

Metacognitive, Cognitive, And Socio-Affective Strategies Used By Efl Students In Academic Listening Course

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ABSTRACT

Listening has an essential role in the language learning process. The success or failure of language learning is influenced by how students use the strategies. However, sometimes students still find it difficult to choose appropriate listening strategies. Therefore, listening strategies are crucial for the learning process in English as a foreign language context. This study aimed to investigate the learning strategies used by the English Language Education Program students in the Academic Listening course. The study was conducted in the first semester, 2022/2023 academic year. By using qualitative methods, the researchers employed close-ended and open-ended questionnaires and semi-structured interview protocols to collect the data. The participants were thirty seven students of batch 2021 who have taken the Academic Listening course. The findings showed that the students used metacognitive, cognitive, and socio-affective strategies. In metacognitive, they tended to make plans before study, paid attention to the speakers, and learned from previous mistakes. Students also used dictionaries and glossaries to define the meaning of unfamiliar words, took notes, and summarized cognitive strategies. Then, they tended to relax and practiced English with others in socio-affective strategies. The study hopefully can increase Academic Listening students' awareness of listening strategies that can help them during the learning process. Moreover, it is hoped to be useful for lecturers who want to teach Academic Listening and support students' listening strategies.

Keywords: metacognitive, cognitive, socio-affective, listening, strategies

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INTRODUCTION

Listening has an important position in daily communication and education (Gilakjani and Ahmadi, 2011). In communicating, listening is the key to understanding the information conveyed. When someone speaks, they will listen and try to understand the information. Besides that, listening comprehension plays a significant role in language learning because it is one of the four main skills in language acquisition (Sharaf, 2018). Nevertheless, listening is not as easy as one might think. In fact, listening involves complicated perception, attention, cognition, and memory (Saraswati, 2018). Gilakjani and Sabouri (2016) found that students face significant problems in listening comprehension because universities pay more attention to writing, reading, and vocabulary. It shows that listening is not a priority in language learning. However, Ferris (1998) mentioned that listening is the most frequently used English skill in the classroom (as cited in Bingol, Celik, Yildiz & Mart, 2014, p.2). Students in university will more often listen to explanations from their lecturers in the classroom. They will listen first before they do other activities such as speaking, writing, and reading, which their teacher informs in the target language.

According to Darti and Asmawati (2017), some students face difficulties interfering with their listening process, especially those learning English as a foreign language in non-native settings. In Indonesia, listening an English recording is usually challenging to learn because it is considered a foreign language (Alfuatin, 2019). This statement showed that many students get confused when they understand a foreign language conversation. Students are used to their mother tongue with their family or friends, so they will have difficulty learning to listen in English. Gilakjani and Sabouri (2016) also found that Iranian students faced problems in listening, such as cultural differences, the quality of the material, accent, unknown vocabulary, and length and speed of listening.

However, Partiwi and Andriyanti (2019) stated that many students have problems in listening because of two factors, internal and external factors. Internal factors affect listening skills from inside the students, like bad concentration and lack of vocabulary knowledge. When students have listening problems or device problems that affect volume or sound, this can interfere with their listening process. Likewise, concentration affects students' listening comprehension. When students are nervous or anxious, they will lose concentration in listening (Darti and Asmawati, 2017).

Meanwhile, the external factor is the listening factor that comes from outside the students, such as the speaker, motivation, and context (Sari and Fithriyana, 2019). Students will find difficulties understanding the meaning of words if the speakers speak too fast and without pauses. Further, they stated that students also have difficulty understanding the content in the listening text. The unfamiliar topics also make it hard for students to imagine and understand the contents of the listening text.

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In a research undertaken by Yulisa (2018), it was found that students did not know about listening strategies, and teachers also did not know how to use and implement listening strategies. This statement showed that both teachers and students are often unaware of the listening strategies that can be useful for a successful listening teaching and learning process. However, sometimes students still find it difficult to choose appropriate listening strategies. The success or failure of listening learning is influenced by how students use the strategies. Therefore, listening strategies are crucial for the learning process in English as a foreign language context. Seeing these needs, the researchers decided to conduct this study about the students' essential listening strategies.

This study aimed to identify the learning strategies used by the English Language Education Program (ELEP) students in the Faculty of Language and Arts in private university, who have taken the Academic Listening course. This study answered the question: What are students' listening strategies in the Academic Listening course? The findings of this study, hopefully, can boost Academic Listening students' awareness of listening strategies that can help them during the learning process. Moreover, this research is hoped to be useful for lecturers who want to teach Academic Listening and support students' listening strategies.

Listening

Listening is a skill to identify and comprehend what others are saying (Turgunova, 2020). Therefore, someone will understand the information conveyed through listening. Turgunova (2020) mentioned that listening combines understanding the speaker's accent or pronunciation, grammar and vocabulary, and understanding the meaning of the information. O'Malley, Chamot, and Kupper (1989) stated that listening is an active and conscious process of listeners using contextual information and knowledge cues to understand the meaning but still using several strategies (as cited in Gilakjani and Ahmadi, 2011, p.2). In addition, Nurkhamidah (2020) mentioned that listening is a complex process because the listener needs to hear the words and interpret the speaker's speech simultaneously.

Academic Listening is a course that must be taken by ELEP students in the private university in Central Java. As stated in the course syllabus, students are hoped to improve their listening skills in an academic context in this course. The objectives of this course are that the students can understand listening materials presented in the forms of academic discussions, lectures, and English proficiency tests, such as TOEFL and IELTS. Students gain several knowledge and skills in this class: listening for main ideas, listening for details, making inferences while listening to academic discussions and/or lectures, taking notes from academic discussions and/or lectures, and summarizing academic discussions and/or

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lectures. In this course, students have vocabulary exercises and glossaries to study before the listening practices prepared by the lecturers.

Listening Strategies

Listening strategy is one of the essential aspects that influence listening comprehension (Bao, 2017). It shows that students carry out the learning strategies to develop their understanding of listening. Applying listening strategies is necessary to create more effective learning. Each student has their listening strategies to overcome their difficulties. O'Malley and Chamot (1990, as cited in Gilakjani and Ahmadi, 2011, p. 6) proposed three types of listening strategies: metacognitive, cognitive, and socio-affective strategies.

1. Metacognitive Strategies

Metacognitive strategies lead to students' conscious activities while listening to spoken texts. This strategy help them control their learning progress in listening. According to Gilakjani and Ahmadi (2011), metacognitive strategies involve students' opportunities to plan, check, observe, select, revise, evaluate, and do some other necessary actions. Hence, students try to think before they listen until they reflect on their learning process in listening. Therefore, metacognitive strategies make students more careful with problems in listening class. Moreover, Bacon (1992) categorizes metacognitive strategies into three types: pre-listening, while-listening, and post-listening (as cited in Nowrouzi, Sim, Zarcian & Nimehchisalem, 2014, p.35).

2. Cognitive Strategies

Cognitive strategies related to the way students perceive and store input in working or long-term memory (Gilakjani & Ahmadi, 2011). This strategies help students gain linguistic knowledge, such as understanding the meaning of a word from a context. Students try to relate the new information to the previous context. Further, Huy (2015) states that cognitive strategies are divided into practicing, accepting and sending messages, analyzing and reasoning, and structuring input and output. He mentions that practice helps students retrieve information from long-term memory, such as when they guess the meaning of a word.

Additionally, Huy (2015) states that accepting and sending messages allow students to get an idea through the main idea and details they focus on. Furthermore, he adds that analysis and reasoning help students structure or compare words to their first or second language. This activity is usually called translation to make it easier to understand the word's meaning. The last is the input and output structure. Further, he states that it supports students in getting information from what they hear, which can be done through note-taking and summarizing.

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3. Socio-affective Strategies

Socio-affective strategies involve students interacting with others and controlling their emotions (O'Malley and Chamot, 1990, as cited in Prayogi, Elfrida & Hardiah, 2018, p.78). Example of socio-affective strategies is when students motivate themselves and ask for feedback on their listening progress through their peers. Therefore, students focus not only on listening comprehension but also on their comfort in achieving goals in listening class. In addition, this strategies help students understand the target language by working together to reduce anxiety, control emotional temperature, and encourage themselves (Huy, 2015).

The previous study was done by Ratnaningsih (2015), who analyzed the effect of applying metacognitive and cognitive strategies that influence students' English listening comprehension. This study involved 60 Diploma III students of the Deck Department in Surabaya Merchant Marine Polytechnic, who were chosen randomly. The instruments were the TOEIC listening test and the LSUQ, which were developed from Lee (1997), adapted by Ho (2006) and based on Vandergrift's (1997, 2003) cognitive and metacognitive listening strategies. From this study, the researcher found that there was no effect of using metacognitive or cognitive strategies in English listening comprehension in the lower and upper-level groups. The results suggested that other listening strategies classifications were needed to significantly affect learning English listening comprehension.

To sum up, from the previous study that have been conducted, the study from Ratnaningsih (2015) showed no effect of using listening strategies on listening comprehension in English. The success or failure of listening learning is influenced by how students use the strategies. Learning students' listening strategies in the academic contexts needs to be done so that listening learning runs more productively. Therefore, it is crucial to know students' listening strategies to maximize their listening comprehension in the classroom, especially for English Language Education Program (ELEP) students. This study is intended for ELEP students in the Academic Listening class, such as students' activities in listening in academic contexts and listening to academic subjects.

METHOD

The study was conducted in the first semester of the 2022/2023 academic year at the English Language Education Program of private university in Central Java. This research answered the following question: What are students' listening strategies in the Academic Listening course? This study used a qualitative method to investigate listening strategies used by English Language Education Program students in the Academic Listening course. Dawson (2009) mentioned that the qualitative method examines attitudes, actions, and experiences through interviews or focus

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groups. This study used a qualitative method because the researchers wanted to explore participant opinions more deeply.

The participants of the study were thirty-seven students of the 2021 batch from the English Language Education Program in the private university who have taken the Academic Listening course in their second semester of the first year. The data was taken from batch 2021 students who are actively studying and are willing to fill out the questionnaire. The thirty-seven students were narrowed into four participants to be interviewed and randomly selected. Researchers chose participants randomly because it reduced data bias which could lead to unprofessionalism. Besides, the number of participants was four because the participants could provide rich data. Their interview answers varied because each student has a different learning strategy. Furthermore, the four interviewees were taken from approximately 10% of all the participants in this study.

Moreover, this study used purposive sampling to determine the participants because they had taken the listening classes before reaching the Academic Listening class. Initially, the participants were forty-four students. The researchers tried to contact all participants via personal *WhatsApp*. Nonetheless, seven students did not respond even though they had been contacted several times. Thus, the number of participants in this study was thirty-seven (37).

In order to gain the data from the students, the researchers used close-ended and open-ended questionnaires. The [questionnaire](#) was conducted using *Google Form*. The questionnaire was adapted from Oxford (1995) Strategy Inventory for Language Learning (SILL). Researchers adapt questions that include metacognitive, cognitive, and socio-affective strategies. In the close-ended questionnaire, students answered based on four scales: strongly agree, agree, disagree, and strongly disagree. The researchers did not use a "neutral" scale because the answer could make the participant tend to have a neutral opinion, whether they agree or disagree. Moreover, a [semi-structured interview protocol](#) was chosen because the researchers got more subjective information related to the listening phenomenon or situation of the participants. The interview session took approximately 10 minutes by using open-ended interview questions. The interview session was conducted using *Google Meet*.

The researchers distributed the questionnaire to the participants via personal *WhatsApp* on September 12, 2022. In filling out the questionnaire, participants were asked about their willingness to be interviewed which was continued via personal *WhatsApp*. Then, the researchers contacted the participants who were willing to be interviewed to determine the interview schedule. After that, the researchers asked the participants for permission to record the interview session before starting the interview. This interview was conducted via *Google Meet*.

This study used thematic analysis to analyze the data. The purpose of using thematic analysis was to obtain detailed data about the strategies used

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by students in the Academic Listening class. After getting the questionnaire data, the questionnaire results were analyzed. Then, the same or similar answers were coded and categorized. The recorded interviews were transcribed. Next, the interview results were coded and categorized. The researchers categorized the data into three: metacognitive, cognitive, and socio-affective strategies. After that, the themes emerged from the answers. Finally, conclusions were drawn.

FINDINGS AND DISCUSSION

This section shows the participants' answers to the questionnaire and interview conducted in the first semester of the 2022/2023 academic year. The data were collected from thirty seven participants of batch 2021. The questionnaires and interview findings showed different strategies ELEP students used in the Academic Listening course. Several strategies are implemented to help students understand what they are listening to. The strategies are divided into three main classifications based on O'Malley and Chamot's (1990) theory. The strategies are metacognitive strategies, cognitive strategies, and socio-affective strategies.

Metacognitive Strategies Used by Students in Academic Listening Course

Metacognitive strategies focus on students' control processes during learning. For example, making a study plan and evaluating student work. According to Ratebi (2013), metacognitive strategies relate to knowledge and the control of learning through planning, observation, and evaluation of learning activity. In this section, the results were derived from the questionnaire and interview results of the participants. This study will answer one research question: What are students' listening strategies in the Academic Listening course? Some of the activities students did in metacognitive strategies include making study plans, focusing on English speakers, and learning English from previous mistakes in the Academic Listening course class.

1. Making a plan to study English

Statement number two is "I plan my schedule so I will have enough time to study English." Thirty two (32) out of 37 participants or 86.5% strongly agreed that they chose to plan their schedule to have enough time to study English. However, five participants (13.5%) disagreed that they tended to plan their schedule to study English. Student 6 said that she was afraid of being disappointed if the plan was not carried out. Therefore, she did not make any plans to study English in the Academic Listening course. Nonetheless, making a study plan helps students to manage study time before the listening test. In relation to this, Student 13 & Student 21 stated:
Excerpt 1:

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“Usually, I make a study plan before the test so that my test scores are better than before.” (Student 13/questionnaire, September 18, 2022)

Excerpt 2:

“Before the Academic listening class, I would listen to listening exercises on *YouTube*. I also looked for vocabulary exercises on the internet. These exercises often appeared in tests, so it really helped me.” (Student 21/interview, November 1, 2022)

These statements are in line with Nowrouzi et al.’s statement (2014). Pre-listening allows students to prepare themselves before listening by controlling the environment, paying attention, and deciding to think in English. Student 21 did the exercises before listening class which is included in pre-listening. Pre-listening helps students to prepare themselves before joining the Academic Listening course. Moreover, vocabulary exercises make students understand English statements in the recording easier. Students also have more time to prepare themselves to practice deepening their vocabulary.

2. Paying attention to the English speaker

First statement is “I pay attention when someone is speaking English,” There were 97.3%, or 36 out of 37 participants who strongly agreed that they tended to pay attention when someone was speaking in English. Then, one participant (2.7%) disagreed that she chose to pay attention when someone was speaking in English. Thirty-six (36) or 97.3% of participants preferred to focus on the English speaker while listening to the recording. Participants would try to concentrate on listening material because it could control their thoughts on English speakers. It is shown by Student 21 & 22’s comments below:

Excerpt 3:

“It was because many English speakers spoke too fast, I needed to focus on the keywords in the recording so that I could understand them.” (Student 21/interview, November 1, 2022)

Excerpt 4:

“While listening to the recording, my lecturer allowed me to play the recording twice. Therefore, I had to focus so I did not miss any important points.” (Student 22/interview, October 25, 2022)

Then, only one participant was not paying attention to English speakers, Student 6. It was because she thought she would lose too much time doing the listening test if she paid too much attention to the English speakers. Nevertheless, in understanding the monologue, students experience confusion because it is complicated; therefore, they are advised to focus on keywords (Kurniawati, 2014). In addition, paying attention to recordings helps students remember the information conveyed by English speakers longer.

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3. Learning English from previous mistakes

Statement number three is “I try to learn English from my mistakes.” All the participants (37) or 100%, strongly agreed that they chose to learn English from previous mistakes. In the questionnaire, twenty-five (25) participants had listening problems when listening to English recordings, such as a lack of vocabulary and could not to recognize unfamiliar words. Therefore, these participants would try to review their errors. In metacognitive strategies, students can plan, examine, observe, select, revise, evaluate, and do some other necessary actions (Gilakjani & Ahmadi, 2011). Thus, these strategies make students more careful and learn from their mistakes, as stated by Student 5 & Student 22 below:

Excerpt 5:

“Usually, I recall the storyline or the information I got from recording. I also check whether there is any information I missed or not.” (Student 5/interview, October 22, 2022)

Excerpt 6:

“After listening to the recording, I drew conclusions based on the information I got. My lecturer also advised us to draw conclusions after taking notes. Then, I compared my notes with the recordings to see whether they were appropriate with the recording or not.” (Student 22/interview, October 25, 2022)

In metacognitive strategies, students would evaluate and check what they have done. Student 5 and Student 22 showed that these processes included post-listening activity. Student 22 tried to evaluate how far the information she had noted was in line with the English recording. Besides, Student 5 also tried to recheck the storyline that she got when she listened to the English recording. Related to the study by Kurniawati (2014), metacognitive strategies have a significant important effect on the success of students' listening because, in their post-listening activities, they practice developing other skills, such as reading and writing. So, participants did this strategy by making study plans, focusing on English speakers, and learning English from previous mistakes in the Academic Listening course class.

All strategies that participants used in the Academic Listening course are summarized in Table 1. These strategies are included in metacognitive strategies. Data were derived through interviews and questionnaires, especially open-ended questions. The participants' initials are followed by details of their strategies in Table 1 below.

Table 1:

Metacognitive Strategies of ELEP Students in Academic Listening Course

| Student's Initials | Student Strategies |
|--------------------|--|
| Student 2 | Being Focused on the English recordings |
| Student 4 | Watching English movies to practice English |
| Student 5 | Checking information from English recordings |

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| | |
|------------|---|
| Student 6 | Listening to English conversations to practice English |
| Student 11 | Watching English movies and listening to English songs to practice English |
| Student 13 | Making a plan to study English |
| Student 14 | Paying attention to English recordings and learning English from previous mistakes |
| Student 15 | Being focused on the English recordings |
| Student 16 | Paying attention to English recordings |
| Student 19 | Being focused on the English recordings |
| Student 21 | Listening to English exercises to practice and being focused on keywords in English recordings |
| Student 22 | Paying attention to English recordings and learning previous mistakes by evaluating the note-taking |
| Student 24 | Checking information from English recordings |
| Student 25 | Being focused on English recordings and writing new vocabulary to practice English |
| Student 27 | Making a plan to study English and evaluating information in note-taking from English recordings |
| Student 33 | Checking information from English recording |

From Table 1, sixteen (16) participants use metacognitive strategies in the Academic Listening class. First, they made a plan to study English. In addition, the participants paid attention to the English speakers. Finally, they learned English from previous mistakes. Hence, what participants did here indicated three types of metacognitive: pre-listening, while-listening, and post-listening, as in line with (Bacon, 1992, as cited in Nowrouzi, et al., 2014, p.35).

Cognitive Strategies Used by Students in Academic Listening Course

Cognitive strategies relate to students' thinking processes. Based on Huy (2015), cognitive strategies support students in acquiring knowledge and understanding linguistic systems, for example, understanding words' meaning and combining information obtained. The results were based on the questionnaires and interviews. The activities students did in this strategy were using a dictionary and a glossary to look up unfamiliar words and taking notes.

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1. Summarizing information from English recordings

Statement number five is “I make summaries of information that I hear in English.” There were 32 out of 37 (86.5%) participants agreed that they chose to summarize the information they heard in English recordings. Meanwhile, five participants, or 13.5%, disagreed that they tended to summarize information from the recordings. Student 3 said that she did not need to summarize the data from the recordings because she already understood it. Concerning this, Student 27 said:

Excerpt 7:

“After listening to the recording, I summarize the results of my notes on the information I heard. If I forget something, I will look at the results of my summary again later.” (Student 27/interview, October 23, 2022)

Based on the comments above, Student 3 did not summarize anything because she had already memorized the information. Nonetheless, Student 27 revealed that summarizing information could help her remember forgotten things. Moreover, she could recall recorded information quickly. When summarizing, students will make it in their own words and be aware of what they know (Roldan, 2017). Therefore, this method supports students’ memorization and understanding of what they have learned.

2. Using a dictionary to define unfamiliar words

From statement six, “I use a dictionary when I find unfamiliar words.” It was found that 35 out of 37 participants (94.6%) strongly agreed that they chose to use a dictionary to define unfamiliar words. Stated below is the opinion of Student 1:

Excerpt 8:

“When I find unfamiliar words in English, I look them up in the dictionary and memorize them.” (Student 1/questionnaire, September 12, 2022)

However, 5.4% or two participants disagreed that they preferred to use the dictionary to find unfamiliar words as the participant’s answer below:

Excerpt 9:

“... The dictionary did not give the meaning according to the context I want. Besides, it makes us addicted to always looking for the meaning of words.” (Student 18/questionnaire, October 3, 2022)

From the excerpt above, Student 18 considered that the dictionary did not give the word’s meaning following the recording context that she listened to in Academic Listening class. Besides that, Student 1 used a dictionary to find unfamiliar words. This is in line with Hamouda’s opinion. Dictionaries are an essential tool for language learners, especially foreign language learners, because they can provide quick and direct access to the

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meanings of unfamiliar words (Hamouda, 2013). Therefore, a dictionary allows students to understand the contents of English recordings easily.

3. Taking notes of the English recordings

Based on the data of the questionnaire in the open-ended section, it was found that 11 out of 37 participants (29.7%) liked to take notes of English recordings while listening. However, 70.3% or 26 out of 37 participants did not like to take notes of English recordings. Student 18 and Student 20 stated that they were confused about what they had to write. In addition, they were worried about the limited duration if they had to listen and do the exercises simultaneously. Nevertheless, taking notes is one of the learning strategies that help Academic Listening students when listening to recordings. Stated below are the opinions of Student 5 and Student 12:

Excerpt 10:

“... Besides that, I take notes and write down any important points from English recordings. I did not write down the whole sentences from the recordings.” (Student 5, interview/ October 22, 2022)

Excerpt 11:

“I take notes on unfamiliar words that I found on English recordings on a piece of paper. After class, I learned how to pronounce it and looked up the meaning of the word to increase my knowledge.” (Student 12, questionnaire/ September 18, 2022)

From the participant's comments above, they preferred to take notes of English recordings in Academic Listening course. Student 12 mentioned that writing down unfamiliar words could increase her knowledge. In cognitive strategies, students can write down important points and also unknown words they find. Furthermore, note-taking is also a part of cognitive strategies' input and output structure (Huy, 2015). Moreover, note-taking helps learners integrate what they hear to facilitate information storage.

4. Finding the meaning of unfamiliar words in a glossary

Statement number seven is “I use a glossary when I find unfamiliar words.” Twenty-eight (28) out of 37 participants (75.7%) agreed that they tended to use a glossary to find the meaning of unfamiliar words. A glossary is an alphabetical order of words, terms, or abbreviations with meanings, usually related to a particular field of knowledge (Vanier College, 2012). A glossary helps students to discover new vocabulary and its definitions. Moreover, students have glossary to study before the listening practice in the Academic Listening class. Furthermore, students can get examples of the use of words in context. The glossary can be found at the end of the book or accessed through online searches. However, 9 participants (24.3%) disagreed that they chose to use the glossary to define unfamiliar words. Looking for unknown words in the glossary is quite time-consuming for

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students because students need to find the word's meaning again if they are still confused.

The findings are summarized in Table 2. These strategies are included in students' cognitive strategies in the Academic Listening course. The researchers got participants' answers through interviews and questionnaires, especially open-ended questions. The participants' initials are followed by details of their strategies in Table 2.

Table 2:

Cognitive Strategies of ELEP Students in Academic Listening Course

| Student's Initials | Student Strategies |
|--------------------|--|
| Student 1 | Using a dictionary to define unfamiliar words and trying to memorize that |
| Student 3 | Using a dictionary or <i>Google Translate</i> to define unfamiliar words |
| Student 5 | Using a dictionary to define unfamiliar and taking note of important points from recordings |
| Student 6 | Using <i>Google Translate</i> to define unfamiliar words and learning how to pronounce them |
| Student 9 | Taking note of unknown vocabulary and trying to memorize that |
| Student 12 | Taking note of unfamiliar words, learning how to pronounce them, and searching for their definition |
| Student 13 | Looking up the definition of unknown words in a dictionary |
| Student 17 | Taking note of important points from recordings |
| Student 21 | Taking note of keywords from recordings |
| Student 22 | Taking note of important points and using a dictionary to define unfamiliar words |
| Student 23 | Guessing the meaning of unfamiliar words from recordings |
| Student 24 | Using a dictionary to define unfamiliar words and taking notes while listening to English recordings |
| Student 27 | Summarizing information from recordings and taking note of important points |
| Student 34 | Searching the meaning of unfamiliar words and taking notes while listening to English recordings |
| Student 36 | Using a dictionary to define unfamiliar words |

As shown in Table 2, fifteen (15) participants used cognitive strategies in the Academic Listening course. Their answers revealed that they used a dictionary and a glossary to search for the meaning of unknown vocabulary. They also took notes while listening to English recordings. Moreover, they summarized information from English recordings. Hence, what the student participants did here reflect the cognitive strategies related to students doing activities in accordance with problem-solving, as in line with Mulyadi (2018).

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Socio-affective Strategies Used by Students in Academic Listening Course

Socio-affective strategies involve students working with others and controlling their feelings. Dang, Au, & Chau (2021) stated that listeners use this strategy to collaborate with others, check understanding or reduce anxiety. In the learning process, students can apply some appropriate strategies to ask for help from their friends. In this study, participants liked relaxing before listening to English recordings and practicing English with others. The results were based on the data analysis of the questionnaire and interview results.

1. Relaxing before listening to the English recording

Statement number nine says, “I try to relax whenever I feel afraid of using English.” The result showed that 33 out of 37 participants or 89.2% agreed that they tended to relax whenever they felt afraid of using English. In this case, participants applied it before listening to the English recordings. Participants relax themselves to reduce anxiety while listening to the recordings. However, 4 out of 37 participants (10.8%) disagreed that they relaxed themselves before listening. Student 7 said that she could not relieve her worry until she finished listening to the recordings. It can be seen that Student 7 has difficulty controlling her emotions. Nonetheless, it will be revealed in Participants 21 and 22’s comments below:

Excerpt 11:

“I felt nervous and scared before listening to the listening test. I was afraid that I would get a bad grade that would affect my grades. Therefore, I tried to relax before listening to the recording.” (Student 21, interview/ November 1, 2022)

Excerpt 12:

“Before listening to the recording, sometimes I feel worried. I also have to relax, so I do not panic.” (Student 22, interview/ October 25, 2022)

From the opinion of Student 21 and Student 22, it can be concluded that relaxing before listening can help reduce their anxiety. Student 21 also stated that these strategies could help him calm down before taking tests in the Academic Listening class. Socio-affective strategies involve students interacting with others and controlling their emotions (O’Malley and Chamot, 1990, as cited in Prayogi, Elfrida & Hardiah, 2018, p.78). Therefore, students tended to prepare themselves to control their emotions before listening to English recordings.

2. Practicing English with other students

In statement number ten, “I practice English with other students,” thirty-four (34) or 91.8% of participants strongly agreed that they preferred to practice English with their friends. Practicing with friends makes students try to find ways to understand English more deeply. Students could give

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each other feedback about their mistakes in Academic Listening class. In relation to this, Student 27 said:

Excerpt 13:

“If I practiced with friends, they could correct my mistakes and give me suggestions on good listening material. They could make the learning atmosphere more comfortable. I think my learning progress is slow if I study alone.” (Student 27, interview/ October 23, 2022)

Besides that, three participants (8.2%) disagreed that they preferred to practice English with other students as participant’s comment below:

Excerpt 14:

“I took the Academic Listening course during the COVID-19 pandemic, and this class was held online. Therefore, I prefer to practice English by myself because I could not meet my friends face to face.” (Student 22, interview/ October 25, 2022)

From the data above, Student 27 said that she was comfortable studying with others because it would be easy to give suggestions. Based on Student 22’s comment, she could not meet up with her friends, so she practiced independently. Moreover, Student 5 thought that she felt that practicing alone made her focus more. Students who were practicing alone had the freedom to learn at their speed. So, they could concentrate more on listening to subjects that interest them most.

Students should listen a lot in practicing English in the Academic Listening class. They listen to the academic subject in this class, such as lectures, academic discussions, and talks. Therefore, students should have a quiet atmosphere to avoid misunderstanding recordings. Nonetheless, Student 27 thought that practicing English with friends helped her in this class. According to Vandergrif (1997), socio-affective strategies are a method that students use by collaborating with others to check their understanding or lower anxiety.

The findings are summarized in Table 3 below. These strategies are included in the socio-affective strategies that participants used in the Academic Listening class. The researchers got the answers through interviews and questionnaires, especially open-ended questions. The participants' initials are followed by details of their strategies in Table 3.

Table 3:

Socio-affective Strategies of ELEP Students in Academic Listening Course

| Student's Initials | Student Strategies |
|--------------------|--|
| Student 6 | Relaxing while doing the listening test |
| Student 8 | Practicing speaking English with others |
| Student 21 | Relaxing before listening to English recordings |
| Student 22 | Relaxing before listening to English recordings |
| Student 23 | Practicing English, such as how to pronounce words with other students |
| Student 27 | Practicing English with other students |

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| | |
|------------|---|
| Student 30 | Relaxing before listening to English recordings and reviewing previous material |
| Student 32 | Relaxing before listening to English recordings |

Based on Table 3, eight (8) participants used socio-affective strategies in the Academic Listening course. First, students relax before listening to the English recording. Furthermore, they practice English with other students. Students overcame their difficulties by asking friends for help in an Academic Listening class. Socio-affective strategies help students to give each other motivation or feedback.

CONCLUSION

This study aimed to investigate the learning strategies used by the English Language Education Program (ELEP) students in the Faculty of Language and Arts of private university. The researchers used this question to guide the study, "What are students' listening strategies in the Academic Listening course?" From this study, the researchers found that the participants used three strategies; metacognitive, cognitive, and socio-affective strategies. This study also showed that the students often used metacognitive and cognitive strategies. The results showed that students used metacognitive strategies by planning to study English, paying attention to the English speaker, and learning English from previous mistakes. The study also revealed the cognitive strategies used by the students. The activities in cognitive strategies were summarizing information from recordings, taking notes of the recordings, and using a dictionary and a glossary to define unfamiliar words. Besides that, students employed socio-affective techniques by practicing English with other students and relaxing themselves before listening to recordings. Furthermore, there are some implications for the Academic Listening teachers. They could use some strategies discussed above for activities in the learning process. Applying several strategies can make students enjoy this class. Teachers can add more listening exercises to increase students' vocabulary knowledge. However, the researchers experienced certain limitations. First, the researchers did not get detailed information in the questionnaire session. It would be better if the researchers provided more open-ended questions in the questionnaire so that she could get clear answers. Then, only 37 out of 44 Academic Listening students were willing to participate. The researchers tried to contact all participants via personal *WhatsApp*. Nonetheless, seven students did not respond despite being contacted several times. Therefore, it would be better if the participants were all students in this class to make this study more credible. This study only compares three strategies, namely metacognitive, cognitive, and socio-affective strategies. For future studies, it would be interesting to examine the difficulties faced by the students and the strategies they apply in listening classes. Moreover, future studies can compare students' other strategies in all listening classes.

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