

**HIGH ACHIEVERS SELF-REGULATED LEARNING
STRATEGIES IN ENGLISH LISTENING**

THESIS

Submitted in Partial Fulfillment of the Requirement for The Degree of
Bachelor Education in Teaching English



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ABSTRACT

Sylviani Budiarti. (2023). *High Achievers Self-regulated Learning Strategies in English Listening*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: H. Mokhammad Syaifuddin, M.Ed., Ph.D., Advisor II: Rakhmawati, M.Pd.

Keywords : High Achievers, Self-Regulated, Listening Strategies

Listening is possibly more difficult than reading, writing and speaking, since some students are still unable to understand some words in English. The students should have several techniques to deal with the challenges of listening. So, this study explores the high achievers in self-regulated learning when learning listening skill and investigates the reasons why they practice those strategies at English Discoveries Class. This study used qualitative research. The data was obtained by using documents students' test scores and interview guidelines. The participants of this study is 5 students who got higher scores in ED class. The setting of the research is in Faculty Ushuludin and Filsafat. The interview questions was conducted face to face with students of ED class who taught by lecturer Ruqoyyah Amilia Andania, M.Pd. The study highlighted strategies of high achievers in English listening test. The result of this study showed most of the students used scanning strategies when did English test. There were 3 of 5 students chose this strategy because the students could quickly predict the context of listening and easily understood the listening test. So they didn't waste many time.

ABSTRAK

Sylviani Budiarti. (2023). *High Achievers Self-regulated Learning Strategies in English Listening*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: H. Mokhammad Syaifuddin, M.Ed., Ph.D., Advisor II: Rakhmawati, M.Pd.

Kata kunci: pencapaian tinggi, belajar mandiri, strategi mendengarkan

Mendengarkan mungkin lebih sulit daripada membaca, menulis dan berbicara, sejak beberapa mahasiswa masih belum mampu untuk memahami beberapa kata in bahasa Inggris. Mahasiswa harus mempunyai beberapa teknik untuk menghadapi tantangan ketika mendengar bahasa Inggris. Oleh karena itu, penelitian ini meneliti pencapaian tertinggi dalam belajar mandiri ketika belajar kemampuan mendengar dan menyelidiki alasan mengapa mereka mempraktikkan strategi tersebut di kelas ED. Penelitian ini menggunakan penelitian kualitatif. Data diperoleh dengan menggunakan dokumen nilai tes siswa dan pedoman wawancara. Partisipan penelitian ini adalah 5 siswa yang mendapat nilai lebih tinggi di kelas ED. Tempat penelitian di Fakultas Ushuludin dan Filsafat. Pertanyaan wawancara dilakukan secara tatap muka dengan mahasiswa kelas ED yang diajar oleh dosen Ruqoyyah Amilia Andania, M.Pd. penelitian ini menyoroti strategi mahasiswa yang berprestasi tinggi dalam tes mendengarkan bahasa Inggris. Hasil dari penelitian ini menunjukkan sebagian besar mahasiswa menggunakan strategi scanning ketika mengerjakan tes bahasa Inggris. Terdapat 3 dari 5 mahasiswa yang memilih strategi ini karena mahasiswa dapat dengan cepat memprediksi konteks listening dan mudah memahami tes listening. Jadi mereka tidak membuang banyak waktu.

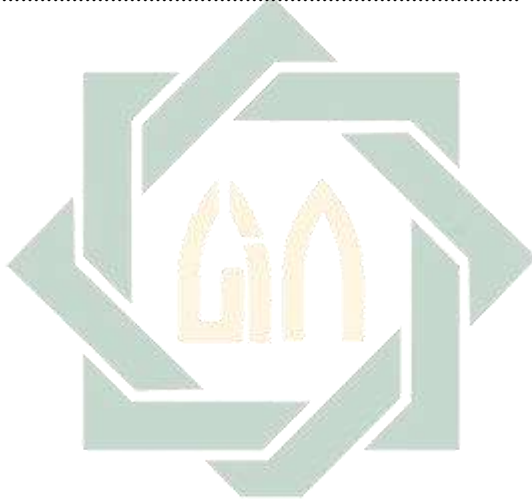
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LIST OF ABBREVIATION

1. UIN : Universitas Islam Negeri
2. ED : English Discoveries
3. WH-questions : What, Why, Where, When, Who, How
4. P2B : Pusat Pengembangan Bahasa



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CHAPTER I INTRODUCTION

The first chapter of the study presents that are covered in several headings (1) background of the study (2) research questions (3) objectives of the study (4) significance of the study (5) scope and limitation of the study (6) definition of key terms.

A. Background of Study

In this era of globalization, language is essential for people to connect with others. One language is English, which is used internationally by people all over the world. We should learn English well. Therefore, we should have a clear understanding of English. English has some of the skills that we need to know, for instance listening, writing, reading, and speaking. In particular, listening is the most important method for learning a language like beginners in learning a language.¹ In addition, listening is possibly more difficult than reading, writing and speaking, since some students are still unable to understand some words in English.

As an English skill, listening plays a significant role in the learning of English and also as critical part of English as a foreign language as other skills such as writing, reading and speaking. In addition, listening skill is a very valuable skill, since listening can help certain people develop their speaking skills.² As Roost in Hein stated that listening to foreign language learning is very important because it provides the feedback of the language. As an input ability, listening has a critical role in the language learning of students. If we have strong communication skills, we would do well to interact with other people. But listening is a part that has a lot of difficulties, particularly for students. As Saricoban's argument, which says listening is an ability to identify what the speakers are trying to say, so the listener must understand the pronunciation of the speaker by understanding intonation and stress that make some students still confused in grammar, vocabulary and the meaning of the message.

¹ Siti Nurpahmi, *Improving Listening Skill By Activating Students' Prior Knowledge* (Universitas Islam Negeri Alaudin).

² Andi Asmawati – Darti, *Analyzing students' difficulties toward listening comprehension* (Makassar: Universitas Islam Alauddin), 211.

There are some difficulties in identifying each word spoken by the speaker, so most of the students have difficulty dealing with it. There are some factors like lack of vocabulary, understanding the structure, inability to understand natural spoken language, less confidence, less concentration, and poor recording.³

The students should have several techniques to deal with the challenge of listening. Chen stated for improving students' language learning, they need some strategies. Therefore, the students need to recognize the steps to use the techniques, so that it can play a significant role in being successful students and have good achievers. There are several ways to make listening easier, one of which is applying what we recognize about triggering prior knowledge, helping students coordinate their learning process through thinking about their purpose for listening, and so on.⁴

There is only a tiny number of studies about strategies used by some students to get a high achiever in the English language. Some previous studies only looked for high achiever students' strategies in English listening and the learning styles of strategies to get high achievers students. Therefore, the researcher wants to conduct research that is different from the previous one. This current research is very important to examine what learning strategies are used by high achiever's self-regulated learning of students in English listening skill since some students have strategies when they do English listening tests. In addition, the use of technique is very influential in achieving the highest student achievement. The research subject is several pupils from faculty of *ushuluddin and filsafat* of UIN SunanAmpel Surabaya. The researcher investigated students in 2nd semester in Faculty Of *ushuluddin and filsafat* of State Islamic University of SunanAmpel Surabaya academic year 2021/2022.

B. Research Questions

As stated in research background that has been outlined above, the troubles that should be discussed in this research are :

³ Ur, Penny, (1984). Teaching listening comprehension (Cambridge University Press), 83-5173.

⁴ Richards. Jack C. (2008). Teaching listening and speaking . New York: Cambridge University Press.

1. What are the high achiever's self-regulated learning strategies when learning listening skill?
2. Why do they practice those strategies in English Discoveries Class?

C. Objectives of Study

Based on those two research questions that already mentioned above, the aims of this study are :

1. To explore the high achievers of self-regulated learning when learning listening skill.
2. To investigate the reason why they practice those strategies at English Discoveries Class.

D. Significance of Study

There is significance or benefits of conducting this study:

1. For students

The results of the study will be beneficial for students who have difficulties when they self-regulate learning in English listening skill. In addition, it also sets out a variety of techniques that students should do in the face of difficulties in listening to a good score.

2. For the next research

For the next research, this research can give beneficial information about strategies used by some students who got high achievers' self-regulated learning. Thus, the result of this research can be used by other researchers who will conduct the same similar topic as the references.

E. Scope and Limitation

1. The scope

The scope of this research are the strategies that are used by high achievers self-regulated learning of students in English listening at ED (English Discoveries) class. Strategy is one way that can help students reduce difficulties when they do tests, especially in listening. Listening to other students is one of the most challenging English language skills that have a lot of difficulty. The research focuses on students with high scores and the techniques used to listen to English at the intensive class

(ED) of the Faculty of Ushuludin and Filsafat of The State Islamic University of Sunan Ampel Surabaya.

2. Limitation

Based on the identified problem above, it could be limited the study in students who get high achievers regulated learning strategies in English listening at intensive class (ED) from Faculty of Ushuludin and Filsafat of State Islamic University of Sunan Ampel Surabaya Academic Year 2021/2022.

F. Definition of Key Terms

1. Listening

Listening is an activity that includes sending, deciphering and receiving a message with the intent to reply. Planning for conversation increases the capacity of the receiver to listen to a message.⁵So, listening plays an active process of selecting and interpreting information from auditory and visual clues.

2. Strategy

As stated by Henry Mint Berg, the strategy means a preparation or a guide about the way to get what we want to achieve. Samperio found that both high achievers and low achievers in learning language have their strategies for the language learning process, what make difference is the type of strategy they applied and the intensity they applied they own strategy. Additionally, he mentioned that high achievers more practice in learning language rather than low achievers. Strategy in this research is from high achievers regulated learning in English listening and ways used by the students of intensive class(ED). There are some points of high achiever, for the first one is who got high a score from listening task, the second one is the scores taken from the middle test and the last is the researcher look for the highest score from the test.

⁵<http://www.toolingu.com/definition-95010-54367-listening.html>, *the definition of listening*.

CHAPTER II REVIEW OF RELATED LITERATURE

The second chapter addresses the theoretical framework on definition of listening, three stages of the listening process, principles of listening, strategies of listening, the difficulties in learning listening, high achiever, and previous studies that related to this recent study.

A. Theoretical Framework

This chapter presents related literature dealing with listening (Definition of the listening, Three stages of the listening process, Principles of listening, strategies of listening, The difficulties in learning listening, and Review of previous study).

1. The Definition of Listening

Listening is the ability to identify and consider what others say. Include understanding the dialect or pronunciation of a speaker, such as grammar, vocabulary and understanding the meaning of the context.⁶Therefore, listening is one of the most critical language skills of all. Listening to this is the role of conversation. By listening, we can share our thoughts with others. Listening is the most widely used language skill in our daily lives.

The importance of listening is recognized by Brown, who said that listening is a key component of language learning and teaching, since in the classroom some students listen more than they talk.⁷It means that listening is a significant part of daily activities. Rivers in Hasyuni said, listening is a creative skill, it means that we understand the sound that is falling on our ears and that we take the raw material of words, word arrangements and so on.⁸ Therefore, listeners have to cope with the sender's choice of vocabulary, structure and delivery rate. So, we can say

⁶Austin S.(1970)., *Speaking & listening: A Contemporary Approach*. Harcourt, Brace & World, Inc

⁷Brown, H. G. (2001). *Teaching by Principles: Interactive Approach to Language Pedagogy*. New York: San Francisco State University.

⁸Hasyuni. 2006. *The Students' Preferred Activities For English Listening Classes*. Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu.

that listening is a capacity to identify and understand what others are saying. Listening is an active process, because listening is not just a matter of listening is to determine the meaning and message of the sound.

Rost stated listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker, responding, and creating meaning through involvement, imagination, and empathy.⁹ To listen well, the listeners must have the ability of decoding the message, the ability of applying a variety of strategies and interactive processes to make meaning, and the ability of responding to what is said in a variety of ways, depending on the purpose of the communication.

2. The Three Stages of Listening Process

We have to know there are three stages of the listening process as the following. For the first stage, that is the pre listening. Pre-listening is the first stage of tasks that earners use before listening, typically to prepare for listening. The second stage is while listening typically focuses on understanding that includes selective listening, gist listening and sequencing, etc. for the last stage is post listening phases normally inoculate students who give an opinion on the issue. And then, students can verify the answer as well.

3. Principles of Listening

There are several principles of listening.¹⁰ Such as **stop talking** when we are listening because if we were to speak more than we listen, we would have two languages and one ear. Mark Twain. When we are all talking during listening so there is less emphasis and we cannot focus on deciding the significance of the context. Since we need to make it clear and we have received their message correctly and clearly. **Prepare yourself to listen.** It means we need to feel comfortable and concentrate on the speaker. **Put the speaker at ease.** It means to help the speaker feel free to talk or we can use good audio. **Remove distractions**

⁹Rost, M. 2002. Teaching and Researching Listening. London, UK:Logman

¹⁰<http://www.skillsyouneed.com/ips/listening-skills.html>

by relying on what is being said. Don't doodle or don't look out the window and so on. Avoid making needless interruptions. And that's conduct that disrupts the listening process. **Empathies are trying** to consider the point of view of another human. By keeping an open mind, we will more completely empathize with the speaker. This applies when we meet the speaker directly. **Be patient during** the listening process, we need to be more careful to listen until done. **Avoiding personal prejudice** is focusing on what is being said and trying to disregard delivery styles. **Listening to the tone** is when we need to hear intonation since as usual, the contents are the same as intonation. **Listening for ideas (not just words)**. It means when we listen, we should find suggestions from the context because this is a way to make it easier for us to identify what the speaker said or meant. **Wait and watch for non verbal communication; its** mean gesture, facial expressions and eye movements can all be significant. We should know that additional knowledge is being transmitted. This is applied if we talk and listen to each other directly, not by audio.

4. Strategies of Listening

Methods of listening are procedures or acts that specifically provide for interpretation and processing of listening input. Listening strategies can be considered by how the listener processes the input.

The listeners can use their prior knowledge of the subject, the context or situation, the form of text, and the language in the listening process. There are several methods for listeners.

- a. Listening to the main concept
- b. Predicting
- c. The making of conclusion
If the listener depends on the vocabulary of the message, such as word alignment, sound and grammar.
- d. Listening for the specific information
- e. The identification of cognates
- f. Recognizing word order patterns listener who follow the techniques they prepare and assess their listening skills

- g. They intend to determine which would be the best listening technique in a specific situation.
- h. They determine whether or not they have accomplished their listening comprehension targets.¹¹

As for some strategies that can be used by students. Zuhairi and Hidayati classified the posteriori taxonomy of learning English methods that follows by fourteen classifications are classified as¹²:

- a. Category of self-developing

There are several aspects of these groups. In order to improve their ability to listen, learners are thinking about the learning style that suits them, spending extra time learning in the language laboratory, reviewing and linking new words by looking at vocabulary cards or lists, and listening to English on radio. In addition, learners memorize new words, use rhymes to recall new words, aim to memorize at least five words per day, listen to CDs and mimic pronunciation, interpret language and learn about second language culture. Until practicing listening, students prepare themes, pronunciation or grammatical rules that are the most difficult ones. During listening, students take note of certain words while listening, check the phonetic symbols of new words, make a description of the recording, ask the instructor, use synonyms and guess what the students hear on the recording. In the meantime, after listening the learners will review and test their comprehension.

- b. Category of resources processing strategies

This technique films on television or theater, see at the script while listening, linking new words with what has

¹¹Dr.Neena Sharma., Strategies For Developing Listening Skills. Asst. Professor of English (AS & H): Raj Kumar Goel Institute of Technology Ghaziabad (UP), India.

¹²AlfanZuhairi&IkaHidayanti. Strategies of learning listening skills employed by IndonesianEFL learners in relation with gender and proficiency. *The 61st TEFLIN International Conference (Proceeding,2014)*.

been done before, relying on images while listening, translating, paying attention to the category includes listening to English songs, watching English videos at the beginning of the words (e.g., does she ...? Is she ...?) while listening to English.

c. Category of cooperation-based strategies

The following techniques concentrate on asking for repetition, meaning of sentences or phrases from the instructor, asking for repetition to confirm understanding, asking others to slow down saying words, searching for a dictionary for new words or a grammatical book for the structure of the sentence, asking the speaker to slow down the pace, concentrating on someone's voice and focusing on the underscored words on the recording and etc.

d. Category of scanning strategies

Focusing on key words from the image and/or on text before listening, guessing the meaning based on the context or familiar circumstance, clearly defining the listening behavior (e.g. what should I listen; general concept or facts, trying to understand the different accent or intonation of the speaker, reassuring comprehension after listening to English and paying attention.

e. Category of form focused strategies

This section consists of the techniques of listening to form, hearing a word and repeating it, listening to each word one at a time, listening to sounds rather than meaning, and focusing on text-based aspects.

f. Category of metacognitive strategies

The techniques in this section of the category are to think about progress in learning English, to have specific objectives for developing English listening skills, to try to understand every word, to understand the passage, to listen to what has been said, to practice listening skills and to try to guess by using a common word(s).

g. Category of selective attention strategies

This portion of the category consists of five objects. They concentrate on common phrases, pay attention to the rhythm and intonation of the speaker, focus on the first part of the sentence, and guess the intent of the speaker, on the

questioning while listening to the WH-questions. And pay attention to the first word to judge whether or not it is an interrogative statement.

h. Category of self-monitoring strategies

This category involves a plan to develop communication skills by attending and holding a group conversation

i. Category of compensation strategies

The following techniques make assumptions about foreign words, use words or phrases that have the same meaning, first look at visual cues and/or the title of the text, predict its content before listening to it, use hints to transfer the meaning, try to explain the concept by referring to the prior knowledge and experiences.

j. Category of cognitive strategies

The strategy in this section deals with three aspects to the quest for similarities and discrepancies between English and native languages, comparing the sound of a new word to the sound of a familiar word, and converting English into a native language.

k. Category of input-output strategies

These techniques are for memo taking while listening to English, trying to grasp key concepts (rather than paying attention to the context of each word) while listening to English, and concentrating on listening if you lose your attention. Category of self-negotiating strategies.

The following group focuses on three learning strategies: avoiding word for word translation, practicing English with friends and comparing the pronunciation of the word to an Indonesian word that has a similar tone.

l. Category of context-based strategies

This classification has only one form of technique for guessing the contents of materials based on terms and phrases when listening to English.

m. Category of social developing strategies

This section also deals with one topic of learning techniques for practicing English with native speakers to train someone's listening skills.

5. The Difficulties in Learning Listening

There are several issues that make students feel difficult when listening to the English task. Ur Penny identifies the learner's problem as the following¹³:

a. Trouble with the sounds

Most students rely on the context for their understanding. But their understanding of sound is less unconscious.

b. Understanding every word

Some students still worried and stressed when they miss some words of the text.

c. Cannot understand fast when use naturally native speaker

Students are also puzzled when the native speaker speaks quicker. Some students will understand if they're a native speaker slowly and clearly.

d. Need to hear thing

For in this skill students cannot only hear once to hear. They need to hear the text more than once.

e. Find it difficult to keep up

The students feel overloaded in receiving information.

f. Get tired

Some students often feel exhausted and bored listening in the center. Like the text is too long to listen to. So, they are going to be more difficult to concentrate on.

6. Listening Learning Strategies

According to Vandergrift, listening learning strategies refer to "strategies that listeners consciously or unconsciously use in order to understand, analyze and interpret a text".¹⁴ Oxford classifies listening learning strategies into two main groups: direct and indirect strategies, based upon the extent to which they

¹³ Ur, Penny. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

¹⁴ Vandergrift, L.(2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191-210.

relate to language.¹⁵ Direct strategy are directly related to the intellectual processing of language such as memorization of vocabulary or form recognition. They are used to deal with new information and work with language in different tasks and situations. On the other hand, indirect strategies have no direct relevance to language as direct strategies. It simply solves problems about language learning like planning and making schedules for learning and enhancing listeners' positive emotions. Therefore use strategies in learning listening is very important.

7. Self-Regulated Learning

Self-regulated has meaning as a process of self-directive and set of behaviors that students transform their mental abilities into their skills (Zimmerman, Bonnor, & Kovach) and habits through a developmental process (Butler) By using self-regulated learning can help students to prepare lifelong learning and the important capacity to transfer skills, knowledge, and abilities from one setting to another.¹⁶

As stated by Boekaerts, initial motivation has a main role in the self-regulated learning process. Additionally, Jitka Jakešová and Jan Kalendab in their research expected that students put in their time and effort to study hard because it's personally important to them.

8. English Discovery

Pappas stated that according to the history, Discovery Learning was introduced by Jerome Bruner and it's a method of inquiry-based instruction.¹⁷ The students can encouraged to build the past experiences and knowledge, using their intuition, imagination and creativity, and looking for new information to

¹⁵ Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle.

¹⁶ Zimmerman, B., Bonner, S & Kovach, R. (2002). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washinton, DC: American Psychological Association.

¹⁷ Pappas, C. (2014, October 8). *Instructional Design Models and Theories: The Discovery Learning Model* . retrieved 2018, from eLearning INDUSTRY:<https://elearningindustry.com/discovery-learning-model>.

discover the facts, correlations and new truths with this learning model. Discovery learning can be defined as a learning model that used to learn by situations where the learner can get the experiences to learn with they own learning which is the content of the material is not given by the teacher.

Discovery learning model in teaching and learning process does not present as the whole material to the students, but only present a formulation of the problem that was prepared by the teacher. In the learning process with this discovery learning model the role of the teacher is not separated just like that, the teacher still must guide learners in finding a concept for learning outcomes not out of goals to be achieved.

9. High Achiever

According to Elisabet Mellrothis a High achiever who scores among the top percent of the participating population.¹⁸ So that students who get the highest score must have a better percentage than other participants. The opposite is a low achiever, someone who achieves among the bottom percent of the participating population.

B. Previous Studies

The first was by Sulhusni Mubarak, Regina and Ikhsanudin. Their research focused on the learning styles and techniques of a High Achiever Student. The study had goal to investigate high level students in terms of their learning style and strategies. The study participants are students who have attained a high degree of achievement in semester five of the English Education Program in the academic year 2013/2014. Expectations of outcomes will provide information for a deeper understanding of the learning styles and strategies of high achieving students. The study was focused on observation, interview and document data.¹⁹

¹⁸Elisabeth Mellroth., High achiever! Always a high achiever?.Karlstad University Studies: Faculty of Health, Science and Technology. ISSN 1403-8099.

¹⁹Sul HusniMubarak, Regina, Ikhsanuddin., The Learning Styles And Strategies Of A High Achiever student. English Education Study Program, Language And Art Education Department. Pontianak.

Second was done by Hairus Salika, Saidna Zulfiqar bin-tahir and Christine Emelia. Their research was about strategies used by high achievers in learning of English. The major aim of the research was to explore learning strategies and the role of high achievers. By using mixed method that refers to statistical analysis and qualitative to interpret the findings. The findings of study indicate that all six types of Oxford style learning techniques were used by high achieving students.²⁰

Third was done by Maulidatul Azizah. Her research was about what strategies that used by achievers in English listening comprehension by English Department Students of UNISMA: Gender Based Research. The primary objective of the study was to recognize strategies applied by those who successfully achieve in English listening comprehension and commonly strategies applied. The design of the study was descriptive qualitative and used triangulation method to analyze the data. Six pupils of the English Department of UNISMA have been selected on the basis of the parameters set out in this report. The data obtained through the interview was adapted from the listening technique questionnaires used, as cited in Pratiwi. The finding of the study presented that pupils who identified as success in listening comprehension applied a range of techniques for their listening practices.²¹

Fourth was done by Nahum Samperio. His research was to discover the possibility in the differences of strategies and the frequency of applying strategies by high and low achievers of English language in the university in Tijuana, Baja Californi, Mexico. The research used mix methods to gather the data. The participants of the research were 27 pupils with high scores and 30 pupils with low score of their test. The result showed if the students in both categories high and low, they used similar strategies.²²

²⁰Hairussalikin, Saidnazulfiqar bin Tahir, Christine Emelia., The Higher Achiever students' Strategies in English Learning. *Modern Journal of Language Teaching Methods*. ISSN:251-62204.

²¹Maulidur Azizah., Good Listening Comprehension Achievers Strategies By English Department Students Of UNISMA: Gender Based Research. *Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP UNISMA*.

²²Nahum Samperio., Learning Strategies Used by High and Low Achievers in the First Level of English. *Universidad Autónoma de Baja California, Tijuana, Mexico*.

Fifth was done by Nurkhasanah. Her research was to investigate learning strategies to improve vocabulary, pronunciation and understanding of implicit information by the three students who had high, middle and low score. Her research applied case study with the subject students who had high, middle and low marks in reading skill. The methods for collecting the data use observation and interview.²³

Sixth was done by Milda Sari Hadi, Aryuliva Adnan and Delvi Wahyuni. Their research is about the examination of listening tactics employed by The English Department Students Of language and arts faculty Of Universitas Negeri Padang. Their study's objectives were (1) view the listening tactics employed by the pupils of the English department UNP, (2) look the tactics employed by the higher test score of the pupils (listener who succeeds) and the tactics employed by the lower pupils's test scores (listener who not success). Their research was conducted using a descriptive research design and their research sample consisted of 19 pupils from the k4 class. The findings of their study revealed that the tactics adopted by students, in order of importance, were metacognitive tactic, cognitive tactic, compensation tactic, affective tactic, social tactic and memory tactic. Pupils who have higher test scores were metacognitive tactic was demonstrated to be highly effective. Whereas, poor scores of the pupils were shown to use metacognitive tactic in medium intensity. What made the difference for both students' categories were the intensity of the tactic usage.²⁴

Seventh, the goal of the study is to develop some creative techniques to improve the listening skills of the English language for high school students in Bannu district. Efficient listening in English, directing students towards learning English and effective oral communication is a challenge for all ESL students at secondary level and as such, causes the English pupils language has a problem. The study's goal was to assist English language teachers and pupils in

²³Nur Khasanah., Learning strategy Used By High, Mid And Low Achievers Of English To Develop Reading: A Case Study At Muhammadiyah University Of Surakarta.

²⁴Milda sari hadi, Aryulivaadnan, Delviwahyuni., The Analysis of Listening Strategies Used By The English Department Students of faculty of languages And Arts of Universitas Negeri Padang. Journal of English Language Teaching Vol 5.

overcoming this challenge by demonstrating the outcomes of the use of innovative ways for boosting English language skill. This study specifically attempts to guide district Bannu instructors in incorporating creativity into their teaching in order to overcome their pupils' listening difficulties. The research has purpose as a guidance for the teachers of district Banny to make innovation in their teaching in order to overcome the problems in the listening that their students face. The research data was gathered from secondary level English language teachers in order to determine the tactic taken to improve their pupils' performance in listening skill. A rating scale questionnaire was also used to collect data, and the experimental study was carried out by selecting 10th grade class with t-test data. The result showed that a significant change occurred in the listening skill of the treatment group after the used of innovation strategies on the group. Therefore, it was a prove that the used of innovative strategies to improve listening skill brought a very positive impact for the students.²⁵

Eighth was done by Jitka Jakesova and Jan Kalenda. Their paper deals with self-regulated learning from the perspective of critical-realistic philosophy. In this respect, it is focused on existing models of regulated learning. Which it re-conceptualizes through the current categories of critical realism. They draw from the latest works by Bhaskar, Harre and Elder-Vass. Although there has recently been a relatively broad critique of methodology used to evaluate self-regulation.²⁶

Nineth was done by Yanti Ratna Purnomowati. Her research about LISTENING STRATEGIES USED BY ELP STUDENTS IN LISTENING CLASSES. Listening is one of receptive skills which needed to be learned by the language learners at the beginning stage of English language learning. By learnig this skill, this may help the learners to learn other skills of English, such as reading, speaking and writing. The learners may also have

²⁵ Ihsan Ulla Khan and Dr. Asim Karim, Strategies for improving English language listening skill (The Case of Distract BANNU). English Department University of Science & Technology Bannu. ISSN (Paper) 2224-5766. Vol.4,No 7,2014.

²⁶ Jitka Jakesova and Jan Kalenda, Self-regulated learning: Critical-realistic conceptualization.

broader vocabulary inventory by learning the listening. The main of her study was to investigate the listening strategies used by English Language Education Program (ELEP) students in listening classes.²⁷

Tenth was done by Duong M Tham, Tran Thi Trang and Tran Quoc Thao. Their research was about ELEVENTH GRADES' ACTUAL USE OF ENGLISH LISTENING LEARNING STRATEGIES AT DUONG VAN DUONG HIGH SCHOOL. It is undeniable that listening comprehension is a fundamental skill in the process of acquiring a language and plays a crucial part in communication although it is not an easy task which requires both background knowledge and linguistic understanding. Therefore, language learners are supposed to employ listening learning strategies to facilitate the process of decoding oral input. Their study aimed at examining if the eleventh graders at Duong Van Duong high school used English listening learning strategies and then exploring the frequency of the students' use of these strategies. The method of their study was a mixed-method research project in which both qualitative and quantitative.²⁸

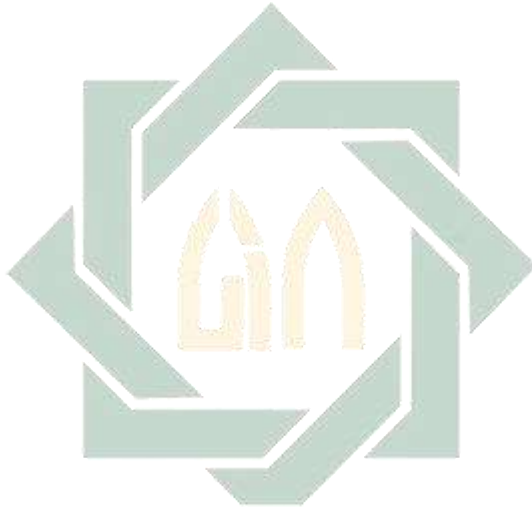
Eleventh was done by Widya Astari Wardani. Her study aimed to analyze students' learning strategies in listening comprehension at SMP-IT Al Fityah Pekanbaru. Her research was a descriptive study. The subject of her research was the second year students of SMP-IT Al Fityah Pekanbaru 2021/2022 academic year while the object of her research was the students' learning strategies in listening comprehension. The writer used total population sampling technique to take the sample. There were 37 students as sample of her research. To collect the data, the writer used questionnaire. The questionnaire was used to find the most dominant of learning strategies in listening comprehension used by students' learning strategies.²⁹

²⁷ Yanti Ratna Purnomowarti. Listening Strategies Used By ELEP Students In Listening Classes, English Language Education Program from Faculty Of Language And Arts, Universitas Kristen Satya Wacana Salatiga.

²⁸ Duong My Tham, Tran Thi Hong Trang and Trann Quoc Thao. Eleventh Grades' Actual Use Of English Listening Learning Strategies At Duong Van Duong High School.

²⁹ Widya Astari Wardani (2021). An Analysis of Students' Learning Strategies in Listening Comprehension at SMP-IT AL Fityah Pekanbaru.

The previous studies above explored learning strategy and high achievers but there is a tiny number that has researched about High achiever's self-regulated learning strategies in English listening. They only looked for strategies and high achievers in English listening, not focus on self-regulated learning at ED (English Discoveries).



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CHAPTER III RESEARCH METHOD

The third chapter presents how to conduct this study in investigating high achievers self-regulated learning strategies in English listening such as research design and approach besides that, there are research setting, subject of the research, data and source of data, research instrument, data collection technique and data analysis technique. These are method to collect the data.

A. Research Design and Approach

By using qualitative design, hopefully this research can make in-depth justification in order to conclude that the most effective approach is qualitative design. Qualitative research aims to provide meaning to or understand in detail the dynamics of signs, events, evidence or certain issues related to social and human phenomena.³⁰The key to this study is a wealth of data and diverse viewpoints since it is used to capture the focus of the techniques used by students. In this research, the observed phenomenon is the high degree of self-regulating learning strategies in English listening. In addition, the researcher takes some students who get high scores based on the results of the online class intensive listening exam. And then, the researcher does an interview to get some in-depth information about the techniques used.

B. Research Setting

This study was interesting to research some students from Faculty Ushuludin and Filsafat UIN Sunan Ampel Surabaya. The study investigated students in 2nd semester in Faculty Ushuluddin and Filsafat of State Islamic University Of Sunan Ampel Surabaya because the students in the 2nd semester in the academic year 2021/2022 had intensive classes using ED application and they were supposed to do self-regulated learning without lecturer.

C. Subject of the Research

The study involves the Faculty of Ushuluddin and Filsafat Of State Islamic University of Sunan Ampel Surabaya. The

³⁰Creswell, J. P (2014). Research Design. California: SAGE Publication.

researcher selected 2nd semester students who have high scores from intensive class (ED) especially, in listening tasks to collect the data.

D. Data and Source of Data

Qualitative data is the main data from this research. The researcher chose qualitative design because the result of this research is to know about high achiever's self-regulated learning strategies in English listening at English Discoveries class. To collect accurate data, the researcher used a document showing the students' score test of the lecture that was taught in the ED class or P2B and interview guidelines as data collection techniques. The data was collected by using semi-structured interview which there were several questions and additional questions based on the situation in order to get detail and in-depth information. The researcher asked the lecturer about students' result scores from intensive class (ED) and then the researcher interviewed them to know what strategies would make them have a high score in English listening. This study used interview question that was adapted from Zuhairi and Hidayanti. The aim of interview is to investigate what strategies that pupils used to get high scores in English listening at English Discoveries class and why they practice those strategies at English Discoveries class. And then after that, the researcher analyzes to find the answer of the participants.

E. Data Collection Techniques

This research is using document and interview as the tools for gathering the data. The explanations of those two tools are explained below:

1. Document

The researcher uses documents to know about students' results in English listening. The document can be obtained through the lecture of intensive class (ED) or P2B. The document contains the scores of students who take intensive online classes. The researcher asks for documents on the results of daily listening assignments with the lecturer who teaches the online class (ED). And then, the researcher only looked at the high scores of English listening test.

2. Interview

The researcher uses interview (semi structured) to make conversation with students from intensive class (ED) that aims in having in-depth information about a certain topic or subject and through which a problem could be interpreted to the meanings of interviewing. The researcher interviews the students of intensive class 2nd semester from Faculty of Ushuludin and Filsafat of State Islamic University of SunanAmpel Surabaya with aims in having deep information about the student's strategies to get high achievers in English listening. The researcher interviewed about 5 students who got the highest score on the listening test, after which the researcher asked a few questions about the different strategies that have been used to achieve high scores.

F. Research Instrument

The instruments of this research areas the following below:

1. Document

The researcher uses the result of a listening test to know students' score test. And then, the researcher will look for a high score. The researcher only looked at scores from 85-100, because standardization of the assessment with the score 0-100 and score from 85 until 100 is high.³¹ After which the researcher would take several students who had received these scores to do interviews on their strategies to achieve the highest score. Document data taken from a single class only. The class is basic/intermediate level because the researcher wants to know students' strategies and different methods for learning English individually and have higher scores when they do exams than others. Beside that, the researcher hope the lecture of ED class can give facilities for their students such as give knowledge to other students who didn't get high score. Therefore, the students can more improve their English Listening use the best strategies.

2. Interview Guideline

The guideline of the interview was designed depended on high achiever students' results and also adapted from Sofia

³¹ Source: Standardization of the assessment scores of English Teacher Education Department, UINSA.

Adilia Purnama. There were several questions that the researcher would give to answers 2 research questions related to the technique that students use while listening to difficulties, along with the reasons and explanations for why they use these techniques to overcome listening difficulties. The interview questions was adapted from Sofia Adilia Purnama about strategies in listening comprehension with 12 questions.³² These questions were based on a research question of this research about what are the high achiever's self-regulated learning strategies when learning listening skills? and why do they practice those strategies at English discoveries class?. In addition, researchers would be free to answer and improve these questions by undertaking an interview process. so that the participants can react widely and provide the researcher with more in-depth knowledge. After the interview was finished, the researcher provided input to the participants by concluding which techniques they used to achieve high scores on the English listening test.

G. Data Analysis Technique

The source steps of the data analysis are based on Cresswell book³³:

1. Preparation of the data : summarizing and writing the interview guidelines for future questions of the high achiever's self-regulated learning strategies in English listening by intensive class from Faculty of Ushuludin and Filsafat of state Islamic University of SunanAmpel Surabaya.
2. Scanning and selecting the data of the interview results about how the students getting the high scores for their self-regulated learning of English listening skill.
3. Coding the data to make it easier to identify the results of the interview. Besides that, the researcher can give labels with different terms. It means the researcher will provide a label for

³² Sofia AdiliaPurnama (2016). STRATEGIES OF TEACHING LISTENING COMPREHENSION USED BY LECTURER FOR SECOND SEMESTER AT UNIVERSITY OF MUHAMMADIYAH MALANG, Kota Malang.

³³Creswell, J. P (2014).Research Design. California: SAGE Publication

the participants' answer, in particular with regard to the strategies used.

4. Generation the description from the information of interview based on the data coding
5. Providing the description into a detailed qualitative narrative.

H. Validity of Data

In qualitative research, the data validity should be in form of description and form of explanation.³⁴ Validity means the level of compatibility between explanation and real phenomenon of the world. There were several methods of to verify the data validity in this study. First, by using the respondents' review to assess the consistency of the data collection. If the were accepted by the respondents, then the data were correct. Yet, if the respondents do not agree with the results, then the data can not be called valid. Second, by using photos of interview to support evidence collected in the field.



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³⁴ Afzal Muhammad T., (2008). Reliability and validity of qualitative and operational research paradigm. Pakistan journal research of statistics and operation research.

CHAPTER IV RESEARCH FINDING & DISCUSSION

The fourth chapter explains the results of the study and the discussion. The first part is the finding of the study that aims to know what strategies to get high achievers by self-regulated learning in English listening. The second part is discussion that defines researcher's response to this study and the relations with the theories.

A. Findings

In this part, the findings are presented that relate to the high achievers self-regulated learning when learning listening skills and the reasons why they practice those strategies at English Discoveries Class. The data analyzation and presentation hopefully giving major interpretations of high achievers self-regulated learning in using the listening strategies at English Discoveries Class.

1. High Achiever's Self-Regulated Learning When Learning Listening Skill (Pre-During-Post Listening)

For developing the results, this study examined how high achiever's self-regulated learning learned listening skills in before-during-after listening stages.

Table 4.1 Before-While-After Listening

Student	Before Listening	During Listening	After Listening
A1	<i>“Read the questions and focus on listening material”</i>	<i>“I usually understand the concept such as the situation in the conversation and predict if there are missing words and then conclude the</i>	<i>“Conclude the listening context”</i>

Student	Before Listening	During Listening	After Listening
		<i>listening context</i>	
A2	<i>"I read the text given then focus on the listening material"</i>	<i>"I listen well and slowly I analyze what is the content of the listening"</i>	<i>"Translate what is in the listening and looking for the right answer to the questions"</i>
A3	<i>"Prepare myself to listen some information by understanding text or pictures given"</i>	<i>"Listen and focus on the information given. I usually read the questions while listening to audio plays. If I still don't understand, I conclude the information"</i>	<i>"Focus on the questions while remind the information based on the listening"</i>
A4	<i>"Read the material to get some vocabularies relating words or terms that probably mention in the audio"</i>	<i>"Listen the audio carefully and I write some important information"</i>	<i>"Conclude the information that I listen to answer the questions"</i>
A5	<i>"Sometimes I prepare a sheet of paper to write some</i>	<i>"Focus on the listening material and I try to</i>	<i>"I conclude the listening context"</i>

Student	Before Listening	During Listening	After Listening
	<i>words when I lost the word”</i>	<i>understand the topic of listening”</i>	

Table 4.1 is the result of what students did before, while, and after listening to the listening test. First of all, the result shows 4 of 5 students prepared themselves for the listening test by understanding the material, likely text or pictures given. *“Prepare myself to listen to some information by understanding text or pictures given”* (Excerpt A3). It’s widely known that students had some preparations before listening to the audio-listening by understanding text or pictures given to get some words or phrases to predict what topic that they will listen to. And then, 1 student prepared a piece of paper to write down what they will listen to. *“Sometimes I prepare a sheet of paper to write some words when I lose the word”* (Excerpt A5). It Will help students to write down some important information that they listen to, but sometimes in particular tests they are not allowed to write down what they listen.

During listening, 4 of 5 students tried to understand the content of the listening. *“I listen well and slowly I analyze what is the content of the listening”* (Excerpt A2). By focusing and analyzing what students listen, they can conclude what the content of the listening is about. Besides that, 1 student listened to the audio-listening carefully and made a note to get some significant information. *“Listen to the audio carefully and write some important information.”* (Excerpt A4). It makes it easier to write down some important words that students listen to than just memorize, so they will not miss significant information.

After listening, 3 of 5 students made a conclusion on what they listened to. *“I conclude the listening context.”* (Excerpt A5). By concluding the context of the listening generally, students get significant information. 1 student translated the words that he listened to find the right answer. *“Translate what is in the listening and looking for the right answer to the questions.”*(Excerpt A2). It shows students

translated the words or phrases to get the meanings of the information he listened to. While 1 student, after he listened to the audio-listening, he tried to remember the information. *“Focus on the questions while reminding the information based on the listening.”* (Excerpt A3). This type of student usually relies on his memory to remember the information he listened to.

2. The Strategies of High Achiever’s Self-Regulated Learning in Learning Listening Skill

To complement the results of this research, the researcher also investigated the students’ frequency of learning listening skill and its reasons, students’ preference strategy of listening skill, and the reasons why they apply such strategy.

Table 4.2 Frequency of Learning Listening Skill

Student	Frequency of Learning Listening skill and The Reasons
A1	<i>“I practice listening more everyday then, I will become more familiar with pronunciation and vocabulary. Because it is very important for our understanding in the listening test.”</i>
A2	<i>“I almost every day practice listening through English song, besides that I also very like with English songs. So that I am familiar with English vocabulary from English songs.”</i>
A3	<i>“I practice listening everyday because if we practice regularly, it can make us improve our listening skill”</i>
A4	<i>“I practice my listening skill everyday because in my view, if we listen a lot of audio it can be helpful to acquire listening skill, since it make us used to with the English audio-listening”</i>
A5	<i>“I practice listening almost everyday because I think it will make my listening skill improve”</i>

Table 4.2 is the result of how often students practice their listening skill and why their practice by themselves or in this context is self-regulated learning. The table above shows that most high achievers practiced their listening skill everyday because they wanted to master it. As mentioned by A3 *“I practice*

listening everyday because if we practice regularly, it can make us improve our listening skill” Thus, high achievers had a good initiative to improve their listening skill by themselves because they thought that by practicing more then, their listening skill will improve more.

Table 4.3 Students’ Preference Strategy

Student	Preference Strategy
A1	Category of scanning strategies <i>“By scanning you can quickly predict the context of listening and easily understand the listening. By applying the strategy, I can do easily the listening test and don’t take many time to finish it”</i>
A2	Category of compensation strategies <i>“The strategy really helps me a lot while doing the listening test, I find it easier and faster to understand the context in the listening test, so it doesn’t take me a long time to answer”</i>
A3	Category of scanning strategies <i>“By scanning can make it easier for me to answer the questions of the listening text and easily understand the context of the listening. I feel easily and quickly to understand the English listening and no need many time to know the best answer of the listening test”</i>
A4	Category of form focused strategies <i>“When I focus on the form of the sentence I will get a better understanding about the topic. It easier to understand the structure of the meaning from the audio listening”</i>
A5	Category of scanning strategies <i>“Using this strategy can make it easier for me and I don’t waste a lot of time finishing the listening test. I feel more confident apply this strategy rather than using another strategy”</i>

Table 4.3 shows what strategy is often used by students in learning listening skills. The best strategy used is the category of scanning strategies, it can be interpreted from the table that 3 of 5 students chose this strategy. One student said that, *“By*

scanning can predict quickly the context of listening and easily understand the listening. By applying this strategy, I can easily do the listening test and don't take much time to finish it" (Excerpt A1). This indicates that students mostly focused on keywords from the image or on the text given and guessed the meaning based on the context.

1 student applied a category of compensation strategies in learning listening skills. *"The strategy really helps me a lot while doing the listening test, I find it easier and faster to understand the context in the listening test, so it doesn't take me a long time to answer"*(Excerpt A2). By doing this strategy, the student made assumptions about words or phrases, title given to predict the content before he listened.

While another student chose a category of form focused strategies as the strategy for learning listening skill. *"When I focus on the form of the sentence, I will get a better understanding about the topic. It is easier to understand the structure of the meaning from the audio listening"* (Excerpt A4). Students with this type of strategies, mostly focused on each word or sound that he listened to rather than the actual meaning.

B. Discussion

The findings of this current study is directing to several concerns related with high achievers self-regulated learning when learning listening skills and their preference strategies. To get the same understanding between the readers and this study's research question, this discussion part remarked based on the theories that mentioned in the second chapter. Thus, there were some significant ideas that had to be highlighted.

1. High Achiever's Self-Regulated Learning When Learning Listening Skill (Pre-During-Post Listening)

Listening takes an important role in conversations that need critical thinking to identify what others say such as the dialect, pronunciation, grammar, vocabulary, and the meaning of the context.³⁵Thus, students have to understand the importance

³⁵Austin S.(1970)., *Speaking & listening: A Contemporary Approach*. Harcourt, Brace & World, Inc

of three stages in the listening process so that conversation will run smoothly. In this study describes how students, especially students, achieve high self-regulated learning when they learn listening skills.

First of all is the pre-listening activity. At this stage, Rost states that pre-listening activity is a stage that is designed for students to prepare themselves for listening, including understanding the concepts, frames and vocabulary in the text. The outcome of this study also presented that most pupils prepared themselves by understanding text and pictures presented in the worksheet. *"Prepare myself to listen to some information by understanding text or pictures given"* (Excerpt A3). This reflects on how high-level students know how to activate their schema in pre-listening activity. This strategy is called as graphic organizers where students represent their visual of concepts, knowledge, or information that include in both text and pictures (Tranquin & Walker, and Kingen). By applying this strategy, students will get an overview of what topic that they will listen to and help them concentrate on the listening test.

Next is during the listening activity. At this stage, students are encouraged to actively process information and knowledge that they hear from the audio-listening. Also, Field perceives during listening as a stage where students take selective notes, evaluate the speaker's perceptions in important parts of the speech, use reminder cues, and mentally identify the points that the speaker states. This is similar as the output of this study: the pupils tried to understand the listening significance. *"I listen well and slowly I analyze what is the content of the listening"* (Excerpt A2). This listening process shows that students tried to identify what the speakers intended to by analyzing the listening content.

The last stage is post-listening activity that includes summarizing, answering questions, using the information to integrate with other skills, likely speaking or writing and making evaluations of the listening text. At this post stage, students are expected to find the main idea of the text, express the text in written or spoken form, and then make some notes by summarizing it (İşcan Aydın,). This opinion matched the findings of the study which pupils made a conclusion on what they

listened to. *"I conclude the listening context."* (Excerpt A5). By summarizing what they have listened to, students are expected to understand the concept of the listening test.

According to the explanation in the previous paragraphs, it can be determined that high achievers have known how to deal with three stages in the listening process, they have their own strategies for each stage. It is related to the result of the study by Maulidatul Azizah. The main aims of her study was to recognize the listening strategies used by those who achieve successful comprehension of listening and the strategies of listening commonly applied by high achievers. The result of the study showed that students who identified as successful comprehension of listening achievers applied a range of strategies for their practices of listening.³⁶ So, high achievers are considered to have several strategies that ease them in the listening practices.

2. The Strategies of High Achiever's Self-Regulated Learning in Learning Listening Skill

This recent study involved high achievers who get best scores among other students, as Elisabet Mellroth mentions that High achiever is someone who scores among the top percent of the participating population.³⁷ Then, their strategies in learning listening skills become the specific concern for this study. In addition, high achievers actively practice listening to improve their listening skill. *"When I practice more in listening, I will become more familiar with pronunciation and vocabulary. Because it is very important for our understanding when listening to the listening test"* (Excerpt A1). By practicing more and more they will master listening skills. They can practice through videos, songs, audio-listening, and many more. Therefore, their scores are higher than other students.

³⁶Maulidur Azizah., Good Listening Comprehension Achievers Strategies By English Department Students Of UNISMA: Gender Based Research. MahasiswaJurusan Pendidikan Bahasa Inggris FKIP UNISMA.

³⁷Elisabeth Mellroth., High achiever! Always a high achiever?.Karlstad University Studies: Faculty of Health, Science and Technology. ISSN 1403-8099.

The next is strategies that are effective for high achievers. This study shows that high achievers prefer scanning strategy in learning listening skill which focuses on keywords from the visual aids or on text before listening, guessing the meaning based on the context or common circumstance, clearly defining the listening behavior. As states by Excerpt A3 that “*By scanning can make me easier to answer the questions of listening text and easily understand the context of the listening. I feel it is easy and quick to understand the English listening and there is no need many times to know the best answer of the listening test*”. The statement above indicates that most high achievers apply scanning strategies, which strategy focusing on key words from the image and/or on text before listening, guessing the meaning based on the context or familiar circumstance, clearly defining the listening behavior³⁸ (Zuhairi and Hidayati classified the posteriori taxonomy of learning English methods) This that in students' view, scanning strategy is effective for them in learning listening skills especially when listening tests because they can easily scan the context of the listening test so it doesn't waste their time to give the right answer.



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³⁸AlfanZuhairi&IkaHidayanti. Strategies of learning listening skills employed by IndonesianEFL learners in relation with gender and proficiency. *The 61st TEFLIN International Conference (Proceeding,2014)*.

CHAPTER V CONCLUSION AND SUGGESTION

The fifth chapter presents the conclusion related from the data that have been analyzed in the previous chapter and also there are suggestion for teachers, students, and for the next researchers.

A. Conclusion

There are several points that can be concluded based on the findings of this current study about high achievers self-regulated learning strategies in English listening. It is elaborated as follows:

First, it seems to be interesting since the participants in this study, high achievers who have already known the stages of English listening start from pre-listening, during listening, until post-listening and how to deal with them because in each stage they have preparations and know what they should do. In pre-listening they tried to understand the pictures of text given to collect the information before they listened to the audio-listening. During listening, they listened carefully and analyzed the content of the listening. In post listening, they made a conclusion from what they had listened to.

Second, high achievers regularly practiced their English listening skill everyday by themselves as the implementation of self-regulated learning because they wanted to master the skill. Then, most high achievers preferred scanning strategy as an effective strategy in learning listening skill because they can easily and quickly scan the context of the listening test, so it doesn't waste their time to find the right answer and it seems effective for their listening practices.

B. Suggestion

Regarding of the conclusion that already discussed before, the current study provides several significant suggestions for:

1. Next researcher

Owing to the restrictiveness of the conditions, this qualitative study still had many limitations. Thus, the researcher opened to receive some critics and suggestions, for the goodness of the future researchers that has the same goals to identify and conduct similar topic of the research. This study concerns

university students who are high achievers that applied self-regulated learning strategies in English listening. So, next researchers probably can develop the topic for the obstacles that high achievers may feel when learning English listening and their struggles to overcome the obstacles or use different grades or levels of pupils as the research subject.

2. Teachers

In this study, teachers have facilitated students with English listening tasks. However, teachers are hoping to support the students by facilitating various activities and media in each stage of listening (pre-listening, during listening, and post-listening) that can help students improve their listening skill either inside the class or outside the class.

3. Students

In this study, high achievers have applied self-regulation for learning English listening. Still, all students, especially low-level students, hope to be more motivated to learn English by listening independently and know what they should do in each stage of listening so that their listening skill will improve more. Also, students can utilize various online media that are easily accessible to practice their listening skill by themselves.

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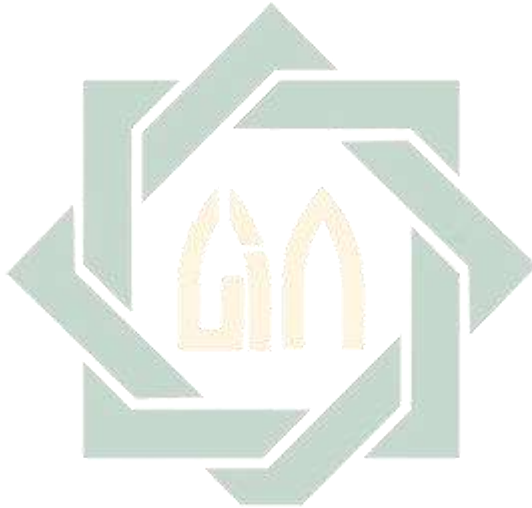
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