

A THESIS

**THE ANALYSIS OF STUDENTS' LISTENING STRATEGIES
IN IELTS PREPARATION AT IAIN PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2024

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By
SYARIBULAN
Reg Num. 202020388203014

Submitted to the English Program of Faculty of State Islamic Institute of Parepare
in Partial of Fulfillment of the Requirements for the Degree
Sarjana Pendidikan (S.Pd.)

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to

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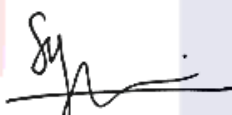
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ABSTRACT

Syaribulan: *The Analysis of Students' Listening Strategies in IELTS Preparation at IAIN Parepare* (Supervised by Magdahalena and Mujahidah).

This study aims to analyze the students' listening skill by using listening strategies. Listening is quite difficult from some factors like accent differences, unfamiliar vocabulary, having trouble in concentrating. To cope with this issue, students need to apply listening strategies to improve their listening skill. There are three strategies explain in this research, such as; metacognitive strategies, cognitive strategies, and socio-affective strategies. Therefore, the researcher wanted to know the students listening level after they joined the IELTS preparation program and the strategies they implemented to improve their listening skill.

This research used a quantitative descriptive research method. The total sample were 10 members of the IELTS preparation program at IAIN Parepare. This research has duration of one month and a half. The research conducted analyzing students' test to find the students' listening level, and a questionnaire to analyze the student listening strategies.

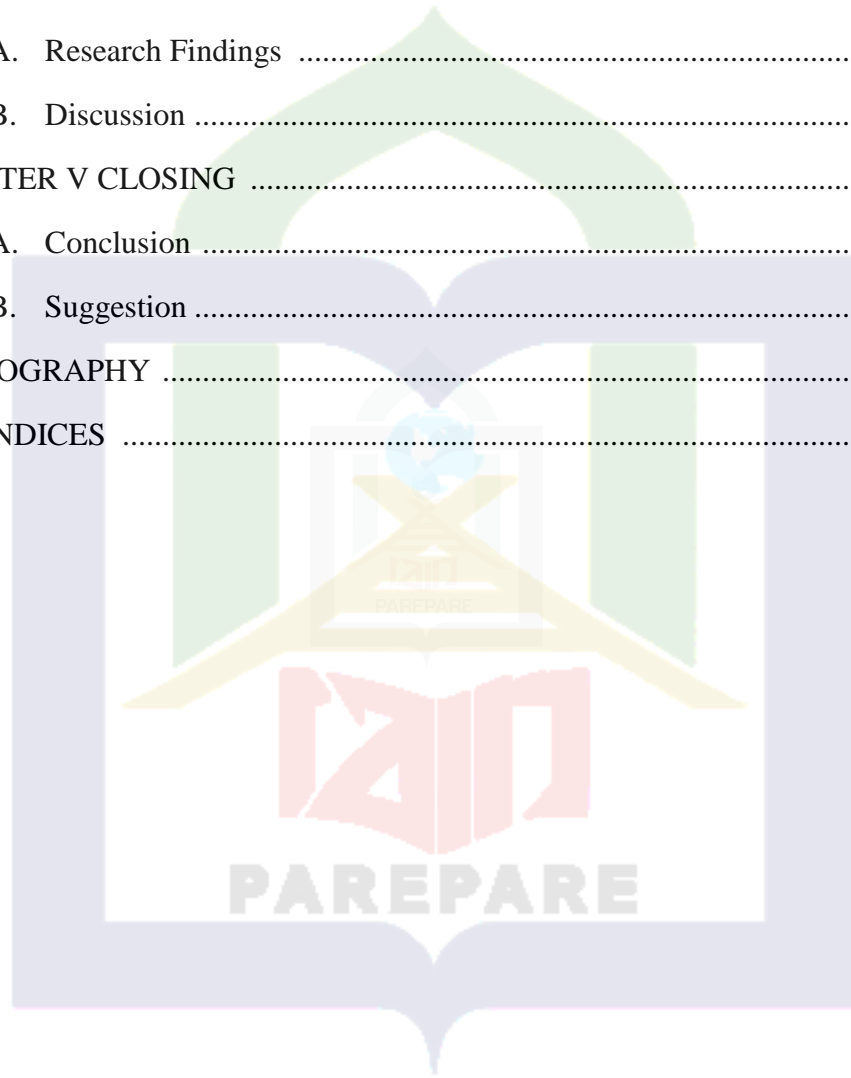
The study found that the students' listening scores before joining the IELTS preparation program were still poor, with an average of 4 (Limited User Level). After a month of intensive IELTS preparation, the students' score improved to 5 (Modest User Level) even 6,5 (Competent User Level), the highest achievement. Based on the questionnaire, the majority of students using cognitive strategy while listening, such as taking notes and memorizing material to help them answer the question. In improving listening skill it requires appropriate learning strategies to be applied. By applying the right strategy, it will be easier for the student to overcome their problem with listening.

Keyword: *IELTS Preparation, Listening Strategies*

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CHAPTER I

INTRODUCTION

A. Background

In the current era of globalization, foreign language skills, especially English, play a crucial role in society, education, and work¹. By having the ability to speak English, it will be easier for someone to build relationships internationally, develop a career, and have easy access to global information. English is one of the major languages in global communication and English is an international language. Apart from that, English is also a forum for cooperation between countries. English has a very important role for Generation Z (Gen Z) because Gen Z grew up in the digital era. In today's digital era, most social media, online platforms, and online content are available in English. The ability to read and understand English allows Gen Z to access global information without barriers².

A study from Education First regarding the English proficiency index in 2020 still places Indonesia at a low proficiency level at 74th out of 100 countries. Indonesia was even left behind by Vietnam and Japan in several rankings and experienced a decline compared to the previous year when it was still in the 61st position³. This data shows that the level of English language proficiency or ability in Indonesia is still at the consuming level and cannot carry out negotiations, mediation, or compete with other countries in English⁴.

According to Leahea, listening is a fundamental aspect of human communication, playing a crucial role in personal and professional interactions⁵. In learning English, if students want to learn to speak, they must first learn to understand

¹ Ilyosovna, "The Importance of English Language."

² Aruna Darani Pinilih, 'How Generation Z Learn English as a Foreign Language in Today's Modern World', 2020

³ First, "The World's Largest Ranking of Countries and Regions by English Skills."

⁴ Wahyuni, Rasyad, and Widiyanto, "Pengaruh Kompetensi Tutor Pelatihan Bahasa Inggris Terhadap Kemampuan Berbahasa Inggris Peserta Pelatihan Di Pkbm Se-Kabupaten Banyuwangi."

⁵ Grammatico, "The Development of Listening Skills."

the spoken language they hear. If learners want to communicate with native speakers, they must first learn to understand actual language situations to understand the main points conveyed by native speakers. In receiving something, the listener will listen to the language produced by other people first, and he will respond with the intent and purpose. Language learners will be successful if they master the language they are learning and use it in communication. That idea is supported by Littlewood, who states learners do not only need the ability to understand the linguistic forms but also the ability to use the language in actual use⁶. Listening skills are important to learn because they allow students to gain insight and obtain information, as well as gain success in communicating with other people. Listening is a communication skill that instructs students to understand, translate, and assess what they hear. Having good listening skills can improve personal interactions, such as reducing problems, fostering understanding, and increasing cooperation.

Gaining better listening abilities is challenging. According to Azizah Maulina Erzad, EFL students find it challenging to listen in English because it is not their native tongue⁷. Among the four English skills, Listening is one skill that is quite difficult, but the time portion studying listening is not as much as studying reading and writing. This statement supported by Maulida from Alek Andika research as follow: “Learning all the skills in English is important including learning listening. But the fact that is found is that listening often gets a small portion of learning compared to other skills such as grammar learning”⁸.

As an effort to improve students' listening skills, IELTS preparation is carried out in the IAIN Parepare language laboratory to improve students' listening skills. TOEFL and IELTS are kind of test for English standard. It measures the ability to communicate in English standard in four language competencies (writing, reading,

⁶ Harrifqisami, “Strategies Applied by Students to Cope with the Problems in Listening Class: A Case Study in Department of English Education of Universitas Muhammadiyah Surakarta.”

⁷ Erzad, “Exploring English Listening Problems Among EFL.”

⁸ Andika and Indah Sari, “The Analysis of Learning Listening Difficulties Toward English Education Study Program Students at University of Ma’arif Nahdlatul Ulama Kebumen in the Academic Year 2019/2020.”

speaking, and listening) for people who prefer to study or work where English is the language of communication. Researcher chose IELTS for research because IELTS is one of the highly used wide-scale ESL tests that also presents a direct test section. It is a standard of English language competence and appreciated forms of English in education and migration. Many establishments, such as educational, government, office, and professional institutions, admitted IELTS⁹.

Based on the initial research through WhatsApp interviews with the IELTS Preparation students, the students found that the IELTS listening section was troublesome. From statements of students who have taken the IELTS pre-test there are differences in the score results, they said this happens due to a few factors such as accent differences, unfamiliar vocabulary, poor-quality recordings, and difficulty concentrating. Therefore, improving listening skills requires appropriate learning strategies to be applied by each student. It has proposed by Renukadevi from Gultom et al research about listening strategy, she argues that listening strategies are approaches or activities that help people remember what they have heard¹⁰. In recent years, various listening strategies have been developed to match a variety of listening situations. As a result, language learners are aided in adapting their listening behavior to deal with various situations, types of input, and listening purposes when learning listening skills. According to O'Malley, great learners are mindful of the learning process and themselves as learners and attempt to control their learning through fitting learning strategies. Learning strategies should be used to realize objectives or solve a problem. Learning strategies can offer assistance students solve their learning problems.

⁹ Hyatt, D. (2013). Stakeholders' perceptions of IELTS as an entry requirement for higher education in the UK. *Journal of Further and Higher Education*, 37(6), 844–863. <https://doi.org/10.1080/0309877X.2012.684043>

¹⁰ Gultom, Utari, and Rahmawati, "The Importance and Difficulties of Listening Skill: A Description."

Based on the description above, researcher find the urgency of research related to listening strategies applied to IELTS Preparation students at IAIN Parepare. Researcher find the urgency of researching listening strategies applied to IELTS Preparation students at IAIN Parepare based on the description above. This is because learning strategies play an important role in determining the output or results of learning that researcher have implemented and proven by obtaining scores from students. Apart from that, no researchers have conducted research related to listening strategies at this location.

B. Research Questions

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

1. What is the level of students' listening ability in the IELTS listening section?
2. What strategies do students implement in the IELTS listening section of IELTS Preparation?

C. Objective of the Research

The objective of this research is:

1. To find out the listening levels of the IELTS preparation students in the listening section
2. To describe strategies the IELTS preparation students implement to improve their listening skill.

D. Significance of the Research

In particular, the researcher hope expect that the findings of this study will help the language laboratory implement strategies which it will investigate further, particularly when it comes to teaching listening skill to students. Researcher expected that students may use it as a guide to use the previous strategies to enhance their listening skill. In addition, researcher hopes that the results of this research can be used as a reference for similar research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Research

The researchers had discovered and identified the result related to the reference that has been carried. Some of their findings like:

Yuli Fitri Yanti¹¹ conducted research on the problems encountered and strategies used by students in attempting the listening section of the IELTS at English Education Department of Universitas Muhammadiyah Yogyakarta. In this study, the researcher used descriptive qualitative as the data collection technique. The participants of this study were students of the English Education Department of UMY of academic year 2012. The researcher revealed that students faced eight problems affecting their listening comprehension. These included listener/test taker anxiety, speaker accent, rate delivery, content or material factors, and noisy environment. The study identified 19 strategies to deal with six question types in the listening section, classified into metacognitive, cognitive, and TWS strategies.

Asep Hardiyanto and Mutia Tanjung¹² conducted research on listening strategies employed by the students at the tertiary level in EFL setting. In order to achieve the purpose of this study, Data was collected through qualitative research with a case study approach, using open-ended interviews. Six students from different ability levels were selected. The results showed that all students used multiple strategies to overcome listening difficulties. Low ability students used cognitive strategies like writing notes, making guesses, and asking for help. Moderate ability students used situational context, calmness, and social strategies. High ability students used similar strategies, but did not use memory strategies.

¹¹ “The Problems Encountered and Strategies Used by Students in Attempting the Listening Section of the IELTS at English Education Department of Universitas Muhammadiyah Yogyakarta.”

¹² Hardiyanto and Tanjung, “Listening Strategies Employed by the Students at the Tertiary Level in EFL Setting.”

Mega Lestari and Achmad Yudi Wahyudin¹³ conducted research on the language learning strategies of undergraduate EFL students. The research used a questionnaire called Strategy Inventory for Language Learning (SILL) developed by Oxford (1990). The result of this research showed that metacognitive has been the most frequently used strategy followed by social and compensation strategies while affective strategies become the least strategy used by the students. This research could be meaningful insight for other researches or the students to analyze the language learning strategies used by the students and be meaningful to know the language learning strategies that appropriate especially in the field of the second language.

Lieyana Teo Mohd Zulkifli Teo et al¹⁴ conducted a study on listening difficulties and strategies for preparing for the IELTS listening test using online learning. The study used an online questionnaire during the first semester of the 2020/2021 academic year. The results revealed that various difficulties can affect learners' performance in listening, including text content, concentration issues, listener-speaker differences, and environmental factors. To succeed in listening, learners should develop metacognitive knowledge and strategies, which help them organize and manage their listening comprehension processes. These strategies include personal knowledge, task knowledge, and strategy knowledge. The study emphasizes that there is no ideal method for all learners and English classes, and learners play a crucial role in selecting and applying suitable listening strategies for preparing for the IELTS test.

¹³ Lestari and Wahyudin, "Language Learning Strategies of Undergraduate Efl Students."

¹⁴ Yanti Ratna Purnomowati, 'Listening Strategies Used by ELEP Students in Listening Classes', 2016.

From the research above, there are differences between previous research and the research to be conducted, it shows that:

1. The difference between Yuli Fitri Yanti's research and the proposed research is in the choice of a quantitative descriptive research design, which will allow a more comprehensive presentation of data rather than simply reporting numbers to measure students' listening levels and the strategies used in listening, accompanied by explanations related to data presented. By choosing a quantitative descriptive research method, researchers can present data more completely by using percentages to describe answers to research questions more clearly and accurately, in contrast to previous research which only relied on data from interviews without being accompanied by relevant numbers or percentages.
2. The research between Asep Hardiyanto will be different from the research carried out. This research and the research to be conducted lies in the data collection method. From this research, the data collected was processed using a descriptive approach using an interview guideline. Meanwhile, in the research that will be carried out, data collection will be carried out using the descriptive quantitative method using a questionnaire to complete the data that will be obtained.
3. The difference between Mega Lestari's and Achmad Yudi Wahyudin's research and the research to be conducted is in the object research. This research examines all aspects of the English language, while the research that will be conducted focuses on listening learning strategies.
4. The difference between Lieyana's research and the research to be conducted lies in its focus. This research aims to identify IELTS listening tests that are carried out online, while the proposed research will focus on IELTS preparation that is carried out offline. Offline IELTS preparation allows students to interact more with study materials in print or audio form that can be accessed directly, without depending on electronic devices.

This approach is expected to help participants build better listening skills. Thus, this study aims to produce more accurate data based on students' direct experiences in offline IELTS preparation, which is expected to produce different results compared to online experiences.

B. Some Pertinent Ideas

1. The Concept of Listening

a. The importance of listening

Listening is the first skill that students must learn since the conversation mechanism cannot function properly without it¹⁵. For example, due to a lack of comprehension skills, the listener is unable to comprehend what the speaker is saying. Listening is an activity of giving attention to get some information about what the speakers are saying. Due to its process, it is called a receptive skill, in which in this activity people decode the meaning of what they listen to. In daily life, listening is an everyday activity that has an important role in receiving information¹⁶. Rost stated that listening refers to a complex process that allows people to comprehend spoken language. Not only is it an essential element of producing effective communication, but it also helps people to understand the world¹⁷.

Listening is an oral communicative action that is employed in any oral communication that is based on economic, societal, or personal requirements. According to Pourhosein Gilakjani and Sabouri cited in Morley 1972, listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning¹⁸.

¹⁵ Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."

¹⁶ Nushi and Orouji, "Investigating EFL Teachers' Views on Listening Difficulties Among Their Learners: The Case of Iranian Context."

¹⁷ Rost, *Listening in Language Learning*.

¹⁸ Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."

Listening is a method of learning that is dependent on a process. Metacognition was the term used to describe it. Listening is how we comprehend what we learn in English. On the person or by channels such as music or film. Students in English classrooms often struggle with listening lessons; this is attributed to the fact that the students are unfamiliar with the language they are speaking. According to Malkawi listening is a fundamental skill that can help students learn a language by including simple language and cognitive components¹⁹. The listener must concentrate to receive input from the speaker since listening aids communicate.

According to Napikul, foreign language learning can be categorized into four categories: listening, speaking, reading, and writing. Of these, listening is an important social skill²⁰. When hearing information from the speaker, the listener, especially students, must consider what the speaker means and attempt to create the context. According to the definition above, one of the most important skills that students should master is listening. Listening is essential for students to communicate with one another and aids in the development of other English skills.

b. Listening comprehension

Listening comprehension is an active process that requires concentration, linguistic knowledge, and listening strategies to gather or interpret information from aural input²¹. In a phrase, listening comprehension consists of the processes of learning and analyzing spoken language. Knowing speech sounds, comprehending the meaning of individual words, and comprehending the grammar of sentences are all part of this. According to

¹⁹ Abeer H Malkawi, 'Listening Comprehension for Tenth Grade Students in Tabaria High School for Girl', *Journal of Language Teaching and Research*, 1.6 (2010), 771–75 <<https://doi.org/10.4304/jltr.1.6.771-775>>.

²⁰ Napikul, Cedar, and Roongrattanakool, "The Effects of Film Subtitles on English Listening Comprehension and Vocabulary."

²¹ Hadijah and Shalawati, "Listening Comprehension Strategies Applied By English Language Learners."

Bang and Hiver, listening comprehension necessitates learners' ability to conclude meaning from a range of outlets, including verbal, listening strategy, and affective factors²².

Listening comprehension can be inferred based on the concept above that the process of listeners focuses on meaning from the knowledge and that the listeners are also interested in constructing the meaning. Learners must be able to deduce meaning and comprehend the meaning of individual words, as well as comprehend syntax. Several aspects, such as linguistic, strategic, and affective factors, should be understood by the listeners.

In the oral mode, listening comprehension is the receptive capacity. When we say we're listening, we just mean we're listening and comprehending what we're doing. There are two stages in the listening comprehension process. The first part entails receiving, memorizing, and repeating sounds, while the second part involves receiving, memorizing, and repeating the sounds. Second, comprehension entails the capacity to explain the message aspect to which the listener is subjected²³.

c. Strategy of listening

Listening comprehension strategies which have been developed based on O'Malley and Chamot's 1990 from Zhinjani research categorized the listening strategies into three categories, which are Metacognitive, Cognitive, and Socio-affective strategies²⁴. Most of the Metacognitive strategies deal with awareness of learning strategies in the course of language learning. The Cognitive strategies mainly involve direct manipulation or transformation of the language to be learned, and Socio-affective strategies are mostly used to

²² Bang and Hiver, "Investigating the Structural Relationships of Cognitive and Affective Domains for L2 Listening."

²³ Zhang, "Making a Case for Skills/Strategies-Based Instruction for L2 Listening Development."

²⁴ Zanjani and Izadpanah, "The Impact of Listening Strategies on Improving Learners' Listening Skill in Iran."

aid learners in controlling their emotions and attitudes and to aid teachers in cooperating with others to learn the new language²⁵.

1) Metacognitive Strategies

Memory strategies help learners to store and retrieve new information. According to O'Malley and Chamot 1990, metacognitive strategy is a learning strategy that involves planning for learning, monitoring learning while it is happening, thinking about the language process, or self-evaluating during or after the task is completed²⁶. Metacognitive strategies refer to ways to make students understand the way they learn. The strategies can positively impact the students by guiding them to develop an appropriate way of learning. The strategies consist of planning, monitoring, and evaluation.

On the other hand, cognitive strategies instruction develops the thinking skills that will make students strategic, flexible learners. This strategy is commonly done by many people, such as taking a note to remember information. For some students, the strategies need to be explicitly taught, so they are able to consciously think. Besides that, they also need to have the opportunity or training to practice the strategies. So the strategies can be powerful tools to enhance their success in learning. Besides that, effective strategies are learning strategies concerned with managing emotions, both negative and positive.

Rubin 1988 defines metacognitive strategies as management methods employed by students to manage their learning through the activities of organizing, examining, evaluating, and altering. For example, for organizing strategies, learners become aware of what to listen to and then utilize the specific features of the aural language input that help them

²⁵ Paterson, "Skill and Strategies for Proficient Listening."

²⁶ J Michael O Malley and others, 'The Role of Learning Strategies in Second Language Acquy Use by Students of Englishisition: Strategy', June, 1987.

understand the aural input easily. Similarly, students who adopt this strategy will know what to listen to and when to listen for the information because they know how to organize, take control of, and verify the gathered information²⁷. Wenden 1998 says that students who adopt this strategy can learn faster, retain knowledge well, receive information constantly, manage all contexts, be self-confident in getting support from teachers or friends, and evaluate themselves.

Richards identifies metacognitive strategies as “conscious and unconscious activities that perform an executive function in the management of cognitive strategies including”²⁸:

- a) Assessing the situation: Thinking carefully of the situation from a language task by checking listeners’ knowledge, listeners’ available internal and external resources as well as the restrictions of the situation before taking part in a task.
 - b) Monitoring: Checking the effectiveness of the listener’s performance and another listener’s while engaged in a task.
 - c) Self-evaluating: Checking the effectiveness of the listener’s performance and another listener’s after taking part in a task.
 - d) Self-testing: Testing the listener himself to check the effectiveness of his language use or the lack thereof.
- 2) Cognitive Strategies

Cognitive strategies help learners to understand and produce new language. According to O’Malley and Chamot (1990), cognitive strategies involved reflect mental manipulations of tasks, this covers practicing and analyzing, which provide possibilities for learners to comprehend and be able to produce new language in various ways. One of them is recognized

²⁷ Bingol et al., “Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class.”

²⁸ Richards, “Teaching Listening and Speaking: From Theory to Practice (RELC Portfolio Series).”

as an essential definition: Cognitive strategy is “one that involves mental manipulation or transformation of materials or tasks and is intended to enhance comprehension, acquisition, or retention”²⁹.

Cognitive strategies are utilized by listeners to cope with the material to be learned or to apply specific techniques, such as inferencing (the use of information based on oral text to predict new linguistic items' meanings, guess the result or complete missing pieces), repeating, deduction (using rules to comprehend language), imagery (comprehend and memorize new verbal information by using visual images), elaboration (combining new ideas with common information), and note taking. It also can develop by:

- a) Practicing by doing: repeating something over and over; formally practicing with sounds, or practicing the new writing system of the target language; recognizing and using formulas and patterns; recombining known elements in new ways to produce a longer sequence; practicing the new language in natural, realistic settings.
- b) Receiving and sending messages by; using skimming to determine the main ideas or scanning to find specific details of interest; using print or non print resources for receiving and sending messages.
- c) Analyzing and reasoning by: reasoning deductively by using general rules and applying them to the new target language situations; analyzing contrastively by determining the meaning of a new expression by breaking it down into parts: translating the target language into the native language; transferring the knowledge of words, concepts, or structures from one language to another.

²⁹ Liu, “Language Learning Strategies and Its Training Model.”

d) Creating structures for input and output by taking notes of the main idea or specific points; summarizing the longer passages; and highlighting by using a variety of emphasis techniques.

3) Socio-Affective strategies

Social strategies are aimed to help learners learn through interactions with others and Affective strategies help to regulate emotions, motivations, and attitudes. Socio-affective strategies are employed by language learners to cooperate with classmates, to question the teacher for clarification, or to apply specific techniques to lower anxiety O'Malley, Chamot, & Küpper, 1989; Vandergrift, 1997, as cited in Bidabadi and Yamat. The learners may cooperate with peers in solving particular problems, gather information, or receive feedback from certain learning activities. The learners may also use specific techniques such as self-talk to reduce anxiety in learning activities. Cross (2009), Vandergrift (2003, 1997), Chamot (2005), and Oxford (1990) identify socio-affective strategies as the process of employing the three following strategies³⁰:

- a) Cooperation strategy: listeners work with friends to complete a listening task and check the accuracy together.
- b) Question-for-clarification strategy: listeners ask their teachers or friends for explanation, clarification as well as feedback on what they have done with the listening task.
- c) Self-motivation strategy: listeners get some ways to relieve anxiety and encourage and remind themselves of making progress.
- d) Lowering the anxiety through progressive relaxation, deep breathing or meditation by focusing on a mental image or sound; using music; and using laughter to relax by watching funny movie or else.

³⁰ Shirani and Corresponding, "The Relationship between Listening Strategies Used by Iranian EFL Freshman University Students and Their Listening Proficiency Levels."

- e) Taking your emotional temperature by: listening to your body like the signals of stress, tension, worry, fear, anger, or may be happiness, interest, and calmness; using a checklist to discover feelings, attitudes and motivations concerning language learning in general; writing a language learning diary to keep tracks on events and feelings towards the learning process; and discussing the learning with someone else to discover and express feelings about language learn.

A classification of listening techniques is provided below³¹:

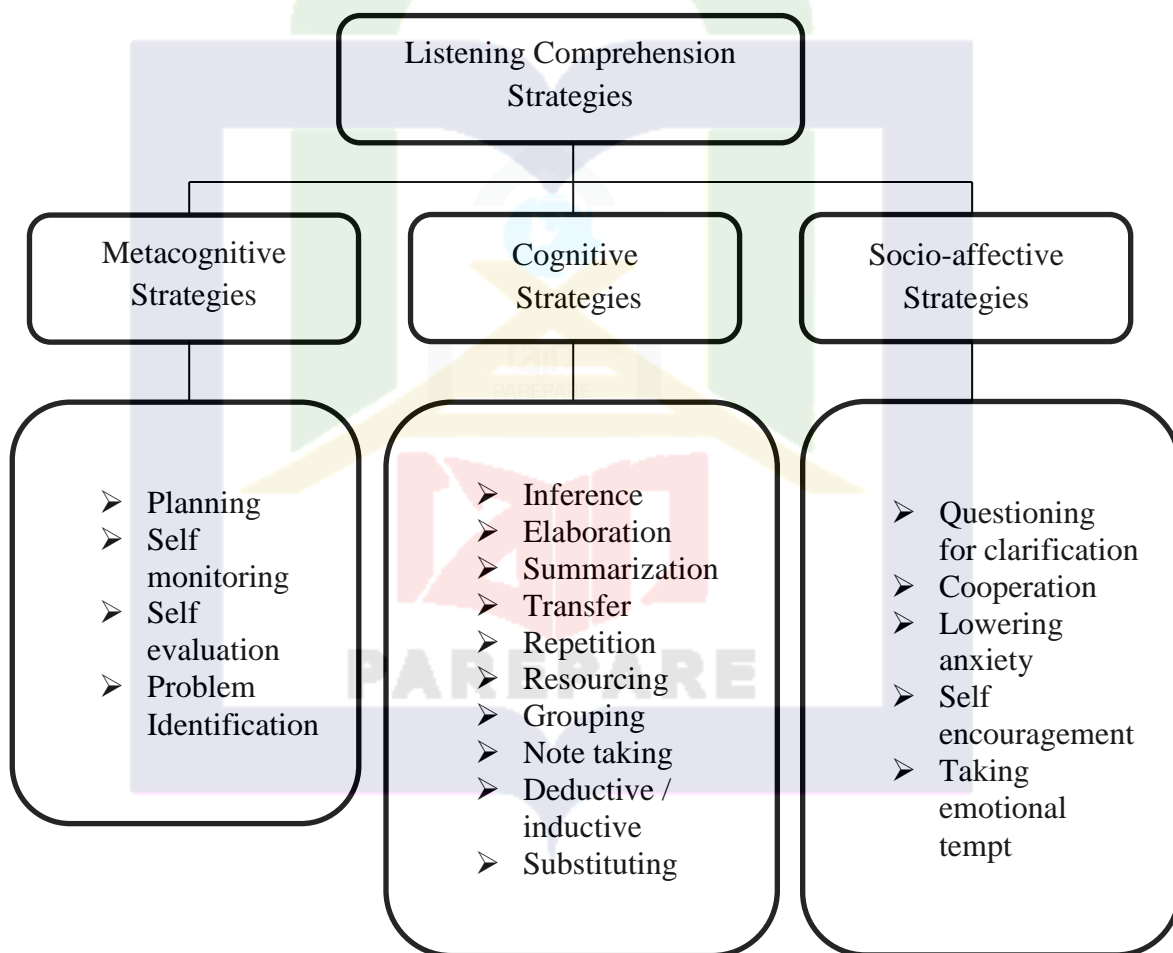


Chart 2.1: Listening Strategies

³¹ Senthil Kumar et al., “Effectiveness of Listening Strategies Enhancing Comprehensive Listening Skill of English Learners.”

1. International English Language Testing System (IELTS)

The International English Language Testing System (IELTS) is one of the highly used wide-scale ESL tests that also present a listening test section. It is a standard of English language competence and appreciated forms of English in education and migration. IELTS is admitted by many establishments such as educational, government, office, and professional institutions³².

IELTS training is an internationally recognized process for assessing English language proficiency in four sections (listening, reading, writing, and speaking). It was established by some of the world's leading experts in language assessment and obtained a great international reputation. IELTS was approved by over 11.000 organizations, universities, governments, and professional bodies around the world³³.

The IELTS scores consist of bands between 0-9 scores. 0 score was granted to those who did not attempt the test, and 9 score was awarded to expert users. Frequently institutions receive EFL students with IELTS scores of 6.5 or 7. It can be viewed in the following table below³⁴:

³² Hyatt, D. (2013). *Stakeholders' perceptions of IELTS as an entry requirement for higher education in the UK*. *Journal of Further and Higher Education*, 37(6), 844–863. <https://doi.org/10.1080/0309877X.2012.684043>

³³ British Council. *What is IELTS*. Retrieved 20/10/2022 from <https://takeielts.britishcouncil.org>

³⁴ University and Language, "Memahami Skor IELTS: Penjelasan Tentang Penilaian Dan Band Score."

Table 2.1: IELTS Band Score

Band Score	Skill Level	Description
Band 9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
Band 8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
Band 7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well

Band Score	Skill Level	Description
		and understands detailed reasoning.
Band 6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
Band 5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
Band 4	Limited User	Basic competence is limited to familiar situations. Has frequent problems in

Band Score	Skill Level	Description
		understanding and expression. Is not able to use complex language.
Band 3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
Band 2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
Band 1	Non-user	Essentially has no ability to use the language beyond possibly a few isolated words.
Band 0	Did not attempt test	Did not attempt test

2. IELTS on Listening Section

According to Field (2012) The International English Language Testing System (IELTS) has developed over the years in line with theoretical and technical developments in assessment. IELTS assesses all of your English skills – reading, writing, listening, and speaking, and is designed to reflect how you will use English at work in the UK and Australia. The IELTS test is developed by some of the world’s leading experts in language assessment.

There are 40 questions in the IELTS listening section. There are four parts in the IELTS listening section. In part one, The test taker will typically hear a conversation between two people in a social context, such as ordering food at a restaurant, booking tickets, or making inquiries at a reception desk. The test taker is expected to answer multiple-choice questions or fill in the blanks based on the information you hear.

In part two, there are monologue questions, the test taker will listen to a monologue, such as a speech, lecture, or talk on a general topic. The speaker may provide information or instructions about a service, facility, or process. The test taker is expected to answer questions, and often require to complete notes or sentences based on the monologue. In part three, there are conversations between multiple speakers type of questions. This part usually involves a conversation between multiple speakers, such as a discussion among students and a teacher about an assignment or a group of friends planning an event. The test taker is expected to answer questions that require identifying specific details, opinions, or attitudes expressed by the speakers.

In the last part, there are academic lectures or discussion types of questions. This part presents a more complex audio, such as an academic lecture or a discussion in an educational setting. The topic could be related to a field of study like history, science, or sociology. The test taker will need to

comprehend the main ideas, supporting details, and opinions presented in the audio and respond to questions accordingly³⁵.

Each part is designed to progressively increase in difficulty, and challenge the student's ability to understand spoken English in various contexts. The tasks may include completing sentences, matching information, labeling diagrams or maps, or summarizing key points. It's essential to listen attentively, take notes, and manage time effectively to complete each task within the allocated time frame.



³⁵ Cullen, P., French, A., & Jakeman, V. (2014). *The official Cambridge guide to IELTS for academic & general training*. Cambridge: Cambridge University Press.

C. Conceptual Framework

The conceptual framework of this research is presented by the following diagram below:

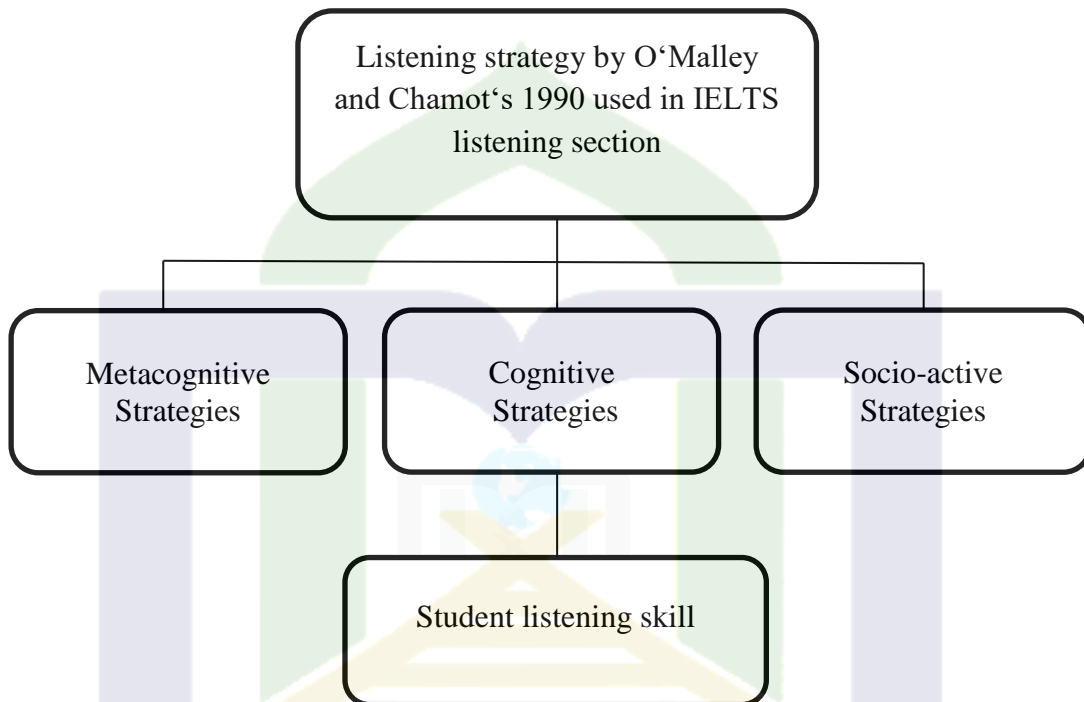


Chart 2.2: Conceptual Framework

Based on the conceptual framework above, the researcher wanted to analyze IELTS preparation student listening strategies through listening strategies from O'Malley and Chamot which are identified into three parts, namely Metacognitive strategies, Cognitive strategies, and Socio-active strategies, researchers will analyze what strategies IELTS preparation students use to improve their listening skills. Apart from that, researchers will analyze the listening level of students in IELTS preparation at the IAIN Parepare language laboratory.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher was used a descriptive quantitative method. This method help the researcher to explored the IELTS Preparation students at IAIN Parepare and analyzed what strategies implement by the IELTS preparation students in improving their listening skills and describing the data from the number of questionnaires.

Moreover, this research analyze the level of listening skill possessed by IELTS preparation students using the IELTS band score descriptors to see the improvements of the IELTS Preparation students and classify their listening comprehension.

B. Location and Time of Research

The researcher conducted the research at IAIN Parepare which was located in Jl. Amal Bhakti, No. 8, Kelurahan Bukit Harapan, Kecamatan Soreang, Kota Parepare, South Sulawesi. This research activity carried out for 30 days including the analysing data.

C. Subject of the Research

The subject of this research were the student of the IELTS preparation class conducted by the language laboratory of IAIN Parepare on 08 August – 04 September 2022.

1. Population

The population of this research were the students of IAIN Parepare who joined the IELTS preparation class in 2022. The numbers of the population were 22 students.

2. Participants

The research subjects were the 10 students who intensively joined the IELTS preparation class for 1 month at the language laboratory of IAIN Parepare. It can be seen in the following table below:

Table 3.1: Research Participant

No	Name	Sex	Occupation
1	SL	Male	Postgraduate
2	IS	Male	Postgraduate
3	SB	Male	Postgraduate
4	MRH	Male	Postgraduate
5	MAS	Male	Postgraduate
6	SRR	Female	Postgraduate
7	RRW	Male	Postgraduate
8	DB	Female	Postgraduate
9	KD	Male	Postgraduate
10	SHA	Female	Undergraduate

D. Kind and Source of Data

Data was a source of reference that was used to do analysis. There were two types of data employed in this study, such as:

1. Primary Data

Primary data was the information gathered directly from the object under investigation. In this research, primary data were collected directly from the field through worksheets and questionnaires to support the accuracy of the data. The primary data sources in this study were the students.

2. Secondary Data

Data were collected from other sources referred as secondary data. Secondary data in this study included band descriptors, expert opinions, scientific journals, etc.

E. Instrument of Research

To gain more complete data, the researcher need to apply several research instruments namely documentation and questionnaire.

1. Documentation

The researcher was used documents to give supporting data to answer research problems. The documents that were analysed are the students' worksheets through IELTS listening band score descriptors. The researcher was collected students' worksheet on IELTS listening test from language laboratory. Then, the researcher was used the IELTS listening band score descriptors as the rubric assessment to analyse and measure the students' listening levels at IAIN Parepare.

2. Questionnaire

The questionnaire contain questions about items the students' strategies in listening comprehension. Sugiyono in Thalha Alhamid and Budur Anufia's research said a questionnaire is a technique of data collection conducted by giving a question or written statement to the respondent to answer. Data collection using a questionnaire helped the researcher classify

data taken from students who have taken IELTS preparation to determine what strategies they use in the listening section.

Table 3.2: Questionnaire

No	Strategy	Items
1	Metacognitive Strategy	15
2	Cognitive Strategy	15
3	Socio / Affective Strategy	15

(Adopted from Cross (2009))

F. Technique of Data Analysis

1. Test

After conducting the IELTS preparation test, the researcher presented the data to calculate by formulation to find out percentage of students' listening comprehension based on the IELTS listening band score. Then, the researcher used the result of the students answer to get their level of comprehension. The classification was as³⁶:

Table 3.3: IELTS Band Score

Band Score	Skill Level	Description
Band 9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

³⁶ University and Language, "Memahami Skor IELTS: Penjelasan Tentang Penilaian Dan Band Score."

Band Score	Skill Level	Description
Band 8	Very good user	<p>Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.</p>
Band 7	Good user	<p>Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.</p>
Band 6	Competent user	<p>Has generally effective command of the language despite some inaccuracies,</p>

Band Score	Skill Level	Description
		<p>inappropriacies and misunderstandings.</p> <p>Can use and understand fairly complex language, particularly in familiar situations.</p>
Band 5	Modest user	<p>Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.</p>
Band 4	Limited User	<p>Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.</p>
Band 3	Extremely limited user	<p>Conveys and understands only general meaning in very familiar situations.</p>

Band Score	Skill Level	Description
		Frequent breakdowns in communication occur.
Band 2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
Band 1	Non-user	Essentially has no ability to use the language beyond possibly a few isolated words.
Band 0	Did not attempt test	Did not attempt test

2. Questionnaire

The kind of the questionnaires was closed questionnaire, there were some available answer, so the respondents only chose one of the answer. The students were asked to chose one of those choices that they thought and felt nearly match with their condition at the time and after the listening test. The questionnaire given to the students“ to find numerical data of students“ perception in listening strategies that suit to them. The questionnaire has four

options, those are always (selalu), often (sering), sometimes (sewaktu-waktu), never (tidak pernah).

Table 3.4: Interval of percentage

Category	Score
Always	4
Often	3
Sometimes	2
Never	1

(Source: Sugiyono, 2017)

After the students doing the questionnaire, the researcher then took the total score from every students by the category of the category of the questionnaire score: always (4), often (3), sometimes (2), never (1). Researcher divided based on the strategies on the questionnaire. Then, researcher groups from every category, and get the percentage. The percentage used a formula in order to know the score of each scale in percentage.

$$\frac{\sum x}{\sum y} \times 100\%$$

Where:

$\sum x$: The number of students that choose same scale in each statement

$\sum y$: Total students

100: Constant number

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

Based on the results of the research that has done, in this chapter the researcher will present the results of the research by using Descriptive Qualitative research conducted by researcher in the IELTS Preparation students. The researcher took 10 students to be sampling for this research. The researcher explained the result to find out the listening levels of IELTS preparation students in the IELTS listening section and to describe the strategies implemented by the IELTS preparation students to improve their listening skill.

The findings of this research are based on the document analysis conducted on the students' worksheet and a questionnaire to collect and classify the information about listening strategies implemented by the IELTS preparation students. The questionnaire has 45 questions.

1. Data Analysis

a. IELTS Listening Test Score

The purpose of this activity is to find out the listening levels of the IELTS preparation student in the listening section which used audio listening in try out last examination test. The result that collected from the data of students' paper test:

Table 4.1: Student Pre-test Listening Levels and IELTS Band Score

No	Student Initial	Test Score	Band Score	Skill Level
1	SL	12	4	Limited User
2	IS	10	4	Limited User
3	SB	11	4	Limited User
4	MRH	10	4	Limited User
5	MAS	11	4	Limited User
6	SRR	13	4.5	Limited User

No	Student Initial	Test Score	Band Score	Skill Level
7	RRW	10	4	Limited User
8	DB	12	4	Limited User
9	SHA	12	4	Limited User
10	KD	10	4	Limited User

According to data above, the majority of students receive the same score on their hearing portion of the IELTS pre-test. Only one student receives the highest score, yet they are all still classified as limited users.

Table 4.2: Student Post-test Listening Levels and IELTS Band Score

No	Student Initial	Test Score	Band Score	Skill Level
1	SL	27	6,5	Competent User
2	IS	19	5	Modest User
3	SB	19	5	Modest User
4	MRH	16	5	Modest User
5	MAS	20	5,5	Modest User
6	SRR	24	6	Competent User
7	RRW	19	5	Modest User
8	DB	19	5	Modest User
9	SHA	19	5	Modest User
10	KD	17	5	Modest User

Based on the results of the post-test, two students are at the competent user level in the IELTS listening section. The majority of students are at the modest user level in their listening. It can be seen that students have an improvement after following the class. This indicates that the students in this class are able to comprehend the listening test all they have to do is practice more and identify the strategies that work best for them in order to get improved at listening.

2. Questionnaire

To investigate the students' strategies on listening comprehension, the researcher gave a questionnaire that contain about strategies that students used

while listening. There are three strategies applied by the students such as metacognitive strategies, cognitive strategies, and socio-affective strategies. Each of the result of the strategies will be explain below:

a. Metacognitive Strategies

Metacognitive strategies are how students apply them to understand how they learn, including planning, monitoring, and evaluating. In the questionnaire constructed by Cross from Siti Hadijah and Shalawati's research, there are 15 statements on using metacognitive processes in listening activities³⁷.The researcher will explore students' opinions on metacognitive methods in this section.

Table 4.3: Statement 1

No	Items	Number of The Students	Percentage of The Students
1	Always	7 students	70%
2	Often	3 students	30%
3	Sometimes	-	-
4	Never	-	-

1. The students make a plan before getting the listening test

As a result of the first statement, there were 70% of students responded *always*, and 30% of them responded *often*. The students applied this strategy by making plans before listening, like preparing notes before the listening test.

Table 4.4: Statement 2

No	Items	Number of The Students	Percentage of The Students
1	Always	2 students	20%
2	Often	5 students	50%
3	Sometimes	3 students	30%
4	Never	-	-

³⁷ Hadijah and Shalawati, "Listening Comprehension Strategies Applied By English Language Learners."

2. The students focus more on the text when having trouble understanding the text

As the result from the questionnaire, there were 50% of the student chose *often* and 30% of them chose *sometimes* and 20% chose *always*. The students often tried to concentrate more on the text when they had problems understanding. The challenge in comprehending is that the students do not always understand what speaker saying.

Table 4.5: Statement 3

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	2 students	20%
3	Sometimes	3 students	30%
4	Never	-	-

3. The students try to recover right away when they got confused

In the third finding, 50% of the students chose *always*, 30% chose *sometimes*, and the smallest percentage which is 20% of the students chose *often*. The students are constantly attempting to regain their concentration. In order to grasp what the speaker is saying and the content from the listening exam, they have to be focused and regain concentration right away.

Table 4.6: Statement 4

No	Items	Number of The Students	Percentage of The Students
1	Always	4 students	40%
2	Often	4 students	40%
3	Sometimes	2 students	20%
4	Never	-	-

4. The students compensate when they do not understand the question

The fourth statement demonstrated how students typically employ these statements as a strategy. There are equal percentages of students who

chose *always* and *often*, which is 40%. Only 20% of students chose *sometimes*, and none chose *never*. This means that the students often compensate when they do not understand the question in listening.

Table 4.7: Statement 5

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	3 students	30%
3	Sometimes	-	-
4	Never	-	-

5. Before listening, the students think of the similar texts that they may have listened

The fifth statement demonstrated that half of the students considered comparable content they had heard before to listening. Based on the data from the table above, 50% of the students chose *always*, and 30% chose *often*. It may be easier for students because they are already familiar with the text they listened to before.

Table 4.8: Statement 6

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	3 students	30%
3	Sometimes	-	-
4	Never	-	-

6. The student try to get back on track when they lose concentration

The majority of students consistently select *always* for this statement. As the data from the table shows, 50% of the students answered *always*, and 30% answered *often*. When students lose focus, they attempt to regain it. The students did their best in their listening task despite losing their concentration.

Table 4.9: Statement 7

No	Items	Number of The Students	Percentage of The Students
1	Always	6 students	90%
2	Often	4 students	40%
3	Sometimes	-	-
4	Never	-	-

7. The students identify problems in listening and work on solving them

This statement shows that 60% of students picked *always* for this statement, other than that picked *often*. This means that more than half of students address their problems by listening and recognizing the issue, which helps them improve their listening comprehension and score better on listening examinations.

Table 4.10: Statement 8

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	4 students	40%
3	Sometimes	1 student	10%
4	Never	-	-

8. After listening, the students reflect on how they listened and what they might do differently next time.

Based on the questionnaire, around 50% of students *always* chose this statement, 40% chose *often*, and the rest chose *sometimes*. As can be observed, some of the students applied this statement. The students plan to respond differently during their next listening exercise.

Table 4.11: Statement 9

No	Items	Number of The Students	Percentage of The Students
1	Always	-	
2	Often	-	
3	Sometimes	4 students	40%
4	Never	6 students	60%

9. When the students have difficulty understanding, they give up and stop listening

Unlike the previous statement, only 40% of students selected *sometimes*, 60% selected *never*, and none selected *always* or *often*. It signifies that students did not give up and quit listening when they realized they were having problems understanding the test.

Table 4.12: Statement 10

No	Items	Number of The Students	Percentage of The Students
1	Always	3 students	30%
2	Often	5 students	50%
3	Sometimes	2 students	20%
4	Never	-	-

10. The students skip over the words they do not understand so they not miss what it said next

The result of this statement, 30% of the students chose *always*, 50% of them chose *often* and 20% of them chose *sometimes*. It can be concluded that most of the students skip the words they do not understand, it because they did not want to miss what the speaker said next.

Table 4.13: Statement 11

No	Items	Number of The Students	Percentage of The Students
1	Always	3 students	30%
2	Often	3 students	30%
3	Sometimes	2 students	20%
4	Never	2 students	20%

11. The students periodically ask if they are satisfied with their level of comprehension of listening

Based on the result of this statement, 30% of students chose *always* as well as *often*, and 20% chose *sometimes*, with the same percentage of the

students choosing never. The result of this statement is that the students have different thoughts; some of them think that they are satisfied with their listening skill and some of the others think they need to improve their listening skill.

Table 4.14: Statement 12

No	Items	Number of The Students	Percentage of The Students
1	Always	3 students	30%
2	Often	3 students	30%
3	Sometimes	4 students	40%
4	Never	-	-

12. After listening, the students reflect on their listening task with their classmates

This statement shows that 30% of students chose *always* and *often*. However, *sometimes* and *never*, the percentage is the same, 20%. It means that the students frequently discuss their listening tasks with their friends.

Table 4.15: Statement 13

No	Items	Number of The Students	Percentage of The Students
1	Always	8 students	80%
2	Often	2 students	20%
3	Sometimes	-	-
4	Never	-	-

13. Before listening, the students concentrate on the listening task and keep away things that distract attention

This statement shows that 80% of the students chose *always*, while 20% chose *often*, and no one chose *never*. This statement shows that most of the students keep away things that will disturb them and try to keep their minds calm.

Table 4.16: Statement 14

No	Items	Number of The Students	Percentage of The Students
1	Always	2 students	20%
2	Often	1 student	10%
3	Sometimes	4 students	40%
4	Never	3 students	30%

14. The students listened to the speaker's words without paying much attention to every new word

Based on the percentage of this statement, 40% of the students chose *sometimes* to this statement, 30% chose *never*. While 20% of them *always* used this statement, 10% of the students chose *often*. From this statement, the student pays attention to every new word so they do not miss the next topic while listening.

Table 4.17: Statement 15

No	Items	Number of The Students	Percentage of The Students
1	Always	4 students	40%
2	Often	3 students	30%
3	Sometimes	2 students	20%
4	Never	1 student	10%

15. As they listen, the students mentally repeat essential words

This statement results in most students choosing always, while 30% chose often, and 20% of them chose sometimes and 10% chose never. It means the student mentally repeats the essential words in the listening test to remember the essential words.

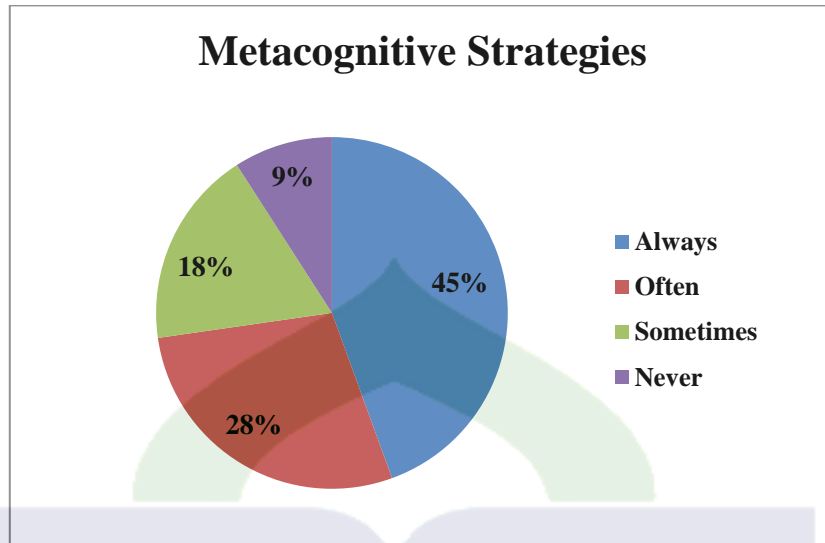


Chart 4.1: The Percentage of Students Who Choose Metacognitive Strategies

Based on the explanation above, students are asked fifteen questions about implementing metacognitive strategies. The majority of students used metacognitive strategies throughout the listening test. The most significant percentage of students chose was around 45% or 66. Most students chose "always" in the ninth statement, "I try to get back on track when I lose concentration." It indicates that students focus intensively on the listening task in metacognitive strategies. They identified the challenges and attempted to solve the problems they encountered throughout the listening session.

b. Cognitive Strategies

Cognitive strategies necessitate processing thinking in students, which can lead to strategic and adaptable learning. The tactics can be applied by making a note to recall the information. The questionnaire adopted from Cross in Siti Hadijah and Shalawati's research has 15 statements about using cognitive processes in listening tasks³⁸.

³⁸ Hadijah and Shalawati. Hadijah and Shalawati.

Table 4.18: Statement 1

No	Items	Number of The Students	Percentage of The Students
1	Always	4 students	40%
2	Often	2 students	20%
3	Sometimes	2 students	20%
4	Never	2 students	20%

1. The students translate in their head as they listen to the test

The result there were 40% of the students chose *always*. While, 20% of the students chose *often* with the same percentage of the students chose *sometimes* and *never*. This means that the students do not translate in their head while doing the listening activity.

Table 4.19: Statement 2

No	Items	Number of The Students	Percentage of The Students
1	Always	8 students	80%
2	Often	2 students	20%
3	Sometimes	-	-
4	Never	-	-

2. Before listening, the students make predictions about the listening material based on the title

The results of the questionnaire above shows that 80% chose *always*, and 20% of the students chose *often*. It can be concluded that the students make predictions about listening material based on its title to help them answer the test.

Table 4.20: Statement 3

No	Items	Number of The Students	Percentage of The Students
1	Always	4 students	40%
2	Often	3 students	30%
3	Sometimes	2 students	20%
4	Never	1 student	10%

3. The students use the words they understand to guess the meaning of the words they do not understand

Based on the percentage of this statement, 40% of the students used this statement as they responded by choosing *always*, 30% chose *often*, while 20% chose *sometimes*, and only 10% of them chose *never*. It means half of the percentages of the students use the words they understand to understand the whole text.

Table 4.21: Statement 4

No	Items	Number of The Students	Percentage of The Students
1	Always	6 students	60%
2	Often	1 student	10%
3	Sometimes	3 students	30%
4	Never	-	-

4. While listen, the students compare what they understand with what they know about the topic

The result of this statement shows that most students use the words they are familiar with to understand the words they do not understand. Based on the percentage above, 60% of the student chose *always*, 30% chose *sometimes*, while 10% of them chose *often*. It can be concluded the students compare what they hear with what they know to overcome the problem of listening.

Table 4.22: Statement 5

No	Items	Number of The Students	Percentage of The Students
1	Always	7 students	70%
2	Often	1 student	10%
3	Sometimes	2 students	20%
4	Never	-	-

5. The students use their experience and knowledge to help them understand the test

These statements show that most students use experience and knowledge to comprehend their listening. Because of that, 70% of the students chose *always*, 10% of the students chose *often*, and more than that which is 20% chose *sometimes*. It means using experience and knowledge that are valuable to them.

Table 4.23: Statement 6

No	Items	Number of The Students	Percentage of The Students
1	Always	7 students	70%
2	Often	1 student	10%
3	Sometimes	2 students	20%
4	Never	-	-

6. The students use their knowledge of the text organization to understand the text of test

The result of this statement it's the same with the statement before. Using their knowledge to understand the text, but the different is in this statement is about text organization. Furthermore, there was 70% of the students chose *always*. It means this strategy highly used in listening test.

Table 4.24: Statement 7

No	Items	Number of The Students	Percentage of The Students
1	Always	6 students	60%
2	Often	3 students	30%
3	Sometimes	1 student	10%
4	Never	-	-

7. The students predict the words they heard based on the title

This statement resulted in the students trying to predict the words they would always hear based on the title. 60% of the students chose *always*, 30% chose *often*, and 10% chose *sometimes*. It means this valuable statement for the students as their strategies.

Table 4.25: Statement 8

No	Items	Number of The Students	Percentage of The Students
1	Always	1 student	10%
2	Often	5 students	50%
3	Sometimes	4 students	40%
4	Never	-	-

8. As they listen, the students quickly adjust their interpretation if they realize that it is not correct

Based on the questionnaire about this statement, 10% of the student chose *always*, while 50 % of them chose *often*, and less than half chose *sometimes*. It means that students often adjust their interpretation if they realize that it is not correct.

Table 4.26: Statement 9

No	Items	Number of The Students	Percentage of The Students
1	Always	2 students	20%
2	Often	2 students	20%
3	Sometimes	5 students	50%
4	Never	1 student	10%

9. After listening, the students make a mental summary of what they have listened to

Different from the other statement, on this statement, just 20% of the students chose *always*, while the same percentage chose *often*, 50% chose *sometimes*, and 10% chose *never*. The students rarely make a mental summary of what they have listened to.

Table 4.27: Statement 10

No	Items	Number of The Students	Percentage of The Students
1	Always	6 students	60%
2	Often	1 student	10%
3	Sometimes	3 students	30%
4	Never	-	-

10. The students use the main idea of the words that they do not understand

The main idea is one of the biggest things during listening activity because the students cannot understand each word while the speaker is speaking. In this statement, 60% of students use the text's central idea to help them guess the meaning of the words they do not understand. 10% of them chose *often*, while 30% of them chose *sometimes*. The students entirely apply this statement while they are doing the listening activity.

Table 4.28: Statement 11

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	3 students	30%
3	Sometimes	2 students	20%
4	Never	-	-

11. While listening, the students try to think in English without having to translate into to their language

As English is not the student's primary language, it is difficult to understand the listening without translating into their language. Based on the percentage, half of the students chose *always*, 30% of them chose *often*, and 20% chose *sometimes*, with zero percentage of them chose *never*. This means the students can think in English without translating the question into their language.

Table 4.29: Statement 12

No	Items	Number of The Students	Percentage of The Students
1	Always	3 students	30%
2	Often	3 students	30%
3	Sometimes	4 students	40%
4	Never	-	-

12. The students think back to guess the meaning of a word

This statement shows that 30% of students chose *always* and *often*. While, 40% of the students chose *sometimes*, and none chose *never*. While the students guess the word's meaning while listening, they reflect on what they already have. It means the students want to make sure the answer is correct, the word they guess before answering the question.

Table 4.30: Statement 13

No	Items	Number of The Students	Percentage of The Students
1	Always	7 students	70%
2	Often	3 students	30%
3	Sometimes	-	-
4	Never	-	-

13. The students use pronunciation aspects like stress and intonation to enhance their understanding

The result of this statement shows that 70% of the student chose *always*, and 30% of them chose *often*. This statement shows that pronunciation aspects like stress and intonation can be their strategies for understanding listening tasks. Stress and intonation are needed in listening because, with intonation and stress, we can know the situation in the listening test.

Table 4.31: Statement 14

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	5 students	50%
3	Sometimes	-	-
4	Never	-	-

14. While listening, the students try to predict incoming content using the delivered information

While listening to the test, the students try to predict incoming content using the information delivered, which is beneficial. Based on the

percentage of this statement, half of the students chose *always*, and the same percentage *often* chose to predict what will come next and use that as additional information.

Table 4.32: Statement 15

No	Items	Number of The Students	Percentage of The Students
1	Always	6 students	60%
2	Often	4 students	40%
3	Sometimes	-	-
4	Never	-	-

15. The students picture the setting of the conversation to understand what the speakers are talking about

Trying to use imagination to assess the setting or situation of the conversation while listening can use to help understand what the speakers are talking about. While listening, this statement can be one of the essential strategies. It is because we can understand the situation they are discussing by our imagination. In this statement, 60% of the students chose *always*, and 40% chose *often*. It can be seen that, the students frequently picture the setting of the conversation to understand what the speakers are talking about.

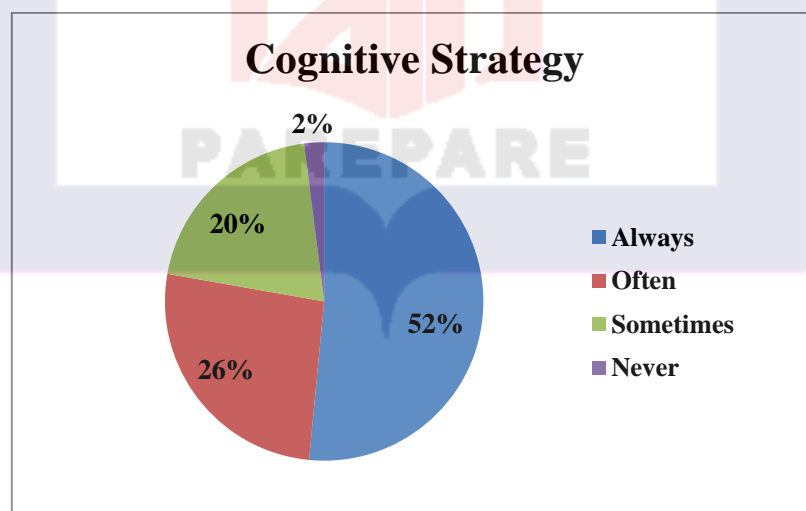


Chart 4.2: The Percentage of Students Who Choose Cognitive Strategies

Based on the statement above, cognitive strategies can assist students in improving their listening comprehension. Only a few chose never for each statement in the questionnaire. On this questionnaire, the statement "Before listening, I make predictions about the listening material based on the title" received the highest percentage, with 80% always choosing as their answer. It demonstrates how people use their knowledge and experience to understand listening texts better. However, one of the most essential strategies for understanding a listening text is to focus on the main subject of the text. Because if we miss a word or meaning while listening, we may still understand the text using the primary idea. According to the statement above, cognitive strategies can assist students to improve their listening comprehension.

c. Socio-Affective Strategies

Socio-affective methods include discussing with others or controlling one's emotions. Specifically, learners must be able to manage their emotions while performing assigned activities. Cross in Siti Hadijah and Shalawati's research questions included socio-affective strategies³⁹.

Table 4.34: Statement 1

No	Items	Number of The Students	Percentage of The Students
1	Always	3 students	30%
2	Often	4 students	40%
3	Sometimes	2 students	20%
4	Never	-	-

1. To get comprehension and confidence during listening, the students share ideas with others

The students share ideas with others to improve comprehension and confidence while listening

This statement shows that 40% of the students chose *often*, 30% chose *always*, and 20% chose *sometimes*. None of them chose *never*. Students

³⁹ Hadijah and Shalawati, "Listening Comprehension Strategies Applied By English Language Learners." Hadijah and Shalawati.

often share their ideas to gain comprehension and confidence while listening.

Table 4.35: Statement 2

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	3 students	30%
3	Sometimes	2 students	20%
4	Never	-	-

2. The students use dictionary to look up words or ask someone else for help if they still not understand something

The result of the second statement shows that 50% of the students picked *always*, while only 30% of them picked *often* and the smallest percentage which is 20% of the students picked *sometimes*. The students are not using a dictionary to look up words or ask someone else for help if they still not understand something.

Table 4.36: Statement 3

No	Items	Number of The Students	Percentage of The Students
1	Always	4 students	40%
2	Often	2 students	20%
3	Sometimes	4 students	40%
4	Never	-	-

3. The students work in group to do the exercise which are given by the lecture

The result of this statement was the students work with their friend to do exercise. Around 40% of the students chose *always* and *sometimes* while 30% of them chose *often*. It means this strategy quite useful for the students to work on their exercise.

Table 4.37: Statement 4

No	Items	Number of The Students	Percentage of The Students
1	Always	4 students	40%
2	Often	2 students	20%
3	Sometimes	4 students	40%
4	Never	-	-

4. To despite difficulties, the students encouraging them self in listening the test

The result of this statement there are 40% of the students chose *always*, the same amount of percentage of *sometimes*, and the 20% of percentage chose *often*. By encouraging them self it can help them to despite their difficulties.

Table 4.38: Statement 5

No	Items	Number of The Students	Percentage of The Students
1	Always	3 students	30%
2	Often	2 students	20%
3	Sometimes	4 students	40%
4	Never	1 student	10%

5. The students clarify their answers by asking their classmate

The result of this statement shows that high percentage of the students chose *sometimes*, and the lowest percentage of the student chose *never*. It conclude that the students sometimes ask their classmate for clarifying the correct answer for what they have listened.

Table 4.39: Statement 6

No	Items	Number of The Students	Percentage of The Students
1	Always	4 students	40%
2	Often	2 students	20%
3	Sometimes	4 students	40%
4	Never	-	-

6. The students talk to their classmates about how to be a better listener in English

The result of the sixth statement shows 40% of the students choose *always* and *sometimes* and 20% of them chose *often*, while there is no one choosing *never*. It means this statement not fully used by the students.

Table 4.40: Statement 7

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	3 students	30%
3	Sometimes	2 students	20%
4	Never	-	-

7. The students encourage their self through positive self-talk

The result of this statement there were 50% of the students chose *always*, 30% chose *often* the rest amount of the students chose *sometimes*. It means the students like to encourage their self through positive talk.

Table 4.41: Statement 8

No	Items	Number of The Students	Percentage of The Students
1	Always	5 students	50%
2	Often	2 students	20%
3	Sometimes	3 students	30%
4	Never	-	-

8. Before listening to the recording, the students sometimes feel worried. So they have to relax to not get panic.

From the questionnaire, the data shows that most of the students feel worried and have to relax so they do not panic while listening to the recording in listening test.

Table 4.42: Statement 9

No	Items	Number of The Students	Percentage of The Students
1	Always	2 students	20%
2	Often	4 students	40%
3	Sometimes	4 students	40%
4	Never	-	-

9. The students talk to the lecture to be a better listener

In this statement only 20% of the students chose *always* and 40% of the students chose *often* as the same amount of percentage with *sometimes*. This can conclude that, this statement did not really applied by the students, while it is important to talk to lecture, to gain new insight about how to be a better listener of English.

Table 4.43: Statement 10

No	Items	Number of The Students	Percentage of The Students
1	Always	2 students	20%
2	Often	5 students	50%
3	Sometimes	2 students	20%
4	Never	1 student	10%

10. The students ask their lecture to clarify their answers

The result of this statement the highest number of the percentage were *often* and the lowest were *never*. It means students often ask the lecture for clarifying the correct answer from what they listened.

Table 4.44: Statement 11

No	Items	Number of The Students	Percentage of The Students
1	Always	4 students	40%
2	Often	2 students	20%
3	Sometimes	4 students	40%
4	Never	-	-

11. The students like to ask for help if they found difficulty answering questions

The result of the *always* and *sometimes* has the same percentage that was 40% and 20% of them chose *often*. It can be concluded that half of the students like to ask for help if they found out difficulty in answering the listening questions.

Table 4.45: Statement 12

No	Items	Number of The Students	Percentage of The Students
1	Always	7 students	70%
2	Often	2 students	20%
3	Sometimes	1 student	10%
4	Never	-	-

12. The students repeat the audio to explain their answers

As a result of this statement the high percentage of the students chose *always* for this statement. It can be conclude that the student always listened again to the audio of the questions to explain their answers.

Table 4.46: Statement 13

No	Items	Number of The Students	Percentage of The Students
1	Always	7 students	70%
2	Often	2 students	20%
3	Sometimes	1 student	10%
4	Never	-	-

13. I discussed my answer with a friend to ensure the best answer

From the table above, most of the students answer *always* to this statement. 20 % of them answer by *often* and 10% of them answer by sometimes. The statement can be concluded that the student effectively discussed the answer with their friend to ensure the best answer.

Table 4.47: Statement 14

No	Items	Number of The Students	Percentage of The Students
1	Always	7 students	70%
2	Often	2 students	20%
3	Sometimes	1 student	10%
4	Never	-	-

14. I like to look back at my answers to make sure they are correct

From the data above, the biggest percentage of the students chose *always* as their answer and smallest percentage of them chose *sometimes*,

From the questionnaire of this statement shows that most of the student always look back to their answer to make sure they are correct.

Table 4.48: Statement 15

No	Items	Number of The Students	Percentage of The Students
1	Always	8 students	80%
2	Often	2 students	20%
3	Sometimes	-	-
4	Never	-	-

15. To get more focus, students have to calm their self

As an result of this statement, highest percentage of the students calmed their self's down to get more focus in listening, while the rest of the chose often as an answer for this statement. It show that the students agree that they calm their while listen to the test so they can get more focus.

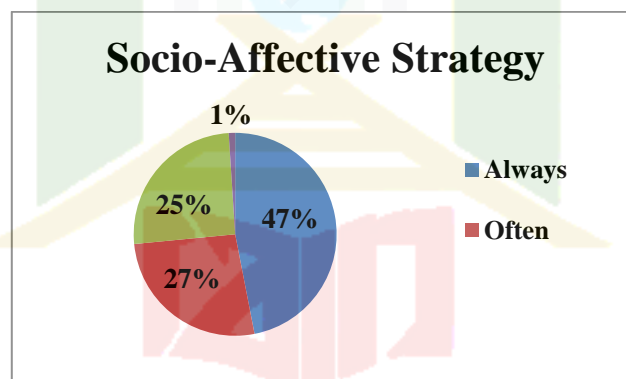


Chart 4.3: The Percentage of Students Who Choose Socio-Affective Strategies

The students' questionnaire about the socio-affective strategy's implementation shows that approximately 47% of students picked "always" from all statements. Most students select "always" in the statement "I calmed myself down to get more focus." It demonstrates that students find the test challenging in socio-affective strategies and must calm themselves to concentrate more on answering the question.

B. Discussion

In discussion of this research was based on the data or scrip interpretation from the students' worksheets and questionnaire process of 10 students of the IELTS preparation class at IAIN Parepare. The main point of this part is to find out the listening levels of the IELTS Preparation students and to describe strategies implemented by the students to improve their listening skill.

1. Students' Listening Levels on IELTS Preparation Class at IAIN Parepare

The analysis of students' worksheets on the IELTS listening pre-test activity from 10 students in the IELTS Preparation program shows that almost all of them have the same score, with the 4 band score (Limited User Level) only one of them have the 4,5 score but still count as limited user.

After following the IELTS Preparation program for 1 month, there are significant increasing from the student scores. Most of the students got 5 band score (Modest User Level) as their result from IELTS listening post-test. There are 2 students achieve 6,5 and 6 band scores (Competent User Level). Then, 1 student achieve 5,5 band scores (Modest User Level).

Furthermore, the researcher analyse from the 3 students with the highest score in their listening test. SL as the achiever from the score 6,5 band score (Competent User Level), SRR as the achiever from the score 6 (Competent User Level), and MAS as the 5,5 band score (Modest User Level) achiever. After analysing the students' problem from listening test from IELTS, most of them have difficulty in understanding the type of the question, lack of vocabulary, and the accent of the speaker. In addition, quite identical result was discovered by Kartika Pratiwi and Erna Andriyanti, who did the research on the external factors causing students' difficulties in listening from their research, they found out that

there are many people who still cannot understand what others said in English. They are confused when their interlocutors speak fast which causing them didn't understand the utterances, otherwise the external factors include environmental factors, material factors, speakers, style and speaking techniques⁴⁰.

Vocabulary involves an important role in writing because one cannot deal with something without identifying the name of the object and one cannot define a particular object without knowing the words too. Other than that, pronunciation of the speakers in listening is something needed to be clear. In due to the fact that the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for students⁴¹. An addition according to Walker, to identify the words despite their unfamiliar pronunciation, students should try to decide which linguistic part belongs to which word. Prosodic features of spoken language like where the stress falls, weak forms and strong forms of words, and intonation also impact the comprehension of oral text, so this is why the pronunciation of the speakers is also matter⁴².

2. Student Listening Strategies

Based on the findings, the researcher asked three main strategies used in listening from Cross. Those strategies are metacognitive strategy, cognitive strategy and socio-affective strategy. From those 3 strategies, there are 15 statement in each strategies, which will choose with the student either they always, often, sometimes, or never applied the

⁴⁰ Pratiwi and Andriyanti, "External Factors Causing Students' Difficulties in Listening."

⁴¹ Saraswati and Palembang, "Learners' Difficulties & Strategies in Listening Comprehension."

⁴² Walker, "University of Pennsylvania Working Advantage Accented? Listener Differences in Understanding Speech in Noise Advantage Accented? Listener Differences in Understanding Speech in Noise."

statement. Here was the explanation of the students' statement on IELTS listening:

a. Metacognitive Strategies

Based on metacognitive strategies questionnaire, almost half the sample of the students agreed with the statement from the metacognitive strategies to be used in their listening test. Most of them having the trouble with concentration during listening, it showed from the highest percentage of the students choosing "always" on the statement "I try to get back on track when I lose concentration". Some difficulties in understanding and remembering information from speakers may be due to the lack of English language skill itself, most students faced that problems in listening comprehension test, they were confused to answer some questions because of those problems⁴³. It indicates that metacognitive strategy not affectively used by the IELTS students. However training with applying metacognitive strategies in listening by doing planning for learning, monitoring learning while it is happening, thinking about the language process, or self-evaluating during or after the task is completed⁴⁴ will help the students in becoming mindful of the metacognitive strategies in listening and have become more cognizant of using those to plan, monitor, and evaluate their listening task processes. When students are trained with metacognitive strategies in listening, they are aided to improve their listening comprehension⁴⁵.

⁴³ Syadiah, "Efl Learners Faced Problems in Listening Comperhension."

⁴⁴ J Michael O Malley and others, 'The Role of Learning Strategies in Second Language Acquy Use by Students of Englishisition: Strategy', June, 1987.

⁴⁵ Robillos and Bustos, "Learners' Listening Skill and Metacognitive Awareness through Metacognitive Strategy Instruction with Pedagogical Cycle."

b. Cognitive Strategies

According to the cognitive strategies questionnaire, cognitive strategies can assist students in improving their listening comprehension. Only a few of them chose never for each statement given in the questionnaire. On this questionnaire, the statement "Before listening, I make predictions about the listening material based on the title" received the highest percentage, with high percentage of students choosing always as their answer. It demonstrates how the students may utilize their knowledge and experience to better understand listening texts. The ability of students to construct knowledge based on well-known facts or ideas is known as cognitive strategy. Students' cognitive strategies are their thinking abilities, and they can be used in many different scientific domains⁴⁶. This cognitive technique is a crucial component that a learner needs to grasp. According to Gilakjani and Sabouri mention that cognitive strategy is a form of unique intellectual skill that is crucial for the learning and thinking processes⁴⁷. Students utilize cognitive techniques to address challenges in the learning process, particularly when it comes to listening.

c. Socio-Affective Strategies

From the socio-affective strategies questionnaire, half of the percentage of the students chose to implement this strategy. Most students select "always" in the statement "I calmed myself down to get more focus." It demonstrates that in socio-affective strategies, students find the test difficult and have to calm themselves to become more concentrated in order to answer the question. From that statement it

⁴⁶ Damayanti et al., "The Effectiveness of Cognitive Strategy to Improve Students' Listening Comprehension Achievement."

⁴⁷ Gilakjani and Sabouri, "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."

can be seen that the student having anxiety during their listening process. Listening anxiety generally emerges when students face a difficult or new listening situation, and it increases when the listener cannot hear the words, misunderstands what she hears or makes wrong inferences from them. This is one of the factors of the differences in students' listening scores⁴⁸. However, according Tajzadeh, explained that the advantages in using socio-affective strategies are can lower anxiety by using some mental technique and can solves the problems through teacher-student or peer interaction⁴⁹.



⁴⁸ Melanlioğlu, "Impacts of Authentic Listening Tasks upon Listening Anxiety and Listening Comprehension."

⁴⁹ Tajzadeh, Jahandar, and Khodabandehlou, "The Impact of Visual Presentation on Iranian Intermediate Efl Learner ' S Writing Ability."

CHAPTER V

CLOSING

A. Conclusion

The researcher assessed students' listening levels and listening strategies using tests and questionnaire. The students' score analyzed in order to describe the students' listening levels and listening strategies that students use while do the listening test. Based on the description of the result data analysis, the researcher concludes the research that:

1. As evidenced by test results and questionnaire responses, the IELTS preparation program at IAIN Parepare improved students' listening skills. From the students pre-test most of them having 4 band score (Limited User Level) after following the IELTS preparation program, the student post-test showed an increase score, such as 5 (Modest User Level) and 6,5 (Competent User Level) as the highest achievement.
2. From the questionnaire filled by the students, most of them applying strategies while listening. However, not all the strategies fully applied by the student, although the strategies is important to use to help with the students listening score. According to the data from questionnaire, majority of the students use cognitive strategies in their listening by making note and recall the information to help them answer the question. This strategy helped the student to remember the important information from the audio so it will be easier for them to answer the questions. The second strategy used by the students is socio-affective, this strategy help them to overcome the get more focused while listen. By calming their-self down, the students can get relax while try to answer the questions. The third strategy which is metacognitive strategy used by the students to help them planning, monitoring, and evaluating the question while listen to the test. However,

this strategy was less used based on the data from the questionnaire. Improving listening skill requires appropriate learning strategies to be applied by each student. By applying the right strategy it will be easier for the student to overcome their problem in listening.

B. Suggestion

Based on the conclusion of this study, the researcher intends some suggestions as follow:

1. To develop student abilities in English language teaching, the language laboratory suggested helping and conduct more preparation class of language proficiency such as IELTS and TOEFL. In order to develop the students' English abilities such as writing, listening, reading and speaking,
2. For the English teacher, they should introduce TOEFL and IELTS in order to make the students to be familiar with all the language proficiency that can support their academic success.
3. For the students, it is suggested to keep practice and doing some exercise and implementing the learning strategies that fit them so it will be easier for them to improve their skills.
4. For the next researcher, the results of this study are expected to help to find some information and can be used as a reference to enrich their research on the same research topic.

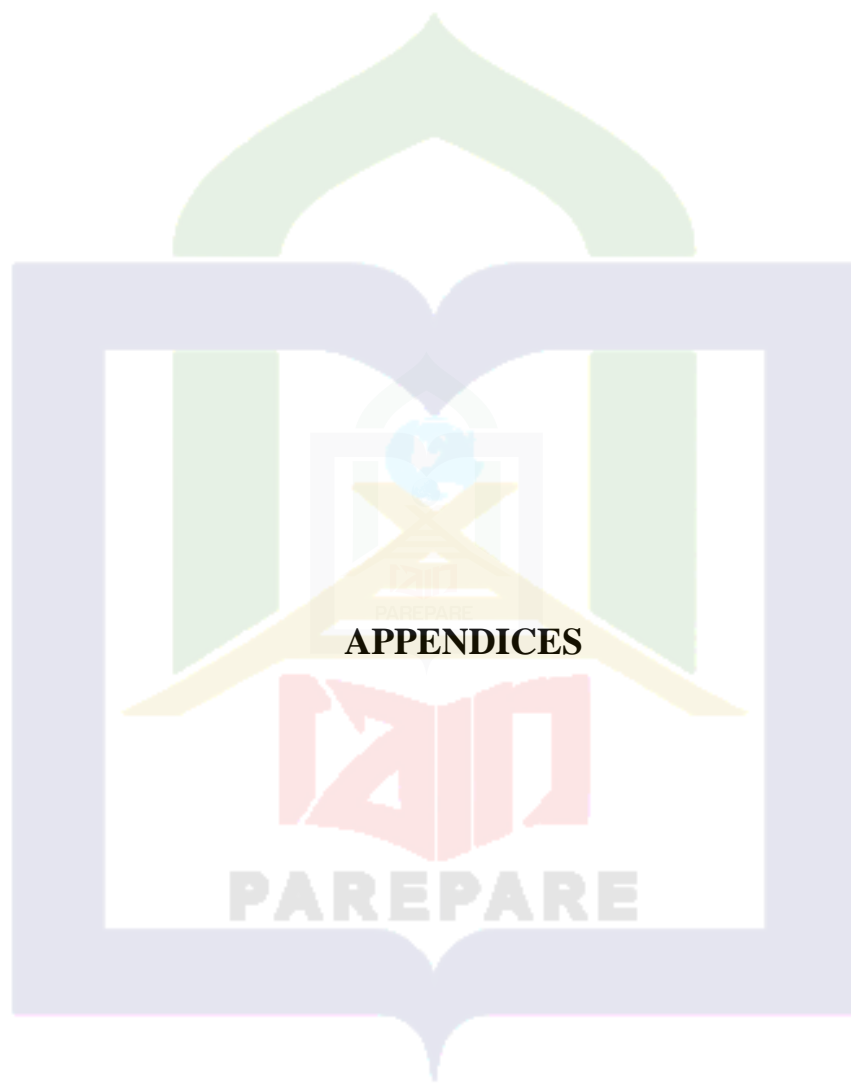
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APPENDICES

PAREPARE

APPENDIX

Virtue of Consultant Degree



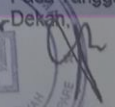


**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 4017 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**


DEKAN FAKULTAS TARBİYAH

Menimbang	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
Mengingat	b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa; 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen, 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. 11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
Memperhatikan	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.
Menetapkan	<p style="text-align: center;">MEMUTUSKAN</p> <p>KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;</p>
Kesatu	Menunjuk saudara; 1. Dr. Magdahalena, M.Hum. 2. Dr. Mujahidah, M Pd Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Syaribulan NIM : 2020203888203014 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The analysis of learning strategies of IELTS preparation students of IAIN Parepare
Kedua	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada Tanggal : 13 September 2023
 Dekan



Dr. Zulfa, M.Pd.
 NIP. 19830420 200801 2 010



APPENDIX 2

Research Allowance

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 91110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-2704/In.39/FTAR.01/PP.00.9/07/2024 08 Juli 2024
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : SYARIBULAN
Tempat/Tgl. Lahir : PAREPARE, 01 Mei 2002
NIM : 2020203888203014
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : JL. BAYAM NO. 37, KEL. BUKIT INDAH

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

THE ANALYSIS OF STUDENTS' LISTENING STRATEGIES IN IELTS PREPARATION AT IAIN PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 10 Juli 2024 sampai dengan tanggal 12 Agustus 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.


Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

SRN IP0000592



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 592/IP/DPM-PTSP/7/2024

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA : **SYARIBULAN**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **Pendidikan Bahasa Inggris**
 ALAMAT : **JL.BAYAM NO.37 PAREPARE**
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ANALYSIS OF STUDENTS' LISTENING STRATEGIES IN IELTS PREPARATION AT IAIN PAREPARE**


LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **12 Juli 2024 s.d 12 Agustus 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **16 Juli 2024**




KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM
 Pembina Tk. 1 (IV/b)
 NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan QRCode)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA



Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN

Nomor: B-142/in.39/UPB.10/PP.00.9/07/2024

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa atas nama,

Nama : Syaribulan
Nim : 2020203888203014
Fakultas : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris

Telah selesai Melakukan Penelitian dengan Judul Skripsi "*THE ANALYSIS OF STUDENTS' LISTENING STRATEGIES IN IELTS PREPARATION AT IAIN PAREPARE*" pada tanggal 12 Juli s.d 12 Agustus 2024 di Unit Pelaksana Teknis (UPT) Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.


Parepare, 18 Juli 2024
Kepala UPT Bahasa



Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

APPENDIX 3

Instrument that used to collect and analyze students' listening strategies

	<p style="text-align: center;">KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421) 21307, Faksimile (0421) 2404</p>
	<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : SYARIBULAN

NIM : 2020203888203014

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : THE ANALYSIS OF STUDENTS' LISTENING STRATEGIES IN IELTS PREPARATION AT IAIN PAREPARE

Questionnaire

To investigate the students' strategies on listening comprehension, the researcher gave a questionnaire that contain about strategies that students used while listening. There are three strategies that applied by the students, such as; Metacognitive strategies, Cognitive strategies and Socio-affective strategies.

Questionnaire of Students

Name :

Class :

Direction :

1. The questionnaire is written for a research purpose only it does not influence your English score.
2. You are required to give (√) for the correct answer based on your opinion in some options.
3. Your correct opinion will give a great help for this research.
4. Thank for your participations.

Information:

Always (Selalu)

Often (Sering)

Sometimes (Sewaktu-waktu)

Never (Tidak pernah)

Metacognitive Strategies

No	Explanation				
	Statement	Always	Often	Sometimes	Never
1	<p>Before I start to listen, I have plan in my head for how I am going to listen.</p> <p><i>Sebelum saya mulai mendengarkan, saya mempunyai rencana di kepala saya tentang bagaimana saya akan mendengarkan.</i></p>				
2	<p>I focus harder on the text when I have trouble understanding.</p> <p><i>Saya lebih fokus pada teks ketika saya kesulitan memahaminya.</i></p>				
3	<p>When my mind wanders, I recover my concentration right away.</p> <p><i>Ketika pikiran saya mengembara, saya segera memulihkan konsentrasi saya.</i></p>				
4	<p>When there is something I do not understand, I pursue trying to compensate for it.</p>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<i>Ketika ada sesuatu yang saya tidak mengerti, saya berusaha untuk memberikan kompensasi.</i>				
5	Before listening, I think of similar test texts that I may have listened to. <i>Sebelum mendengarkan, saya memikirkan teks tes serupa yang mungkin pernah saya dengarkan.</i>				
6	I try to get back on track when I lose concentration. <i>Saya mencoba untuk kembali ke jalur ketika saya kehilangan konsentrasi.</i>				
7	Identify my problems in listening and work on solving them. <i>Identifikasi masalah saya dalam mendengarkan dan berusaha memecahkannya.</i>				
8	After listening, I think back to how I listened, and about what I might do differently				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<p>next time.</p> <p><i>Setelah mendengarkan, saya memikirkan kembali cara saya mendengarkan, dan tentang apa yang mungkin saya lakukan secara berbeda di lain waktu.</i></p>				
9	<p>When I have difficulty understanding what I hear, I give up and stop listening.</p> <p><i>Ketika saya mengalami kesulitan memahami apa yang saya dengar, saya menyerah dan berhenti mendengarkan.</i></p>				
10	<p>I skip over words that I do not understand so that I do not miss what is said next.</p> <p><i>Saya melewati kata-kata yang tidak saya mengerti agar saya tidak ketinggalan apa yang diucapkan selanjutnya.</i></p>				
11	<p>As I listen, I periodically ask myself if I am satisfied with my level of comprehension.</p>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<p><i>Saat saya mendengarkan, saya secara berkala bertanya pada diri sendiri apakah saya puas dengan tingkat pemahaman saya.</i></p>				
12	<p>After listening, I reflect on the listening task with my classmates.</p> <p><i>Setelah mendengarkan, saya merenungkan tugas mendengarkan bersama teman sekelas saya.</i></p>				
13	<p>Before listening, I concentrate my mind on the listening task and keep away things that distract attention.</p> <p><i>Sebelum mendengarkan, saya memusatkan pikiran pada tugas mendengarkan dan menjauhkan hal-hal yang mengganggu perhatian.</i></p>				
14	<p>Listen to what is said without paying much attention to every new word.</p>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<i>Dengarkan apa yang diucapkan tanpa terlalu memperhatikan setiap kata baru.</i>				
15	As I listen, I repeat important words mentally. <i>Saat saya mendengarkan, saya mengulangi kata-kata penting secara mental.</i>				

Cognitive Strategies

No	Explanation				
	Statement	Always	Often	Sometimes	Never
1	I translate in my head as I listen. <i>Saya menerjemahkan di kepala saya saat saya mendengarkan.</i>				
2	Before listening, I make predictions about the listening material based on the title. <i>Sebelum mendengarkan, saya membuat prediksi tentang materi yang didengarkan berdasarkan</i>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<i>judulnya.</i>				
3	<p>I use the words I understand to guess the meaning of the words I do not understand.</p> <p><i>Saya menggunakan kata-kata yang saya mengerti untuk menebak arti dari kata-kata yang saya tidak mengerti.</i></p>				
4	<p>As I listen, I compare what I understand with what I know about the topic.</p> <p><i>Saat saya mendengarkan, saya membandingkan apa yang saya pahami dengan apa yang saya ketahui tentang topik tersebut.</i></p>				
5	<p>I use my experience and knowledge to help me understand.</p> <p><i>Saya menggunakan pengalaman dan pengetahuan saya untuk membantu saya memahami.</i></p>				
6	<p>I use my knowledge of the text organization to understand the next.</p>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<i>Saya menggunakan pengetahuan saya tentang organisasi teks untuk memahami selanjutnya.</i>				
7	<p>Before listening, I try to predict the words I am likely to hear based on the title.</p> <p><i>Sebelum mendengarkan, saya mencoba memprediksi kata-kata yang mungkin saya dengar berdasarkan judulnya.</i></p>				
8	<p>As listen, I quickly adjust my interpretation if I realize that is not correct.</p> <p><i>Saat mendengarkan, saya segera menyesuaikan penafsiran saya jika saya menyadari bahwa itu tidak benar.</i></p>				
9	<p>After listening, I make a mental summary of what I have listened to.</p> <p><i>Setelah mendengarkan, saya membuat ringkasan mental tentang apa yang</i></p>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<i>telah saya dengarkan.</i>				
10	<p>I use the main idea of the text to help me guess the meaning of the words that I do not understand.</p> <p><i>Saya menggunakan gagasan utama teks untuk membantu saya menebak arti kata yang tidak saya mengerti.</i></p>				
11	<p>As I listen, I try to think in English without having to translate into my own language.</p> <p><i>Saat saya mendengarkan, saya mencoba berpikir dalam bahasa Inggris tanpa harus menerjemahkan ke dalam bahasa saya sendiri.</i></p>				
12	<p>When I guess the meaning of a word, I think back to everything else that I have.</p> <p><i>Ketika saya menebak arti sebuah kata, saya memikirkan kembali semua hal lain yang saya miliki.</i></p>				
13	I use pronunciation aspects like stress and intonation to				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<p>enhance my understanding.</p> <p><i>Saya menggunakan aspek pengucapan seperti tekanan dan intonasi untuk meningkatkan pemahaman saya.</i></p>				
14	<p>As I listen, I try predict incoming content using the information being delivered.</p> <p><i>Saat saya mendengarkan, saya mencoba memprediksi konten yang masuk menggunakan informasi yang disampaikan.</i></p>				
15	<p>I picture the setting of the conversation to understand what the speakers are talking about.</p> <p><i>Saya membayangkan latar pembicaraan untuk memahami apa yang dibicarakan oleh pembicara.</i></p>				

Socio-Affective Strategies

No	Explanation				
	Statement	Always	Often	Sometimes	Never
1	<p>I share ideas with others to get comprehension in listening and to gain confidence during listening process.</p> <p><i>Saya berbagi ide dengan orang lain untuk mendapatkan pemahaman dalam mendengarkan dan untuk mendapatkan kepercayaan diri selama proses mendengarkan.</i></p>				
2	<p>I use dictionary to look up words or ask someone else for help if I still don't understand something.</p> <p><i>Saya menggunakan kamus untuk mencari kata atau meminta bantuan orang lain jika saya masih belum memahami sesuatu.</i></p>				
3	<p>I work with my friends to do exercise which are given by the lecture.</p> <p><i>Saya bekerja sama dengan teman-teman saya untuk mengerjakan latihan yang diberikan dalam perkuliahan.</i></p>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
4	<p>By encouraging myself to listen to the lecture despite of difficulties.</p> <p><i>Dengan menyemangati diri sendiri untuk mendengarkan ceramah meskipun dalam kesulitan.</i></p>				
5	<p>I ask classmate for clarifying the correct answer from what I listened.</p> <p><i>Saya teman sekelas untuk mengklarifikasi jawaban yang benar dari apa yang saya dengarkan.</i></p>				
6	<p>I talk to my classmates about how to be a better listener of English.</p> <p><i>Saya berbicara dengan teman sekelas saya tentang bagaimana menjadi pendengar bahasa Inggris yang lebih baik.</i></p>				
7	<p>As I listen, I encourage myself through positive self-talk.</p> <p><i>Saat saya mendengarkan, saya menyemangati diri</i></p>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
	<i>saya sendiri pembicaraan diri yang positif.</i>				
8	<p>Before listening to the recording, sometimes I feel worried. I also have to relax, so I do not panic.</p> <p><i>Sebelum mendengarkan rekamannya, terkadang saya merasa khawatir. Saya juga harus santai, supaya tidak panik.</i></p>				
9	<p>I talk to my lecture about how to be a better listener of English.</p> <p><i>Saya berbicara dengan dosen saya tentang bagaimana menjadi pendengar bahasa Inggris yang lebih baik.</i></p>				
10	<p>I ask lecture for clarifying the correct answer from what I listened.</p> <p><i>Saya meminta dosen untuk mengklarifikasi jawaban yang benar dari apa yang saya dengarkan.</i></p>				
11	<p>I like to ask for help if I have difficulty answering questions.</p> <p><i>Saya senang meminta bantuan apabila saya mengalami kesulitan dalam menjawab soal.</i></p>				

No	Explanation				
	Statement	Always	Often	Sometimes	Never
12	<p>I listened again to the audio of the questions to explain my answers.</p> <p><i>Saya mendengarkan ulang audio soal untuk menklarifikasi jawaban saya.</i></p>				
13	<p>I discussed my answer with a friend to ensure the best answer.</p> <p><i>Saya mendiskusikan jawaban saya dengan teman untuk memastikan jawaban yang terbaik.</i></p>				
14	<p>I like to look back at my answers to make sure they are correct.</p> <p><i>Saya senang melihat ulang jawaban saya untuk memastikan jawaban saya sudah benar.</i></p>				
15	<p>I calmed myself down to get more focus.</p> <p><i>Saya menenangkan diri saya untuk mendapatkan focus yang lebih.</i></p>				



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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially demented to have fulfilled the eligibility to be used in the research concerned.

Parepare, 8 Juli 2024

Mengetahui,

Pembimbing Utama

Dr. Magdahalena, M.Hum.
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Pembimbing Pendamping

Dr. Mujahidah, M.Pd.
EIN. 19790412 2008012 020

APPENDIX 4

Result Data of Test

RESULT OF PRETEST

NO	NAMA	PRE TEST
1	SYAIFUL	4
2	ILYAS S	4
3	SAKHMALSYAH BAHTIAR	4
4	MUHAMMAD RHAFI HARLAN	4
5	MUHAMMAD ASLAM SYAH	4
6	SITI RAHMAYANA RAHMAN	4.5
7	REVIT RENDRA WICAKSONO	4
8	DIRGAHAYU BUSTANG	4
9	SRI HERANY ANSAR	4
10	KADARUDDIN	4

RESULT OF POST TEST

No	Student Initial	Band Score
1	SYAIFUL	6,5
2	ILYAS S	5
3	SAKHMALSYAH BAHTIAR	5
4	MUHAMMAD RHAFI HARLAN	5
5	MUHAMMAD ASLAM SYAH	5,5
6	SITI RAHMAYANA RAHMAN	6
7	REVIT RENDRA WICAKSONO	5
8	DIRGAHAYU BUSTANG	5
9	SRI HERANY ANSAR	5
10	KADARUDDIN	5

APPENDIX 5

Documentation





CURRICULUM VITAE



The writer's name is Syaribulan, she was born on May 1th 2002 in Parepare. She is the last child, from her parents H. Usman and Hj. Fatmawati. She is a student of English Education Program in Tarbiyah Faculty State Islamic Institute Parepare. Her educational background, she began studying at SDN 47 Parepare and graduated in 2014, in the same year, she continued her study at SMP Negeri 2 Parepare then continued her study at SMA Negeri 4 Parepare and graduated in 2020. Then, she continued her study at the Tarbiyah Faculty of IAIN Parepare. During college, the writer did her internship at EUREKA English Education on 2022. After that she did the Kuliah Kerja Nyata (KKN) at Desa Kadingeh Kabupaten Enrekang on 2023. Finally completed her final assignment with the thesis title “The Analysis of Students’ Listening Strategies in IELTS Preparation at IAIN Parepare.”

