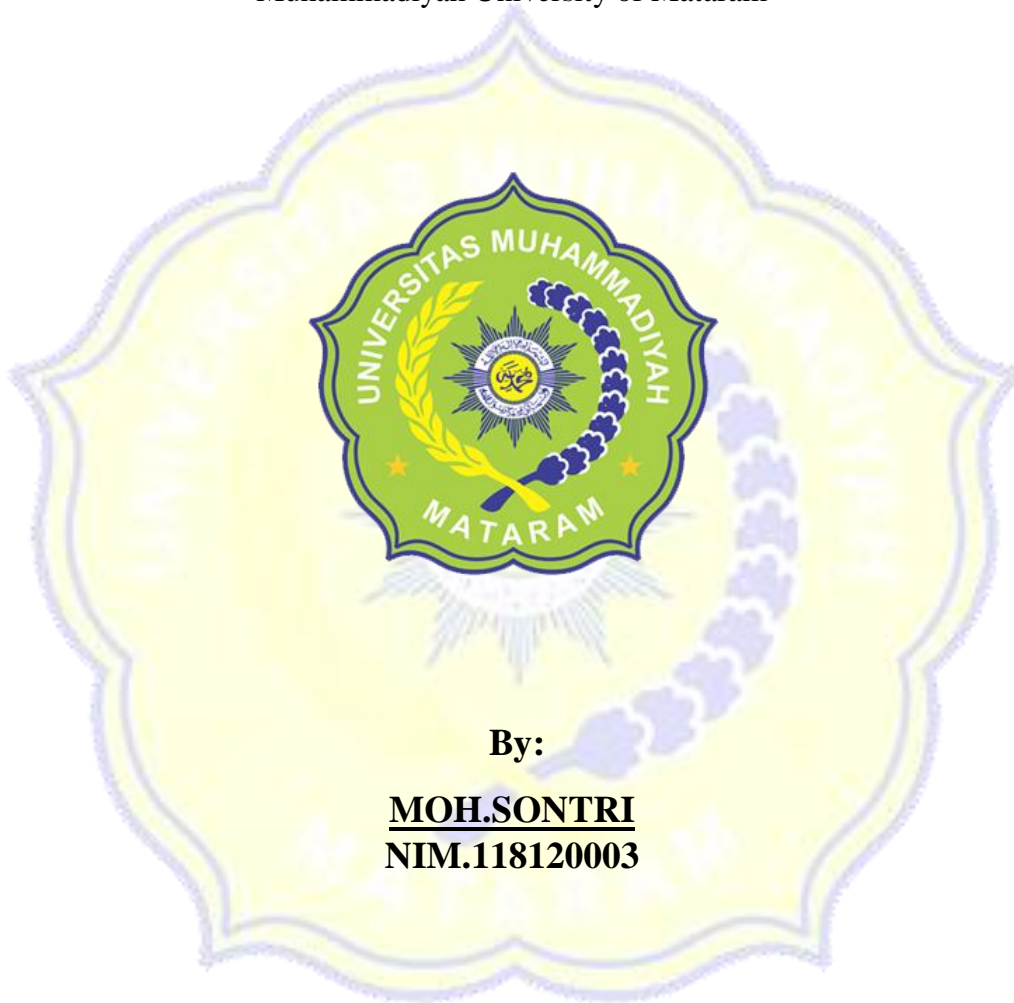


A THESIS

AN ANALYSIS OF STUDENT'S STRATEGIES IN LEARNING LISTENING AT MUHAMMADIYAH UNIVERSITY OF MATARAM ACADEMIC YEAR 2022.

Presented as Partial Fulfillment of the Requirement for S1-Degree
In English Education Study Program
Faculty of Teacher Training and Education
Muhammadiyah University of Mataram



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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM
2022**

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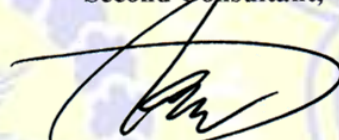
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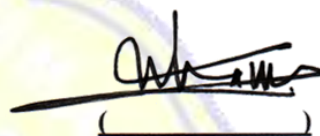
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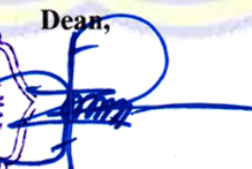
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The researcher certifies that the thesis entitled” An Analysis Of Students Strategies in Learning Listening at Muhammadiyah University of Mataram Academic Year 2022” Presented as a fulfillment of the requirement in a bachelor’s degree is my work, except where otherwise acknowledged, and this thesis has not been submitted for the other higher degree institution or University.

Mataram, 27th December 2022.

The Researcher



Moh. Sontri
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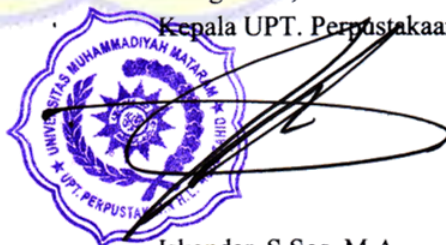
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MOTTO

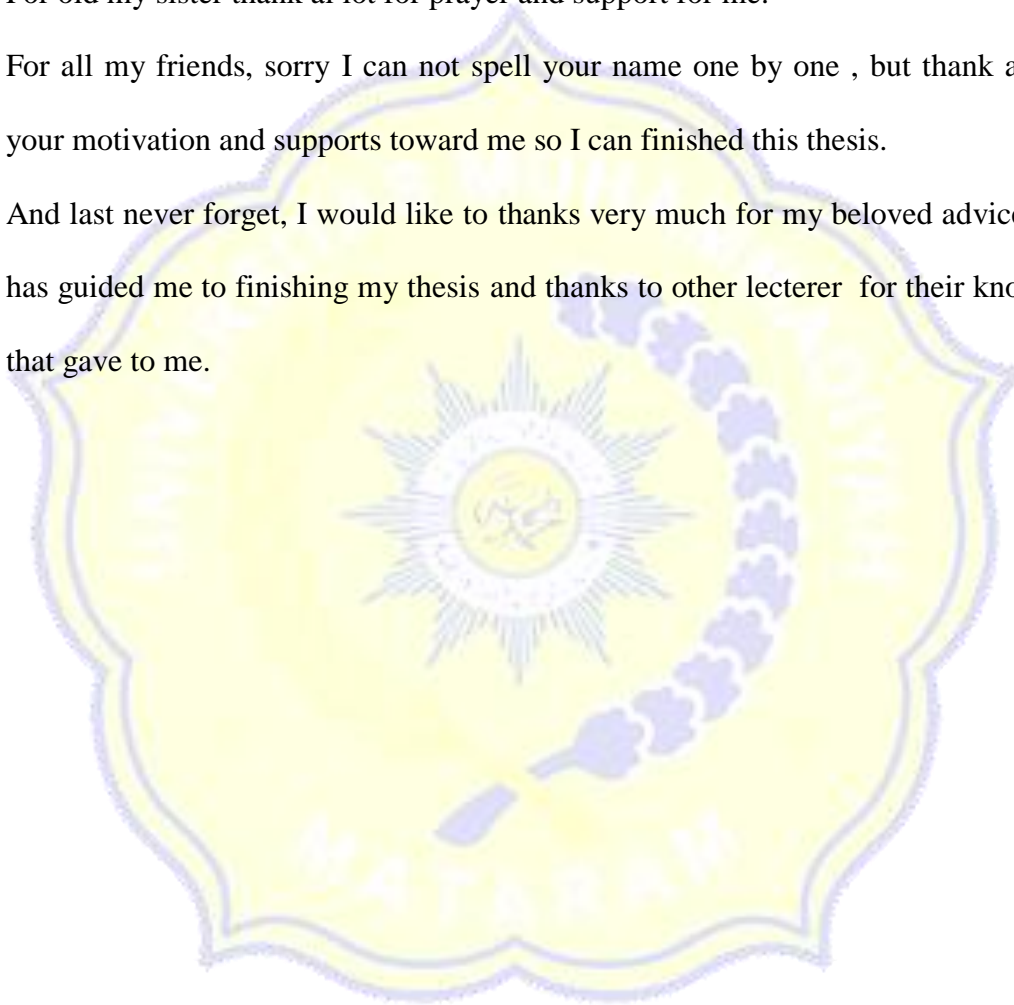
“Think big and act now”



DEDICATION

The thesis is dedicated to:

1. Firstly ,I would like to dedicate this thesis especially to my beloved parents, my mother and my father who always gave me motivations,supports as well as prayer for me so I can be here ,thank a lot for support.
2. For old my sister thank al lot for prayer and support for me.
3. For all my friends, sorry I can not spell your name one by one , but thank a lot for your motivation and supports toward me so I can finished this thesis.
4. And last never forget, I would like to thanks very much for my beloved advicers who has guided me to finishing my thesis and thanks to other lecturer for their knowledge that gave to me.



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First of all, The researcher would like to express a thankfulness to Allah SWT, Who has given mercies and blessing, Kindness and inspiration to us within accomplish this thesis by the title” An Analysis of Students Strategis in Learning Listening at Muhammadiyah University of Mataram Academic Year 2022” the researcher could not stay patient and in control written this thesis from the first page until the last page . Secondly ,may peace and salutation always be given to our prophet, the last messenger of god who has guided us from the darknes to the brightness and from the stupidity to the cleverness era.

The researcher could not complete this thesis without support,help,cooperation and encouragement from many people. Therefore,the researcher would like to extend the appreciation to all of them,especially to:

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2. Dr. Muhammad Nizaar, M.Pd., as Dean of Faculty of Teacher Training and Education.
3. Hidayati, S.Pd, M.Hum, as the Head of English Education Department of Muhammadiyah University of Mataram.
4. Asbah, M.Hum., as the first consultant, and Ilham, M.Pd, B.I., as the Second Consultant for the encouragementand advice for the completion of this thesis..
5. All lecturers in the English Education Department for valuable knowledge and guidance during the years of my study.
6. My beloved family,my mother and my father and also my old sister who has gave me support,motivation, and prayer for me.
7. The last,those who could not enumerate, who had supported the researcher,thank a lot.

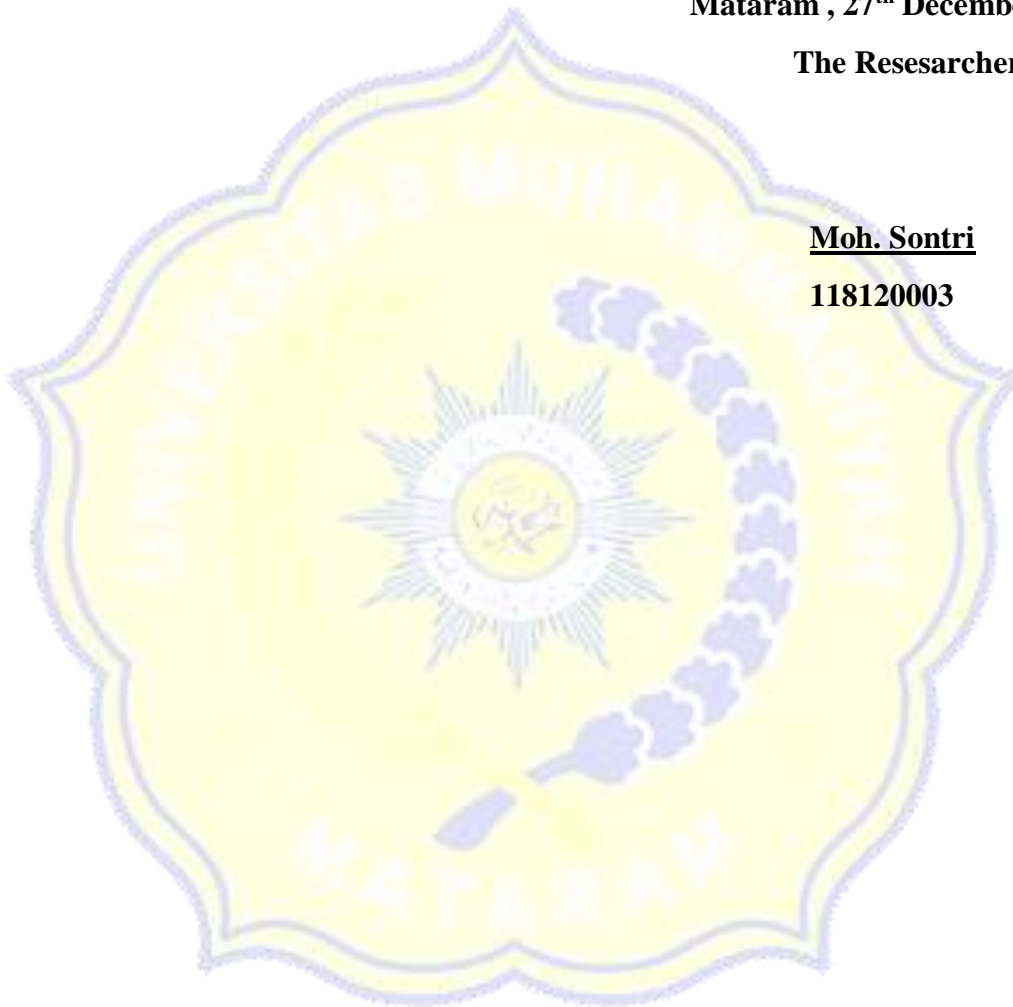
Finally, the researcher realized that this is still far from perfect because there is nothing perfect in this world. The perfection only belongs to Allah SWT. Therefore, any constructive criticism and valuable suggestion will be fully appreciated. The researcher hopes that this thesis would be useful for readers.

Mataram, 27th December 2022

The Resesarcher

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ABSTRAK

Moh. Sontri, 2022. “Sebuah Analisis Strategi Belajar Siswa Di Dalam Belajar Mendengarkan di Universitas Muhammadiyah Mataram tahun Akademik 2022”

Penelitian ini bertujuan untuk menemukan strategy mahasiswa yang di gunakan di dalam belajar mendengarkan di semester enam dan semester delapan pada jurusan bahasa inggris di Universitas Muhammadiyah Mataram tahun akademik 2022. Pokok dari penelitian ini adalah semester 6 dan semester 8 pada jurusan bahasa inggris. Penelitian ini menggunakan study kasus, metodolgy data dikumpulkan dengan menggunakan interview dan questionnaire sebagai alat dari penelitian ini. Questionnaire terdiri dari 22 soal yang di bagi ke tiga strategi belajar, Metacognitive Strategy (6 soal), Cognitive Strategy (11 soal), Social Affective Strategy (5 soal). Penelitian ini menggunakan statistik (spss) untuk menganlysis data. Berdasarkan penemuan menunjukan bahwa mahasiswa Universitas Muhammadiyah Mataram menggunakan, Metacognitive Strategy (37,76%), Cognitive Strategy (38,74%) dan Social Affective strategy (32,0%). Sehingga ini dapat disimpulkan bahwa strategi mahasiswa di dalam belajar mendengar di universitas muhammadiyah mataram bahwa pilihan tertinggi digunakan oleh mahasiswa adalah cognitive strategi dengan persentase 38,74% dari pada strategi yang lainnya.

Kata kunci, Strategi belajar, keterampilan mendengarkan.



ABSTRACT

Moh.Sontri. 2022. An Analysis Of Students Strategies In Learning Listening at Muhammadiyah University Of Mataram Academic Year 2022.

This research aimed to find out the students strategies used in learning listening at sixth and eight semester in English education department at Muhammadiyah University Of Mataram Academic Year 2022. The subject of this research were sixth and eight semester in English education department . This research was case study ,the methodology of this research was interview and questionnaire as the instrument of this research. The questionnaire consisted 22 items was divided to three strategies , Metacognitive strategy (6 item), Cognitive strategy (11 item), Social Affective Strategy (5 item). This research used Statistical Package for Social Sciences (SPSS) to analyze the data. Based on the finding show that the students of Muhammadiyah University of Mataram used, Metacognitive strategy 37,76%, Cognitive strategy 38,74%, and Social Affective Strategy 32,0%. So it can be concluded that the students strategies in learning listening at Muhammadiyah University of Mataram the highest choice used by the students was Cognitive Strategy with percentage 38,74% Than others strategies .

Keywords: Learning Strategies.Listening Skills.



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CHAPTER I

INTRODUCTION

1.1. Background of The Study

Listening is one of the first skills in language learning which is so important and so needed to build effective communication in everyday life and in conversation with other peoples and also in the academic context. In the English language need listening skills in learning English. Listening is the main component which individuals will acquire an information, with listening skills we can acquire information about everything information and language, listening is like a connector before speak to other peoples because of we must listen carefully and capture the meaning of speakers. Therefore the ability in listening is crucial thing to help peoples to acquire information to speak and understand what they heard, certainly, it will prevent misunderstand in communication with other peoples. That is the importance of having listening skills in English learning.

According to (Surayatika, 2017:38), listening skill is very important in acquiring understandable input. Listening is the process of paying attentive attention to the oral symbols with comprehensive understanding, appreciation, and interpretation in order to gather information, record content or messages, and absorb the meaning of communication offered by the speaker through speech or spoken language .

Furthermore, listening is a natural prelude to speaking. Listening is critical in the early phases of a person's native language development as well as in the naturalistic learning of other languages. Listening is the method of language learning. according to this viewpoint. It provides the student with information from

which to gain the knowledge required to use the language. When this information is acquired, the student will be able to talk. (P Nation & Newton, 2009:37)

Learning strategies are specific concepts or practices that people utilize to help them acquire, learn, or remember new knowledges. (Chamot, 1990,P:1) In other words, learning strategy is a technique, habit, and concept utilized by learners to absorb, find, and apply new knowledge and abilities. The students use this strategy to make language learning become successful, independent, productive, and transferable to new contexts.

Furthermore, one of the components involved in the process of improving listening skills is the learners' own language learning practices. This is how students study on their own. It needs some tactics and strategies required to assist learners when learning an English language. Therefore some of students assumed that Listening is so difficult and the most challenging skill among the four skills in English language. Besides that students have difficulties to understand sound of vocabulary toward native speakers who speak quickly, so it makes students lose concentration in comprehending the meaning of native speakers. Therefore listening needs more attention and concentration during learning listening to avoid misunderstanding in interpreting the speaker's meaning. According to (Zarei, 2019) Listening is a key ability for English learners, because we cannot communicate orally unless we listen to and grasp what the speaker is saying. Learning a second language, particularly listening, requires extraordinary effort to master it. Using methods will improve the effectiveness in learning a second language. In order to attain the aims of English learning efficiently. Students require a number of

learning strategies, and each student may employ a unique learning strategy. In order to successfully learn English and complete the tasks allotted to them, they must be aware of the importance of picking an acceptable and effective plan. Students' strategies influence their success or failure in English learning. As a result, the researcher is interested in investigating learning strategies employed by students in learning listening at the University of Muhammadiyah Mataram.

Based on the explanation, the researcher is interested and decided to conduct a research entitled “An Analysis of student’s Strategies in learning listening at Muhammadiyah University of Mataram Academic Year 2021/2022.

1.2. Statements of the Problem

Listening is one of the first and most important skills in the English language. Messages are readily misconstrued when people lack the skill to effectively listen. Therefore some students assumed that listening need attention and concentration to understand the spakers mean. The researcher created the following research questions in light of the previously mentioned background:

What are the learning strategies used by student in learning listening at Muhammadiyah University of Mataram?

1.3. Objective of the Study

Base on the statement of the problem mentioned above, the purposes of the study is:

To find out the student's strategies in learning listening at Muhammadiyah University of Mataram.

1.4. Significance the Research

1. Academically.

This research are be able to contribute for institution especially about learning strategy in learning listening. The researcher hopes this research became reference for the next researcher who is interested in doing the same research.

2. Practically.

This study's findings can be utilized as extra information for lecturers.the lecturer will be able to know about information their students learning strategies in learning listening. It can give valueable information and also enrich readers knowledge about learning strategies in learning listening.

1.5. Scope and Limitation of the study

This study focus on the students strategies in learning listening at the sixth and eight semester in English Eduaction Department at the Muhammadiyah University of Mataram Academic year 2022.

1.6. The Definition of Key Term

The some term which are very important to describe the research related to the title of the research “An Analysis of student’s Stratgies In learning listening at Muhammadiyah University of Mataram.

Learning strategies are an individual's approach and activities performed by learners in order to attain a learning goal.

Listening is a soft ability that helps people to absorb and comprehend the contents of a conversation and respond to what they hear.

It can conclude that learning strategies is way and tactic or action that takes by student in learning proces to add and increase an ability in comphence subject matter, while listening is ability to interprete and identify point of conversation as well as comphence toward what we hear in communication with peoples, it's can be improving through learning strategies.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapters discussed an overview of listening skills. The previouses study, The definition of listening, definitions of listening skill, type of listening ,listening procces, learning strategies, features of learing strategies, kinds of learning strategies and concept of framework .

2.1. Previous study

To support this research . the researcher employs the previous study as refrence to make easy in finishing this thesis. The first research was conducted by Safira qurnia mardhotilla 2019 with title : *“An analysis on students Listening Comprehension at the third grade students of SMA AS-SHOPA”* the aim of this research to find listening comprehension and startegies applied by the students in listening test. This research use qualitative research method to expose the data was collected by test and questionnaire, the sample of this research the students of SMA AS-SHOPA pekanbaru in academic year 2019-2020. The test consist of 15 question and the questionnaire was 32 statements related to the strategies in listening comprehence. The data revealed that 20% of the student very good level in listening comprehension and 44% in good level.however,40% at fair level and none from poor level. This meant that studnts has averages level in listeing comprehnsion .then ,the students almost used all of the strategies while listening.

The second study, titled "An analysis of the students' listening strategies toward their listening comprehension at SMAN 2 PALOPO," was conducted by

Puput Apriani 2020. The goal of this study was to discover listening comprehension strategies used by eleventh grade students at SMAN 2 Palopo during the academic year 2019/2020. This study employs descriptive quantitative methodology, with data collected via questionnaire. The questionnaire contains 30 items that represent the use of listening strategies from memory, cognitive strategy, compensation, metacognitive, affective, and social strategies, and data analysis reveals cognitive strategy (M=2.6), metacognitive strategy (M=2.5), affective strategy (M=2.5), compensation strategy (M=2.5), memory strategies (M=2.4), and social strategies (M=2.4).

The differences of this research with the previous study, this research aims to find out learning strategies used by the students in learning listening in English education at Muhammadiyah University of Mataram academic year 2022. This research uses case study research, the instrument of collecting data uses a questionnaire and interview. The questionnaire was distributed to the students, sample of this research 30 students in the eighth and sixth semester, the questionnaire consists of 22 items which represent learning strategies (indirect strategies) to three categories, such as, Metcognitive strategy, Cognitive strategy, Social Affective strategy.

2.2. listening

2.2.1. definition of listening

Listening is participatory activity to receive speech and strives to interpret the words expressed. The listener tries to understand the intended message of the

spoken text in order to respond effectively to the verbal communication.(Ekrem Solak, 2016:30)

According to (Jalongo, 1991:12). Listeners actively participate in the process of listening by making connections between what they hear and their existing knowledge and experiences, interpreting what they hear, creating mental images, and responding. Listening is a receptive language art, much like reading. Listening comprehension is a significant intellectual accomplishment, much like reading comprehension.

Listening is an important part of everyday in communication in any language. Because of It accounts for half of language activities and plays an important role in school, work and social or personal situations.(Nemtchinova, 2013:1)

According to (Richards Jck C & Rendya Wily A, 2002:238) In second language learning, listening is the Cinderella talent.

According (Vandergrift & Goh, 2012:4) Listening is a skill that a language learner must have, because this is part of understanding a conversation with someone and building a language skill.

2.2.2. Definition of listening skills

According to Johnson (1951) and Hampleman (1958), listening is a communicative process that involves distinguishing between words and the recognition of other words.(Aytan, 2016:254)

Skills possessed in listening are so necessary to have in language learning, because having good listening skills will provide information that is well received when dealing directly with other people.(Wallace et al., 2004:13)

Based on the explanation, it can be conclude that listening is the fundamental ability that people should acquire when learning English since it is the key to identifying and understanding what others are saying.

2.2.3. Type of Listening

According to (Brown,2001: 255) some types of listening are as follow:

1.Reactive

Little or no significant processing is required. The listener's role as a mere tape recorder should be very limited.

2. Intensive

In order for pupils to detect particular elements of spoken language, it stresses components (phonemes, words, intonation, discourse markers, and so on).

3. Responsive

A considerable part of classroom listening engagement is accounted for by short durations of instructor language tailored to elicit quick replies.

4. Selective

Its goal is not to hunt for universal or broad meanings, but to identify significant information.

5. Extensive

the goal to create worldwide knowledge of spoken language from the top down.

It can conclude these types tell about there many kins of listening ,the students do basen on their purpose. It can help the student to understand listening subject during the learning process.

2.2.4. Listening process

It mean that when the speaker produce sound as an input in order to hearer can construct the meaning of input. According to nunan (2001:23), Listening is a six-step process of listening, hearing, paying attention, understanding, remembering, evaluating and responding.

a. Hearing

Hearing is the sense of sound waves; listening requires both hearing and listening does not require hearing. It is described as the bodily response brought on by sound waves triggering the ear's sensory receptors (perception necessary for listening depends on attention).

b. Paying Attention

It relates to a choice that our brain gives priority to Only a small number of the stimuli that the brain filters are given permission to concentrate.

c. understanding

In order to understand the symbols seen or heard at this stage, the meaning of the stimuli received must be examined.

d. Remembering

Remembering is the most important listening process, this shows that a person not only accepts and understands, but also stores it in head memory, listening skills require focus and attention.

e. Evaluating

At this stage of listening, only engaged listeners participate. The active listener analyses information, identifies truth from opinion, and determines whether a speech has bias or prejudice.

f. Responding

the speaker has no other alternative to ensure the message has been heard or not, this is a tool for a speaker to ensure the success of the message delivered.

As stated in the statement above, listening entails not just hearing but also paying attention, comprehending, remembering, assessing, and reacting. that's why researcher focus on listening because listening is a skill to digest the contents of the conversation that has been said

2.3. Learning Strategies

2.3.1. Definition of Learning Strategies

Learning strategies are the activities and attitudes that are applied by a language learner to find colleagues and also help him to solve his problems in the language.(Oxford, 2001:3)

Oxford (1989) Strategy is an action adopted by the learner to make language learning less achievable, disciplined and also interesting. (Lavasani & Faryadres, 2011:92)

Learning strategies are conscious thoughts and actions applied by students in order to achieve learning goals (Chamot, 2004:1).

Learning strategies are intellectual process that used by learners in learning an language to achieve target language. (Nunan, 1991:169).

learning strategy is a technique that aids in the completion of a learning activity. Strategies are primarily intentional and goal-oriented, particularly in the early stages of learning a new language. (Chamot, 2005:115)

Ortega (2009). Learning strategies are defined as "conscious mental and behavioral efforts that people participate in to gain control of their learning process". (Jenny X. Montaña-González, 2017:440)

Based on the definition above, the writer concludes that learning strategies was specific activity, behavior and tactics, or techniques that are used by students in learning to add their competence in subject matter.

2.3.2. feature of learning strategy

According to (Oxford, 2003, p. 8) strategy is advantageous if the following requirements are met: (a) the approach is valuable to the L2 task at hand, (b) the approach partially suits the specific student's preferred learning style, and (c) the student effectively utilizes the strategy and other related strategies. Strategies that

meet these criteria "make learning simpler, quicker, less interesting, less self-directed, more successful, and adaptable to different situations."

2.3.3. Kinds of Learning Strategies

O'Malley's and Chamot (J. M. O. and A. U. Chamot, 1990, p. 44-47) divided Language Learning Strategies into three main categories: Metacognitive strategy (planning, selective attention, monitoring and evaluating learning activity). Cognitive strategy (rehearsal, organization, inferencing, summarizing, reducing, imagery, transfer and elaboration), Socio-affective strategy (cooperation, questioning for clarification and self talk).

a. Metacognitive Strategy

Metacognitive techniques were higher order executive talents that encompass learning activity planning, monitoring, and evaluation. According to Rubin (1988), learners utilize metacognitive methods to govern their learning by planning, checking, assessing, and altering. (Gilakjani & Sabouri, 2016). In addition, Metacognitive strategies are methods used to assist learners in comprehending how to study, it means, This leads to planning steps that allow students to reflect on their way of thinking or the organizational and regulatory systems, such as planning, monitoring, and evaluation, that people use to ensure that certain goals are achieved. (Azis, 2019).

Metacognitive strategies include thinking about a learning process, then trying to plan in learning, and also following learning tasks and evaluating learning outcomes.

1. Planing

review an expected learning activity's organizing concept or principle (advance organization); offering methods for managing a forthcoming task.

2. Directed attention

Choosing to pay attention to a learning activity in general and to ignore unnecessary distractions in preparation; sustaining attention throughout task execution.

3. Selective attention

make a decision beforehand to focus on the important part of verbal input or situational information that will help in the task.

4. Self-manegement

Understandings and arranging for availability of factors which aid in the successful completion of language.

5. Self-monitoring

In a linguistic task, evaluating, verify, or revising one's comprehension or performances.

6. Problem identification

Explicitly indicate the core points in the task that require completion or identify aspects of the activity that hinder its effective completion.

7. Self-evaluated

Check the results of own activities against internal standards for completeness and correctness; evaluate a person's choice of language, use of strategy, or ability to complete a task.

- a. **Production evaluation:** When a task is completed, verify one's work.
- b. **Performance evaluation:** assessing one's overall performance in a task.
- c. **Ability evaluation:** assessing one's abilities to complete a task
- d. **Strategy evaluation:** When the work is accomplished, one's strategy is judged.

b. Cognitive Strategies

Cognitive techniques consist of steps or manipulations utilized in gaining knowledge of or handling fixing and need direct attention, transformation, or synthesis of gaining knowledge of material. (O. Chamot, 1990). Cognitive strategies are focused with comprehending information and storing it in either long-term or short-term memory for subsequent use.. According to Weinstein and Mayer (1986) Cognitive strategies act directly on incoming information, modifying it to improve learning. Furthermore, cognitive methods may be restricted in their application to a certain sort of learning task activity.

cognitive strategy is a concern approach used by learners to deal with learning tasks and make information acquisition simpler. (Bingol et al., 2014).

Using cognitive strategies with subject matter, misusing information either mentally or physically, or using different strategies in completing learning tasks.

1. Repetition

When executing a task, a piece of language (a word or phrase) is repeated.

1. Resourcing

To find out the target language, use available sources such as dictionaries, textbooks, and previous works.

2. Grouping

Sort, categorize or name the materials used in completing language assignments.

3. Note taking

To assist you in completing the language work, abbreviate or write down significant words and concepts vocally, pictorially, or quantitatively.

4. Deduction/Induction

with an awareness of the norms that have been self-studied or also developed to produce or understand the language to be achieved.

5. *Substitution*

look for other methods, come up with plans or new words to be able to handle the task.

6. *Elaboration*

Combining new knowledge with past knowledge; incorporate various aspects of new knowledge. Make meaningful personal associations with the information provided. This is encoded in the Think-Aloud data as follows:

- a. ***Personl elaboration***: Creating personal judgments or responding to the content provided.
- b. ***Worlds elaboration***: applying a information learned from real-world experience.
- c. ***Academics elaboration***: Making use of information learned in academic settings.
- d. ***Between parts elaboration***: Relating different aspects of the work to one another.
- e. ***Questioning elaboration***: Using a combination of questions and general knowledge to generate logical answers to a problem.
- f. ***Self-evaluative elaboration***: Self-evaluation in relation to materials.
- g. ***Creative elaboration***: Making inventing a tale or assuming a brilliant point of view.

- h. **Imagery**:. Using both mental and physical images or visuals to deliver information; categorized separately but recognized as a type of embellishment

7. Summarization

Using mental and physical images or visuals to relay information; categorized as a distinct category but viewed as a type of embellishment

8. Translation

translate a concept of a language from one language to another literally.

9. Transfer

apply previous language skills to help complete language assignments.

10. Inferencing

make use of existing knowledge to infer new language meanings related to language elements and also predict an outcome or fill in gaps.

C. Socio affective Strategies

Socio affective strategies are mental and physical that language learners intentionally use to manage their emotions and relationships with others during language learning. Social influence strategies are broadly categorized as including attraction to others or idealized influence control. Cooperation, self-inquiry, and self-talk are typical of social affective strategies.(O. Chamot, 1990)

Social affective strategies include interacting with others to enhance learning and using emotion management to support learning activities..

1. *Questioning for clarification*

Requesting clarification, verify, rephras, or instances of the content; requesting clarifications or verification on the task; asking oneself questions.

2. *Cooperation*

Collaborating with peers to solve a problem, pool information, test a learning assignment, model a linguistic action, or get feedback on oral or written performance..

3. *Self-talks*

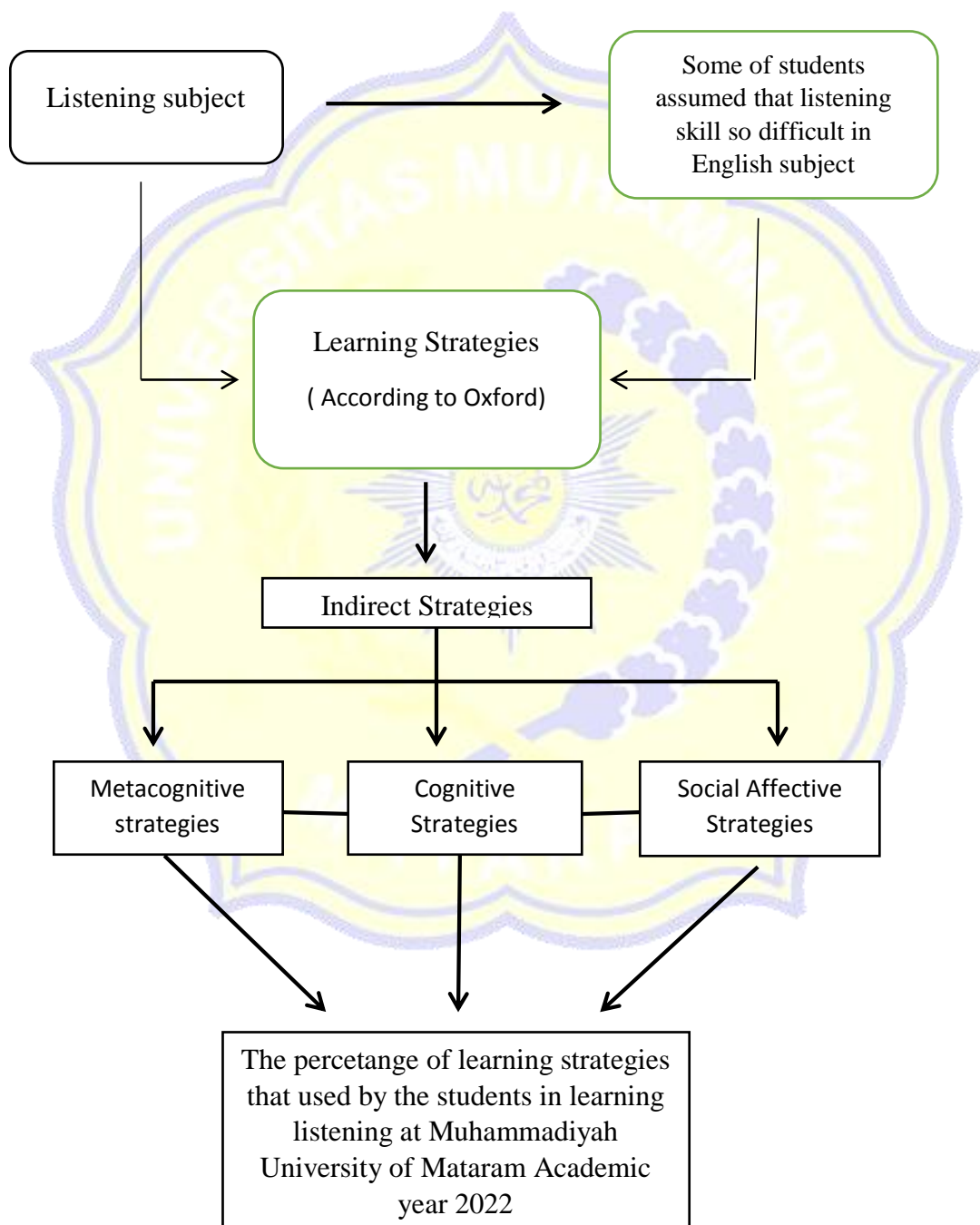
Reducing anxiety by using a mental approach that helps a person feel capable of completing learning activities.

4. *Self-reinforcements*

Raise individual motivation by organiz a reward for ourself after completing a language learning session effectively.

2.4. Conceptual Framework

This research will identify the students learning strategies in learning listening at the Muhammadiyah University of Mataram academic year 2022



Base on the conceptual framework above showed the process of research about learning strategies used by the students in English education department at Muhammadiyah University of Mataram. Because listening is the basic skill that must masters by every students ,especially the students of English education is one the candidate of teachers for the next future, obsolutely they must be masters its skill as good as possible. therefore, it needed a strategy to can master it, the sudents can used an appropriate strategies with their interest and needed their self, one of them can used learning strategy in learning listening as the input process in learning English. As showed in framework above there are kinds of branch indirect strategies that students can used such as , Metacognitive strategies, Cognitive Strategies, and Social Affective Strategies. Than The research distributed the questionnaire to the students, after that the researcher validaty the questionnaire to get percentage scors from each strategy that used by the students at Muhammadiyah University of Mataram Academic Year 2022.

CHAPTER III

RESEARCH METHODOLOGY

This section aims to explain the research design, population, and sample, the instrument of the study, the procedure of data collection, the technique of data analysis those points would be discussed as follow:

3.1. Research Design

The design of this research is a Case study research. A case study, according to Sturman (1997), is a collective word for the study of persons, organizations, or events. A case study is a comprehensive narrative of a specific instance and its analysis, a list of instances and occurrences, and an explanation of how these characteristics were discovered, or the research process itself., (Rebolj & Possibilities, 2017), The researcher used case study research to describe the learning strategies used by the students in learning listening in English Education Department at Muhammadiyah university of Mataram.

3.2. Time and Location of the Research

This research was conducted on July 2022 at Muhammadiyah University of Mataram academic year 2022. It was located at Mataram city , West Nusa Tenggara.

3.3. Subject and Object the Research

The subjects of this study were the 6th and 8th semesters of the Department of English Language Education. And the subjects of this study were English

students education in learning listening at Muhammadiyah University of Mataram academic year 2022.

3.3. Population and Sample

3.3.1. Population

Population, according to Creswell (2012, p.142), is a collection of individuals who share the same characteristics. This study's population consists of English Education department. The population of this research is the students of English Education department from six and eight semester. The total population in this research are 42 students in English education department.

3.3.2 Sample

According to Best & Kahn,(1995,p .13) A sample is a small group portion of the population selected for observation and analysis. This research used purposive sampling. According to (Dr. Deni Darmawan, 2016,p:66) purposive sampling is a sampling technique based on specific criteria that considers the members of a population. the sample of this research was the six and eight semester from 30 students in English education department at the Muhammadiyah University of Mataram academic year 2022.

3.4. The Research of Instrument

Instruments of this research was questionnaire and interview. The research taken data by giving questionnaire and interview from English students , by using questionnaire and interview the researcher can to know learning strategy apply by students in learning listening at University of Muhammadiyah Mataram academic year 2022.

3.5. Technique for Data Collection

3.5.1. Observation

In this step the researcher observation English students department during learning listening at class to collect data at University of Muhammadiyah Mataram academic year 2022.

3.5.2. Questionnaire

According to Brown, a questionnaire is a written form that asks respondents to react to a series of questions or assertions by writing down their replies or choosing from pre-prepared answers. (Dörnyei & Taguchi, 2009). in this research, to obtain information about students strategies in learning listening , questionnaire developed (Setiyadi, 2016). There are 22 items in the questionnaire. metacognitive, (1,2,3,4,5,6, item) , Cognitive (7,8,9,10,11,12,13,14,15,16,17, item), Social Affective Strategies (18,19,20,21,22, item). The researcher was distributed a set of questionnaire to the students of English Education Department as instrument to data collection. Questionnaire got from setiyadi:

3.5.3. Interview

An interview is an information-gathering conversation. A survey interview involves the interviewer directing the flow of the conversation and asking questions, and the interviewee answering those questions.s(Wang et al., 2011). The researcher uses interview to support questionnaire that distributed to English students in learning listening.

Table
The list of Interview Question.

No	Questions
1.	Is studying English important for you? Why?
2.	There are four main language skills: reading; writing; speaking; listening. In general, which one do you think the most difficult for you?
3.	Listening strategies were introduced and practiced in class. What listening strategies can you remember?
4.	In learning listening, you use the strategies. Which strategies do you think are the most useful? Why ?
5.	Which strategies do you think are the least useful? Why ?

3.6. Technique of Data Analysis

In this research , the questionnaire was analyzed based on the students respons in learning listening , There are three kinds categories of learning strategy developed O'malley Chamot (Indirect Strategies), metacognitive strategies, cognitive strategies, socio affective strategies.

Therefore , the researcher calculated the scors from students choice in questionnaire by looking highest choice in each items, ranging 1-5 scoring, there are three indicator in learning strategies in listening, such as metacognitive, cognitive , socio affective strategy.

After getting the data, the researcher was analyzed the students answer by using Likert Scale:

No	Response	Scale
1	Always	5
2	Often	4
3	Sometimes	3
4	Seldom	2
5	Never	1

To answer the research questions , learning startegies used by dthe students in learning listening. The researcher need to find the percentage of students learning startegies in learning listening .

$$p = \frac{f}{n} \times 100\%$$

In which:

P = Number of percentage

f = Frequency

n = Total number of all frequencies

100% = Constant Value