

Listening Strategies Used by Efl Students:

A Qualitative Study on an Online Academic Listening Course

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Abstract. There has been extensive research done on learning strategies nowadays. A lot of researchers are interested to know which strategies are commonly used by EFL learners. They perceive the importance of this study. This research was therefore done to investigate the strategies used by English Language Education Program students in an online *Academic Listening* course. This study employed a qualitative method. To find out the answer, questionnaires that consisted of some close-ended and open-ended questions were used. The questionnaire was distributed to 34 students of the 2020 batch, who were taking an online *Academic Listening* class. Interviews with some students to gain further information and who had unique answers were also conducted. The results showed that in the online listening class, the students used six strategies, those were metacognitive, cognitive, memory, compensatory, social, and affective strategies. The findings also showed that metacognitive and cognitive strategies were mostly used strategies by students.

Keywords: *academic listening, listening strategies, online learning*

Abstrak. Telah banyak penelitian dilakukan terkait dengan strategi pembelajaran. Banyak peneliti tertarik untuk mengetahui strategi belajar apakah yang umum digunakan oleh para siswa yang belajar Bahasa Inggris sebagai bahasa asing. Para peneliti memandang pentingnya hal ini. Oleh karena itu, penelitian ini dilakukan untuk mengetahui strategi yang digunakan oleh mahasiswa program Pendidikan Bahasa Inggris pada mata kuliah online *Academic Listening*. Data yang diambil dengan menggunakan metode kualitatif. Untuk mendapatkan jawaban, kuesioner yang berisi beberapa pertanyaan terbuka dan tertutup. Kuesioner dibagikan kepada 34 mahasiswa angkatan 2020, dimana mereka sedang mengambil mata kuliah tersebut. Dilakukan interview pada beberapa siswa untuk mendapat informasi mendalam dan mahasiswa dengan jawaban yang menarik atau kurang jelas. Hasil jawaban menunjukkan bahwa di kelas online *Academic Listening*, mahasiswa menggunakan 6 strategi yaitu metakognitif, kognitif, memori, kompensatori, sosial, dan afektif. Temuan ini menunjukkan bahwa metakognitif dan kognitif strategi adalah strategi yang sering digunakan mahasiswa.

Kata kunci: *akademik listening, strategi mendengarkan, pembelajaran online*

INTRODUCTION

There are four skills in learning a language: listening, writing, reading, and speaking. It is a complicated process that has to be developed by people with the most practice. One of those skills that the most important is listening, it is because listening is a vital skill for successful communication.

Practical listening skills enhance the ability to learn and adapt new information, knowledge, and skills. According to Diffzi (2018), listening skills are also considered an active process where the listeners actively hear and comprehend the speakers' meaning. Furthermore, according to Skillsoned (2011), listening needs total concentration on what people say rather than passively "hearing" the speaker's message. Skills you need (2011) added a good listening ability would influence someone's writing or speaking skills. Therefore, listening is a vital skill that provides the basis for communication.

Hamouda (2013), as cited in Gilakjani and Sabouri (2016), emphasized to students that learners' challenging activity is a comprehension of speech. Listening courses like *Extensive Listening*, *Intensive* and *Academic Listening* aim to enhance the student's listening skills and listening proficiency for TOEFL and IELTS tests. One variety of listening courses is the *Academic Listening* course. *Academic Listening* deals with activities that talk about academic context, where the learners must elaborate on listening comprehension in the class.

There are some problems related to listening. Arnold and Goh (2000), as cited in Rahimirad and Moini (2015), state listening is a challenging skill encountered by students, making them frustrated. According to Utan (2019), some students who take a listening class will find difficulties, especially in the *Academic Listening* course. Most of the students felt that *Academic Listening* is a challenging course. Not only that, it can be seen that most of the students still repeat some listening classes. Was thus conducted to investigate the listening strategies used by English Language Education Programs students in an online *Academic Listening* course.

Hopefully, this study will be helpful for listening to lecturers as well as for students who take *Academic Listening* classes. This study is also expected to help students use the correct strategies and help them deal with the challenges encountered in online *Academic Listening* courses to improve their listening skills progress.

According to Howatt and Dakin (1974), listening to anything will help people understand and identify what people are saying. In the listening activities, students have to go through some processes that involve understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. Therefore, listening is an essential skill for acquiring languages, messages, and pieces of information. Based on Yavuz and Celik (2017), as cited in Rohmatulloh (2019), listening is a primary medium for understanding the target language and acquiring inputs. Then, according to Purdy (1997), listening is the process of receiving messages and interpreting meaning. Additionally, Brown (2001), as cited in Utan (2019), also said that listening is the primary element in learning languages in the classroom. It means that listening has an essential role in learning the language in daily communication and improving the students' vocabulary.

Many students also study at home through online learning because of this COVID-19. Based on Susilowati (2020), online learning is learning when a teacher or lecturer delivers the materials and does some interactions through internet access through technology or application. According to Ally (2008), as cited in Susilowati (2020), the importance of online learning makes the students perceive the utilization of the internet positively in joining the class. Based on Susilowati (2020), statistical data, 1,5 billion students in the world have done the learning process through online learning at home. This pandemic has affected the learning process in the education field.

One of the learning subjects that impact the spread of COVID-19 is the listening course at the university level. Besides, listening activities at the university level need many preparations. Based on

Bingo, Celik, Yidliz, and Mart (2014), as cited in Susilowati (2020), listening in a second language is not far different from listening in the first language. Still, learners' problems experienced in listening are cultural differences, accent, vocabulary, length, or the speed of the language input. Hence, listening in online learning needs a lot of preparation to make students and teachers achieve the course's goals. It is not a simple process of online listening learning.

Based on Song (2011) and Manjet (2016), as cited in Utan (2019), academic listening is the process of the learners who require processing the information in a different stage that is presented in a lecture by listening to lectures and taking down notes in an academic context. Therefore, according to Rahimirad and Moini (2015), academic listening is essential for English for Academic Purposes (EAP) students in the university. It means that students at the tertiary level need higher listening skills than others. According to Li & Hasegawa (2014), academic listening is a complex process because, in the listening activities, the students must deal with an educational listening context unfamiliar to the students. According to English Language Development Support (n.d), students need to do activities related to the *Academic Listening* class, such as evaluating information, organizing information, whether the ideas or concepts are related, and predicting the data to appear to enhance their understanding.

Based on Long & Richards's (1994, p.1) statement, English has become a “lingua franca” in tertiary level or academic education, and most people will use educational context in their particular speech. Based on ELEP, UKSW (2018), the *Academic Listening* course is a subject where students can enhance their listening skills in an academic context. Then, students are required to listen to various recordings such as academic discussions, lectures, and English proficiency tests. Not only that, but students also learn note-taking and making a summary. Sometimes, the students feel that listening to academic context makes them overwhelmed and frustrated. The students in *the Academic Listening* course are required to follow listening activities such as listening while note-taking and dealing with new vocabulary.

Each student has the learning strategies to overcome their problem in listening classes. Besides, students need listening strategies to enhance their listening skills better. Not only that, listening comprehension strategies become a method used to help the students acquire, store, and retrieve some information from what they heard (O'Malley et al., (1997). Based on Oxford (1990), there are some learning language strategies, but students can also apply them to listening strategies. It is classified into six major categories: memory, cognitive, compensation as a direct strategy, and metacognitive, affective, and social strategies, including indirect strategies.

Cognitive Strategies

Cognitive strategies are one of many strategies that can help students directly in using language material. A cognitive approach is related to understanding and acquiring input in short-term memory or long-term memory. This strategy has a problem-solving method that deals with students' learning activities (Azmi Bingol et al., 2014), as cited in Gilakjani and Sabouri (2016). Based on Oxford (1990, p. 18-22), this strategy contains some activities such as practicing, receiving, and sending messages, analyzing and reasoning, and creating structured input and output.

According to Oxford (1990), practicing can also help students recognize and use formulas or patterns appropriately. Other things, receiving and sending messages are needed because they can help the students get some information and ideas from other people. Analyzing and reasoning also allow the students to set up their first language into the second language by transferring and translating the

words. Based on Huy (2015), as cited in Utan (2019), the last is creating structures. It helps the learners when they receive any information and can keep it in the form of note-taking.

Metacognitive Strategies

Metacognitive strategies help learners in managing the learning process. According to Rubin (1988), metacognitive strategies are management methods utilized by learners to control their learning through planning, checking, assessing, and changing. This strategy makes the learners learn about the plan, evaluate and monitor some information in the listening part (Holden (2004) & Azmi Bingol, Celik, Yidliz, & Tugrul Mart (2014). According to Stanchina (1987), metacognitive strategies have an important role in listening comprehension. Based on Oxford (1990), in metacognitive strategies, the students also have to increase their attention and motivation in the listening process.

Affective Strategies

Affective strategies are related to emotions or feelings. According to Oxford (2003), an effective strategy identifies peoples' moods, anxiety levels, feelings, and performance. Affective methods help learners control their emotions, motivations, and attitudes in learning languages (Oxford, 1990). This kind of strategy can help the learners to manage their feelings and anxiety when they join a listening class. For example, when students face difficulties, they can manage their anxiety while listening. These strategies can help the students feel relaxed and comfortable in class.

Memory Strategies

Memory strategies are related to the learners' learning concepts and deep understanding of the meaning. Oxford (1990) mentioned creating mentalities such as grouping, associating/ elaborating, then applying images and sounds such as semantic mapping. Based on Utan (2019), the use of memory strategies helps students to save and retrieve the information from what they hear to help them in the learning process.

Compensation Strategies

Compensation strategies will help the learner complete the missing knowledge. The students can utilize guessing techniques for some information using clues, linguistics, and summary. For instance, guessing some information using clues and linguistics (word stress and word choice) is this technique to help the learners understand unfamiliar words (Huy, 2015), as cited in Utan (2019). Based on Oxford's (2003) example, includes guessing from the context in listening and reading, using synonyms of the missing word, speaking using gestures, or pausing words.

Social Strategies

Social strategies will help the learners cooperate with other students to understand the target language, such as working in pairs or groups. According to Oxford (2003), in these strategies, students can ask questions to get verification and clarification and ask for help. The clarification and verification can help the students in working with others. Lewier and Nendisa (2020) also mentioned that "socio-affective strategy is the strategy that can help students to improve their listening skills because these strategies are related to interacting with other students, the speakers, and students' ability towards learning in listening activity" (p.101).

Some researchers have conducted the same studies about strategies for listening used by students. First, it was conducted by Utan (2019), the study talked about the challenges faced in the *Academic Listening* class and the strategies to overcome those problems. This research was conducted in the Faculty of Language and Arts, Universitas Kristen Satya Wacana Salatiga. The participants were ten students that were interviewed. It used a qualitative research method by quota sampling. The findings and discussion showed that there were seven challenges experienced during the *Academic Listening* class, such as pronunciation and accent, speech rate, vocabulary, failure to recognize familiar words, length of the listening, grammar, and concentration. The challenge in *Academic Listening* that the students mostly experienced was the speech rate. Then, this study showed that most of the participants used metacognitive strategies to deal with those challenges.

The second previous study was conducted by Aprilia (2017) to identify the students' listening difficulties, the sources of listening difficulties, and the roles of the lecturer in solving students' difficulties. Interviews and observation were used as the instrument tools in collecting the data. This research was conducted at the University of Nusantara Kediri, Jawa Timur, Indonesia, and this study's participants are students in the second semester. It used a qualitative research method. The findings and discussions demonstrated that students encountered many problems during listening. For instance, they could not achieve the speaker's message, which was difficult to understand and full of hesitation. Not only that, but students also agreed that unfamiliar words, lengthy spoken text, and unfamiliar topics are the students' difficulties in the content of the listening text. The following finding was to identify the lecturer's role in solving students' difficulties in listening. In teaching listening, the lecturer used a bottom-up and top-down strategy. The activities of these strategies like asking the students to give stress in words, providing the students with predicting activities such as completing the text, and choosing the listening text which was appropriate to the students. After the students completed the task or assignment, they could give them some feedback and suggestions. That was the teacher's role as a facilitator, motivator, and director.

The third study was conducted by Hassan, Abiddin, & Yew (2014). Then, the aim of this study defined several objectives to investigate the type of learning that can provide high achievement among students. Not only that, determine whether there was any significant difference in metacognitive awareness listening strategies that the students used in learning listening online and learning listening in a traditional classroom. The participants were 44 students who were selected from the Syariah and Law Faculty as participants in the research. The result showed that after a month, traditional classroom learning was more effective than online learning. It is proven based on the post-test given at the end of the month. Then the second findings were about the listening strategies used. The result showed that there was no significant difference between the two groups of approaches. The students used the same strategy, either in an online classroom or a traditional classroom. All of these show that either online learning or traditional learning together with listening strategies affected students' performance.

Another piece of the study was conducted by Mega et al. (2019). The statistical analysis of their study showed that the metacognitive strategy was the most frequently used by successful students. Unsuccessful students tended to use cognitive strategy. The study also revealed that successful learners employed all six categories of strategies at higher frequencies than unsuccessful ones. This can be assumed that successful students can plan clear goals, control, review, and evaluate their learning. Unsuccessful students focused more on the way they think, memorize, summarize, and repeat the learning. (Mega et al., 2019)

The three previous studies above deal with students' strategies in listening activities. The first study was conducted in UKSW, Salatiga. The second study was conducted in Indonesia, especially in Kediri and the third study was conducted in Malaysia. Those studies had the same topics about listening strategies. In this study, a qualitative design was used. This study investigated the strategies used by students in online listening classes. It had differences from the previous study above. That previous study was done in an offline listening class. This research was focused on listening strategies that will help address the research question "What are the strategies used by ELEP students in an online *Academic Listening* course?"

METHODOLOGY

To investigate the strategies used by the English Language Education Program students in an online *Academic Listening* course, some data were needed. This study was conducted in the English Language Education Program in the Faculty of Language and Arts at a private university, in Central Java, Indonesia. The data collection for this study started in Semester I, 2021/2022 academic year in the *Academic Listening* class. The time to conduct this research was from September to December 2021, when the participants took the *Academic Listening* class.

The participants of the study were from the three groups of *Academic Listening* classes that consisted of 35 students, but only 34 students completed the questionnaires. The participants were from batch 2020 in the English Language Education Program.

An open-ended and close-ended questionnaire was used in collecting the data from the participants. Google Form was used which contained the questionnaire questions. The questions were attached at the end of this paper as an appendix. The Google Form link was shared with the participants via WhatsApp through personal messages. Five students were selected to be interviewees. The interviewees were selected based on unclear or unique answers, in the questionnaires. Semi-structured interviews were also used in collecting the data. Because of this pandemic era, face-to-face interviews could not be done. Therefore, the interviews were conducted in an online meeting using WhatsApp Voice Note. In this research, thematic analysis was used, focusing on the thoughts, opinions, or beliefs of the participants.

RESULTS AND DISCUSSION

This chapter shows findings and discussions pointing out the participants' answers. The participants were from batch 2020 and were taking an online *Academic Listening* class in English Language Education Program, at a private university in Central Java, Indonesia. The questionnaire distribution and the interviews were conducted in November 2021, Semester 1 2021/2022. The participants for the questionnaires on the list were 35 students; however, only 34 students completed the questionnaires. Then, because of time limitations, only five participants who had unique answers to their questionnaires were chosen to be interviewed.

Metacognitive Strategies Used by Students in an Online *Academic Listening* Class

Metacognitive strategies are strategies that focus on managing the learning process. According to Rubin (1988), metacognitive strategies are management methods utilized by learners to control their

learning through planning, checking, assessing, and changing. For instance, by making plans for activities, students can manage themselves in the learning online *Academic Listening* class.

This section showed the results were based on the data analysis of the questionnaires and interviews that participants had done. Some activities of metacognitive strategies involved making plans before students joined the classes and practicing listening outside the *Academic Listening* class.

1. Making plans before joining an online Academic Listening class

There were 62% or 21 of 34 participants who chose not to make plans before joining the class. However, there were 38% or 13 participants chose the activity of making plans before joining the *Academic Listening* class.

Below are two participant's statements:

Excerpt 1:

"Because I can do without any planning, so maybe I will follow step by step and wait for some instruction from my lecturer." (Participant 12, Questionnaire answer, November 4, 2022)

Excerpt 2:

"Before joining the online Academic Listening class has provided vocabulary exercises. I always do it one or two days before class. It makes me easier to understand the vocabulary that will appear in the listening class" (Participant 14, Questionnaire answer, November 8, 2022)

There was a significantly different result among the participants regarding making plans before joining *the Academic Listening* class. The participants had their reason for choosing this kind of metacognitive strategy. Therefore, 21 participants felt uncomfortable doing this activity, although 13 participants were comfortable making plans before joining *the Academic Listening* class. According to Holden's opinion (2004), learners were involved in thinking about the learning process while planning, monitoring, and evaluating their knowledge, exactly like pre- tasks and activities. Vocabulary exercises activity was included in metacognitive strategies because students did the activities like pre-task before the students joined the class. In doing that activity, students could improve their monitoring ability and evaluate their learning while doing the vocabulary exercise. Besides that, the students had opportunities took practice several times to deepen their vocabulary skills.

2. Practicing listening outside online Academic Listening class

The second activity that included metacognitive strategies is practicing listening outside the online *Academic Listening* class. According to Pierre Paul Gagne et (2009), metacognition enables students to be more active in their learning process. In doing this, the students knew how they learned and were aware of acquiring knowledge, solving problems, and doing tasks. There were 71%, or 24 of the participants, who chose "Yes" in practicing listening outside the online *Academic Listening* class.

However, 29% or 10 participants chose "No" in practicing listening outside the online *Academic Listening* class.

The participants chose “Yes” in doing the activity because they had more spare time and to improve their listening skills. Furthermore, the participants did some activities to develop their listening skills outside *the Academic Listening* class. Those activities were watching some movies, listening to music, listening to TED talks, podcasts, and YouTube. Described in Table 1 are the activities for practicing listening.

Table 1 Activities in Practicing Online *Academic Listening* Class

No.	Activities Outside Online Class	Participants
1.	Listening to videos such as TED Talks	P.1, P.21
2.	Listening to music	P.2, P.9, P.10, P.12, P.14, P.17, P.19, P.20, P.28, P.33
3.	Watching videos on YouTube	P.3, P.4,P.12,P.16, P.21,P.29,P.32,P.33
4.	Watching films and series	P.10,P.16, P.17,P.18,P.19,P.20,P.21,P.24
5.	Exercising TOEFL and IELTS	P.5, P.15, P.22,
6.	Listening to Podcast	P.19
7.	Reviewing materials	P.30
8.	Listening to recordings	P.31

The data above were in line with the result of Utan’s study (2019). The result showed that practicing listening outside the online *Academic Listening* class had the same high score. Then, those activities helped the students because the students could deal with pronunciation and accent problems. Listening more could assist the students in becoming familiar with pronunciation and vocabulary. According to the questionnaires filled by the participants, there were 29% or 10 participants chose "No" in doing the listening practice outside the online *Academic Listening* class.

Cognitive Strategies Used by Students in an Online *Academic Listening* Class

A cognitive approach is related to understanding and acquiring input in short-term memory or long-term memory. Based on Oxford (1990, p. 18-22), this strategy contains activities such as practicing, receiving, and sending messages, analyzing and reasoning, and creating structured input and output. This section showed the students' cognitive strategies used in the online *Academic Listening* course. The results were based on the data analysis of the questionnaires and interviews. In addition, some cognitive strategies involved taking notes of the speakers' speech and summarizing the materials at the end of the online *Academic Listening* class.

1. Taking notes of the speaker's speech

From the data, it was found that 73,5% or 25 participants tended to take notes while they were joining an online *Academic Listening* class. Then, 26,5% or 9 participants chose not to take notes of the speakers’ speech when joining the online *Academic Listening* class.

Twenty-five (25) or 73.5 % of participants preferred to take notes of the speakers' speeches. There were some reasons why the participants chose that activity. It was because taking notes could help the participants easily understand the speakers' speech by using their own words. Not only that, the participants could recall the critical information, and it could save more time in understanding the materials. Below are the participants' statements in the questionnaires:

Excerpt 3:

"Using my own words in taking notes, it will help me to understand the materials easily" (Participant 14, Questionnaire answer, November 8, 2021)

Excerpt 4:

" Preventing confusion, I take notes and write it down some important points that might be needed for the question later" (Participant 21, Questionnaire answer, November 9, 2021)

Besides that, 9 of the participants in this study also reported that they did not need to take notes as the participants' answers below:

Excerpt 5:

" Because I don't like to write and sometimes I feel panic to write some points in a certain time when I do the activity take notes" (Participant 13, Interview on January 14, 2022)

From the excerpt above, Participant 13 chose not to take notes because the participant would lose his mind if they listened and took notes at the same time. According to Utan (2019), compensatory strategies were used to help the student complete the missing information while listening. Similarly in this present study, taking notes was one of the activities that students did to help them catch some critical points of the speakers and fit out the information they lost. So, in doing this activity, the students needed a higher concentration because of the speakers' different accents and the recordings that were too long.

2. Summarizing the materials at the end of the Academic Listening class

The next activity in cognitive strategies is summarizing the materials at the end of the class. According to the questionnaires completed by participants, 38,2% or 13 out of 34 participants chose this activity, and 61,8% or 21 out of 34 participants chose not to do this activity.

The participants mentioned why they tended not to summarize the materials at the end of the class. Based on Participant 23, the lecturer provided the materials in PowerPoint slides. This participant chose only to re-read the materials and did not need to summarize the materials. Not only that, Participant 12 thought that Academic Listening was the course in interpreting the content of the recordings from the speakers. It will be revealed in Participants 23 and 12's comments below:

Excerpt 6:

" It is because my lecturer has provided some materials in PPT slides, and I just need to reread it and no need to summarize it." (Participant 23, Second Interview, February 26, 2022,)

Excerpt 7:

" I will not summarize the materials because Academic Listening is the course to learn how to understand the speakers' speech. I think that If I understand, I no need to summarize" (Participant 12, Second Interview, February 25, 2022)

Thirteen (13) out of 34 participants chose to summarize the materials because they could remember the materials discussed and could understand the materials using their own words.

Memory Strategies Used by Students in an Online *Academic Listening* Class

Memory strategies are related to the learners' learning concepts and deep understanding of the meaning. Oxford (1990) mentioned creating mentalities such as grouping associating/ elaborating, then applying images and sounds such as semantic mapping. In this present study, because of this online learning, students preferred and were interested in listening with a combination of video, text, and images. To catch more information and avoid monotonous learning. The results were based on the data analysis of the questionnaires and interviews that participants had done.

1. Using audio-visual aids in online *Academic Listening* class

In receiving audio-visual aids (AVA) while listening in *Academic Listening* class, the questionnaire result showed that 33 out of 34 participants or 97,1% preferred using AVA in the listening process. Then, 2,9 % or 1 out of 34 participants did not prefer it when listening with a combination of images.

Participant 19 chose to listen with a combination of images because he could catch the information and understand the critical points. Not only that but combining images in listening class would not make him feel bored. As stated by Participant 19 below

Excerpt 8:

"It is because if I see and listen at the same time, I can understand the important points easily. Then, It will be fun for me, and I will not feel bored." (Participant 019, Second Interview on March 1, 2022, the researcher's translation)

Then, only 1 participant was not interested in listening with a combination of images that is Participant 22. It was because he thought that images could interfere with his listening focus. Based on Participant 22's opinion, the listening section with a combination of images could make him unable to arrest the meaning of what the speakers said.

In the *Academic Listening* class, students received audio and visual aids such as video, text, or images while they were listening to the recordings. In doing that, most students were helped in catching the information provided. By receiving the AVA, the students also could memorize the content or information quickly because they enjoy listening to the recordings. So, the students did this strategy happily and without coercion while listening.

Compensatory Strategies Used by Students in an Online *Academic Listening* Class

Compensation strategies would help the learner complete the missing knowledge. For example, the students could utilize guessing techniques for some information using clues, linguistics, and summary. Other criteria based on Oxford (2003), include guessing from the context in listening and

reading, using synonyms of the missing word, speaking using gestures, or pausing words. The results were based on the data analysis of the questionnaires and interviews. The activity that students did in this compensatory strategy was the guessing technique.

1. Guessing technique

In this section, guessing was the critical technique of the *Academic Listening* class. Here are the results of the participants' answers to the questionnaires. First, 17 out of 34 participants, or 50%, preferred this technique in the *Academic Listening* class. Then, at the same percentage, 50% or 17 out of 34 participants did not prefer to do this technique. Participants 5 and 1 chose this technique because it could help them guess the main ideas, keywords, questions, or the answer that might appear in the exercise. Then, from the title of the recordings, Participant 1 could guess the ideas and vocabulary that might appear. It will be revealed in Participants 5 and 1's comments below:

Excerpt 9:

"Sometimes, I guess the words that may appear in the listening then also guess keywords, questions, and answer that may appear in the exercise based on the recording that I have listened to" (Participant 5, Questionnaire answer, November 2, 2021)

Excerpt 10:

"I try to guess the content through the title and vocabulary that may appear from the recordings, if the title "Honey Bees" it means that the materials which deliver related bees, benefits of honey, etc" (Participant 1, Questionnaire answer, November 2, 2021)

The other 17 participants were not doing the guessing technique. From the questionnaire, it was found that 16 completed the answer in the exercise from their notes. It could be from his note-taking or when he had listened to the recordings. If Participant 016 did not find the answer to his notes, he preferred to leave blank answers. Nevertheless, it would be the same if used this guessing technique or not because it had the opportunity to have an incorrect answer. So, Participant 16 does not prefer to do this guess technique as stated below:

Excerpt 11:

"If I take notes and listen, then I still haven't found the answer from data that I have such as my notes. I prefer to leave the answer blank even though I have to guess." (Participant 16/ Questionnaire on March 8, 2022)

Therefore, the guessing technique was necessary for online *Academic Listening* courses. However, the guessing approach had limitations when the listening process was done in a synchronous meeting. So, the students could play the recordings two or three times only. After that, the students used this guessing technique to complete the information using some clues, words, etc. Sometimes, this technique gave the students advantages, and the students could see from the title and the content of the materials. Usually, if the students guess, it is related to the identification and scope of the materials. It can be proved by the results of a questionnaire that has been filled out by 34 participants above.

Affective Strategies Used by Students in an Online Academic Listening Class

Affective strategies are the strategies that are concerned with managing emotions. This strategy made the learners who had concentration problems feel panicked and not confident. According to Huy (2015), it would help reduce students' anxiety and help them feel relaxed and not feel nervous while listening. The results were based on the data analysis of the questionnaires and interviews that participants had done. Students' activity in this affective strategy explored the listening materials of their interests.

1. Exploring listening materials based on the students' interests

In this section, there were 29 participants, or 85,3 %, who were interested in exploring the materials in the online *Academic Listening* course. Then, 5 participants, or 14,7%, were not interested in exploring the materials when joining this class. These strategies could affect participants' emotions, such as their interests, panic, feeling comfortable, etc. Many exercises in this class could train students' listening skills intensely. Here are the statements of Participant 4 below

Excerpt 12:

"I am interested because the Academic Listening course can help me in gaining my listening skills" (Participant 4 / Questionnaire on November 2, 2021)

Excerpt 13:

"It can increase my knowledge of vocabulary that has never been known. So it is a new activity for me" (Participant 1 / Questionnaire on November 2, 2021)

Then, 5 participants thought that *Academic Listening* was not interesting in exploring the materials. According to Participant 23, there were many activities in *Academic Listening*, such as taking notes that made the students panic and felt pressured in doing that activity. The pressure in taking notes is like a good abbreviation, sequence, and appropriate symbol. Not only that, he thought that his listening skills had not improved, and much pressure in *Academic Listening* made Participant 23 not interested. It was shown in the excerpt below:

Excerpt 14:

"I think that my listening skills are not good, and there is some pressure in *Academic Listening* class. It is because I not interested in" (Participant 23/ Second Interview on March 16, 2022)

Therefore, based on the questionnaire completed, the participants needed these strategies to motivate themselves in passing this course. Some difficult things could be overcome quickly if the participants be willing with this course.

Social Strategies Used by Students in an Online Academic Listening Class

According to Oxford (2003), in these strategies, students can ask questions to get verification and clarification and ask for help. The clarification and verification can help the students in working with others. Social strategy is related to the interaction between teacher and students to help the students' problems encountered.

1. Receiving teacher feedback

The last strategy is the social strategy. The activity in these strategies was receiving teacher feedback. To help the students' difficulties, receiving teachers' feedback was critical. For example, there were 32 participants, or 94,1%, who needed teacher feedback in *the Academic Listening* class. Then, only 2 participants, or 5,9%, did not need teacher feedback. The teacher's feedback helped the students understand the materials, answer the questions, and motivate students to pass this course well. As stated by Participant 10 and Participant 21 below:

Excerpt 15:

"By giving explanation and giving further information through Google Chat or Zoom meeting, the lecturer allows asking some questions and discussing the materials" (Participant 10/ Questionnaire on November 2, 2022)

Excerpt 16:

"The teacher provides us with vocabulary exercises every week, it can help us to know the unfamiliar vocabulary that appears in the materials and for the next listening exercises." (Participant 21/Questionnaire on November 2, 2022)

Two other participants thought that they did not need teachers' feedback. Based on Participant 26's answer, he did not receive teachers' feedback because in his class there was no feedback from his teacher. He thought that it would not influence his listening skills because he was pretty sure about his listening skills.

So, this strategy has a crucial role in helping students with difficulties to pass this course. The participants who did not receive teachers' feedback could learn individually by themselves. We know effective feedback was compelling for students' learning (Hattie and Timperley, 2007). There were more advantages for students when they received feedback from the teacher. For instance, students could reflect on their work, revise it, and improve it. A good environment between teacher and students was excellent for students receiving teacher feedback. In this online *Academic Listening* class, receiving teacher feedback was very required for helping students with their problems. The teacher provided some applications that could be a bridge for students to discuss the issue and gave some feedback.

CONCLUSION

This study aims to investigate the learning strategies used by English Language Education Program students in an online *Academic Listening* course, Faculty Language and Arts, Universitas Kristen Satya Wacana Salatiga. There was some pressure in this online *Academic Listening* class such as students having to pay attention to the pronunciation and speaker's accent that which was too different from Indonesian.

It was found that there were six strategies used by participants; they were metacognitive strategies, cognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies. The results of this research showed that the students often used metacognitive and cognitive strategies. For example, students' activities in metacognitive strategies were making plans before joining the class and practicing listening outside the class, such as watching movies, listening

to music, listening to podcasts or TED Talks, and reviewing the materials. Then, the activities students did in cognitive strategies were taking notes and summarizing the materials.

Therefore, the implications for teachers in online *Academic Listening* classes were that teachers could consider the activities that could help the students pass this course. Some strategies discussed above could be put into the activities in the learning process, so students would enjoy doing the exercises. The teacher giving feedback to students was essential to overcome the problems faced by the students.

However, because it was still in the pandemic era of COVID-19, this study was limited to data collection instruments. In taking data from the participants, there were no face-to-face meetings. Therefore, online questionnaires were distributed to all participants through Google Forms, and the online interviews using WhatsApp voice notes to gain further information from the participants. Because of that, Zoom meetings or Google chat was used to interview the participants. So, It would be better to know the participants well.

The other limitation of this study was about only three out of four *Academic Listening* classes or 34 participants became participants. The number of participants was only 34 students. It would be better if the participants were all of the students in an online Academic Listening class to make your study more credible. However, some strategies mentioned above affect their learning in an online *Academic Listening* class in this study. Therefore, future researchers should be aware of the criteria for the participants. For example, is students who had passed included in the repeater or only students taking the *Academic Listening* . It is suggested that future researchers have to make sure that the data collection instruments are clear to avoid something wrong when taking data virtually.

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APPENDIX

Questionnaires Questions

1. Have you taken an Academic Listening class?

(Sudahkah anda mengambil kelas *Academic Listening*?)

2. Does your teacher give a clear explanation before you listen to the recording?

(Apakah guru anda memberi penjelasan yang jelas sebelum anda mendengarkan suara pembicara?)

3. Do you pay attention to the way the speakers say?

(Apakah anda memperhatikan cara pembicara saat berbicara?)

4. Do you write all of the words the speakers say?

(Apakah anda menulis semua kata yang pembicara katakan?)

5. Do you have any difficulties in an online Academic Listening course?

(Apakah anda memiliki kesulitan dalam kelas online di *Academic Listening*?)

6. Could you explain more about the difficulties that you faced in Academic Listening class!

(Bisakah anda menjelaskan lebih jelas mengenai kesulitan yang anda hadapi di kelas *Academic Listening*!)

7. Does your teacher help you in Academic Listening class?

(Apakah guru membantu anda di kelas *Academic Listening*?)

8. Do you encounter any unfamiliar vocabulary while listening?

(Apakah anda menemui kosa kata yang sulit saat mendengarkan?)

9. How do you solve the problem of unfamiliar vocabulary? please explain!

(Bagaimana anda memecahkan masalah ketika menemui kosa kata yang sulit? jelaskan!)

10. Do you write the points that you get while the speakers say?

(Apakah anda menulis poin-poin yang anda dapat ketika pembicara berbicara?)

11. Could you explain the answer of number 10?

(Bisakah anda menjelaskan jawaban dari nomor 10?)

11. Do you use your own words while writing the points that you get from the speakers?

(Apakah anda menggunakan kata kata anda sendiri ketika menulis poin yang anda dapat dari pembicara?)

Interviews questions:

1. What do you know about Academic Listening courses?

(Apa yang anda tahu mengenai mata kuliah Academic Listening?)

2. What is your activity in your Academic Listening class?

(Apa saja aktivitas yang anda lakukan di kelas Academic Listening?)

3.. Does your teacher give some motivation or tips in your class?

(Apakah guru anda memberi motivasi atau strategi in kelas anda?)

4. What do you feel in taking an Academic Listening class? Happy, enjoy, frustrated

5. Could you explain the reason for the number 5?

6. Do you have any difficulties getting material in online learning class?

7. Could you explain more details of the number 7?

8. Do you have your own strategies in Academic Listening? if yes, please explain.

9. How do the strategies help you to improve your listening skill?

10. What are the effects or advantages when you are taking an Academic Listening class?