GENDER DIFFERENCES IN THE LISTENING STRATEGIES USED BY EFL LEARNERS

THESIS
Submitted in Partial Fulfillment of the Requirement for
Bachelor of Degree in English Language Education

WALISONGO

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2023

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Assalamualaikum Warohmatullahi Wabarokatuh

I inform that I have given guidance, briefing and correction to whatever extent necessary for the following thesis:

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Wassalamualaikum Warohmatullahi Wabarokatuh

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ABSTRACT

Title	: **Gender Differences in the Listening Strategies Used by EFL Learners**
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Listening strategy is one of the most important factors that can influence the listening comprehension process. Using the right strategy is required to make it easy for students to grasp what the speaker is saying. Regarding its relation to gender, gender has been identified as one of the main variables that can influence how students use listening strategies. This research aims to analyze the degree of the difference in the use of listening strategies between male and female learners. The researcher employed a quantitative research approach. The population was 191 fourth-semester English Education Department students of UIN Walisongo Semarang in the academic year 2022/2023. Using the Isaac and Michael formula, the sample size of 191 populations with an error of 5% is 128. Using cluster sampling, the sample is determined for male and female groups, 31 male and 97 female learners are selected as the sample. Data was collected using a questionnaire which consists of 23 statements. Data were analyzed using a t-test of 2 independent samples, the result is 0.015 ($p < 0.05$), which indicates there is a degree of difference in the use of listening strategies between male and female learners. Male learners were categorized at a moderate level in using listening strategies. Meanwhile, female learners were categorized as moderate to high in using listening strategies. In metacognitive strategies, male learners got 3.32, and female learners got 3.70. In cognitive strategies, male learners got 3.31, and female learners got 3.48. And in social/affective strategies male learners got 3.24 and female learners got 3.44. It can be concluded that female learners used more listening strategies than male learners. Therefore, gender plays a role in determining the use of listening strategies.

Keywords: *EFL learners, gender differences, listening strategies.*

MOTTO

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَا

"Allah SWT does not burden a person but according to his/her ability."

(Q.S. Al-Baqarah: 286)

DEDICATION

In the name of Allah SWT the beneficient and the merciful, this thesis is dedicated to my beloved parents (Mr. Muhammad Cerdik Muhlisin and Mrs. Ismaidah) and my family. Thanks a lot for the prayers, support, advice, and motivation given to the researcher.

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      Finally, the researcher expects that this thesis can give helpful for all. Amin.

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Semarang, June 21 2023
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CHAPTER I

INTRODUCTION

This chapter discusses the research background, the research question, the research objective, and the research significance.

A. Research Background

One of the key elements impacting the process of listening comprehension is the listening strategy. Language learners should use several listening strategies. According to Yildid, the listener's ability to understand what is heard greatly influences one's success in learning a foreign language (Yildiz & Albay, 2015). If students fail to receive the messages, they cannot respond. How much language learners learn to listen makes the biggest difference between successful and failed language learners. Hence, the right strategy is required to make it easy for students to grasp what the speaker is saying (Nunan & Carter, 2001).

Listening strategies are needed because listening has an important role in communication. The total time spent in communication was 40-50% listening, 25-30% speaking, 11-16% reading, and 9% writing (Saraswaty, 2018). However, several schools in Indonesia have not provided proper listening comprehension learning. It focuses on grammar lessons, expands vocabulary, and helps many students in schools and universities gain a deeper understanding of grammar and reading

comprehension patterns. Most people rarely attempt to pronounce words when searching for a word in a dictionary, they often merely check the word's meaning. That causes students will only understand the word while reading it, not when hearing it.

Students' abilities in English lessons and other subjects will be affected differently by the use of learning strategies, notably in the listening class. To develop the other skills (reading, writing, and speaking) and take notes skills the most fundamental ability is listening. Therefore, by increasing attention to listening skills in teaching foreign languages, teachers must know and understand the listening strategies that students use to improve their English skills.

According to several research conducted in the past, EFL students employ a variety of strategies when learning to listen, both in terms of type and frequency. And other influences on students' use of listening strategies such as gender, motivation, ability, and achievement remain the focus of many researchers. Dornyei and Macaro found that many specific variables have a greater influence on how language is acquired. Several elements affect the selection and application of language learning strategies (Dornyei, 2003). Gender is believed to be one of the main variables that can influence a student's learning strategy. Ehrman et al. (2003) assert that as we gain more insight into individual differences, we will understand the many different ways learning and teaching systems exist (M. E. Ehrman et al., 2003).

Several research examines the relationship between gender and listening strategies and language learning strategies. For example, Noor Hameed Majeed (2022) investigated gender characteristics of the cognitive and metacognitive listening strategies used by Iraqi EFL college students. This study uses a descriptive design, using a questionnaire as a research instrument. This study used a representative sample of 59 first-year English students majors at Wasit University in the academic year 2020/2021. The hypothesis is that there are no significant differences between males and females in the use of cognitive and metacognitive listening strategies. However, the results are contrary to the hypothesis, that gender has a statistically significant difference in how listening strategies are used. Female students use more cognitive and metacognitive listening strategies than male students (Majeed, 2022). Then, Nguyen Minh Trang (2022) conducted research entitled "Gender Differences in Listening: Research Perspectives." This study used a literature study by conducting investigations of articles on the internet, and related books. The finding from the research reveals that gender differences in listening are true. This study reports that men and women seek and understand information differently from speakers. When listening, men focus on important facts or the essence of the conversation, while women like to hear a lot of information from speakers (Minh Trang, 2022).

Before that, Madeline Ehrman & Rebecca Oxford (1989) conducted a study entitled "Effects of Sex Differences, Career Choice, and Psychological Type on Adult Language Learning Strategies." As a result, gender has an impact on how learning strategies are used. It was discovered that women employ more learning strategies than men (M. Ehrman & Oxford, 1989). Bacon (1992) researched the learning comprehension strategies used by 50 Spanish students at an American University in listening to and understanding audio content (such as radio broadcasts in Spanish). This study interviewed 50 first-year students who took Spanish using a self-report survey method. When listening to the audio, students are asked to be more aware of the strategies they use. There is no significant difference in the levels of language comprehension between male and female students', but it was discovered that they employ various strategies (Bacon, 1992). Coyle et al. (2007) the researcher who is considered to be one of the first researchers to discover that there are gender differences in the use of language learning strategies, studied 90 students in American colleges. According to Coyle, compared to male students, female students used more social strategies (Cohen et al., 2007).

Having different research results from the several studies above, Zahra Shobani (2015) has investigated the relationship between cognitive listening strategies and gender. She researched 60 learners and used the Vandergrift (1997) questionnaire data

collection. The result, there is no significant difference between cognitive listening strategies and gender (Sobhani, 2015). In addition, Ika Hidayanti and Atik Umamah (2019) also investigated the relationship between gender and student achievement in using listening strategies. The research instrument was a questionnaire and a t-test that involved 140 university students. The results show that there is no significant difference between male and female students' listening strategies. However, it was noted that more strategies were employed by female students than by male students. To increase their listening skills, female students use additional sources such as watching English movies and listening to English music to increase their vocabulary. And male students get used to listening to English by practicing speaking with native people (Hidayanti & Umamah, 2019).

From the findings above, the research examining the relationship between gender and strategy use has yielded mixed results. Many researchers reveal that both males and females utilize different strategies for their gender characteristics. However, several researchers reveal that students of both genders don't employ different strategies. Therefore, further research is needed to find out the influence of gender on learners' listening strategies. To bridge this gap, research is needed that investigates the impact of gender on learners' use of listening strategies. Therefore, this study aims to analyze the degree of difference in the use of listening strategies between male and female learners.

Based on the explanation above, the researcher conducted research entitled "Gender Differences in the Listening Strategies Used by EFL Learners".

B. Research Question

The research formulates a research question which discussed in the next chapter. The research question is "How is the degree of the difference in the use of listening strategies between male and female learners?"

C. Research Objective

The objective of this research is "To analyze the degree of the difference in the use of listening strategies between male and female learners."

D. Limitations of the Research

Research should be limited in scope so that the problem being examined is not too wide and the research is effective. The limitations of the research are as follows:

1. The respondents of this research were the fourth-semester English Education Department students of UIN Walisongo Semarang in the academic year 2022/2023.
2. The instrument of this research was a questionnaire.
3. This research used the listening strategies theory from O'Malley and Chamot (1990).

E. Research Significance

The significances of this research are as follows:

1. Theoretical benefit

    The findings are expected to provide additional information to readers and contribute to the theory of gender differences in the listening strategies used by EFL learners.

2. Pedagogical Benefit

    a. The Students

        The researcher expects that the findings of this research can be useful for students to understand and use listening strategies to improve their English listening skills.

    b. The Teacher

        The researcher hopes that the findings of this research will assist teachers in comprehending the listening techniques that both male and female students use so that they can be used as appropriate listening teaching instructions in class.

    c. The Next Researcher

        The researcher expects that the result of this research will serve as a guide for the next researcher to conduct research related to this topic.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains the literature review, previous research, hypothesis, and theoretical framework.

A. Literature Review

This chapter highlights the literature review, previous research, hypothesis, and theoretical framework. The literature review below contains an explanation of the research title in detail. The previous research includes a description of the theory and findings from previous research that assists as preference and research activities. The hypothesis contains temporary answers to research questions.

1. Listening

a. Definition of Listening

Listening is the ability to understand what the other person is saying. Listening involves understanding the speakers' accent, grammar, vocabulary, and meaning (Yagang, 1994). Listening is very important in language learning because it provides input for students and plays an important role in the development of student's knowledge of language. The nature of listening comprehension is that students must be stimulated to carry out an active process of listening to seek meaning.

According to Rost, listening is very important and teachers and students must pay sufficient attention to obtain communication goals (Carter & Nunan, 2001).

Purdy defines listening as an active and dynamic process of attending, understanding, interpreting, remembering, and responding (Gilakjani & Ahmadi, 2011). Among the four skills in mastering english are speaking, listening, reading and writing. Listening and speaking are skills that are considered primary. Listening is the first communication skill developed when humans are born. Speaking is considered primary because people learn to speak their mother tongue many years before thay learn to read and write it (Annury, 2011). Listening is the initial phase of speaking, the expansion of ones' first language depends on listening (Nation & Newton, 2009). To change the message of the argument, the speaker to the listener must be active. It contributes knowledge from both linguistic and non-linguistic sources. When two people carry out a conversation, they very often use a combination of skills, for example speaking and listening skills (Annury, 2011).

From the explanation, it can be concluded that listening is a combination of hearing what others are saying and psychological involvement with the person who is speaking. This process involves understanding the

speakers' accent or pronunciation, vocabulary, grammar, and understanding meaning.

b. Types of Listening

Nation and Newton explain that there are two types of listening. The first is one-way listening-usually associated with the transfer of information (transactional listening). The second is two-way listening-usually related to maintaining social relationships (interactional listening). An example of one-way listening can be seen in the extensive use of monologues in older listening material. An example of two-way listening is in our daily interactions (Nation & Newton, 2009).

According to Michael Rost, there are six types of listening. The first is intensive listening-focuses on phonology, syntax, and lexis. The second is selective listening-focuses to the main ideas and predetermined tasks. The third is interactive listening-focuses being active as a listener, and attempting to clarify meaning or form. The fourth and fifth, extensive responsive listening-focuses on the learners' response to input. And the last is autonomous listening-focuses in managing learners' progress (Pemberton, 2004).

Some experts have different opinions about the type of listening. Nation divides the types of listening into two, one-way listening (transactional listening), and two-way

(interactional listening). Michael Rost has another opinion on types of listening. He divided it into six types of listening. They are intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening.

2. Listening Comprehension

O'Malley, Chamot, and Kupper (1989) in Pourhossein Gilakjani & Ahmadi (2011) say that listening comprehension is an active process in which the listener constructs meaning through the use of contextual information and current knowledge, and relies on many resource strategies to carry out the required tasks (Gilakjani & Ahmadi, 2011).

The purpose of listening is to understand the message. Listeners need to have effective listening skills to recognize and remember what is said. Listening means paying attention to sound to understand the meaning. Listening as understanding is a way of thinking about the traditional nature of listening. In most methodologies, manual listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to understand spoken discourse. We will assess this listening view in detail before considering the listening view as our own. This latter view of listening considers how listening can provide input that

triggers the further development of second language skills (Richard, 2008).

From the explanation above, listening comprehension is an active process in which listeners must find meaning by using codes from contextual information and existing knowledge. The purpose of listening is to understand the message conveyed.

3. **Listening Strategies**

Vandergrift (1997) defines language comprehension strategies as stages used by students to assist them in obtaining, storing, retrieving, and using information (Vandergrift, 1997). O'Malley and Chamot (1990) state that strategy points to the ideas and behavior of students to assist them in retaining and understanding information (O'Malley, J Michael & Chamot, 1990). Using strategies is very helpful and makes it easier to understand listening for students.

Listening strategies can have a social role and increase interaction between speakers. This can make students become active listeners. According to Jalongo, teaching students to be active listeners is very important. Active listeners build coherent interpretations based on a less specific input and know when more specific information is needed. Active listening means listening attentively to fully understand what other people are talking about. If we become passive listeners,

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we will misinterpret the meaning of other people's speech. Therefore, we as listeners must use listening strategies to be able to understand better.

The following three listening strategies according to O'Malley and Chamot (1990), there are metacognitive, cognitive, and social/affective strategies.

a. **Metacognitive strategies**

O'Malley and Chamot (1990) defined metacognitive strategy as a strategy that focuses on learning planning, during the learning process, and on learning evaluation (O'Malley, J Michael & Chamot, 1990). Flavell John in Muhammad Nafi Annury et.al (2019) said that metacognition refers to knowledge, awareness, and control of one's thinking and learning process. He illustrates metacognition as awareness of how the learning process occurs, awareness when one understands or does not understand information, knowledge of how to use available information for better understanding, ability to assess the cognitive demands of a particular task, knowledge of suitable strategies to use, and assessment of the entire learning process (Annury et al., 2019).

O'Malley and Chamot mentioned several processes that are included as part of the components of the

metacognitive strategy. The following is the classification of metacognitive strategy and its definition:

Table 2.1. Classification of Metacognitive Strategies

Listening Strategies	Definition
Planning	
Advance organizer	Skimming the information to be learned to review the key concepts and ideas.
Directed attention	Focus on the task and ignore distractions.
Functional planning	Learning the linguistic components necessary for the preparation of upcoming tasks.
Selective attention	Deciding to pay attention to certain aspects, such as scanning for keywords.
Self-management	Recognizing factors that can be beneficial when studying or completing assignments.
Monitoring	
Self-monitoring	Self-checking for understanding while listening and appropriateness when speaking or writing.
Evaluation	
Self-evaluation	Self-checking the results of learning after completion.

b. **Cognitive Strategies**

According to O'Malley and Chamot (1990), cognitive strategies are strategies that operate directly on incoming information and manipulate it in ways that increase learning (O'Malley, J Michael & Chamot, 1990). This strategy builds knowledge based on known facts and

principles. They mentioned several processes that are included as part of the components of cognitive strategies. The following is the classification of cognitive strategy and its definition:

Table 2.2 Classification of Cognitive Strategies

Listening Strategies	Definition
Resourcing	Using dictionaries and other resources in the target language as references.
Repetition	Practicing verbally and silently while imitating a language model (the pronunciation of the speaker).
Grouping	Grouping words or concepts based on their meaning.
Deduction	Using principles to interpret the language.
Imagery	Using visual images to comprehend and remember new knowledge.
Auditory representation	Imagining how a word, phrase, or sentence will sound.
Keyword method	Learn new words in a foreign language by identifying words in the first language that sound the same.
Elaboration	Relating new information to prior knowledge.
Transfer	Using known linguistics information to facilitate a new assignment.
Inferencing	Suppose the meaning of new words or outlook answers using available information.
Note-taking	Writing the keyword or brief concept summaries while listening or reading.
Summarizing	Writing a summary of the new knowledge that have learnt from reading or listening.
Translation	Using the first language to understand a foreign language.

c. Social/Affective Strategies

O'Malley and Chamot defined social/affective strategies as a strategy that require interactions with others (O'Malley, J Michael & Chamot, 1990). This strategy involves social interaction aimed at reducing anxiety. The social/affective strategies and their definitions are listed in the table below:

Table 2.3 Classification of Social/Affective Strategies

Listening Strategies	Description
Questioning for clarification	Involving the teacher or friends to repeat or provide extra explanations for the material.
Cooperation	Working with friends in groups to solve problems or check the task.
Self-talk	Using mind distraction to reassure yourself that learning activities will work and reduce anxiety about tasks.

In brief, O'Malley and Chamot (1990) divide listening strategies into three categories, there are; metacognitive, cognitive, and social/affective. Metacognitive strategy is a language learning strategy focusing on planning, learning process, and evaluation. A cognitive strategy is students' learning processes to build knowledge based on facts they

know. The social/affective strategy is a learning process that involves more social interaction to lowering anxiety.

4. Gender Differences and Language Use

Gender refers to a term to describe socially constructed categories based on sex. Butler defines gender as a social and cultural category in which issues are related to everyday socio-cultural activities and discourse (Butler, 2002). Litosseliti defines gender as the actions, beliefs, and attitudes of men and women (Litosseliti, 2006). According to Hunim, the word 'gender' refers to the socio-cultural characteristics of men and women. From some of the explanations above, it can be concluded that gender is the difference in social roles and responsibilities between men and women built by society. Gender relates to beliefs about how men and women play roles and act based on the values prevailing in the society they live in.

Regarding gender and education, especially concerning language learning, much previous research found that when learning to listen, EFL learners employ a variety of strategies depending on the type and frequency. Moreover, many researchers continue to focus on other factors that affect the use of students' listening strategies, such as gender, motivation, ability, and achievement. Dornyei and Macaro found that many specific variables have a greater influence on

how language is acquired. Several factors affect the selection and application of language learning strategies (Dornyei, 2003). One of the key factors that can affect a student's learning strategy is gender.

Robin Lakoff (1973) states significant differences exist between males' and females' language when they use it. Lakoff's statement about language differences between males and females is due to social factors, not because of the language they acquire. She distinguishes four reasons that lead to differences in different social roles, social discrimination exists, values of other elements, and psychological elements (Lakoff, 1973).

Deborah Tannen (2010) revealed several differences in language learning and strategy between males and females. First, females prefer to speak in private (face to face), while males prefer to speak in public. The second is that males prefer to think and give advice, while females like feeling and understanding. And last, males are more independent than females (Tannen, 2010).

Ronald Wardhaugh's book, 'An Introduction of Sociolinguistics', writes that gender contributes to language variation. He stated that differences in using language come from power and influence in society, for males and females, power and influence are related to education, social class, region of origin, and so on. The education level is one factor

that influences the differences between males and females in using language. The greater difference between educational opportunities for males and females, the bigger the difference between the languages spoken by males and females (Wardhaugh, 2006).

Another factor that influences differences in the use of language between males and females is social class. Men have strength even though lower-class men. They tend not to be influenced by other people. In Ronald Wardhaugh's opinion, the speech of men and women is different because they are raised differently, and their roles are also different in society. In addition, he also added that the differences in language use between men are more social in origin than linguistic (Wardhaugh, 2006).

Based on the theories described above, it can be said that gender is the difference in social roles and responsibilities of men and women built by society. Males and females must play a role and act based on the values and socio-cultural provisions that apply in society. Regarding gender differences in language use, many researchers have found differences between male and female language, such as the way of thinking, communicating, and content discussed. Several factors, such as social factors, education, and area of origin, influence these differences.

B. Previous Research

Based on the topics covered in this research, the researcher chose several previous research that was relevant to this research, as follows:

The first is the research of Nguyen Minh Trang (2022) entitled "Gender Differences in Listening: Research Perspectives." This study analyzes gender differences in listening. In this study, there are 3 research objectives, 1) to find out who listens better between men and women, 2) to explain why men or women listen better, and 3) to find out the methods that researchers frequently utilize to examine listening strategies in different gender. This study used a literature study by conducting investigations of articles on the internet, and related books. The finding from the research reveals that gender differences in listening are true. This study reports that men and women seek and understand information differently from speakers. When listening, men focus on important facts or the essence of the conversation, while women like to hear a lot of information from speakers. Because this research uses a literature study, the authors feel that many articles or books are still missing and may be used as data sources (Minh Trang, 2022). The similarity between previous and current research is using the same independent variable, namely gender (male and female). The difference is the previous research is literature research while the current research is comparative quantitative research.

The second is the research of Nikolina Božinović, BA, and Joško Sindik, PhD., (2011) entitled "Gender Differences in the Use of Learning Strategies in Adult Foreign Language Learners." This study aims to investigate how gender differences in foreign language learners in the use of learning strategies. This research used quantitative methods. This research collected data obtained from a questionnaire based on Oxford's SILL questionnaire. This research employs a survey to determine gender differences in the use of learning strategies and the differences in their use by each student. Respondents consisted of 181 students who studied German, Spanish, French, and Italian at the American in Dubrovnik. The finding of this research showed that there were statistically significant differences in the use of learning strategies. Male and female students employ various learning strategies differently. All learning strategies are used by women more frequently than by men (Božinović & Sindik, 2011). The similarity between previous and current research is that there are the same independent variables, namely gender. The difference is that in previous research, the dependent variable was learning strategies, whereas, in the current research, the dependent variable is listening strategies. Previous research used the learning strategy theory from Oxford (1990), while the current research used the theory from O'Malley and Chamot (1990).

The third is the research of Zahra Shobani (2015) entitled "An Investigation into the Relationship between Gender and

Cognitive Listening Comprehension Strategies". The relationship between Iranian male and female students' use of cognitive listening strategies was examined in this study. This research used quantitative and qualitative methods with a survey design. quantitative method for analyzing data from questionnaires. While the qualitative method is to describe the questionnaire's outcome and determines the level of use of listening strategies by students. This research used a questionnaire from Vandergrift (1997) in collecting data. The respondents were 60 students in an IELTS preparation course in Shokouh, Iran, consisting of 30 males and 30 females. The results showed that there was no statistically significant difference between male and female students in their use of cognitive listening strategies (Sobhani, 2015). The similarities between previous and current research, there are the same independent variables, namely gender (male and female). The difference is that previous research used a mixed method, namely quantitative and qualitative methods, while the current research only used the quantitative method. Another difference is that previous studies have only investigated one type of listening strategy, namely cognitive strategies, while the current research investigates the theory from O'Malley and Chamot, which is metacognitive, cognitive, and social/affective strategies used by EFL learners.

The fourth is the research of Shonia Galuh Ajeng (2017) entitled "Language Learning Strategies by Indonesian EFL

Learners: A Case Study of Gender Role." This research aims to find out the language learning strategies that both male and female students employ in English education study programs. The participants were 5 male students and 5 female students. This study employs a case study methodology and a qualitative approach. Researchers use demographic questionnaires and interviews with selected participants to collect data. The Oxford SILL questionnaire served as the basis for the interview questions. The findings revealed that male and female students used language learning strategies differently. Even though they use the same strategy, they have different activities in the learning process. According to the research, male students use more metacognitive and social strategies than female students do, whereas female students use more cognitive strategies overall. It would be nice if lecturers and students in the future collaborate to find new activities in the learning process so that lecturers and students are more motivated and achieve learning objectives (Galuh Ajeng, 2017). The similarities between previous and current research, there are the same independent variables, namely gender (male and female). The difference is that in previous research, the dependent variable was learning strategies, whereas, in the current research, the dependent variable was listening strategies. The previous research used qualitative methods with a case study approach and used questionnaires and interviews as the instruments. While the current research uses

comparative quantitative methods and uses a questionnaire as an instrument.

The fifth is the research of Susan M. Bacon (1992) entitled "The Relationship between Gender, Comprehension, Processing Strategies, and Cognitive and Affective Response in Foreign Language Listening." Bacon investigated the learning strategies used by Spanish students as many as 50 students at an American University. This study interviewed 50 first-year students who took Spanish using a self-report survey method. When listening to the audio, students are asked to be more aware of the strategies they employ. There is no significant difference in the language comprehension levels of male and female students, but it was discovered that they employ various strategies (Bacon, 1992). The difference is that the previous research uses pre, and post-listening and interviews as the instrument in data collection. In contrast, the current research uses a questionnaire as an instrument for collecting the data.

C. Hypothesis

The hypothesis in this research is:

H0: There is no degree of difference in the use of listening strategies between male and female learners.

Ha: There is a degree of difference in the use of listening strategies between male and female learners.

D. Theoretical Framework

The theoretical framework is a synthesis of the relationships between variables compiled from the various theories that have been described. Then, critically and systematically analyzed to produce a synthesis of the relationships between the variables studied. Uma Sekaran defines a theoretical framework as a conceptual model of how a researcher theorizes or makes logical connections between several important factors to be studied.

The theoretical framework in this research is about the difference in the use of listening strategies between male and female learners. Vandergrift (1997) defines language comprehension strategies as stages used by students to assist them in acquiring, storing, retrieving, and using information (Vandergrift, 1997). Meanwhile, O'Malley and Chamot (1990) define strategy as ideas and students' behavior to help them retain and understand information (O'Malley, J Michael & Chamot, 1990). Using strategy is very helpful and makes listening comprehension easier for students. Baxromona explained that the listening strategies were consciously planned and adopted to improve understanding and communication and overcome listening difficulties. Thus, the listening strategy is a way of listening that is deliberately designed and adopted to guide, evaluate, and improve understanding, and communication, and overcome listening difficulties.

Regarding its relation to gender, gender has been identified as one of the main variables that can influence how students use listening strategies. Gender refers to a term to describe socially constructed categories based on sex. Litosseliti defines gender as the actions, beliefs, and attitudes of men and women (Litosseliti, 2006). According to Hunim, the word 'gender' refers to the socio-cultural characteristics of men and women. From some of the explanations above, it can be concluded that gender is the difference in social roles and responsibilities between men and women built by society. Gender relates to beliefs about how men and women play roles and act based on the values prevailing in the society they live in. To illustrate the theoretical framework, the researcher created the following theoretical framework:

```
┌─────────────────────────────┐
│   Definition of Listening    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   Listening Comprehension    │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────┐        ┌──────────────┐
│   Listening Strategies   │◄───────│    Gender    │
└─────────────────────────┘        └──────────────┘
     │       │       │                  │       │
     ▼       ▼       ▼                  ▼       ▼
┌──────────┐┌─────────┐┌──────────┐┌────────┐┌──────────┐
│Metacognitive││Cognitive││ Social/  ││  Male  ││  Female  │
│          ││         ││Affective ││        ││          │
└──────────┘└─────────┘└──────────┘└────────┘└──────────┘
```

┌─────────────────────────────────┐
│   The difference in the use of   │
│ listening strategies between   │
│   male and female learners   │
└─────────────────────────────────┘
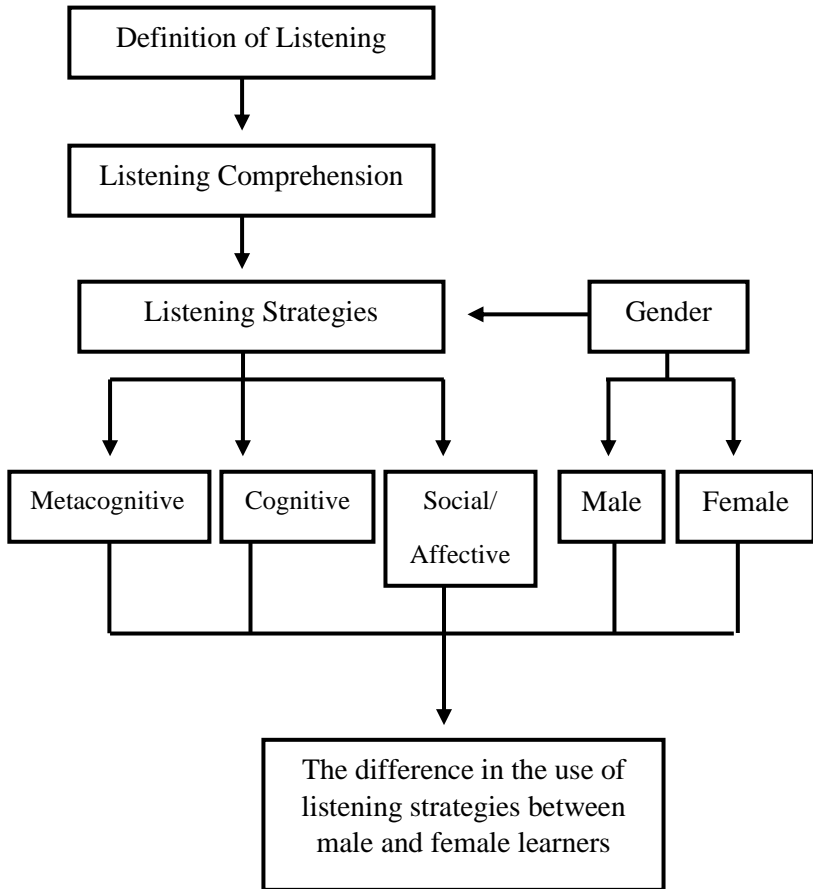
CHAPTER III
RESEARCH METHOD

This chapter consists of the research design, the research setting, the population and sample, the variable and indicator, the method of data collection, and the method of data analysis.

A. Research Design

A quantitative research approach was used in this research. The researcher conducted comparative quantitative research to analyze the degree of the difference in the use of listening strategies by male and female learners. For data collection, the researcher used a questionnaire instrument.

This research used the population of fourth-semester English Education Department students of UIN Walisongo Semarang and was conducted with cluster sampling to determine the respondents. The validity was tested first before the questionnaire was distributed to respondents. To test the validity of this research, an expert judgment was carried out by an expert, namely Mrs. Nur Syafaah M.Pd. Questionnaire testing is carried out by conducting a qualitative validity test. A qualitative approach is used in testing this validity because the instrument used is a questionnaire that does not aim to test the competence of the respondents. Three types of validity will be used, namely content validity, construct validity, and face validity. Then after the validity test of the questionnaire

had been guaranteed, the researcher distributed the research questionnaire to the respondents. To analyze the data, the researcher used a t-test of 2 independent samples.

B. Research Setting

The research was conducted with students in the fourth-semester English Education Department of UIN Walisongo Semarang for the academic year 2022/2023. The choice of this location was chosen because it was close to the researcher and had the potential to be the location of research. And the researcher was also a student majoring in English Education at UIN Walisongo Semarang, making it simpler for her to collect data and save time and money. Another reason is that pro listening and speaking are one of the English Language Education courses taken by students in the fourth semester of the previous semester. The research was conducted from 11 to 31 May 2023 with 128 respondents. The researcher distributed questionnaires in Google Forms to obtain data from the respondents.

C. Population and Sample

1. Population

Sugiyono claims that a population is a category of generalization made up of things with particular qualities and characteristics that researchers have decided to investigate and then draw conclusions about (Sugiyono, 2007). The research

population consists of learners in the fourth semester of the English Education Department of UIN Walisongo Semarang in the academic year 2022/2023. The total population is 191 learners. The researcher chose them as subjects because they are not native speakers of English and learn it as a foreign language, especially to become an English teacher, and they have also taken pro listening and speaking courses in the previous semester.

2. **Sample**

The sample represents a representation of the population's size and characteristics. So that the results of the research conclusions can be generalized to the entire population, the samples taken must be truly representative (Sugiyono, 2007). According to Cohen, et.al, (2007), a larger sample size is preferable, because it represents the results of the research with the population. The minimal number of samples that researchers must collect is 30. According to Sugiono (2007), if the sample is divided into several categories, there are at least 30 respondents in each category (Sugiyono, 2007).

This research used cluster sampling and a simple random sampling technique. The researcher chose cluster sampling because the population was divided into two groups or clusters based on gender: male and female. The population consisted of 191 learners, which included 47 males and 144 females.

The overall sample was calculated using the Isaac and Michael formula while determining the sample in each cluster was calculated using the cluster sampling formula. Sampling in each cluster was chosen randomly using the simple random sampling technique.

Isaac and Michael's formula:

$$s = \frac{\lambda^2.N.P.Q}{d^2(N-1)+\lambda^2.P.Q}$$

Where:

s = number of samples

λ^2 with dk = 1, error level 5 % = 3,841

P = Q = 0,5

d = 0,05

N = population size

Sample calculations using the Isaac and Michael formula:

$$s = \frac{\lambda^2.N.P.Q}{d^2(N-1)+\lambda^2.P.Q}$$

$$= \frac{3,841.\ 191.\ 0,5.\ 0,5}{0,05^2\ (191\text{-}1)+3,841\ .\ 0,5.\ 0.5}$$

$$= \frac{183,40775}{0,0025.\ 190+0,96025}$$

$$= \underline{183,40775}$$

$$1,43525$$
$$= 127,78$$

The number of samples based on the formula is 127,78 which is rounded up to 128.

Cluster sampling formula:

$$N = (Ns : Nt) \text{ x } nt$$

Where:

N = sample size of each cluster

Ns = the total population of each cluster

Nt = total population

nt = sample size after being determined

Sample calculation for the male cluster:

$$N = (Ns : Nt) \text{ x } nt$$
$$= (47 : 191) \text{ x } 128$$
$$= 31,49$$

Sample calculation for the female cluster:

$$N = (Ns : Nt) \text{ x } nt$$
$$= (144 : 191) \text{ x } 128$$
$$= 96,50$$

Based on the sample calculation for each cluster above, a sample of 31 male learners will be taken, while 97 female learners will be taken. The sample will be randomly selected using the simple random sampling technique.

D. Variable and Indicator

Variables are entities that can have more than one value. The values do not necessarily have to be numerical. Variables are divided into two kinds as follows:

1. **Independent variable**

    An Independent variable is a variable that considered could affect another variable (Suharsimi, 2006). In this research, gender is the independent variable. This variable could be divided into two kinds i.e. male and female. The indicators are in the table below:

Table 3.1 Indicators of Independent Variable

Variable (X)	Sub-Variable	Indicator
Gender	Male	Students of fourth-semester English Education Department of UIN Walisongo Semarang of the 2022/2023 academic year who have taken Pro Listening and Speaking courses in the previous semester.
	Female	

2. **Dependent variable**

    A dependent variable is a variable on which an independent variable could have an effect (Suharsimi, 2006).

In this research, the dependent variable is the use of listening strategy. The indicators are in the table below:

Table 3.2 Indicators of Dependent Variable

Variable (Y)	Sub-Variable	Indicator
Metacognitive strategy	Advance organizers	Skimming the information to be learned to review the key concepts and ideas.
	Directed attention	Focus on the task and ignore distractions.
	Functional planning	Learning the linguistic components necessary for the preparation of upcoming tasks.
	Selective attention	Deciding to pay attention to certain aspects, such as scanning for keywords.
	Self-management	Recognizing factors that can be beneficial when studying or completing assignments.
	Self-monitoring	Self-checking for understanding while listening and appropriateness when speaking or writing.
	Self-evaluation	Self-checking the results of learning after completion.
Cognitive strategy	Resourcing	Using dictionaries and other resources in the target language as references.
	Repetition	Practicing verbally and silently while imitating a language model (the pronunciation of the speaker).
	Grouping	Grouping words or concepts based on their meaning
	Deduction	Using principles to interpret the language.

	Imagery	Using visual images to comprehend and remember new knowledge.
	Auditory representation	Imagining how a word, phrase, or sentence will sound.
	Keyword method	Learn new words in a foreign language by identifying words in the first language that sound the same.
	Elaboration	Relating new information to prior knowledge.
	Transfer	Using known linguistics information to facilitate a new assignment.
	Inferencing	Suppose the meaning of new words or outlook answers using available information.
	Note-taking	Writing the keyword or brief concept summaries while listening or reading.
	Summarizing	Writing a summary of the new knowledge that have learnt from reading or listening.
	Translation	Using the first language to understand a foreign language.
Social/affective strategy	Questioning for clarification	Involving the teacher or friends for additional explanations or repetition of information.
	Cooperation	Working with friends in groups to solve problems or check the task.
	Self-talk	Using mind distraction to reassure yourself that learning activities will work and reduce anxiety about tasks.

E. Method of Collecting Data

For data collection, the researcher employed a questionnaire as a research instrument. The questionnaire is a research instrument that consists of a set of questions or written statements that the respondents must respond to or complete according to the instructions for filling it out. Questionnaires were distributed to determine the listening strategies male and female learners utilize. Closed-ended questionnaires were conducted via Google Forms, and the questionnaire statements were in Indonesian. The questionnaire was adapted from the listening strategy that O'Malley & Chamot (1990) and Vandergrift (1997) developed. In total, 23 questionnaire items will be used to collect data. There are five options to determine the frequency of respondents using the strategy, such as 1 (never), 2 (rarely), 3 (sometimes), 4 (usually), and 5 (always).

F. Method of Analyzing Data

Data analysis is an activity to convert research data into information used in conclusions. The researcher used Microsoft Excel 2019 to examine the data from the questionnaire and SPSS version 29 to test the research hypothesis. Some of the techniques used are:

1. **Validity Test of the Research Instrument**

   Validity is the degree to which a test or measuring device accurately reflects the object being measured. Validity is a researcher's attempt to evaluate the usefulness and feasibility of a test for a particular purpose that requires multiple sources of evidence.

   A questionnaire was the research instrument employed in this research. Before conducting the research, the instrument was qualitatively tested for the first. A qualitative approach is used in testing this validity because the instrument used is in the form of a questionnaire which does not aim to test the competence of the respondents. To test the validity of this research, expert judgment will be carried out by an expert, namely Mrs. Nur Syafaah M.Pd. Three are 3 types of validity will be used: content, construct, and face.

   a. **Content Validity**

      Content validity is carried out by testing the appropriateness of the contents of the test/questionnaire through rational analysis by a competent expert or expert judgment. Content validity ensures the instrument contains an adequate and conceptual set of items. Content validity is a very important position for testing construct validity. Measuring tools that are not valid in content no longer need to be tested for construct validity.

In this research, content validity was used to evaluate whether the items in the questionnaire were following the existing indicators.

b. **Construct Validity**

Construct validity is a visual representation of how well the measuring instrument yields results that are consistent with the theory. In this study, construct validity was used to determine whether the sentence structure in the research questionnaire was grammatical or not.

c. **Face Validity**

Face validity relates to the assessment of test users or respondents. In this study, face validity was intended to evaluate the way the questionnaire was presented, whether the presentation was neat and did not disturb the respondents' view, and add to the confusion of the respondents or not. If the questionnaire presentation is arranged neatly and beautifully, then the respondent will be comfortable filling out the questionnaire and of course, will fill out the questionnaire seriously.

2. Data Analysis

This research used descriptive statistics and inferential statistical analysis.

a. Descriptive Statistics

Descriptive statistical techniques will be used to process the general description of the respondents and data regarding the listening strategies employed by male and female learners. In this case, the researcher determines the listening strategy's frequency, mean, and standard deviation, which will be analyzed using Microsoft Excel 2019.

b. Inferential Statistics

The researcher condition inferential statistics to test hypotheses and make conclusions based on samples taken from the population. The researcher used a t-test of 2 independent samples to compare the mean of 2 independent samples. The T-test of 2 independent samples is a parametric statistical test that compares two independent groups to determine the statistical evidence that there is a degree of difference in the population/sample means. Because the T-Test of 2 independent samples is a type of parametric statistical test, some requirements must be met. The first condition

is that the data to be analyzed must be normally distributed, so a normality test is needed. And the second condition is that the variance in the two groups tested must be homogeneous, so a homogeneity test is needed. SPSS Version 29 program was utilized by the researcher to calculate the normality, homogeneity, and T-Test tests of 2 independent samples.

1) **Normality Test**

The normality test aims to determine if a group of variables or data are regularly distributed. In this research, the researcher uses the Liliefors test for normality. The Liliefors test uses basic data not processed in the frequency distribution table. The data is transformed into a value to calculate the normal curve area as a normal cumulative probability. The difference between these probabilities is sought with empirical cumulative probabilities. The biggest difference compared to the table Liliefors value.

With the Liliefors hypothesis:

H0: the population is normally distributed

Ha: the population is not normally distributed.

Liliefors critical value:

significance level $= \alpha = 5\% = 0.05$

Liliefors formula:

No	X_i	$Z = \dfrac{X_i - \bar{X}}{SD}$	F(X)	S(X)	$\vert F(X)\text{-}S(X)\vert$
1					
2					
3					
Dst					

Where:

Xi = Numbers in the data

Z = Number to notation conversion in the normal distribution

F(X) = conventional cumulative probability.

S(X) = cumulative empirical probability

Significance of Liliefors test:

a) The largest score of |F(X)-S(X)| compared to the Liliefors table score.

b) Largest score |F(X)-S(X)| < liliefors table score, H0 is accepted (normal).

c) Largest score |F(X)-S(X)| > liliefors table score, H0 is rejected (not normal).

2) Homogeneity Test

The homogeneity of the variance tests the variance of the two groups to determine the two-

independent sample t-test method to be used, namely:

a) Assuming equal variance, p-value > α (H0 is accepted).

b) Assuming unequal variance, p-value < α (H0 is rejected).

The homogeneity test aims to test that the data set is to be measured from a homogeneous population. A variant homogeneity test with the Levene test will be carried out to test the variance. The formula is:

$$W = \frac{(N-k)\sum_{i=1}^{n} n_i(\overline{Z}_{i.} - \overline{Z}_{..})^2}{(k-1)\sum_{i=1}^{k}\sum_{j=1}^{n_i}(Z_{ij} - \overline{Z}_{i.})^2}$$

Where:

n = number of samples

k = the number of groups

Zij = |Yij-Yi|

Yi = average of group i

Zi = average group of Zi

Z = overall average of Zij

Test steps:

a) Chek whether the data is normally distributed or not.

b) Determine H0 and Ha.

H0: $\sigma 1^2 - \sigma 2^2 = 0$ (Male and female populations both have the same variance)

Ha: $\sigma 1^2 - \sigma 2^2 \neq 0$ (Male and female populations have different variance)

c) Determine the level of significance (α).

$\alpha = 5\%$ (0.05)

d) Calculate Levene's test statistic.

$$W = \frac{(N-k)\sum_{i=1}^{n} n_i(\overline{Z}_{i.} - \overline{Z}_{..})^2}{(k-1)\sum_{i=1}^{k}\sum_{j=1}^{n_i}(Z_{ij} - \overline{Z}_{i.})^2}$$

e) Determine the critical value and rejection area.

Critical value = $F(\alpha, k-1, N-k)$.

Compare the results of the value of W with the value of F. If W > F, then W falls in the area of rejection so that H0 is rejected.

Note: $df1 = k - 1$ and $df2 = N - k$.

f) Conclusion.

3) T-Test of 2 Independent Samples (Hypothesis Test)

The null hypothesis (H0) and alternative hypothesis (Ha) for the t-test of two independent samples are as follows:

H0: µ1 = µ2 (the mean of the male and female learners are the same)

Ha: µ1 ≠ µ2 (the mean of the male and female learners are different)

Where:

µ1 = sample mean of male learners.

µ2 = sample mean of female learners.

The t-test used is assuming variance. H0 and Ha are the same in both statistical tests according to the assumption of variance.

Assuming Equal Variance

$$t = \frac{x_a - x_b}{S_p \sqrt{\left(\frac{1}{n_a}\right) + \left(\frac{1}{n_b}\right)}}$$

$$S_p^2 = \frac{(n_a - 1)S_a^2 - (n_b - 1)S_b^2}{n_a + n_b - 2}$$

Where:

Xa = Average of male learners

Xb = Average of female learners

na = Number of male learners

nb = Number of female learners

Sa = Standard deviation of male learners

Sb = Standard deviation of female learners

Sp = Combined standard deviation

The calculated t-count is then compared with the t-table with freedom degrees (df) = na + nb − 2 and the significance α = 5%. If t-count > t-table, testing criteria that apply to H0 are rejected. And if t-count < t-table H0 is accepted.

Assuming Unequal Variance

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{S_1^2}{n_1} + \dfrac{S_2^2}{n_2}}}$$

$$df = \frac{[\left(\frac{S_a^2}{n_a}\right) + \left(\frac{S_a^2}{n_b}\right)]^2}{[(\frac{S_a^2}{n_a})^2/(n_a - 1) + (\frac{S_b^2}{n_b})^2/(n_b - 1)]}$$

Where:

X1 = Average of male learners

X2 = Average of female learners

na = Number of male learners

nb = Number of female learners

Sa = Standard deviation of male learners

Sb = Standard deviation of female learners

The calculated t-count is then compared with the t-table with the freedom degrees (df) and the significance α = 5%. If t-count > t-table, testing criteria that apply to H0 are rejected. And if t-count < t-table H0 is accepted.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the research findings, discussion, and limitations. This section is the answer to the formulated research questions. The findings of the data analysis are presented in this chapter. Data were collected and analyzed to answer research questions and elaborate findings with existing theories.

A. Finding

This research was conducted on fourth-semester English Education Department students of UIN Walisongo Semarang for the academic year 2022/2023. The population of this research was fourth-semester English Education Department students, totaling 191 students. Of the 191 students, it was determined that there were 128 students consisting of 31 males and 97 females as the samples of the research after the researcher used the cluster sampling techniques. This study collected data using a questionnaire to obtain data about the listening strategies employed by male and female learners in listening learning. This research used the theory of listening strategies from O'Malley and Chamot (1990). They classified the listening strategies into three categories, there are metacognitive, cognitive, and social/affective. The researcher has distributed questionnaires to 128 fourth-semester learners majoring in English Education via Google Form. The closed-ended questionnaire contains 23 statements.

1. **Validity Test of the Research Instrument**

    A questionnaire was the research instrument employed in this research. Before conducting the research, the instrument was qualitatively tested for validity first. A qualitative approach is used in testing this validity because the instrument used is in the form of a questionnaire which does not aim to test the competence of the respondents. There are three different kinds of validity tests; content, construct, and face validity. To test the validity of this research, expert judgment will be carried out by an expert, namely Mrs. Nur Syafaah M.Pd, by being asked for his opinion about the instrument that the researcher had prepared. After the instrument was tested for validity by experts, it was continued by distributing questionnaires to respondents for data collection. The expert's results of the validity test are presented in Appendix 3.

2. **Listening Strategies Used by Male and Female Learners**

    a. **Listening Strategies Used by Male Learners**

        The findings of descriptive statistical analysis, including frequency, percentage, mean, and standard deviation, of the listening strategies used by male learners, are presented in this section. This is done to

investigate the frequency of many or few male learners in using listening strategies.

1) Metacognitive Strategies

Students use Metacognitive strategies in planning or preparing before listening, during the listening process, and evaluating after listening. They usually study to prepare for the listening test, try to focus on the listening test without paying attention to things around them that might be disturbing, try to keep up with the speaker's pace, think about what they're listening to, and check their answers after completing the listening test. The table below displays the results of the questionnaire's descriptive statistical analysis, which indicate the most and rarely used metacognitive strategies by male learners.

Table 4.1. Descriptive Statistics of Male Learner's Metacognitive Strategies

No	Sub-Strategy	Questionnaire Items	Frequency and Percentage (%)					Mean	SD
			N	R	S	U	A		
1.	Advance organizer	Before doing the listening task. I clarify the objective of an anticipated listening task and propose strategies for handling it such as previewing the main idea and skimming.	4 12.9%	9 29.03%	5 16.13%	12 38.71%	1 3.23%	2.9	1.16
2.	Directed attention	Before doing the listening task. I try to focus without paying attention to things that distract my attention	0	6 19.35%	6 19.35%	14 45.16%	5 16.13%	3.58	0.99
3.	Functional planning	I am practicing listening related to specific linguistic components in preparation for a listening test.	0	21 67.74%	4 12.9%	6 19.35%	0	2.52	0.81
4.	Selective attention	Before doing the listening task. I scan the question first and then decide to listen for specific aspects of the script.	0	13 41.94%	5 16.13%	13 41.94%	0	3	0.93

			N	R	S	U	A		
5.	Self-management	While listening. I try to keep up with the speed.	0	0	8 25.81%	18 58.06%	5 16.13%	3.9	0.65
6.	Self-monitoring	While listening. I ask myself what I am listening to and how much I have understood	0	3 9.68%	6 19.35%	18 58.06%	4 12.9%	3.74	0.82
7.	Self-evaluation	After listening. I self-check my listening comprehension and try to correct my errors	0	5 16.13%	10 32.26%	9 29.03%	7 22.58%	3.58	1.03
		Overall mean						**3.32**	

Where:

N = Never

R = Rarely

S = Sometimes

U = Usually

A = Always

Based on table 4.1 display descriptive data about metacognitive strategies used by male learners. Among the seven metacognitive strategies, self-management is reported to be used the most, while functional planning is a strategy that is rarely used. As shown in the table above, four of the seven metacognitive strategies are frequently used. Directed attention with a mean score of 3.58 (SD=0.99), self-management 3.90 (SD=0.65), self-monitoring 3.74 (0.82), and self-evaluation 3.58 (SD=1.03). The mean score of the other three strategies is below 3.50: advance organizer 2.90 (SD=1.16), functional planning 2.52 (SD=0.81), and selective attention 3.00 (SD=0.93).

2) Cognitive Strategies

Students use Cognitive strategies by building knowledge based on facts or knowledge they know. Students usually relate the new information they hear to their experience or knowledge. There are 13 questions about cognitive strategies. The descriptive statistical analysis questionnaire's results are shown in the table below, which shows some of the most and rarely used metacognitive strategies by male learners.

Table 4.2. Descriptive Statistics of Male Learner's Cognitive Strategies

No	Sub-Strategy	Questionnaire items	Frequency and Percentage (%)					Mean	SD
			N	R	S	U	A		
1.	Resourcing	I use tools to understand the scripts. such as a dictionary or grammar book.	0	3 9.68%	12 38.71%	10 32.26%	6 19.35%	3.61	0.92
2.	Repetition	While listening. I repeat words or phrases softly.	0	2 6.45%	6 19.35%	12 38.71%	11 35.48%	4.03	0.91
3.	Grouping	I try to relate the words that sound the same.	0	5 16.13%	10 32.26%	13 41.94%	3 9.68%	3.45	0.89
4.	Deduction	I use linguistic clues to comprehend the scripts. such as grammatical and lexical rules (prefixes and suffixes).	2 6.45%	17 54.84%	6 19.35%	6 19.35%	0	2.52	0.89
5.	Imagery	I watch English movies.	0	7 22.58%	9 29.03%	13 41.94%	2 6.45%	3.32	0.91
6.	Auditory representation	I listen to English songs.	2 6.45%	5 16.13%	12 38.71%	8 25.81%	4 12.9%	3.23	1.09

7.	Keyword method	I use new words in a context to comprehend the meaning.	0	16 51.61%	4 12.9%	7 22.58%	4 12.9%	2.97	1.14
8.	Elaboration	I relate new information to my personal experience or knowledge.	0	10 32.26%	8 25.81%	12 38.71%	1 3.23%	3.13	0.92
9.	Transfer	I try to use knowledge of my language to facilitate listening in English.	0	1 3.23%	18 58.06%	8 25.81%	4 12.9%	3.48	0.77
10.	Inferencing	I predict texts on the title and verify my prediction while listening.	2 6.45%	6 19.35%	9 29.03%	6 19.35%	8 25.81%	3.39	1.26
11.	Note-taking	I take notes of the main points and keywords.	5 16.13%	7 22.58%	7 22.58%	4 12.9%	8 25.81%	3.1	1.45
12.	Summarizing	I make a mental summary of information presented in a listening task.	5 16.13%	11 35.48%	4 12.9%	6 19.35%	5 16.13%	2.84	1.37
13.	Translation	I try to translate English words or sentences into Indonesian.	0	4 12.9%	6 19.35%	7 22.58%	14 45.16%	4	1.1
Overall mean								**3.31**	

Based on table 4.2 shows that the most usual used cognitive strategy by male learners is repetition that has a mean score of 4.03 (SD=0.91), while the rarely used strategy of deduction that has a mean score of 2.52 (SD=0.89). Of the 13 strategies, only three strategies were often used by male students, namely resourcing which has a mean score of 3.61 (SD=0.92), repetition which has a mean score of 4.03 (SD=0.91), and translation which has a mean score of 4.00 (SD=1.10). Meanwhile, the other ten strategies are rarely used by male students because their mean score is below 3.50, including grouping has a mean score of 3.45 (SD= 0.89), the deduction has a mean score of 2.52 (SD=0.89), imagery has a mean score of 3.32 (SD= 0.91), auditory representation has a mean score 3.23 (SD= 1.09), keyword method has a mean score 2.97 (SD= 1.14), elaboration has a mean score 3.13 (SD= 0.92), the transfer has a mean score M=3.48 (SD=0.77), inferencing has a mean score 3.39 (SD= 1.26), note-taking has a mean score 3.1 (SD= 1.45), and summarizing has a mean score 2.84 (SD= 1.37).

3) Social/Affective Strategies

Social/affective strategy is a common strategy that is used by students to interact more with their teacher or friends and to reduce their anxiety level when learning listening or when doing listening tasks. This section contains 3 questions: asking questions to lecturers, asking friends who know difficult words, and working in groups for certain listening assignments and self-talk. The table below displays the findings of the questionnaire's descriptive statistical analysis, which shows some of the most and rarely used social/affective strategies by male learners.

Table 4.3. Descriptive Statistics of Male Learner's Social/Affective Strategies

No	Sub-Strategy	Questionnaire Items	Frequency and Percentage (%)					Mean	SD
			N	R	S	U	A		
1.	Questioning for clarification	I ask a question to the lecturer about confusing questions.	3 9.68%	14 45.16%	5 16.13%	9 29.03%	0	2.65	1.02
2.	Cooperation	I ask my friend who knows the difficult words and works with my team for particular listening tasks.	0	7 22.58%	7 22.58%	7 22.58%	10 32.26%	3.65	1.17
3.	Self-talk	I think that my friends are probably having some kind of problem like me.	3 9.68%	2 6.45%	10 32.26%	11 35.48%	5 16.13%	3.42	1.15
		Overall mean						**3.24**	

Based on Table 4.3, the most used social/affective strategy by male learners is cooperation, which has a mean score of 3.65 (SD= 1.17). While the other two strategies are rarely used because they have a mean score below 3.50, including questioning for clarification which only has a mean score of 2.65 (SD= 1.02), and self-talk, which has a mean score of 3.42 (SD= 1.15).

b. Listening Strategies Used by Female Learners

The findings of descriptive statistical analysis, including frequency, percentage, mean, and standard deviation, of the listening strategies used by female learners are presented in this section. This is done to investigate the frequency of many or few female learners in using listening strategies.

1) Metacognitive Strategies

Students use Metacognitive strategies in planning or preparing before listening, during the listening process, and evaluating after listening. They usually study to prepare for the listening test, try to focus on the listening test without paying attention to things around them that might be disturbing, try to keep up with the speaker's pace,

think about what they're listening to, and check their answers after completing the listening test. The table below displays the results of the questionnaire's descriptive statistical analysis, which indicate the most and rarely used metacognitive strategies by female learners.

Table 4.4. Descriptive Statistics of Female Learner's Metacognitive Strategies

No	Sub-Strategy	Questionnaire Items	Frequency and Percentage (%)					Mean	SD
			N	**R**	**S**	**U**	**A**		
1.	Advance organizer	Before doing the listening task. I clarify the objective of an anticipated listening task and propose strategies for handling it such as previewing the main idea and skimming.	0	29 29.9%	26 26.8%	35 36.08%	7 7.22%	3.21	0.96
2.	Directed attention	Before doing the listening task. I try to focus without paying attention to things that distract my attention.	1 1.03%	8 8.25%	33 34.02%	20 20.62%	35 36.08%	3.82	1.05
3.	Functional planning	I am practicing listening related to specific linguistic components in preparation for a listening test.	2 2.06%	17 17.53%	26 26.8%	42 43.3%	10 10.31%	3.42	0.97
4.	Selective attention	Before doing the listening task. I scan the question first and then decide to listen for specific aspects of the script.	0	15 15.46%	29 29.9%	23 23.71%	30 30.93%	3.70	1.07

5.	Self-management	While listening. I try to keep up with the speed.	0	8 8.25%	37 38.14%	24 24.74%	28 28.87%	3.74	0.97
6.	Self-monitoring	While listening. I ask myself what I am listening to and how much I have understood.	0	6 6.19%	30 30.93%	21 21.65%	40 41.24%	3.98	0.99
7.	Self-evaluation	After listening. I self-check my listening comprehension and try to correct my errors.	0	4 4.12%	24 24.74%	36 37.11%	33 34.02%	4.01	0.87
Overall mean								**3.70**	

Based on table 4.4 shows descriptive statistics of the metacognitive strategies used by female learners. Among the seven metacognitive strategies, self-evaluation was reported to be used the most, while advance organizer was the least used strategy. As shown from the table above, five of the seven metacognitive strategies are frequently used. Directed attention with a mean score of 3.82 (SD=1.05), selective attention with a mean score of 3.70 (1.07), self-management with a mean score of 3.74 (SD= 0.97), self-monitoring with a mean score of 3.98 (SD= 0.99), and self-evaluation has the highest mean score of 4.01 (SD= 0.87). While the other two strategies are rarely used because they have a mean score below 3.50: advance organizer with a score of mean is 3.21 (SD= 0.96) and the score of mean of functional planning is 3.42 (SD= 0.97).

2) Cognitive Strategies

Students use Cognitive strategies by building knowledge based on facts or knowledge they know. Students usually relate the new information they hear to their experience or knowledge. There are 13 questions about cognitive strategies. The table

below displays the findings of the descriptive statistical analysis of the questionnaire, which shows some of the most and rarely used cognitive strategies by female learners.

Table 4.5. Descriptive Statistics of Female Learner's Cognitive Strategies

No	Sub-Strategy	Questionnaire Items	Frequency and Percentage (%)					Mean	SD
			N	R	S	U	A		
1.	Resourcing	I use tools to understand the scripts. such as a dictionary or grammar book.	2 2.06%	18 18.56%	21 21.65%	33 34.02%	23 23.71%	3.59	1.11
2.	Repetition	While listening. I repeat words or phrases softly.	3 3.09%	5 5.15%	45 46.39%	29 29.9%	15 15.46%	3.49	0.93
3.	Grouping	I try to relate the words that sound the same.	3 3.09%	8 8.25%	56 57.73%	17 17.53%	13 13.4%	3.30	0.91
4.	Deduction	I use linguistic clues to comprehend the scripts. such as grammatical and lexical rules prefixes and suffixes.	4 4.12%	24 24.74%	27 27.84%	32 32.99%	10 10.31%	3.21	1.06
5.	Imagery	I watch English movies.	0	21 21.65%	39 40.21%	25 25.77%	12 12.37%	3.29	0.95
6.	Auditory representation	I listen to English songs.	0	5 5.15%	40 41.24%	15 15.46%	37 38.14%	3.87	1.00

No.	Strategy	Statement	0				Mean	SD
7.	Keyword method	I use new words in a context to comprehend the meaning.	0	22 22.68%	15 15.46%	47 48.45%	13 13.4%	3.53	0.99
8.	Elaboration	I relate new information to my personal experience or knowledge.	0	20 20.62%	35 36.08%	33 34.02%	9 9.28%	3.32	0.91
9.	Transfer	I try to use knowledge of my language to facilitate listening in English.	0	4 4.12%	40 41.24%	29 29.9%	24 24.74%	3.75	0.88
10.	Inferencing	I predict text based on the title and then verify my prediction while listening.	0	17 17.53%	36 37.11%	31 31.96%	13 13.4%	3.41	0.93
11.	Note-taking	I take notes of the main points and keywords.	0	17 17.53%	27 27.84%	37 38.14%	16 16.49%	3.54	0.97
12.	Summarizing	I make a mental summary of information presented in a listening task.	0	33 34.02%	23 23.71%	29 29.9%	12 12.37%	3.21	1.05
13.	Translation	I try to translate English words or sentences into Indonesian.	0	11 11.34%	33 34.02%	23 23.71%	30 30.93%	3.74	1.02
Overall mean								**3.48**	

Table 4.5 shows that the most usual used cognitive strategy by female learners is auditory representation with a mean score of 3.87 (SD=1.00), while the strategies that are rarely used are deduction and summarizing which have the same low mean score of 3.21. Of the 13 strategies, 6 strategies are often used by female learners, there are resourcing has a mean score of 3.59 (SD=1.11), auditory representation has a mean score of 3.87 (SD=1.00), keyword method has a mean score of 3.53 (SD=0.99), the transfer has a mean score 3.75 (SD=0.88), note-taking has a mean score 3.54 (SD=0.97) and translation has the mean score 3.74 (SD=1.02). Meanwhile, the other seven strategies are rarely used by female students because the mean score is below 3.50, including repetition (M= 3.49, SD= 0.93), grouping (M=3.30, SD=0.91), deduction (M=3.21, SD=1.06), imagery (M=3.29, SD=0.95), elaboration (M=3.32, SD=0.91), inferencing (M=3.41, SD= 0.93), and summarizing (M=3.21, SD=1.05).

3) **Social/Affective Strategies**

Social/affective strategy is a common strategy that is used by students to interact more with their

teacher or friends and to reduce their anxiety level when learning listening or when doing listening tasks. This section contains three questions: asking questions to lecturers, asking friends who know difficult words, and working in groups for certain listening assignments and self-talk. The table below displays the findings of the descriptive statistical analysis of the questionnaire that shows some of the most and rarely used social/affective strategies by female learners.

Table 4.6. Descriptive Statistics of Female Learner's Social/Affective Strategies

No	Sub-Strategy	Questionnaire Items	Frequency and Percentage (%)					Mean	SD
			N	R	S	U	A		
1.	Questioning for clarification	I ask a question to the lecturer about confusing questions.	6 6.19%	38 39.18%	19 19.59%	30 30.93%	4 4.12%	2.88	1.05
2.	Cooperation	I ask my friend who knows the difficult words and works with my team for particular listening tasks.	0	4 4.12%	41 42.27%	35 36.08%	17 17.53%	3.67	0.81
3.	Self-talk	I think that my friends are probably having some kind of problem like me.	3 3.09%	5 5.15%	24 24.74%	44 45.36%	21 21.65%	3.77	0.95
Overall mean								**3.44**	

Based on Table 4.6, it is evident that two of the three social/affective strategies that are often used by female learners, namely cooperation (M=3.67, SD=0.81) and self-talk (M=3.77, SD=0.95). Meanwhile, another strategy, namely questioning for clarification, is a strategy that is rarely used by female students because it only has a mean score of 2.88 (SD=1.05).

3. The Degree of Difference between Male and Female Learners in the Use of Listening Strategies

After analyzing the descriptive statistics and figuring out the mean of each strategy item, the following table compares male and female learners' total mean scores of the three listening strategies. Researchers used Microsoft Excel 2019 to calculate the mean score.

Table 4.7. The Difference of Mean Score between Male and Female Learners in the Use of Listening Strategies

Strategy	Mean of Male	Mean of Female
Metacognitive Strategies	3.32	3.70
Cognitive Strategies	3.31	3.48
Social/Affective Strategies	3.24	3.44

Based on Table 4.7, there is a difference in the mean score of male and female learners. Figure 4.1 illustrates the graphic presentation of the difference of mean score between male and female learners.
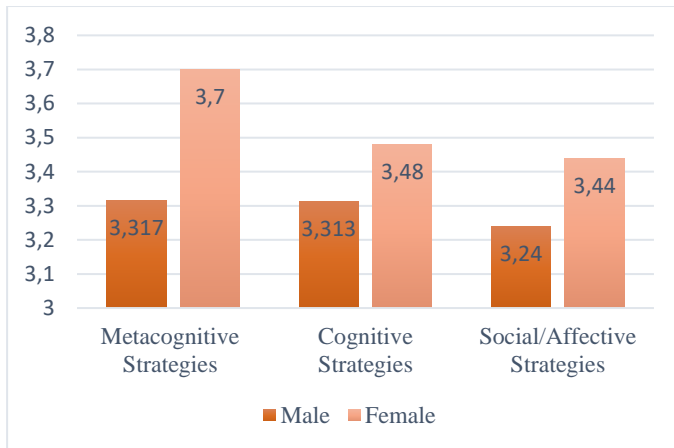
Figure 4.1. The Difference of Mean Score between Male and Female Learners in the Use of Listening Strategies in Graphic Presentation

The difference of mean score between male and female learners as depicted in Figure 4.1 shows that females use listening strategies more often than males. In each type of strategy, female learners always get the highest mean score than male students. This can be seen from the questionnaire results listed in Table 4.7, which shows the mean of each strategy used by both male and female learners gets a score of

3.24-3.70. Where the metacognitive strategies, male learners got 3.32, and female students got 3.70, and for cognitive strategies, male learners got 3.31 and female learners got 3.48, and for social/affective strategies, male learners got 3.24, and female learners got 3.44. It can be concluded that female learners employ strategies more than male learners. To strengthen these results, the researcher used a T-test of 2 independent samples to find out the difference between the mean scores of male and female learners, which would be explained in further findings.

4. **Hypothesis Test**

Hypothesis test in this research using the t-test of 2 independent samples. The t-test of 2 independent samples is a type of parametric statistical test, therefore some requirements must be met. The first condition is that the data to be analyzed must be normally distributed, so a normality test is needed. And the second condition is that the variance in the two groups tested must be homogeneous, so a homogeneity test is needed. The researcher computed the normality, homogeneity, and t-tests of 2 independent samples using SPSS Version 29. The following is the inferential statistical analysis in the form of normality tests, homogeneity tests, and t-tests of 2 independent samples.

a. Normality Test

The normality test used to determine if a group of variables or data are regularly distributed. Using the Liliefors test for normality test, it was possible to determine how the data were distributed and analyze them using SPSS version 29.

Hypothesis:

H0: the population is normally distributed.

Ha: the population is not normally distributed.

With criteria:

- Sig. (P Value) < 0.05, the data is not normally distributed.
- Sig. (P Value) > 0.05, the data is normally distributed.

Table 4.8 Normality Test

Tests of Normality

	Gender	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Listening	Male	.096	31	.200[*]	.961	31	.304
Strategies	Female	.084	97	.088	.963	97	.008

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the analysis above, it can be seen that the value of Sig. Male 0.200 and Sig. The female is 0.08, which means bigger than 0.05, so H0 is accepted. The distribution of data from the male and female samples can be inferred to be normal.

b. **Homogeneity Test**

A homogeneity test is used to determines whether the sample from a homogeneous population. The Levene test is used in this homogeneity test, analyzed with the SPSS version 29.

Hypothesis:

H0: homogeneous variance: $\sigma_1^2 = \sigma_2^2$

Ha: non-homogeneous variance: $\sigma_1^2 \neq \sigma_2^2$

With criteria:

-   Sig. (Based on Mean) > 0.05, it concludes that the data variance is homogeneous, and assumes equal variance.
-   Sig. (Based on Mean) < 0.05, it concludes that the data variance is not homogeneous, and assumes unequal variance.

Table 4.9 Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Listening Strategies	Based on Mean	.737	1	126	.392
	Based on Median	.763	1	126	.384
	Based on Median and with adjusted df	.763	1	125.858	.384
	Based on trimmed mean	.787	1	126	.377

Based on the results of the analysis above that the value of Sig. (Based on Mean) is 0.392 which means it is bigger than 0.05. So it can be said that the data's variance is homogeneous, which means assumes equal variance.

c. T-Test of 2 Independent Samples

The t-test of 2 independent samples is used to determine whether there is a difference in the mean of two independent samples.

The basis for decision-making:

- If the Sig. (2-tailed) < 0.05, so there is a degree of difference in the use of listening strategies between male and female learners.

- If the Sig. (2-tailed) > 0.05, there is no degree of difference in the use of listening strategies between male and female learners.

Table 4.10 T-Test of 2 Independent Samples

| | | t | df | Significance | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
				One-Sided p	Two-Sided p			Lower	Upper
Listening Strategies	Equal variance assumed	-2.475	126	.007	.015	-5.443	2.199	-9.795	-.091
	Equal variance not assumed	-2.330	46.175	.012	.024	-5.443	2.336	-10.146	-.741

Considering the outcomes of statistical tests using the t-test of 2 independent samples, it is known that Sig. (2-tailed) is smaller than 0.05, the sig. (2-tailed) is 0.015. There is a degree of the difference in listening strategies between male and female learners.

B. Discussion

This research aims to analyze the degree of the difference in the use of listening strategies between male and female learners. According to this research, there is a degree of difference in the use of listening strategies between male and female learners. This finding aligns with the previous research by Noor Hameed Majeed (2022) which reveals that there were statistical differences in the students' listening strategies between male and female students (Majeed, 2022).

Based on research results, male learners were categorized at a moderate level in using listening strategies. Meanwhile, female learners can be categorized as moderate to high in using listening strategies. It can be said that female learners are listeners who often use listening strategies to improve their listening comprehension skills or to overcome problems encountered while listening. It is evident from the questionnaire results listed in Table 4.7, which shows the mean score of each strategy used by male and female learners gets a score of 3.24-3.70. The overall use degree for each strategy indicates that the learner has a moderate to high level,

which metacognitive strategies of male learners got 3.32 and female learners got 3.70, and for cognitive strategies, male learners got 3.31 and female learners got 3.48, and for social/affective strategies, male learners got 3.24 and female learners got 3.44.

Listening strategy is included as one of the most important factors influencing the listening comprehension process. Gender is believed to be one of the main variables that can influence a students' listening strategy (Dornyei, 2003). As stated by Nikolina Božinović, BA, and Joško Sindik, PhD., (2011), female students more often use all learning strategies than males (Božinović & Sindik, 2011). This is in line with the current research that found that female learners employ listening strategies more frequently than male learners. They applied directed attention, selective attention, self-management, self-monitoring, self-evaluation, resourcing, auditory representation, keyword method, transfer, note-taking, translation, cooperation, and self-talk strategies. In the listening phase, they liked to take some notes. And to increased vocabulary and understanding of grammar, they usually use dictionaries and grammar books. In addition, Before listening, they tried to focus without paying attention to everything that can distract them and read the questions first to focus on listening to specific things related to the questions. To got the intent or idea from the speakers, they focus on a few keywords and the speed, rhythm, and intonation of native speakers to understand better. When experiencing difficulties when doing listening tests, female

students usually reduce anxiety by convincing themselves that other friends are also experiencing the same problem. And if female learners have difficulty with certain listening tasks, such as assignments for homework, they usually work in groups with their friends to discuss difficult listening questions.

Female learners not only used the listening strategies in class or while doing assignments, but they also personally use additional resources outside of class to improve their listening comprehension skills. They usually add additional resources such as listening to English songs or watching English movies. This finding is supported by research from Ika Hidayanti and Atik Umamah (2019) who found that female students improved their listening skills by using several additional sources such as English songs and films (Hidayanti & Umamah, 2019).

Male learners used fewer listening strategies than female learners. They used directed attention, self-management, self-monitoring, self-evaluation, resourcing, repetition, translation, and cooperation strategies. Almost all of the strategies employed by male learners are also used by female learners, but there is one different thing, and that is repetition. However, several strategies are often used by female learners but not by male learners.

There are two main reasons for studying metacognitive in language learning strategies. First, metacognition and metacognitive knowledge enable learners to become active and

responsive individuals (Eggen & Kauchak, 2012). Second, previous research has stated that metacognitive strategies play a more significant role than other learning strategies because when students understand their learning strategies, language acquisition can proceed more quickly (Anderson, N, 2002). This is in line with the findings in current research, both male and female learners most frequently employ the metacognitive strategy which has a mean score of increasing among the three strategies measured. This finding is supported by previous research by Aulia Putri and Desi Surlitasari Dewi (2019), that metacognitive strategies are used more often than cognitive and social/affective strategies in listening by students (Putri & Dewi, 2019). Ehsan Namaziandost, Leila Neisi, Fatemeh Mahdavirad, and Mehdi Nasri (2019) also revealed that metacognitive strategies were the strategies most used by students (Namaziandost et al., 2019). The findings of this research are also consistent with the research by Muhammad Nafi Annury et.al (2019), students utilize metacognitive strategies to plan, organize, and evaluate the success of their learning process. They are aware of their cognitive processes during reading and can utilize a variety of metacognitive reading strategies to achieve comprehension (Annury et al., 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions for the students, teachers, and next researchers who will conduct similar research.

A. Conclusion

Based on the explanation from the finding and discussion in chapter four, the researcher concludes that there is a degree of difference in the use of listening strategies between male and female learners. Male and female learners are at different levels in using listening strategies. As illustrated in Table 4.7 and Figure 4.1, indicates that females' mean scores were highest than males. In metacognitive strategies, male learners got a mean score of 3.32, cognitive strategies got a mean score of 3.31, and social/affective strategies got a mean score of 3.24. Male learners are categorized as moderate in using strategies when listening.

Different from male learners, female learners got a mean score of 3.70 in metacognitive strategies, 3.48 in cognitive strategies, and 3.44 in social/affective strategies. Female learners are categorized as moderate to high in using listening strategies. An analysis using a t-test of 2 independent samples the result is 0.015 ($p < 0.05$) shows that there is a degree of difference in the use of listening strategies between male and female learners.

Therefore, gender plays a role in determining the use of listening strategies.

Both male and female learners used the most metacognitive strategies in doing listening tasks. However, female learners generally use more listening strategies than male learners. They also add additional resources such as listening to English songs to improve their listening skills and using dictionaries and grammar books to increase vocabulary and understanding of grammar. This research is not to compare the best scores between male and female learners in using listening strategies, but only to compare the use of listening strategies between male and female learners, to find out the degree of difference.

B. Suggestion

Based on the research finding and discussion, the researcher would like to give suggestions for students, teachers and lecturers, and the next researchers.

1. For students

The results of this study indicate that in terms of the use of listening strategies, female learners outperform male learners. Therefore they have to practice listening often to be more familiar with audio in English. This will help them understand why, when, and how to use the right strategy to solve their listening problem. If they continue to practice listening

strategies outside and in class, they will become good listeners and independent.

2. For English teachers and lecturers

   This research provides useful information about the listening strategies of EFL students in listening to English audio and doing listening assignments which may contribute to teachers and lecturers thinking about appropriate teaching approaches. On the first day of teaching listening, the teacher can survey to map student profiles. That way, teachers can determine whether their students are strategic. Therefore, listening strategies can be taught or strengthened through meaningful listening activities.

3. For next researchers

   The results, indicate that the use of listening strategies for learners majoring in English Education based on gender. Future researchers are advised to conduct research with respondents from the Department of English Education but from different universities to obtain reliable results. The researcher suggests future researchers examine other factors that can influence awareness in using listening strategies, such as age or motivation. It is important to involve respondents from each level of education and different motivations in next research.

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APPENDICES

Appendix 1: Listening Strategies Questionnaire (English Version)

The questionnaire was adapted from (O'Malley and Chamot (1990) and Vandergrift (1997).

Name   :

Semester   :

Class   :

Gender   :

Age   :

Direction:

1. The questionnaire is addressed to PBI class 2021 students who have taken the 'Pro Listening and Speaking' course in the previous semester.
2. Fill in your personal data correctly.
3. Answer the question honestly by selecting one of the answer options.
   N = Never
   R = Rarely
   S = Sometimes
   O = Often
   A = Always

No	Statements	N	R	S	O	A
1.	Before doing the listening task, I clarify the objective of an anticipated listening task and propose strategies for handling it such as previewing the main idea and skimming.					
2.	Before doing the listening task, I try to focus without paying attention to things that distract my attention					
3.	I am practicing listening related to specific linguistic components in preparation for a listening test.					
4.	Before doing the listening task, I scan the question first and then decide to listen for specific aspects of the script.					
5.	While listening, I try to keep up with the speed.					
6.	While listening, I ask myself what I am listening to and how much I have understood.					
7.	After listening, I self-check my listening comprehension and try to correct my errors					
8.	I use tools to understand the scripts, such as a dictionary or grammar book.					
9.	While listening, I repeat words or phrases softly.					
10.	I try to relate the words that sound the same.					
11.	I use linguistic clues to comprehend the scripts, such as grammatical and lexical rules. (prefixes and suffixes).					
12.	I watch English movies.					
13.	I listen to English songs.					
14.	I use new words in a context to comprehend the meaning.					
15.	I relate new information to my personal experience or knowledge					
16.	I try to use knowledge of my language to facilitate listening in English.					

17.	I predict texts on the title and verify my prediction while listening.					
18.	I take notes of the main points and keywords.					
19.	I make a mental summary of information presented in a listening task.					
20.	I try to translate English words or sentences into Indonesian.					
21.	I ask a question to the lecturer about confusing questions.					
22.	I ask my friend who knows the difficult words and works with my team for particular listening tasks					
23.	I think that my friends are probably having some kind of problem like me.					

Appendix 2: Kuesioner Strategi Mendengarkan (Versi Indonesia)

Nama   :

Semester   :

Kelas   :

Jenis kelamin   :

Usia   :

Petunjuk Pengisian

1. Kuesioner ditujukan kepada mahasiswa PBI angkatan 2021 yang sudah mengambil mata kuliah 'Pro Listening and Speaking' pada semester sebelumnya.
2. Isilah data diri anda dengan benar.
3. Jawablah pertanyaan dengan jujur dengan cara memilih salah satu opsi jawaban.

     T = Tidak pernah

     J = Jarang

     Sr = Sering

     B = Biasanya

     Sl = Selalu

No	Pernyataan	T	J	Sr	B	Sl
1.	Sebelum mengerjakan tugas listening, saya mengklarifikasi tujuan dari tugas listening dan menyiapkan beberapa strategi untuk memahaminya seperti meninjau ide utama dan membaca sekilas.					
2.	Sebelum mengerjakan tugas listening, saya berusaha fokus tanpa menghiraukan segala sesuatu yang mengganggu konsentrasi saya.					
3.	Saya berlatih mendengarkan terkait dengan komponen linguistik tertentu sebagai persiapan untuk tes/ujian listening.					
4.	Sebelum mengerjakan tugas listening, saya membaca pertanyaan-pertanyaan secara cepat, kemudian memutuskan untuk mendengarkan hal-hal khusus dalam audio yang berhubungan dengan pertanyaan-pertanyaan tersebut.					
5.	Selama mendengarkan, saya mencoba mengikuti kecepatan yang ada.					
6.	Selama mendengarkan, saya bertanya kepada diri sendiri apa yang sedang saya dengarkan dan seberapa banyak yang telah saya pahami.					
7.	Setelah mendengarkan, saya memeriksa sendiri pemahaman dari apa yang telah saya dengarkan kemudian mencoba memperbaiki kesalahan – kesalahan pada jawaban saya.					
8.	Saya menggunakan beberapa perangkat untuk memahami materi, seperti kamus dan buku grammar.					
9.	Selama mendengarkan, saya mengulangi kata-kata atau frase secara perlahan.					
10.	Saya mencoba menghubungkan kata-kata yang terdengar sama.					

11.	Saya menggunakan petunjuk linguistik untuk memahami dialog, seperti aturan tata Bahasa (grammar) dan leksikal (awalan / prefixes dan akhiran / suffixes).					
12.	Saya menonton film berbahasa inggris.					
13.	Saya mendengarkan lagu berbahasa inggris.					
14.	Saya menggunakan kata-kata baru ke dalam konteks untuk memahami maknanya.					
15.	Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan saya pribadi.					
16.	Saya mencoba menggunakan pengetahuan bahasa saya untuk memfasilitasi mendengarkan dalam bahasa Inggris.					
17.	Saya memperkirakan isi teks berdasarkan judul kemudian saya membuktikan perkiraan saya saat mendengarkan.					
18.	Saya mencatat poin utama dan kata kunci.					
19.	Saya membuat ringkasan dari informasi yang disajikan dalam tugas listening.					
20.	Saya mencoba untuk menterjemahkan kata-kata atau kalimat berbahasa Inggris ke bahasa Indonesia.					
21.	Saya mengajukan pertanyaan kepada dosen mengenai soal-soal yang membingungkan.					
22.	Saya bertanya kepada teman saya yang mengetahui kata-kata sulit dan bekerja dengan kelompok saya untuk tugas listening tertentu.					
23.	Saya berfikir bahwa teman-teman saya mungkin juga mengalami masalah yang sama dengan saya.					

Appendix 3: Instrument Validity

Put a mark (V) if the questionnaire item is valid (the questionnaire item matches the indicator and the grammar is correct) and give a mark (X) if the questionnaire item is not valid (the questionnaire item does not match the indicator or the grammar is incorrect)!

Listening Strategy	Sub-Variable	Indicator	Questionnaire Item	Valid	Final Item
Metacognitive Strategy	Advance organizer	Reviewing the main ideas and concepts of the material to be learned by skimming.	1. Before doing the listening task, I clarify the objective of an anticipated listening task and propose strategies for handling it. *Sebelum mengerjakan tugas listening, saya mengklarifikasi tujuan dari tugas listening dan menyiapkan beberapa strategi untuk memahaminya.*	X	Before doing the listening task, I clarify the objective of an anticipated listening task and propose strategies for handling it such as previewing the main idea and skimming.
	Directed attention	Focus on the task and ignore distractions.	2. Before doing the listening task, I try to focus without	V	

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			paying attention to things that distract my attention *Sebelum mengerjakan tugas listening, saya berusaha fokus tanpa menghiraukan segala sesuatu yang mengganggu konsentrasi saya.*		
	Functional planning	Learning the linguistic components necessary for the preparation of upcoming tasks.	3. I am practicing listening in preparation for a listening test. *Saya berlatih mendengarkan untuk persiapan ujian listening.*	X	I am practicing listening related to specific linguistic components in preparation for a listening test.
	Selective attention	Deciding to pay attention to certain aspects, such as scanning for keywords.	4. Before doing the listening task, I scan the question first and then decide to listen for specific aspects of the script. *Sebelum mengerjakan tugas listening, saya membaca*	V	

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			pertanyaan-pertanyaan secara cepat, kemudian saya memutuskan untuk mendengarkan hal-hal khusus dalam teks yang berhubungan dengan pertanyaan-pertanyaan yang tersebut.		
	Self-management	Understanding conditions that can help when studying or doing assignments.	5. While listening, I try to keep up with the speed. *Selama mendengarkan, saya mencoba mengikuti kecepatan yang ada.*	V	
	Self-monitoring	Self-checking for understanding while listening and appropriateness when speaking or writing.	6. While listening, I ask myself what I am listening to and how much I have understood. *Selama mendengarkan, saya bertanya kepada diri sendiri apa yang sedang saya dengarkan dan seberapa*	V	

			banyak yang telah saya pahami.		
	Self-evaluation	Self-checking the results of learning after completion.	7. After listening, I self-check my listening comprehension and try to correct my errors *Setelah mendengarkan, saya memeriksa kembali pemahaman dari apa yang telah saya dengarkan kemudian mencoba memperbaiki kesalahan – kesalahan pada jawaban saya*	V	
Cognitive Strategy	Resourcing	Using target language references such as dictionaries.	8. I use tools to understand the scripts, such as a dictionary or grammar book. *Saya menggunakan beberapa perangkat untuk memahami materi, seperti kamus dan buku grammar.*	V	

	Repetition	Imitating a language model (speaker pronunciation), including overt practice and silent rehearsal.	9. While listening, I repeat words or phrases softly. *Sambil mendengarkan, saya mengulangi kata-kata atau frase secara perlahan.*	V	
	Grouping	Grouping words or concepts based on their meaning	10. I try to relate the words that sound the same. *Saya mencoba menghubungkan kata-kata yang terdengar sama*	V	
	Deduction	Applying rules to understand language.	11. I use linguistic clues to comprehend the scripts, such as prefixes and suffixes. *Saya menggunakan petunjuk linguistik untuk memahami dialog, seperti prefixes dan suffixes.*	X	I use linguistic clues to comprehend the scripts, such as grammatical and lexical rules. (prefixes and suffixes).
	Imagery	Using visual images to understand and	12. I watching an English movie.	X	I watch English movies.

		remember new information.	*Saya menonton film berbahasa inggris.*		
	Auditory representation	Planning the sound of a word, phrase, or sentence in the mind	13. I listening English music. *Saya mendengarkan music berbahasa inggris.*	X	I listen to English songs.
	Keyword method	Remembering a new word in a foreign language by identifying words in the first language that sound the same.	14. I use new words in a context to comprehend the meaning. *Saya menggunakan kata-kata baru ke dalam konteks untuk memahami maknanya.*	V	
	Elaboration	Relating new information to prior knowledge.	15. I relate new information to my personal experience or knowledge *Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan saya pribadi.*	V	

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	Transfer	Using known linguistics information to facilitate a new task.	16. I try to use knowledge of my language to facilitate listening in English. *Saya mencoba menggunakan pengetahuan dari bahasa saya untuk memudahkan dalam mendengarkan bahasa Inggris.*	V	
	Inferencing	Using available information to guess the meanings of new words or predicting answers.	17. I predict texts on the title and verify my prediction while listening. *Saya memperkirakan isi teks berdasarkan judul kemudian saya membuktikan perkiraan saya saat mendengarkan.*	V	
	Note-taking	Writing the key word or brief concept summaries while listening or reading.	18. I take notes of the main points and keywords. *Saya mencatat poin utama dan kata kunci.*	V	

	Summarizing	Making a written summary of new information obtained while listening or reading.	19. I make a mental summary of information presented in a listening task. *Saya membuat ringkasan dari informasi yang disajikan dalam tugas listening*	V	
	Translation	Using the first language to understand a foreign language.	20. I try to translate English words or sentences into Indonesian. *Saya mencoba untuk menterjemahkan kata-kata atau kalimat berbahasa Inggris ke bahasa Indonesia.*	V	
Social/Affectif Strategy	Questioning for clarification	Involving the teacher or friends for additional explanations or repetition of information.	21. I ask a question to the lecturer about confusing questions. *Saya mengajukan pertanyaan kepada guru mengenai soal-soal yang membingungkan.*	V	
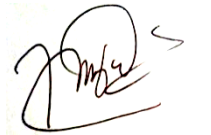
	Cooperation	Working with friends in groups to solve problems or check the task.	22. I ask my friend who knows the difficult words. *Saya bertanya kepada teman saya yang tahu arti kata-kata yang sulit.*	X	I ask my friend who knows the difficult words and works with my team for particular listening tasks.
	Self-talk	Using mind distraction to reassure yourself that learning activities will work and reduce anxiety about tasks.	23. I think that my friends are probably having some kind of problem like me. *Saya berfikir bahwa teman-teman saya mungkin juga mengalami masalah yang sama dengan saya.*	V	

Note:
Recommendations for revision:
Poin no 16 (transfer) dan no. 20 (translation) masih kelihatan mirip. Coba elaborate lagi agar terlihat perbedaannya.

Semarang, May 3rd 2023
Evaluator,

Nur Syafaah M.Pd.
NIP. -

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Appendix 4: Documentation of Questionnaire

Screenshot 1:

22:22 1,1KB/d · 85
docs.google.com

Kuesioner Penelitian

Pertanyaan | Jawaban 134 | Setelan

4. Sebelum mengerjakan tugas listening, saya membaca pertanyaan-pertanyaan secara cepat, kemudian saya memutuskan untuk mendengarkan hal-hal khusus dalam teks yang berhubungan dengan pertanyaan-pertanyaan yang tersebut.
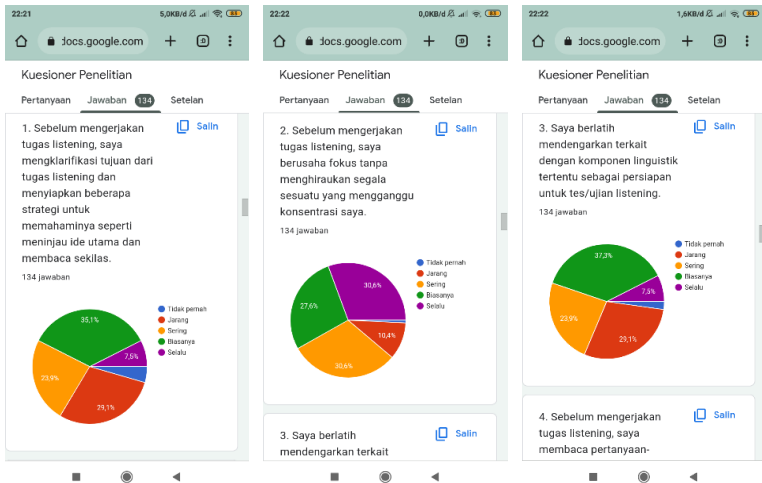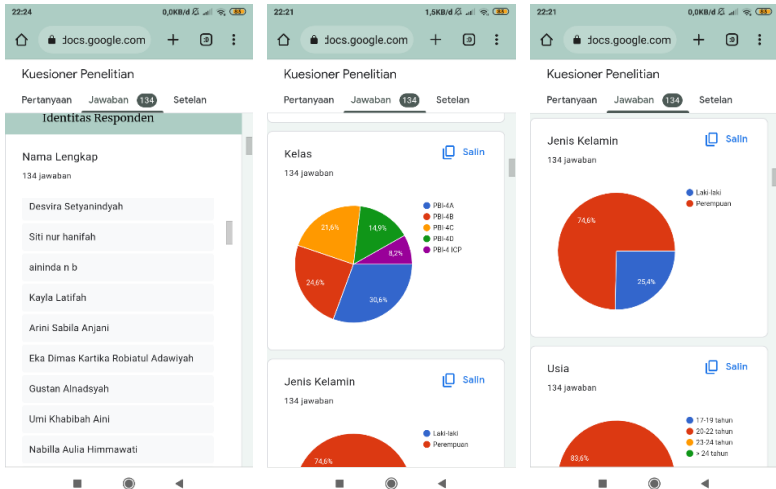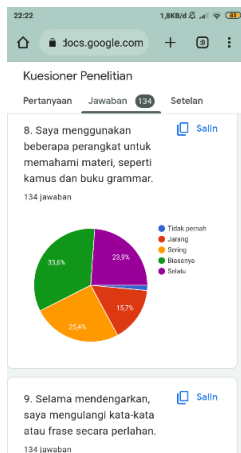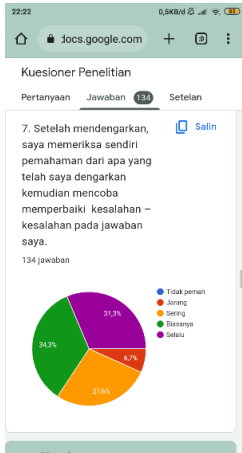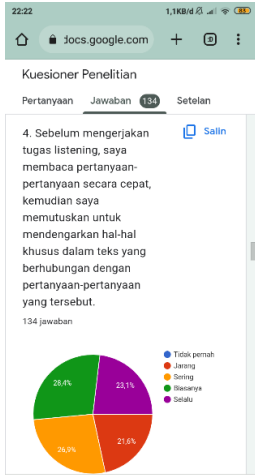
134 jawaban

Salin

- Tidak pernah
- Jarang
- Sering
- Biasanya
- Selalu

28,4% | 23,1% | 26,9% | 21,6%

Screenshot 2:

22:22 10,2KB/d · 85
docs.google.com

Kuesioner Penelitian

Pertanyaan | Jawaban 134 | Setelan

5. Selama mendengarkan, saya mencoba mengikuti kecepatan yang ada.

134 jawaban

Salin

- Tidak pernah
- Jarang
- Sering
- Biasanya
- Selalu

34,3% | 25,4% | 6% | 34,3%

6. Selama mendengarkan, saya bertanya kepada diri sendiri apa yang sedang saya dengarkan dan seberapa banyak yang telah

Salin

Screenshot 3:

22:22 3,9KB/d · 85
docs.google.com

Kuesioner Penelitian

Pertanyaan | Jawaban 134 | Setelan

6. Selama mendengarkan, saya bertanya kepada diri sendiri apa yang sedang saya dengarkan dan seberapa banyak yang telah saya pahami.

134 jawaban

Salin

- Tidak pernah
- Jarang
- Sering
- Biasanya
- Selalu

33,6% | 32,8% | 6,7% | 26,9%

7. Setelah mendengarkan, saya memeriksa sendiri

Salin

Screenshot 4:

22:22 0,5KB/d · 85
docs.google.com

Kuesioner Penelitian

Pertanyaan | Jawaban 134 | Setelan

7. Setelah mendengarkan, saya memeriksa sendiri pemahaman dari apa yang telah saya dengarkan kemudian mencoba memperbaiki kesalahan – kesalahan pada jawaban saya.

134 jawaban

Salin

- Tidak pernah
- Jarang
- Sering
- Biasanya
- Selalu

31,3% | 34,3% | 6,7% | 27,6%

Screenshot 5:

22:22 1,8KB/d · 85
docs.google.com

Kuesioner Penelitian

Pertanyaan | Jawaban 134 | Setelan

8. Saya menggunakan beberapa perangkat untuk memahami materi, seperti kamus dan buku grammar.

134 jawaban

Salin

- Tidak pernah
- Jarang
- Sering
- Biasanya
- Selalu

33,6% | 23,9% | 15,7% | 25,4%

9. Selama mendengarkan, saya mengulangi kata-kata atau frase secara perlahan.

134 jawaban

Salin

Screenshot 6:

22:22 0,6KB/d · 85
docs.google.com

Kuesioner Penelitian

Pertanyaan | Jawaban 134 | Setelan

9. Selama mendengarkan, saya mengulangi kata-kata atau frase secara perlahan.

134 jawaban

Salin

- Tidak pernah
- Jarang
- Sering
- Biasanya
- Selalu

32,8% | 20,1% | 6% | 38,8%

10. Saya mencoba menghubungkan kata-kata yang terdengar sama.

134 jawaban

Salin

CURRICULUM VITAE

Name   : Alfina Husnunnida

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Place and Date   : Jepara, April 13th 2001
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Educational Background

1. TK Tunas Ceria, graduated in 2007
2. SDN 02 Telukwetan, graduated in 2013
3. SMPN 01 Welahan, graduated in 2016
4. SMAN 01 Welahan, graduated in 2019

Semarang, June 21, 2023
The Researcher,

Alfina Husnunnida