

STUDENT'S LANGUAGE LEARNING STRATEGIES IN LISTENING

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Abstract

This research was aimed to describe language learning strategies in listening used by a third semester student of English Education Study Program who gets high achievement in listening English comprehension. This research was a qualitative research. The subject of this research was a successful language learner from a third semester student. This research was a case study which used observation and interview as the instruments of data collecting. The observation was done using direct and indirect observation and for the interview was done using semi structured interview that supported by a narrative analysis. The result of data analysis indicated that the student who categorized as a successful language learner in listening comprehension used the four framework of listening strategies by Goh and Kaur (2017) as the representative of language learning strategies in listening which proposed by O'Malley and Chamot (1990). Based on the result, the student who gets high achievement in listening English comprehension employed four strategies namely directed/selective attention strategies, planning and evaluation strategies, problem solving strategies and mental translation strategies. The findings revealed that the student who categorized as a successful language learner in this research was not achieving the goal of learning instantly

Keywords: *Language Learning Strategies, Listening Strategies, Listening Comprehension*

INTRODUCTION

Listening is the essential way of learning a foreign language. It gives the learner information from which to build up the knowledge necessary for using the language. Listening also being the early stage of language development in a person who is in the learning foreign language process. In line with this, Brown (2000, p.247) who acknowledges the importance of listening states that "listening is the major component in language learning and teaching because in the classroom students do more listening than speaking." It is a skill that the students acquire first before they learn the other skills. It means, listening itself also plays a key role in developing learners' foreign language communicative ability.

Listening skill can be integrated in a communicative competence framework that will allow learners to increase their overall communicative competence in the second language. For example in such an approach for listening, listeners have stimulus that consisted in hearing foreign language spoken words and they can response involved identifying and organizing those words into sentences. In fact,

Lynch and Mendelsohn (2002, p.194) states that one of the unique features of listening includes “the presence of a rich prosody (stress, intonation, rhythm, loudness and more), which is absent from the written language.” Additionally, knowledge of the lexicon or vocabulary is an essential part of listeners’ linguistic competence since it is the means to recognize the words that are heard within a whole piece of spoken discourse. Listeners’ awareness of those elements will provide them important clues that enable them to improve their communicative ability when listening. In this case, university students may find difficulties in mastering listening skill especially those who are the third semester of English Education Study Program.

The researcher has gained little information by asking around students who already had an experience in listening subject of English Education Study program academic year 2019/2020 and found signs of anxiety among the students. The students who have listening comprehension skill has more self-confidence that makes them able to reach high score achievement. They are already familiar with the oral communication produced in the listening material because they have some learning strategies in the past and now that makes them have no worries in learning foreign language.

Learning strategies are steps taken by students to enhance their own learning (Oxford, 1990). Strategies are especially important for EFL learners 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. O'Malley and Chamot (1990) divide learning strategies into two categories of strategies bringing their classification system to four (as cited in Macaro, 2001: p. 23), 1) cognitive strategies, 2.) metacognitive strategies, 3.) social strategies, 4.)affective strategies. Another way of classifying strategies is to describe them as Direct Strategies (memorizing, cognitive processing, compensation) and others as Indirect Strategies (metacognitive, social and affective).

In order to improve their listening ability, students have to understand their listening difficulties in comprehending spoken texts, and instruct effective listening strategies to solve their listening difficulties. From the information by asking around to the first year students in English Education Study Program Academic Year 2019/2020, the writer found that the students who are applying learning strategies in their listening classes have got more self confidence that makes them be an outstanding learner than those are who do not apply learning strategies. Those students who categorized as an outstanding learners have ability to gain the information from listening task. Besides, the writer also found a particular student who is recognized as an active and a good language learner not only by most of her peers but also by several lecturers in the first year of study because her achievement score in English listening comprehension is really excellent among the others. Every time the lecturer asks some questions regarding the materials, she almost answers all the questions correctly. Therefore, it is no wonder if this student has good record of her GPA. In the first year of her study, she got 4.0 score for her GPA record. From those information, it concludes that the student is very special than another learners to be the participant in this research. In this research the writer

use pseudonym and called this particular student as Miss F. Through all the information gained by the writer, it can be concluded that Miss F, indirectly categorized as a good listener of language communication proposed by Cole (2007, p. 132) as mentioned below :

1. show that they are listening by making sound prompts ('Uhh', 'I see', 'Yes') and by their body language (nodding, facial expression, eye contact)
2. show that they understand by reflecting back what the person said, either in the person's own words or by paraphrasing.
3. show that they have got beyond the words to the real feelings behind the statement.
4. ask questions to check their understanding and dig further for clarification.
5. know what type of question to ask for different types of information.
6. concentrate and cut out distractions to be able to focus on the person speaking.

The researcher also did an observation to know the ability of the participant while listening. Based on the result from direct observation in the classroom, the participant shows that she has several criteria of a good listener proposed by Cole (2007,p.132) then makes Miss F potential to be observed. It is believed that this particular student must has been aware to use certain strategies in her learning especially in listening.

There is one of several similar study have been conducted regarding to language learning strategies used by particular student in listening and create the various outcome. Previous research conducted by Anasrullasyah (2015) entitled Listening Strategies Used By Students in the first semester of English Education Study Program was using listening strategies taxonomy by Oxford (1990) which include direct and indirect listening strategies. In addition Kartikasari, Salam, & Novita (2015) investigated 3rd semester student high achievers in listening skills. They found that the participants used four common strategies, i. e., directed or selective attention strategies, planning and evaluation strategies, as well as problem solving strategies and mental translation strategies.

Even though there has been research on the use of listening strategies in English Education Study program, there has not been any research investigating listening strategies proposed by Goh and Kaur (2017) . Therefore, the researcher intends to fill the gap by conducting research on analyzing the Language Learning Strategies in Listening based on Goh and Kaur (2017) used by Miss F, because these strategies involves the awareness of learners in making some concrete actions in order to improve their learning.

Goh and Kaur (2017, p. 3) have adopt four broad listening strategies using common framework by O'Malley and Chamot (1990) consist of three main categories as cognitive, meta-cognitive, and social-affective. Based on their findings, there are included only two main categories used by the students as the biggest scope of strategies. They are metacognitive and cognitive nature. These four broad strategies identified from the validation of Metacognitive Listening Awareness Questionnaire (MLAQ) where the strategies were grouped according to the function they served as explained below:

a) Directed attention strategies

These strategies help listeners to concentrate and stay on task. These include getting back on track when losing concentration, focusing harder when having difficulty understanding, recovering concentration when one's mind wanders and not giving up when one experiences difficulties. These metacognitive strategies represent the important roles played by attention and concentration in the process of listening comprehension.

b) Planning and evaluation strategies

These strategies help listeners to prepare themselves for listening and to evaluate the results of their listening efforts. These include having a plan for listening, thinking about similar texts as a guide, having a goal in mind while listening, periodically checking one's satisfaction with the on-going interpretation while listening and evaluating the strategic effectiveness of one's listening efforts.

c) Problem-solving strategies

These strategies are used for making inferences when listeners encounter unfamiliar words or do not hear some important parts and to monitor these inferences and other interpretations. These include strategies such as using known words to deduce the meaning of unknown words, using the general idea of a text to deduce unknown words, using one's experience and general knowledge in interpreting the text, adjusting one's interpretation upon realizing that it is incorrect, monitoring the accuracy of one's inferences for congruency and comparing the developing interpretation with one's knowledge of the topic.

d) Mental translation strategies

These strategies assist learners in translating what they hear, be it words, phrases or entire utterances into their first language. These cognitive strategies are common among beginning-level listeners. Unlike the other three sets of strategies, mental translations should generally be avoided if learners are to eventually become skilled L2 listeners, as listening research suggests that skilled listeners use fewer or none of these strategies and experienced greater automatization of input processing.

Therefore, in this study the writer believed that the theory proposed by Goh and Kaur (2017) is suitable to be the guideline for conducting this research. Beside of its detail group of classification, the representative strategies are provide in the simpler actions which encourage the data to be collected well. Thus, in this study, the writer used the framework of language learning strategies classification with some addition of several concentrate actions as the indicators based on the four broad findings of listening strategies by Goh and Kaur (2017).

RESEARCH METHOD

The research presented is a "case study" which is described by Yin (2003, p. 15) is like other research strategies, is a way of investigating an empirical topic by following a set of prespecified procedures. Case study is chosen as a framework for the study because its research goals, instruments, and data collection/analysis process are in line with the research questions that will investigate. In a case study a single unit will take and investigate in detail and in relation to the research

questions asked. In addition, “case study allows the scholar to take a holistic approach to studying a phenomenon in its natural setting” (Willis, 2008, p. 212). The research questions of the study require the writer to investigate listening strategies used by a second semester student that makes her get high achievement in listening English comprehension. Thus, there is a match between the phenomenon at hand and the research framework case study provided. Case study also required a detailed description of the case subjected to the study. Therefore, the rest of the chapter provides a thorough presentation of the context, participants, and data collection/analysis processes. A case study is a study which has to focus on a particular investigation. The writer believes that a case study is an appropriate research design for this study because its related to the problem stated on the background.

This research intends to analyze student’s listening strategies comprehension in Listening Comprehension class. Therefore, the writer took a student that has experiences in listening comprehension or at least a 3rd semester student who is in English Study Program in Teacher Training and Education Faculty with the subject Listening Comprehension class.

The participant is determined by using purposive sampling. Moreover, in selecting the participant of this research, the writer applied several criteria. Therefore, below requirements are the criteria that used to select the students who is the participant of this research project:

- a. The student has taken Listening Comprehension class.
- b. The student is at least a 3rd semester student who are in Listening Comprehension class.
- c. The student has GPA score >3.5
- d. The student has listening score achievement >90
- e. The student is an active learner not only in the class but also in the out of campus. In this study, the writer looking for a student who has fulfill the special requirements to be a subject in this study that can say the student is an active and outstanding learner than the others. For example of the criteria as mention below;
 - The student is one of an English debater in the campus or in the out of campus.
 - The student is an English Trainer in the out of campus.
 - The student is a good public speaker.
 - The student has several achievements related to English.
- f. The student has strategies in her language learning.

From the criteria above, the writer did an observation in some classes of the firstyear students in academic 2019/2020 and found a class being observed that is class A Regular. The writer also asked to the students in the classroom and found a student who had fulfilled the criteria to be observed. She is a 3rd semester student. She had an experience in listening comprehension. The writer has already seen her performance in classroom and her listening score achievement. In the middle of the 2nd semester the writer did an interview and found that she has some strategies in the past and now, she had overcome her problems in listening by using her strategies. The participant referred as Miss F. The researcher use a pseudonym in

order to protect the privacy of the student because she does not want her name to be mentioned and to make it simple in order to mention the student name if she feels ok with it, so the writer use Miss F instead.

The data instrument used in this study are observation and interview. The first form is observation. Observation is a systematic method of data collection that relies on a writer's ability to gather data through his or her senses (O'leary, 2004, p. 170). It is an efficient way to collect data when the writer is interested in studying and quantifying some types of behaviors (Marczyk, et al., 2005, P. 119). The observed participant is on the 3rd semester student of academic year 2019/2020 who has experience in Listening Comprehension class, regular A.

In this study, the observation is in the form of direct and indirect observation. The writer directly observe to the target class when they did some tests in the class which is given by the lecturer. Furthermore, the writer also directly observed the target when she is doing some activities in the out of campus. For example, when she is doing as an English trainer in one of an English course in Pontianak also when she is performing as an English debater. The purpose of this technique is to observe more directly the activities and performance of the participants in the listening class also in the out of class. Besides, the writer also use indirect observation to the target with asking to the lecture related in the first semester study. In this technique the writer not only ask the lecturers but she is also looking for more details about the target's capability in the classroom through the students around her.

The second instrument is interview. In this study, interview uses are semi-structured interview and narrative interview. The first form of this interview is semi-structured interview. O'leary (2004, p. 164) stated that these interviews are neither fully fixed nor fully free, and perhaps best seen as flexible. Interviewers generally start with some defined questioning plan, but pursue a more conversational style of interview that might see questions answered in an order more natural to the flow of conversation. In this case, this type of interview will support the result from narrative interview. Based on the answers from the interviewee in the narrative interview, the writer clarified the answers through semi structured interview and there were another extra questions depends on their answers. The second interview was narrative interview (personal narrative inquiry). O'leary (2004, p. 199) stated that this interview is to interpret the stories of individuals. The writer uses this type of interview to find out the experiences from the interviewees about her strategies in listening comprehension and how she applies the strategies in the subject Listening for Comprehension. This type of research is chosen to make the student who interviewed feel comfortable and can share her experiences

RESULT AND DISCUSSION

Result

As the data collected from semi structured interview supported by the personal narrative inquiry, the data had much information that the researcher need to transcript, analyze and interpret. The research question "What are the strategies used by a high achiever student of English Education Study Program of Teacher

Training and Education Faculty Tanjungpura University in academic year 2019/2020 in listening” which was focused on the framework of four broad findings of listening strategies by Goh and Kaur (2017) as the representative of Language Learning Strategies in Listening by O’Malley and Chamot (1990) was asked intensively in this section. The following section provides more detailed information about the strategies employed by the participant in enhancing her listening ability.

1. Directed/Selective Attention Strategies

These metacognitive strategies represent the important roles played by attention and concentration in the process of listening comprehension. The results of the interviews showed that the participant was aware to use certain strategies to improve her listening skill including directed attention as the first representative strategy. She believed that listening integrated in a communicative competence allowed her to increase her speaking skill. As an English debater, she thought that she needs to force herself to learn more about English especially for listening as the receptive skill to build her speaking competence. She put her focus on the special aspects of learning task as taking notes while she listens to something and found unfamiliar words. As to enrich her vocabularies, after she took notes those unfamiliar words, she needs to find the synonyms of them because she has awareness that she needs to know when she has to use that word in other sentences in the future. For example if she paid her attention to the word “spectacle” and put the meaning of it using dictionary, after that she looked up to the synonyms of that word. Then, she can use that word later in her daily activities with English. To find the synonym of the unfamiliar words, she needs to use English dictionary such as Cambridge, Oxford also Merriam Webster dictionary. She keeps those dictionaries as an applicant in her smartphone because she knows it can help her wherever she find unfamiliar words.

As the implementation to the directed attention, searching for the meaning of unfamiliar words by looking on its synonym is not only to make easier when applying them in another sentences, but it also help her to memorize them for the long term memory. She believes that by looking for the synonyms of a new word, it can help her to enrich the vocabulary to speak in daily conversation with her peers or when she needs to speak a lot as a debater.

As a foreign language learner, she usually lose concentration while listening. So when she lose some parts of what the speaker says, she just keep it and focus harder to the next things that the speaker says. Therefore, she may lost for some parts, but at least she can continue to understand the whole things what the speaker says.

Furthermore, when she found difficulty in the track of a test it can be an audio or video she has awareness to force herself to be more focus to listen and gain the main idea of what the speaker says. Then, if she got a new vocabulary she just write it down in her notebook as well as she did it to search for the meaning and for its synonym. Then, she did not only write it down, but she also repeated the word many times until she can mimic the pronunciation of the word as good as the native speaker. For example if she paid attention to the word “consequences” she needs to repeat that word again and again even when she did another activities instead in the classroom until she can mimic and

memorize the word. She feels by applying that strategy her English is getting better especially for the listening skill.

2. Planning and Evaluation Strategies

These strategies help listeners to prepare themselves for language learning process and to evaluate the results of their efforts. The result of interview revealed that the student applied planning as the second strategy. The student had already set her plans and activities to achieve the goals in learning English as Foreign Language. In the past when she was a second grade student in Senior High School, she just felt that her English was not quite good. While in the same time she had to join in debating club as the representative of her school to take a part as the participant of debate competition. As long as the process to being a debater, she got so many comments and criticisms from people like her peers or the debate coaches about her English. But, from those criticism, she had got the enthusiasm to force herself in strengthen her English. From that reason, since 2017, she started to manage some activities to master all aspects of English skill especially listening as an integrated skill to build her speaking as the debater. She had manage some daily activities that already being her habit in learning English everyday. For example, in every morning she always listen to any English platform like in Youtube, Podcast or BBC news. She needs 20minutes at least to listen and read something in a day as to improve her English.

Since 2017, she had already organized some plans or activities that can help her to mastery all aspects of English. She needs to listen to real English speaking or conversation on any platforms in internet like how American talks about thing and then she had trying to mimic their accent. She beliefs that by imitating the accents of the new words were saying in an audio or video every times, she can use those words later. Furthermore, she always try to listen many types of audio and video that is very different in term of the speed the speaker saying or in term of the accents including American, British, Australian, African or even Asian. That is why she also mastered in differentiating the common accents that usually used for learner of English as foreign language such as American or British. As to strengthen her English in all aspects, she has forced herself to manage some activities every time. For example, before she goes to campus she usually listen to podcast like when she get breakfast of just dress up and so on. Besides, almost every day she exposes herself with English that makes her always read any news in English at least one article and listen to audio or videos either one at least 20 minutes a day. Then, in a day she needs to being in an English environment or people that can talk in English with her. Those activities have been her habit as to improve her English, and she just forces herself that there is no day without studying English. The student revealed that she applied the planning as her second strategy in learning English as foreign language. The realization of her plan was by listening and reading any English platform like in Youtube, Podcast, BBC News and debate videos to gain new vocabularies and try to mimic the accents every day. To achieve the target to be a good English debater, the student also did an evaluation in every strategies even it works or not. She will keep doing those activities if she thought that it can really improve her English especially for

debating skill. For example, she thinks that by imitating the accents of new words from native speaker can really improve her English then she will try to fake it until she make it. She also revealed that she often evaluate herself by asking to her friends or someone who already advanced in English. She usually paid attention when conversing with people and evaluate whether her English is understandable or not. Then, if she feels that the activity or the strategy does not really work, she does not only stuck on that but she will try to use different method or something new until she can achieve her target. As to her statement in the written narrative in paragraph 5 line 36, she pushed herself to listen more, find the words, and consult with her friends on how to prepare better.

3. Problem – Solving Strategies

These strategies are used for making inferences when listener encounter unfamiliar words or do not hear some important parts and to monitor these inferences and other interpretation or just monitoring how task was going. In this strategy, successful learners have awareness of how well a task was progressed and they will look for the best way to solve those problems. The result showed as the first indicator the participant having the awareness to monitoring of how the task progressed such as asking and checking to her peers about what was the main idea of the speaker says or just asking the way how to pronounce some new vocabularies that have been listen. Based on her written narrative in paragraph 3 line 20, she reveals that sometimes she often make a lot of error when did the listening task. Then she made a group discuss that consist of her closed friends from the college to review what was the main idea of the speaker says or just correcting each other of how the way to pronounce new vocabularies that found in the listening task. Besides, she also often reviewing the listening task that has been done by herself. For example when she got a new form of sentence while listened to an audio or video, she tried to repeat them all the times until she can really has the same way of talking with the speaker says, so it definitely can make her familiar with that form. As to the second indicator of the problem solving strategy, to improve her listening skill she did not only listening to audio but she also often watched some videos from the internet. For example, she usually watched TED Talks video that discuss about typical things. Then to monitor the accuracy of what she watched or listened, then she needs to listen another type of talks that have similar topic and she compare both of the speakers about how the way they talk. From that activity she got many correlated vocabularies as well. In the process of listening, students often found some difficulties to understand the goal of the communication because they are not familiar with some vocabularies used. In this study, the participant usually faced that problems. As to the third indicator of this strategy, when the participant has difficulty to understand the meaning of unknown words or vocabularies, she tried to deduce them. She tried to connect the whole sentence just like guessing the meaning of the words or just think what word that really connect with the other. In her written narrative on paragraph 3, line 22 she also revealed that to deduce unknown words when listening, she put the words together into the context of the sentence and just

guess it if it has never been heard before. She believes it can be easier to deduce unfamiliar words just by looking for the context of what the speaker talk about. Moreover, sometimes foreign language listeners need to check the interpretation of a text when they are listening. Listeners often found this difficulty when they were listening because they were not familiar with the form of sentence such as chunks, idioms, or phrases. It like the third indicator of this strategy, the participant in this study usually has the same problem. When listening, sometimes she got confused with word that almost pronounced in the same way. Then, to minimize the errors, in this strategy she just listen until the end of a paragraph or the end of the audio. It means when she found unfamiliar words form sentence or just loosed concentration while listening, she does not stuck on that and just go on listen to the next part of the speaker says until the end, so she still got the main idea of it at least instead of just loose some parts them.

4. Mental Translation Strategies

These strategies assist learners in translating what they hear, be it words, phrases or entire utterances into their first language. These cognitive strategies are common among beginning-level listeners. In this study, the results of interviews show that the participant is already in the intermediate-level listeners of English as foreign language. This statement supported by her written narrative in paragraph 4 line 28. She says that when she was a beginner, she tend to translate unfamiliar words and sentences into her native language but since a year ago as she achieved intermediate-level she started to think and internalize them in her daily activities. Sometimes, beside using English dictionary, she also tried to translate them in her native language but she did not really put all the meaning just like that to Bahasa Indonesia. For example when she met a sentence “Dia suka makan.” It will be “She likes to eat” as if she just translate that. However, sometimes she tries to think like “oohh *eat* means *makan*” then she tried to put that word into sentence with good grammatical structure. Moreover if she found phrases that sometimes unfamiliar in certain language, for example when she met a phrase “out of the blue” if translated in Bahasa Indonesia the meaning will be “Saya merasa biru” while in fact the phrase means “she or he feels sad or not in a good mood”. Thus, sometimes she did not only translate word or sentence into her native language, but mostly in the English dictionaries such as Merriam Webster, Oxford or Cambridge as well because she knows that some languages have cultural differences. Sometimes if she met kind of idioms while listening, she also could not guess the meaning at the time. She needed to open her English dictionary or found it in the internet. She usually tried to find it from many sources such as articles in the internet and she also followed what’s new in BBC because they often share about many kinds of new vocabularies, phrases and idioms like that.

DISCUSSION

The result indicated that a language learner who was mentioned as the successful language learner did not achieve the goals of learning spontaneously. There were certain actions that a learner had to be obtained in the process of

learning foreign language. The actions covered all the aspects of organized learning activities which depended on the learner's pleasant. Those organized learning activities are generally called as learning strategies. Language learners must have their own strategies in the learning process in order to obtain the goals of learning especially for listening ability. Listening ability is one of the most important skill that learners have to be mastered in the processes of foreign language learning. According to Dembo (2004), one of the major differences between successful and less successful individuals in any field or specialization was that successful individuals knew how to motivate themselves even when they did not feel like performing a task. The finding showed that the student who is categorized as the successful learner applying strategies in her language learning in the past and now. In order to raise her career as a debater, she has to force herself to study English everyday especially for her listening skill. Listening is an integrated skill to master speaking competence because it gives the learner information to build up the knowledge necessary for using the language. The finding of this research revealed that the participant using the four broad representative strategies from the findings of Goh and Kaur (2017) that adopted by common framework language learning strategies by O'Malley and Chamot (1990). Those four broad strategies consist of two main categories as metacognitive and cognitive. They are called as directed attention, planning and evaluation, problem solving and mental translation that gives much positive contribution on helping learner to master English as foreign language. It could happen because the indicators of each representative strategy consist of various activity depending on the herself comfort.

Language learners also need to have a goal of learning. Having goal of learning motivates them to manage some plans and activities for achieving the goal. Based on the finding, the participant has made some learning activities in learning English. She had to expose herself with English 2 hours as the minimum time because she has a goal to mastering all aspects of English skill especially for listening and speaking to support her career as a debater. The student adapted her reading habit, so she needs to read any news in English every day. Besides, she also watch any English videos and audio at least 20 minutes in a day. After finished a listening task, she evaluates herself by asking to her friends in a group discuss with the on-going interpretation while listening and correct each other. Moreover, the student also evaluate how far the strategy can improve her English. Basically, she applying the same activity as the strategy after knowing that the strategy works and applying different method or activity as the strategy after knowing that the strategy does not really work.

Applying directed attention and planning as the strategies might not be enough for successful learner like the student being researched. Based on the finding, the student admitted that she had monitoring herself to solve a problem while listening. The student has awareness to reviewing how the task was going and detecting any error happened by asking to her group discuss just like asking for interpretation of what the speaker was saying. She also monitor the accuracy of what was she watched or listened and she needs to listen another type of talks that have similar topic then she compares both of the speakers about how the way they talking. Then, if she faced difficulty to understand the meaning of unknown words or vocabularies,

she tried to deduce them. She tried to connect the whole sentence just like guessing the meaning of the words or just think what word that really connect with the other. She putted the words together into the context of the sentence and just guess it if it has never been heard before. She beliefs it can be easier to deduce unfamiliar words just by looking for the context of what the speaker talk about.

The last strategy is a fact that often happened to foreign language learner. This cognitive strategy is called as mental translation. Mostly, when a language learner especially for they who are in the beginning level found unfamiliar words or sentences such as phrases, idioms and entire utterance, they will translating them into their first language. Based on the finding, the student that being researched was also do the same way as translating unknown sentences to her first language when she was a beginner level of learning English. But, since a year ago as she achieved intermediate level, she started to think and internalize English in her daily learning activities. However, sometimes she also did translating unfamiliar sentences into her native language, but she does not really put them just like that. She often try to think and put that sentence with grammatical structured that is supposed to be.

In conclusion, for being a successful language learner, students need to find the best language learning strategy that fits in their learning style. Hopefully, the findings of this research will encourage those learners who are unfamiliar with the use of strategies in mastering listening skill to use similar strategies which use by the student who becomes the participant in this research as long as they enjoy in use it.

The student being researched, had her own organized activities which is categorized as metacognitive strategies. In the directed attention, she loves to watch any videos in English platform like youtube, podcast, BBC, TED talks or debate videos. Then, she takes notes for some unfamiliar words of it and search for the synonym of them. To memorize those new words, she repeated them many times until she can make it like the native speaker and familiar with them and she can use that words later in her daily learning activities especially for listening and speaking. It really help her when she found difficulty to understand the meaning while listening. In listening, most of the difficulty faced by the learners is when they were loosing concentration. To minimize the errors when loosing concentration, the participant just keep it if she loose some part and focusing harder to the next things of the speaker says. Therefore, when listening the participant could be easier to gain the point of the speaker says even if she loose some parts of it but at least she can continue to understand the whole things of what the speaker was saying. That is why a language learner should pay more attention to applying this strategy in their language learning activities just like the student participated in this research.

CONCLUSION AND SUGGESTION

Conclusion

The findings mainly reported that the participant in this study employed a variety of activities in the process of listening. This study has proved that a third semester student of English Study Program in Teacher Training and Education Faculty Tanjungpura University in academic year 2019/2020 who get high achievement in listening English comprehension is aware to use some strategies

in her language learning. The strategies used by the student are all provided in metacognitive and cognitive strategies based on the framework of listening strategies by Goh and Kaur (2017) as the representative strategies proposed by O'Malley and Chamot (1990).

Then first representative strategy used by the student is directed attention which includes of taking notes for the unfamiliar words that found while listening and searching for the synonyms, focusing harder when losing concentration and not giving up when having difficulty. The second is planning and evaluation which include organizing some activities in order to achieve her target in language learning and evaluate to the strategies that used. The third is monitoring to solve the problems while listening such as monitor to reviewing how well the task was going, listen to another type of video or audio to monitor the accuracy of the congruency of the topic, connecting the whole sentence to deduce the meaning of unfamiliar words while listening and not give up when losing some parts of the speaker says. The fourth is mental translation as the representative of cognitive strategy. In implementing this particular strategy, the student does not translate all of new words or sentences that she found while listening into her first language, but she tries to think and guess them first, then try to put them with grammatical structured that is supposed to be

Suggestion

This study was conducted to find out the strategies used by a third semester student who categorized as a successful student that had high achievement in listening English comprehension. After concluding the research findings of this study, there are several things the researcher wants to suggest. The suggestions are mentioned as follows;

1. In order to mastering English especially in listening skill, all of the students who are in the English Study Program, Teacher Training and Education Faculty should be aware of finding and applying the suitable strategies in their language learning process. They need to expose themselves to utilize certain technology in this era to support their language learning process. Having goals in language learning also being one of the important thing for students start to doing certain activities especially in the out of campus to improve their listening skill. As well as the participant in this research who had become an outstanding language learner because she is always force herself to studying English everyday through various activities to improve her listening skill. Listening is the early stage of language development in a person who is in the learning foreign language process and it can be integrated in a communicative competence that will allow learners to increase their overall communicative competence.
2. For all of English teachers are hoped to try to figure out different ways and techniques to encourage their students to have their own strategies in improving listening ability. The findings in this study were worth to be tried by the students, for there were chances where the strategies might be suit and effective in their individual learning.
3. For the relevant institutions are hoped to know any kind of tools that needed the foreign language learners to support their learning process in the classroom. The findings in this study shows that a successful language learner use certain

technology to support her language learning process. Therefore, from the result of this study hoped that the relevant institutions are able to provide certain technology needed by students in this 21st century for supporting their language learning process in the classroom

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