Listening Strategies Employed by Students and Listening Tasks Assigned by Lecturers in Online Listening Classes

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Abstract

This research aims to investigate listening strategies employed by English students and listening tasks assigned by lecturers in online listening classes. This research was descriptive quantitative with the design was a survey. The sample of this research was 119 students of the fourth semester of the English Education study program of Bengkulu University. The listening strategies questionnaire developed by the previous study and the listening tasks questionnaire created by the researcher. To determine the category of listening strategies employed by the students, the researcher used the rating scheme strategy. The findings of the result have revealed that the students highly preferred to employ Socio-Affective strategies, followed by Metacognitive strategies, and the least was Cognitive strategies. The lecturers frequently assigned the students by giving summarizing task. The findings of the result also showed that the listening task assigned by lecturers was suitable for the need of students. It is concluded that most of the students were using strategies when they are doing listening and doing the listening task. But the Cognitive strategies were not too good employed by students. The lecturers frequently assigned the students by giving summarizing tasks, which referred to Cognitive strategies.

Keyword: *Listening Strategies, tasks, Online Listening Classes.*

Introduction

Listening is such an activity that automatically happens in daily life. Many people still assume that it is acquired automatically without much effort. There are four stages involve in process of listening, which are sensing, interpreting, evaluating, and responding (Rost, 2013). But, in the field of research, as stated by Kazemi and Kiamarsi (2017), listening is a long-neglect aspect of language learning not only in research but also in language learning classrooms.

In reality, even listening automatically happens in daily life, numerous learners expect that listening is one of the hardest skills in learning a language. Many students

face problems in listening especially for the learners who learn English as a foreign language. Kurita (2012) stated one of the reasons is students do not know how to learn listening effectively, most of the students are weakly prepared with helpful strategies and skills to enhance their listening comprehension.

Listening is not only a challenge for the students but also for the teachers or lecturers. Vandergrift & Goh (2012) claimed that the teachers might frequently give the learners a listening activity or task but rarely trained them in the listening approach or how to cope with their listening process while facing the spoken text. Teachers are testing the understanding of learners but rarely determine the task, it is suitable or not with the students' needs. However, the listening strategy and the tasks based on the listening strategies also need to be introduced to help the learners improve their listening ability.

Hanifah (2020) said many learners considered listening as the most challenging skill to be mastered. They found some difficulties such as accent, unfamiliar vocabulary, or length and speed of listening. Learners are rarely equipped with a strategy that can ease them to understand the listening input. Therefore, teachers or lecturers need to support the students in finding a suitable strategy use in teaching listening to help them to be better listeners. Besides, effective strategy use does not happen by itself. The strategies may seem to be abstract to students so that the role of the lecturers is very important. One of the important parts is related to the listening activities or tasks that are assigned by lecturers during the learning process.

In general, listening comprehension strategies have different taxonomies. For instance, Oxford (1990) divided listening strategies into direct (cognitive, memory, compensation) and indirect; meta-cognitive, affective dan social strategies. Rubin (1981) classified language learning strategies into two main categories (direct effect on learning and processes that directly influence learning) and subcategories (classification/verification, monitoring, etc). According to O'Malley & Chamot (1990), three major types of strategy are distinguished by following the information-processing model; cognitive strategies, Metacognitive strategies, and Socio-Affective strategies.

Nowadays, in Indonesia, almost all of the schools and universities are still closed and changed into online learning during the pandemic of Covid-19. Generally, Dhawan (2020) defines online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile

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phones, laptops, etc.) with internet access. There are many platforms used in online learning. For the teaching process, it can be used online platforms such as asynchronous (WhatsApp, and Google Classroom) or synchronous platforms such as Google Meet, Skype Zoom, etc. for the teaching listening process also can be used one of those online platforms.

Mostly, the research about the listening strategies was carried in face-to-face learning in the classroom. Zuhairi & Hidayanti (2016) and Hidayanti & Umamah (2019) conducted a study about the listening strategy used by Indonesian junior high school and non-English University students. They reported that the strategy was used at a medium level with social strategy at the least. Besides, Yulisa (2018) revealed that the strategy used by the students in senior high school, social-affective was the most perceive one with the Metacognitive as the least perceived level. Further, Bao (2017) reported that strategies taught by lecturers at non-English majors were at a medium level with meta-cognitive strategy as the highest.

At the university level, English students take listening subject. The listening subject is devided into three, they are listening for mini talk, listening for longer conversation, and listening for lecture. At the second year of education, they have already taken listening for mini talk and listening for longer conversation classes. By doing this research, it revealed what strategies they employed and what listening task assigned by lecturers in online listening classes. Therefore, the title of this research is "A Survey On Listening Strategies Employed by Students and Listening Tasks Assigned by Lecturers in Online Listening Classes at the English Education Study Program of Bengkulu University.

Research Methodology

This research was conducted by using a descriptive quantitative survey design. The quantitative survey design was used to answer all the research questions. The researcher selected a quantitative survey method because this method was particularly accurate to measure student listening strategies and listening tasks employed by English students in general. Morissan (2015) states that a descriptive survey is a research that explains or records a person's attitude condition to explain what is present.

Gay, Mills, and Airasian (2012) state survey research involves collecting data to test hypotheses or to answer questions about people's opinions on some topic or issue. This research aimed to investigate the application of English students' learning strategies and listening tasks at Bengkulu University, especially in the fourth semester of English Education study program.

A population is a group of people that are selected and used by researchers to be the research subjects because they will deliver generalized research results. According to Arikunto (2010) population is the entirety. The population of this research was the students from the fourth semester who have taken Listening for Longer Conversation classes at the English Education Study Program at Bengkulu University. The total population was 119 students from classes A, B, and C, where 42 students in class A, 39 students in class B, and 38 students in class C. The researcher took all of the students as the sample in this study with the total number was 119 students. . The sample in this research followed the theory from Sugiyono (2010), the samples hopefully represent 100% of the sample itself. The more samples approaching the population, the more chance of generalized errors becomes smaller.

The instrument that the researcher used were questionnaires in the online platform that used google form. One of the questionnaires used the theory from O'Malley & Chamot (1990) included cognitive strategies, meta-cognitive, and social affective and the others used the theory from Penny Ur and Brown books. One of the questionnaires was adapted from the previous study by Bao (2017). It consisted of 26 items. The second questionnaire about listening tasks was created by the researcher with a total number 1 items.

The data was calculated into table percentage and the mean score and used the formula as follows:

a. Mean

$$\bar{x} = \frac{\sum xi}{n}$$

Note:

X = mean

∑xi = total scores

n = number of items

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b. Percentage

$$P = \frac{F \times 100\%}{N}$$

Note:

P= Percentage

F= Frequency of the responses

N= number of respondents

The first research question was analyzed by using the mean formula and the second research question was analyzed by using percentage score. This formula is used to find out the mean score and percentages of each part of the questionnaires. This formula is used to find out the mean score and percentages of each part of the questionnaires. Then, the researcher determined the results, the strategy employed by students and listening tasks assigned by lecturer

To determine the use of listening strategies, the researcher used Oxford (1990) rating scheme.

Rating Scheme for Strategy Use

Mean	Category
1.0-2.4	Low
2.5-3.4	Moderate
3.5-5.0	High

Findings and Discussion

Findings

This research was carried out in online classes, so before we go to the results of listening strategies and listening task, it was important to know about the listening platforms used.

Table 1: Listening Flatforms

Platforms	Total Score	Overall Mean Score
Asynchronous	394	3.65
Synchronous	384	3.56
Mix Platforms	377	3.49

In the last part of the questionnaire, there are 3 statements about listening platforms employed in listening classes. The data showed that the lecturers frequently employed asynchronous platforms such as E-learning, Google Classroom, WAG in Listening for Longer Conversation classes. The mean score was 3.65 of 394 for asynchronous, 3.56 of 384 for synchronous, and 3.49 of 377 for mixed platforms.

Listening Strategies

Table 2: Listening Strategies Employed by Students

Strategies	Overall Mean Score	Category
Socio-Affective	3.72	High
Metacognitive	3.50	High
Cognitive	3.40	Moderate

Table 2 shows that listening strategies employed by students in online listening classes at the English study program at Bengkulu University were Socio-Affective strategies with a total mean score was 3.72 with the category high level. Then was followed by Metacognitive strategies with a total score of 3.50 with the category high level. Next, Cognitive as the least with a total mean score of 3.40 with the category moderate level. This level was categorized according to the rating scheme from Oxford (1990).

Based on the data raised from students' questionnaire results, the total mean score for all categories of listening strategies Socio-Affective strategies was 401.6, Metacognitive strategies was 378.3, and Cognitive strategies was 371.8. The mean score of listening strategies was 3.72 points for Socio-Affective, 3.50 for Metacognitive, and the last 3.40 for Cognitive.

The detailed result of the mean score of each category in listening strategies was presented below.

Table 3 : Frequency of Socio-Affective Listening Strategies

Socio-Affective	Mean
I choose the learning ways that I like to study outside the classroom, such as listening to music, watching English TV, listening to the podcasts. (19)	4.04

While listening, I consult classmates, and lecturers when I meet some difficult problems (20)	3.65
I'm not only question myself about the difficult point I can't understand and but also through question I design to get more information from the speakers (21)	3.64
I often communicate with teachers, classmates to share some common information with them and at the same time test learning effects of myself (22)	3.51
I often try to find one or several partners to learn together. (23)	3.76
Total Overall Mean Score	**3.72**

Table 3 shows the employed of the strategies from item number 19 to 23. There were 5 items in this part of the questionnaire. The total overall mean score was 3.72. The result showed that "I choose the learning ways that I like to study outside the classroom, such as listening to music, watching English TV, listening to the podcast" was highly employed by students. The mean score for this statement was 4.04. While the least perception statement of Metacognitive strategies was "I often communicate with teachers, classmates to share some common information with them and at the same time test learning effects of myself". The total mean score for this statement was 3.51.

Table 4: Frequency of Metacognitive Listening Strategies

Metacognitive	Mean
In the learning process. I pay attention to the accumulation of language knowledge, such as pronunciation, and intonation, liaison, loss of blasting, weakening, assimilation, stress, rising and falling tone to help improve listening ability.(1)	3.47
I often think about knowledge on the listening learning. for example. how many steps are listening process divided? What are the factors that influence the listening? (2)	3.51
To help improve my listening ability. I strive to do a lot of reading practice after class. (3)	3.64
I try to use English to communicate. The output of the language makes the information heard makes a deep impression in my mind. Namely,application of language can help language learning.4)	3.75

I often compare English language phenomena. such as the sentence structure, expression, etc. with bahasa in order to find out the similarities and difference to help myself understand English better. (5)	3.61
When listening to the English, I try to understand every word (6)	3.82
Not only do I have an overall listening plan, but I make a detailed arrangement to every day's and every week's listening plan and record the progress I make every time (7)	2.99
After class, I will review the listening materials in a planned way (8)	3.06
When listening to English, I'll skip the new words or difficult sentences and continue to listen (9)	3.45
In the process of listening, I pay attention to whether I have distraction from the listening material. If I do so,I will try to focus on the current task.10)	3.72
Total Overall Mean Score	**3.50**

Table 4 describes the employment of Metacognitive strategies in each item or statement of the questionnaire by the English students.. There are 10 items in this part of the questionnaire. Table 4 shows the employed of the strategies from item number 1 to 10. The total overall mean score was 3.50.

The result showed that "When listening to the English, I try to understand every word" was highly employed by students. The mean score for this statement was 3.82. While the least perception statement of Metacognitive strategies was "Not only do I have an overall listening plan, but I make a detailed arrangement to every day's and every week's listening plan and record the progress I make every time." The total mean score for this statement was 2.99.

Table 5: Frequency of Cognitive Listening Strategies

Cognitive	Mean
After class, I will classify and categorize the words, terminology, and concept I have learned. (11)	2.94
When listening, I try to remember the new English words through relating the pronunciation of Indonesian words. (12)	3.71
In the process of listening, when encountering new words. I'll use all possible ways to find clues to guess the general meaning. such as through the context clue. (13)	3.71
In the process of listening, I often make reasoning through discourse makers, such as but, because, therefore, however, etc. (14)	3.36

In the process of listening, I take notes while listening, I try to write down the important information. (15)	3.60
When listening, I prefer to translating the information I heard into bahasa in my mind. (16)	3.72
When listening, I know how to divide meaning groups and listen according to these groups. (17)	3.30
I often have access to the authentic and national English corpora through watching English movies, and sitcoms. (18)	3.14
Total Overall Mean Score	**3.40**

Table 5 describes the employment of Cognitive strategies in each statement from the questionnaire by the English students. There are 8 items in this part of the questionnaire. There are 8 items in this part of the questionnaire. The total overall mean score was 3.40.

The result showed that "When listening, I prefer to translating the information I heard into Bahasa in my mind" was highly employed by students. The mean score for this statement was 3.72. While the least perception statement of Metacognitive strategies was "After class., I will classify and categorize the words. terminology and concept I have learned". The total mean score for this statement was 2.94.

Listening Task

Table 6: Kinds of Listening Tasks

Options of Answers	Frequency per Option	Percentages per Option (%)
Summarizing	85	43.15
Paraphrasing/Translating	34	17.26
Problem-Solving	29	14.72
Interpretation	20	10.15
Note-Taking	29	14.72
Total	**197**	**100.00**

Table 6 displays the option of the question with the frequency and percentages in each option. The percentage aimed to find out the most dominant demanding option employed by students. Students can thick more than one option, therefore the total frequency was more than the total number of respondents.

The result showed that kinds of tasks or tasks were assigned by lecturers to the English students in online listening classes was summarizing as the most frequently

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employed with the total frequency of students' answers was 85 or 43.15%. While the interpretation of 20 or 10.15%, as the least. The total frequency of respondents' answers was 197.

Discussion

This research focuses on analyzing listening strategies employed by English students and listening tasks were assigned by lecturers in online listening classes at the English study program of Bengkulu University. The data have shown that the students mostly employed Socio-Affective strategies in listening, followed by Metacognitive strategies and Cognitive strategies as the least. Then, the listening tasks were assigned by lecturers based on sudent perception was summarizing as the most frequently employed in online listening classes.

The questionnaire result displayed that social-affective was the most preferred strategy employed by English students in online listening classes. This result is in line with the research conducted by Yulisa (2018) and Hidayanti and Ummah (2019), which revealed that students most frequently employed Socio-Affective strategies while listening. However, the previous study from Yulisa (2018) found that the Metacognitive strategy was in the lowest position employed. On the other hand, this present study has found that cognitive strategies were in the lowest position employed.

This result is contradictive with the previous studies from Bao (2017) and Zuhairi and Hidayanti (2016) that researched the same topic of listening strategies. The study revealed that the application of Socio-Affective strategy was in the lowest position. One of the factor influence is the differences of situations while doing the research, that is the previous study carry out on face to face classrooms, while this present research in online classroom meeting.

Generally, the findings of this study have shown that the two of the strategies are employed by English students in highly employed (Socio-Affective and Metacognitive strategies), while Cognitive strategies were employed in moderate. But it does not mean that the use of listening strategies were good in Listening Conversation Classes. The better listener proficiency, the more Metacognitive strategies he or she uses (Vandergrift, 1997), and when encountering more difficult texts, listeners tend to use bottom-up strategies (Vogely, 1995). Based on the rating scheme from Oxford (1990), in general, the employment of Metacognitive was in high

usage. Furthermore, the employment of Cognitive strategies should be good because this strategy is very important as it concerns the understanding, long conversation of the text in listening.

There are positive and negative sides from the least and the highest employed statement in each strategy that the researcher concluded. For instance, in Metacognitive strategies, the statement "Not only do I have an overall listening plan. but I make a detailed arrangement to every day's and every week's listening plan and record the progress I make every time". While the least statement in Cognitive strategies was "After class. I will classify and categorize the words. terminology and concept I have learned." Whereas its contradictive with the statement from Socio-Affective strategies "I choose the learning ways that I like to study outside the classroom, such as listening to music, watching English TV, listening to the podcast." It can be concluded that they frequently practice listening outside the classroom but not in a planned way, and rarely repeat the lessons that they learned before.

The statement of Cognitive strategies"When listening, I prefer to translate the information I heard into Bahasa in my mind" was highly employed by students. It showed that the students still focus to understand all the sentences that they heard even in longer conversations. So that, they spare more time while listening. This result also revealed that they still focused on the use of bottom-up strategies "word-for-word translation" in Cognitive. As stated by Liu (2008), less-proficiency listeners would use predominately bottom-up processing, listening for single words, and utilizing strategies randomly.

The least statement of Socio-Affective strategies "I often communicate with teachers, classmates to share some common information with them and at the same time test learning effects of myself" This statement still in category high employed by students. It means that they try to verify their understanding and it also points out that the level of anxiety and understanding still distracts the students especially in Listening for Longer Conversation Classes. According to O'Malley and Chamot (1990) Socio-Affective strategies are used to verify understanding or to lower anxiety.

Meanwhile, the result of the data that have been collected regarding the tasks assigned by lecturers to the students in online listening classes especially in Listening for Longer Conversation classes. But the data only limited to students' perception because the data from the lecturers cannot be access yet by the researcher. So that,

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the researcher cannot makesure the level match of the data from the students and lecturers' perception. Whereas, the finding result of students'perception revealed that the lecturers assign summarizing as the task in Online Listening for Longer Conversation Classes. This kind of task refers to Cognitive strategies. It was good for students, because the lecturers train the strategy to make them familiar with the strategy.

Therefore, It can be concluded that kind of task that assigned by lecturers is suitable with the need of students. As the result finding shows, so the lecturers help the students to deal with their problem in Cognitive strategies. The result also showed that there were also varieties of tasks even the use of that task was still in low frequency. The result provided evidence the need for tasks still being effective in promoting the listening ability even though some of the tasks are not significantly more effective than the others (Khoshima and Tasuj, 2014).

Conclusion and Suggestion

Conclusion

This study has revealed that students employed a Socio-Affective strategy the most, followed by Metacognitive, then the least was cognitive strategy online listening classes. The students have employed the listening strategies (Socio-Affective and Metacognitive) in high frequency, but the Cognitive strategy at moderate level. The findings of the result also showed that the listening task were assigned by lecturers was suitable with the need of students, while it reffered to the strategies employed by the students. The lecturers frequently assigned the students by giving summarizing task which referred to Cognitive strategies.

Suggestion

The result of this present research showed Cognitive strategies was at the moderate level employed by student. Whereas, the use of Cognitive strategies is very important. For the lecturers, Hopefully this findings of this research can be a guide to the lecturers to determine or to find out a suitable techniques in teaching bottom-up and too down strategies in listening. Lecturers hopefully give more tasks in order to improve students' ability in employing Cognitive strategies in online listening classes especially in Listening for Longer Conversation Classes.

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