the percentage of cognitive categories listening strategies that is discussed above, it represents the Thailand EFL University students tend to use comprehension processes. It means that the Thailand EFL University students have strategy for associating the processing of linguistic and non linguistic input. They do it by repeating in their mind the key point of listening. They also try to translate the new word one by one or in general.

The second categories is Storing and memory processes. Indonesian EFL University students achieve 84,4 % and Thailand EFL University students is 55%. As Indonesian EFL University students is higher. It can be concluded that Indonesia EFL university students easily recognize the main idea or key point in listening. They remember it in long term memory by relating the information that they already know with the situation.

The last categories is using and retrieval processes. This category Indonesian EFL University students achieve higher than Thailand Students. Indonesian EFL University students achieve 42% and Indonesian EFL University students achieve 70%. It determine that Indonesian EFL University students have more capability to be ready up for output. It can be illustrated in the way how Indonesian EFL University students represents what they listen in form of written or orally.

Graphic 2 Thailand and Indonesian EFL University Students Percentage of the Cognitive Listening Strategies.

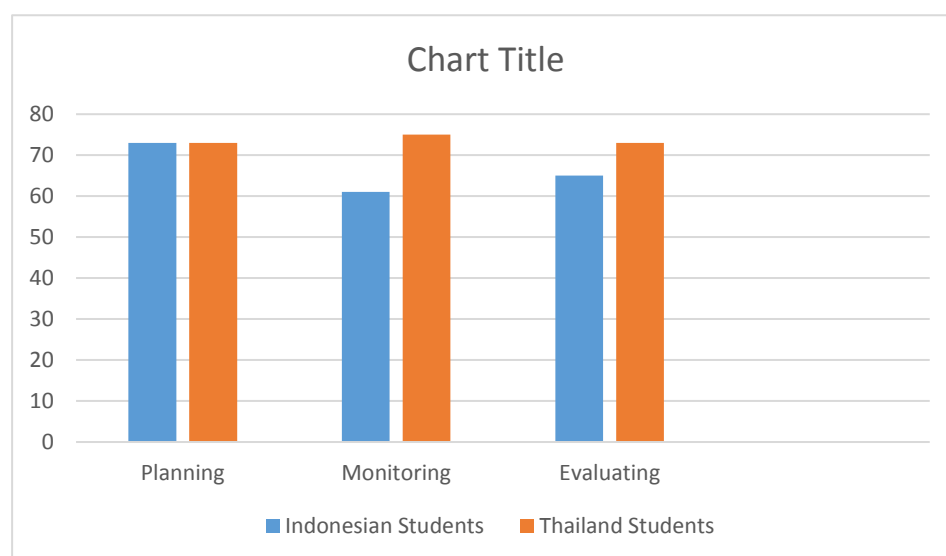


Based on the Graphic 2 that is displayed above, Indonesian EFL University students is higher than Thailand Students EFL University students. Indonesian EFL University students percentage is 75 %. Whereas, Thailand EFL University students is 68 %. It means that Indonesian EFL University students tends to use cognitive listening strategies.

The graphic illustrated that Indonesian EFL University students prefer to choose cognitive strategy. It means that Indonesian EFL University students prefer to have mental activities related to comprehending and storing input in long term memory. They try to catch the listening passage information by relating it to the how they remembering the word. The word is already store in their mind and they catch the meaning by translating it in their mind. Futhermore, they also do not have difficulty in preparing the output about what they listen. The output can be wriiten or spoken discourse. Especially in spoken discourse, they can easily tell the key point of listening.

The results of the study show above, is the use of cognitive listening strategies Indonesian and Thailand students. Then, this study discuss about the metacognitive listening strategy. The metacognitive listening strategies consist of three categories. They are comprehension planning, monitoring and evaluating. The percentage of the strategies show in graphic 3 and 4.

Graphic 3. Thailand and Indonesian EFL University Students Percentage of Metacognitive Categories Listening Strategies.



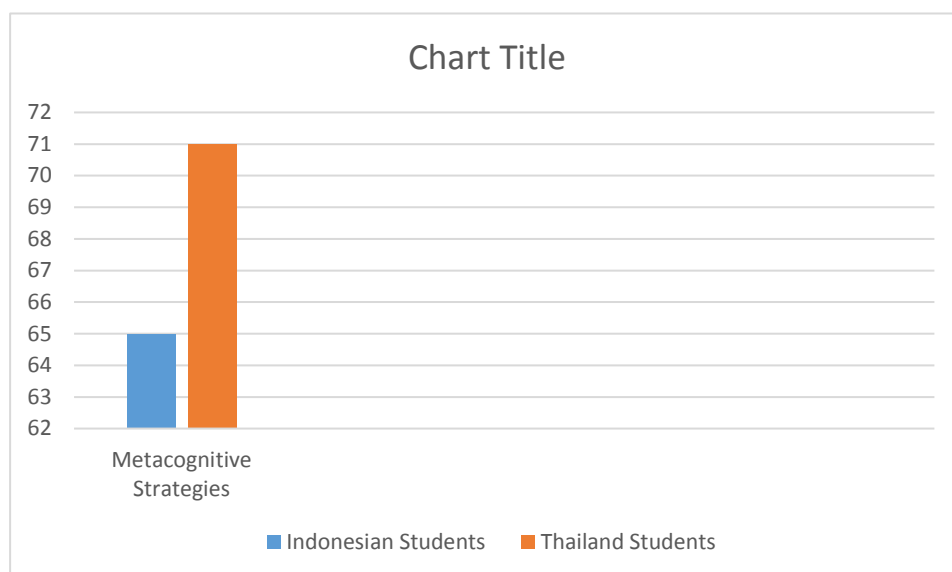
Graphic 3 display about Thailand and Indonesian EFL University Students Percentage of Metacognitive Categories Listening Strategies. The first metacognitive categories is planning. Indonesian EFL University Students percentage is 73%. Meanwhile, Thailand EFL University Students percentage is also 73 %. The second categories is monitoring. The Indonesian EFL University Students percentage is 61% and Thailand EFL University Students percentage is 75%. The last categories is evaluating. The percentage score for Indonesian EFL University Students is 65% and Thailand EFL University Students is 73%.

Based on the percentage score above, the Indonesian and Thailand EFL University Students appearance to be similar in planning category. It indicates that Indonesian and Thailand Students have the same way for determining learning objectives and deciding the means by which ways, the objectives can be achieved. In planning metacognitive strategy. Students have general listening development. It means that they can determine ways to achieve the lesson objective. They also have plan both in short-term and long-term plan. Therefore, they also seek opportunities for listening practice whether in class or outside the class. In planning categories, both of Indonesian and Thailand EFL University Students have the same degree. As planning is the first step. It means that the have similar plan in searching the way how to improve the listening ability.

The second categories is monitoring. In monitoring, Thailand EFL University Students achieve higher percentage. It indicates that Thailand students have higher degree of monitoring listening strategies than Indonesian EFL University Students. This strategy is for checking on the progress in the course of learning or carrying out a learning task. This process investigates how is the students eager for checking their progress in achieving their goal. They usually determine how close their goal by checking and seeing if the same mistakes are still being made. The students try to identify the difficulty and their weakness for achieving their goal. It can be concluded that Thailand EFL University Students more conscious of monitoring their goal whether it has been achieved yet or not.

The last categories is evaluating, as it means it can be both in self-evaluating and self-testing. Indonesian EFL University Students percentage score is 65%. Whereas, Thailand EFL University Students percentage is 65 %. Based on Thailand EFL University Students achieve the higher score, it can represents that Thailand EFL University Students tend to use evaluating strategies more than Indonesian EFL University Students. They usually check the appropriateness and the accuracy of what has been understood. They also assess the effectiveness of their learning and practice strategy. They are more consciously for finding the appropriateness of their strategies in order to achieve their goal. The way for assessing is checking overall listening text that has been understood. They repeat the listening. Then, checking the understanding of key points. They also compare the understanding after and before listening. It means that Thailand students more consciously about the evaluating their listening strategies for determining whether their goal have been achieved or not.

Graphic 4 Thailand and Indonesian EFL University Students Percentage of the Metacognitive Listening Strategies.



Based on the Graphic 2 that is displayed above, Thailand EFL University students is higher than Indonesian Students EFL University students. Indonesian EFL University students percentage is 66 %. Whereas, Thailand EFL University students is 71 %. It means that Indonesian EFL University students tends to use cognitive listening strategies and Thailand EFL University students use metacognitive.

The graphic illustrated that Thailand EFL University Students percentage score for metacognitive listening strategy is higher than Indonesian EFL University Students. Based on the categories of metacognitive strategies; planning, monitoring and evaluating, they are consciously on assessing their knowledge. Then, making it related to the situation before engaging in a task. The two steps are planning listening strategies. The second step is monitoring the Thailand EFL University Students consider more in the effectiveness of achieving the goal. They more frequently check the progress and the appropriateness of the strategy. The last categories in metacognitive is evaluating. The Thailand EFL University Students achieving is higher than Indonesian EFL University Students. It means that the Thailand students determines the effectiveness and the weakness of their capability.

In the previously, discuss about the listening strategies that is used by Thailand and Indonesian EFL University Students. This study also find the difference of the listening strategies that is used by Thailand and Indonesian EFL University Students. The different display on the table as follow:

Table 1. the different of the listening strategies that is used by Thailand and Indonesian EFL University Students

Listening Strategies	Thailand Students	Indonesian Students	The different
Cognitive	75	68	7
Comprehension processes	82,2	63,3	18.9
Storing and Memory Processes	55	84,4	29.4
Using and retrieval process	42	70	28
Metacognitive	71	66	5
Planning	73	73	0
Monitoring	75	61	14
Evaluating	73	65	8

The table 1 display about the degree of different listening strategies. In cognitive listening strategy, the different is 7 %. Furthermore, the different for Comprehension processes is 18,9%. Whereas, the Storing and Memory Processes is 29,4%. The last cognitive listening strategies type, using and retrieval process degree of different, is 28%. Meanwhile, for metacognitive category degree of different is

5%. There is no difference for the type of planning metacognitive listening strategy. However, the degree of different in monitoring is 14% and evaluating is 8%. The different of percentage that is displayed above, illustrated that the significant different in cognitive listening strategy process. It is because the degree of mostly the different is more than 10 %. Furthermore, the highest is in storing and memory process and the lowest is in metacognitive listening strategy. The degree of different is only 5%. There is also similarity in planning strategy.

Based on the different of percentage that is displayed above, It can be concluded that the significant different is in cognitive listening strategy. It means that the Indonesian students more capable for having mental activities to comprehend and storing input in long term memory. They can understand the listening key points or main idea easily. Furthermore, they have strategies for memorizing in long term memory and giving output both in spoken and written. Whereas, Thailand EFL university students prior on the metacognitive strategies. It means that they have good strategies from monitoring to evaluating listening strategy. It can also be concluded that they have more eager to achieving the learning goal. It is because they have to be maintain their academic report because of scholarship. In addition, it is because they are the minority. This reason can be their weakness for expressing the listening output both in written and spoken.

CONCLUSION AND SUGGESTION

The presents study is aimed to find what strategies that is used by Thailand and Indonesian EFL university students and the different of listening strategies that is used by Thailand and Indonesian EFL university students. Having been presented previously, the result showed that there was significant different in listening strategies that is used by Thailand and Indonesian EFL University students. The Indonesian EFL university students tend to use cognitive strategy. Whereas, the Indonesian EFL university students tend to use metacognitive strategies.

The implication of the study is the lecturer should emphasize more in identifying the strategy. The lecturer should make the Thailand EFL university students consciously about the cognitive strategy and the Indonesian EFL university students consciously about metacognitive strategy. In addition, the lecturer know the reason why they prefer to use metacognitive strategy or cognitive (Holmes, 2013, hal. 12) strategy. Finally, additional research are recommended to be trained to make it related with the students score or the different culture.

ACKNOWLEDGEMENT

We give our gratitude to the students who participated in this study.

REFERENCES

- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Creswell, John W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 2nd Edition*. London: Sage
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Richards, Jack S. (2001). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.
- Richard, J. C. (1983). Listening comprehension: Approach, design, procedure. *TESOL Quarterly*, 17 (2), 219-240.
- Scarcella, R. & Oxford, R., (1992), *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle & Heinle.
- Thompson, I. & Rubin, J. 1996 Can Strategy Instruction Improve listening comprehension?. *Foreign Language Annals*, 29(3):331-342.
- Young, M. Y. C. (1997). A serial ordering of listening comprehension strategies used by advanced ESL learners in Hong Kong. *Asian Journal of English Language Teaching*, 1, 35-53.

ABOUT THE AUTHOR

Sofi Yuniarti, gained her undergraduate degree in Airlangga University and gained her graduated degree in English Language and Literature Teaching from Universitas Negeri Surabaya. She currently works in Muhammadiyah University of Surabaya.