

**A SURVEY STUDY OF STUDENTS'
STRATEGIES IN LEARNING LISTENING
SKILLS DURING THE COVID 19 PANDEMIC
AT UINFAS BENGKULU**

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana*
(S.Pd) In English Education Study Program Tarbiyah and Tadris
Faculty UIN Fatmawati Sukarno Bengkulu



By :
NURMALA SEPTIANI
SRN.1711230098

**ENGLISH EDUCATION STUDY PROGRAM
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UIN FATMAWATI SUKARNO BENGKULU
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBİYAH DAN TADRIS
Alamat : Jln. Raden Fatah Pagur Dewa Tlp. (0736) 51276, 51171
Fax (0736) 51171- Bengkulu

ADVISORS SHEET

Subject : **Nurmala Septiani**
SRN : **1711230098**
To : **The Dean of Tarbiyah and Tadris Faculty**
UINFAS Bengkulu
Asslamu alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as
the advisors, we state that the thesis of:

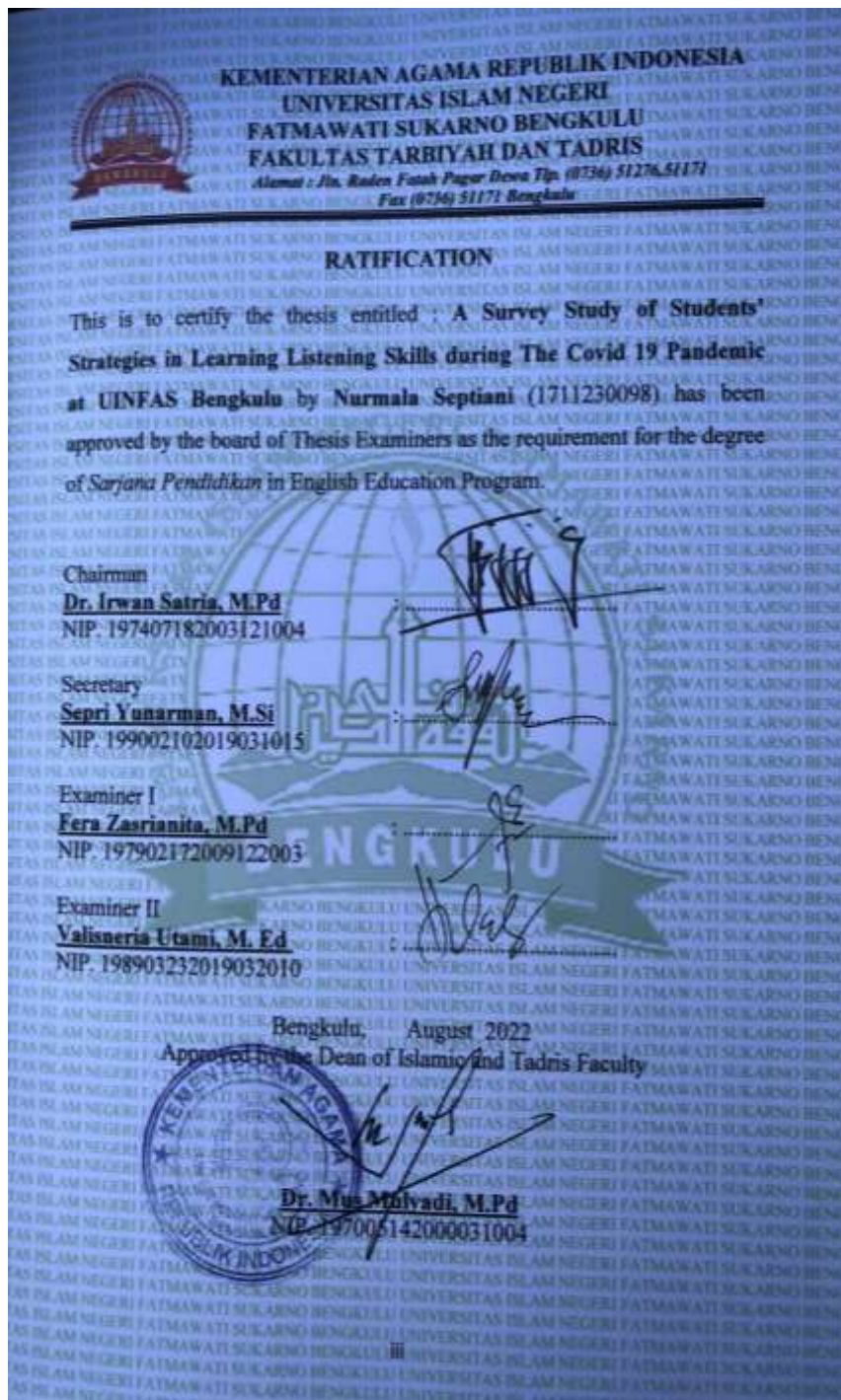
Name : **Nurmala Septiani**
SRN : **1711230098**
Title : **A Survey Study of Students' Strategies in Learning Listening Skills during The Covid 19 Pandemic at UINFAS Bengkulu**

Has already fulfilled the requirements to be presented before The
Board of Examiners (munaqasyah) to gain Bachelor Degree in English
Education. Thank you for the attention.
Wassalamu alaikum Wr. Wb

Bengkulu, August 2022

First Advisor, *[Signature]*
Dr. Svamsul Rizal, M.Pd
NIP. 196901291999031001

Second Advisor, *[Signature]*
Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003



MOTTO

A Vission without Strategy is an Illusion.

-Nurmala Septiani-



DEDICATION

The Researcher would like to dedicated this thesis to:

1. **Allah SWT, as the only one God, the researcher would like to say Alhamdulillahirobbil' alamin, there is no word which can describe how grateful I am for every mercy, healthy, and happiness on my way to finish this thesis.**
2. **Both of my unconditional love, my beloved parents, Mr. Saimin and Mrs. Yusni Juita. Thank you so much for your entire prays and always support me to fulfill all of my needs and stuff, remind me to never give up. No matter word can describe how lucky I am to have both of you in my life.**
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6. **My beloved class TABAGRIC with all members.**
7. **My almamater UINFAS Bengkulu.**

8. All of the people around me life whom could not be mentioned one by one by me who has given a big inspiration, motivation, spirit, do a for me.



PRONOUNCEMENT

Name : Nurmala Septiani
Place, date of birth : Cahaya Negeri, 15 September 1999
Study Program : English Education
Faculty : Tarbiyah and Tadris
SRN : 1711230098

I hereby sincerely stated that the thesis titled **A SURVEY STUDY OF STUDENTS' STRATEGIES IN LEARNING LISTENING SKILLS DURING THE COVID 19 PANDEMIC AT UINFAS BENGKULU** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation refered in the bibliography. If later proven that my thesis has discrepancies, i am willing to take the academic sanctions in accordance with applicable regulations.

Bengkulu, 2022

Nurmala Septiani
SRN. 171123098

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The researcher realizes that, the writing of this thesis is far from perfect. Remaining errors are the researcher's own, therefore, constructive criticisms and suggestions will be highly appreciated. May all our efforts are blessed by Allah SWT. Aamiin.

Bengkulu, 2022
The Researcher,

Nurmala Septiani
SRN.1711230098

ABSTRACT

Nurmala Septiani, 2022. “A Survey Study of Students’ Strategies in Learning Listening Skills During The Covid 19 Pandemic at UINFAS Bengkulu”. Thesis, Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty.

Advisor : 1. Dr. Syamsul Rizal, M.Pd

2. Zelvia Liska Afriani M.Pd

The aims of this study was to find out students’ strategies in learning listening skills and how these strategies can help them during the COVID-19 pandemic at UINFAS Bengkulu. This study uses a quantitative descriptive method, data was collected using a questionnaire distributed through Google Forms and interviews. The population in this study was 179 students with 65 students used as research samples for the questionnaire and 5 people for interview data. In this study, the researchers found 1. The dominant metacognitive strategy used by students was compared to the other five strategies. The proportion of memory strategies used by students is: 38.46 %. On cognitive strategy: 36.92%. On compensation strategy: 30.76%. Metacognitive strategy showed: 73, 84%. On the affective strategy: 27.69%. And on social strategy: 32.30%. Based on the results. The metacognitive strategy got the "High" predicate while the other five strategies got the "medium" predicate. 2. Based on students' perceptions, metacognitive strategies can help students by designing the learning process as efficiently as possible.

Keywords: Students’ learning strategies, Listening skills, Online Learning

ABSTRAK

Nurmala Septiani, 2022. “Studi Survei Strategi Mahasiswa Dalam Mempelajari Keterampilan Mendengar Pada Pandemi Covid 19 Di UINFAS Bengkulu”. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Pembimbing : 1. Dr. Syamsul Rizal, M.Pd

2. Zelvia Liska Afriani M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui strategi belajar siswa dalam mempelajari keterampilan menyimak dan bagaimana strategi tersebut dapat membantu mereka selama masa pandemi COVID-19 di UINFAS Bengkulu. Penelitian ini menggunakan metode deskriptif kuantitatif, pengumpulan data menggunakan kuesioner yang disebarakan melalui Google Forms dan wawancara. Populasi dalam penelitian ini adalah 179 siswa dengan 65 siswa digunakan sebagai sampel penelitian untuk angket dan 5 orang untuk data wawancara. Dalam penelitian ini peneliti menemukan 1. Strategi metakognitif yang dominan digunakan siswa dibandingkan dengan kelima strategi lainnya. Proporsi strategi memori yang digunakan siswa adalah: 38,46 %. Pada strategi kognitif: 36,92%. Pada strategi kompensasi: 30,76%. Strategi metakognitif menunjukkan: 73, 84%. Pada strategi afektif: 27,69%. Dan pada strategi sosial: 32,30%. Berdasarkan hasil. Strategi metakognitif mendapat predikat “Tinggi” sedangkan lima strategi lainnya mendapat predikat “sedang”. 2. Berdasarkan persepsi siswa, strategi metakognitif dapat membantu siswa dengan merancang proses pembelajaran seefisien mungkin.

Kata kunci: Strategi belajar siswa, Kemampuan mendengarkan, Pembelajaran online

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CHAPTER I

INTRODUCTION

This chapter described the reasons In order to conduct the research and deals with several points: introduction that concerns with research background of the study, research problem, research purpose, research significant, scope and limitation, and the definition of key terms elaborated in the following section.

A. Background of the Study

University students must learn a variety of skills, one of which is listening. It is important to be able to listen to and understand someone speaking English in order to communicate with others. Students with strong listening skills can comprehend more of what the speaker says. “They expect to listen twice as much as they talk, four times more than they read, and five times more than they write,” says Morley (1991, p.82) in Flores (2019). Therefore, listening skills are also the most important part of English skills. Having good listening skills will make it easier for us to understand the meaning of what is being discussed.

In the communication process, listening refers to the ability to correctly absorb and interpret messages. The most widely used language modality is listening. However as Goh & Taib (2006, p. 222) said “Listening, on the other hand, may be a frustrating experience for a language learner who is unable to absorb information fast enough to make sense of what is being said”(Manan, n.d.). When learning listening, using a variety of learning strategies will help students become more motivated to understand the content.

Learning strategies are tactics students use to assist them in the learning process. Chamot (1987) says, “Learning strategies are techniques, approaches or thoughtful actions that students take to the learning and recall both linguistic and content area information.” In other words, strategies are the way or actions that the students have in preparing them for their learning.

Learning strategies can be categorized as one of the most important factors in the learning process. It helps learners to overcome their weaknesses in learning. Even in

listening classes, listening strategy itself is a technique or action that provides direct understanding and recall of listening input. Listening strategies can be classified based on how the listener processes the input. For example, listeners take advantage of background knowledge about the topic, situation or context, type of text, and language. This background information activates a set of expectations that help the listener to interpret what he has heard and anticipate what he will hear next.

However, in reality students themselves do not realize that they need these learning strategies or indirectly they have used them, this also happens when they are in the listening class which really needs learning strategies so that listening learning objectives can be aligned and achieved. Listening itself is the least explicit of the four language skill, making it the most difficult skill to learn. Moreover, at the end of 2019, the emergence of the COVID-19 pandemic had an impact on teaching and learning activities that were originally carried out at schools, now becoming learning at

home through online. Online learning must be with the help of digital technology such as google classroom, learning houses, zoom, video conference, telephone or live chat and others.

Students are also required to be able to prepare themselves and have learning strategies in order to be able to master learning even in a state of the covid 19 pandemic. The online learning process is also considered to be able to reduce student achievement and interest in learning due to changes in methods because each student has different abilities and willingness in terms of learning, and indirectly the burden on students increases because they are required to still be able to prepare learning strategies, especially in listening learning which really requires full concentration.

During the learning process observed by researcher in the English department in the listening class of UINFAS Bengkulu, the researcher interviewed several English students especially fourth semester and sixth semester students. The researcher found that there were several

problems in learning process, especially in learning behavior. Not all students can behave as good learners because of the lack of learning strategies. The evidence that can be seen by researcher based on interviews is the attention of students in the learning process. The researcher also found some good learners who did the learning strategy. They paid more attention to the learning process. By conducting further interviews with the students, the researcher found that their learning motivation was correlated with their learning strategies, although some of them did the learning strategies unconsciously. This is because within themselves they have realized that during listening learning they feel they have difficulty learning listening skills, especially during the covid 19 pandemic which requires them to take online learning. These finding shows that learning strategies have a positive impact on students' learning processes, therefore it is important to find more data about learning strategies.

Thus, the purpose of this study is to find out the strategies used by the students in online learning listening during the COVID-19 outbreak. The results of this study are to provide an overview of the implementation of online learning during the COVID-19 outbreak. Therefore, the researcher became curious and tried to research it with a study entitled "A SURVEY STUDY OF STUDENTS' STRATEGIES IN LEARNING LISTENING SKILLS DURING THE COVID 19 PANDEMIC AT UINFAS BENGKULU".

B. Identification of the Problem

1. Students are less concerned about learning strategies.
2. Students find it difficult to learn listening.
3. Students find it difficult to adjust to online learning.

C. Limitation of the Problem

This study focuses on what strategies of learning listening are used by fourth semester and sixth semester students in the listening class of the English Department of UINFAS Bengkulu in the 2020/2021 academic year based

on their learning experiences in the previous semester during the Covid-19 pandemic.

D. Research Question

Based on the problem above, the researcher formulated the research question as follows:

1. What strategies used by students in learning listening skills during the COVID-19 Pandemic at UINFAS Bengkulu?
2. How can the strategies help the students in learning listening skills during the COVID-19 Pandemic?

E. Research Objective

Based on the problem statement, the objective of the research was formulated as follows:

1. To investigate the students' strategies in learning listening during the COVID-19 Pandemic.
2. To explore whether student strategies can help in listening learning during the COVID-19 Pandemic.

F. Significance of the Research

1. Theoretical Benefit

This study will provide accurate facts related to students' learning strategies in learning listening. Also this review provides a good overview for similar studies that wish to look at the same case, so that this research becomes a useful fact and a useful reference for future reviews.

2. Practical Benefit

a. For Students:

The result findings of this research are hopefully can be read by students not only from UINFAS Bengkulu, but also other students from other universities. The results are also expected to be useful for students to know how to explore their potential, which will help them to learn English better. Students can also apply learning strategies that suit their style and address language learning problems.

b. For Teachers

This research hopefully to provide important input for teachers who teach listening skills in understanding language learning strategies. Teachers are expected to bring students into situations where they can understand the importance of learning strategies.

c. For UINFAS Bengkulu

This research hopefully to be useful for the institute as a reference and description of how learning strategies have some impact on the student learning process.

G. Definition of Key Terms

By understanding the important thing phrases, it makes this research is less difficult to be understood with the aid of using different researcher and readers. Many key phrases are associated with this research inclusive of learning strategies, online learning, listening ability and listening strategies.

1. Learning Strategy

Learning strategy can be defined as techniques or devices to acquire the language (Rubin, 1975) as cited in Griffiths (2004). Similarly, Shi (2017, p.25) proposed that certain approaches or techniques used in learning L2 are called learning strategies. Furthermore, Cook (1993) as cited in Chilkiewicz (2015, p. 182) described learning strategies as the learners' decision in learning or using the language which affects learning. In a more detailed way, Oxford (1990) as cited in Lee (2010, p.134) defined learning strategies as the learner's actions to have easier, faster, more enjoyable, more self directed, more effective and more transferable learning.

2. Online learning

Online learning refers to the use of information and communication technology that makes it possible to access online learning or teaching resources. According to the OECD (2005) defining Online

learning as a use of technology and information in various educational processes to improve and support learning in higher education institutions and includes the usage of information and communication technology as a complement to the traditional classroom, online learning or mixing the two modes.

3. Listening Skill

Listening is conceived of as an energetic method wherein listeners pick and interpret facts which come auditory and visible clues. In order to outline what goes on and what the audio system are seeking to express. Listening as a primary enter cloth could be very crucial for the scholars in getting to know English. It is fairly complicated procedures that draw on expertise of the linguistic code (language form) and cognitive processing ability (the ability method withinside the mind).

CHAPTER II

LITERATURE REVIEW

This chapter presents and discusses a review of related literature which includes a description of listening skills, learning strategies, listening strategies, and online learning during the covid 19 pandemic.

A. Definition of Listening Skill

One of the most important language skills is listening. Listening is the part we can share our thoughts with other people by listening. Listening is the language skills most frequently used in daily life.

The importance of auditing is recognized by Brown (2001, p.247) which stated that "the audience is the main component of learning and teaching the language, because students hear more than they say." This means that the ability to listen is the most important thing in everyday activity, through listening we can interpret its meaning.

This is also related to Yagang (1993), as cited in Sinanu, Palupi, Setiamunadi, & Hastuti (2008, p.41) described listening comprehension as “the ability to identify and understand what others are saying”. In addition, Purdy & Borisoff (1997), as cited in Adelmann, (2012, p.515) stated that “Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages”. Furthermore, O’Malley, Chamot, and Kupper (1989) as cited in Gilakjani & Ahmadi (2011, p.978) also mentioned that listening is an active and conscious process where the listener uses his contextual information and existing knowledge to get meaning, but still uses several strategies. These experts” proposed a similar idea in which listening is a process to receive and understand spoken utterances. Listeners use their background knowledge to understand and construct meaning.

As mentioned in the introduction, Mendelsohn (1994) as cited in Gilakjani & Ahmadi (2011, p.977) stated that listening takes 40-50% of total communication. It can be concluded that listening plays a significant role in people's daily communication. In addition, Liubiniene (2009, p.89) argued that listening skill as a language skill, could be developed through practice. Furthermore, Tyagi (2013,p.1) stated that to get messages importantly, listening skill is critically needed.

Rost (1994) as cited in Ahmadi, Seyedeh (2016, p.7) argued that in language learning, listening provides input and has a crucial role in learners' knowledge development. Therefore, listening is considered to have a very significant existence for language learners. However, Gilakjani & Ahmadi (2011, p.978) mentioned that listening and speaking skills are often neglected in course books or curricula which makes teachers unaware of those skills. As a consequence, there is no particular part of a lesson that focuses on listening skill only. In conclusion,

listening is a conscious process that requires the listeners to use their existing knowledge in order to understand and construct meaning from spoken utterances. Furthermore, it plays a crucial role in people's daily communication. In the language learning, listening provides input and has a significant part in developing learners' knowledge. However, learners are still neglecting the significance of listening in both every day interaction and learning process.

B. Learning Strategies

According to Foshay (1975) in Afriani & Utami (2021), strategy is a general pattern of a series of activities that must be carried out to achieve certain goals. It is said to be a general pattern because a strategy in essence has not led to things that are practical in nature, it is still in the form of a comprehensive plan or picture. Meanwhile, to achieve the goals, strategies are developed for certain purposes, as well as learning, to achieve the learning objectives students need learning strategies.

Learning strategies are designed plans and activities that students do in the process of learning. The learning strategies are used by the students to improve their own learning comprehension and to determine the successes of learning process. Mayer in Lessard-Clouston (1997) defined learning strategies as behaviors and thoughts that a learner engages which intended to influence the encoding process.

Learning strategy can be defined as techniques or devices to acquire the language (Rubin, 1975) as cited in Griffiths (2004). Similarly, Shi (2017, p.25) proposed that certain approaches or techniques used in learning L2 are called learning strategies. Furthermore, Cook (1993) as cited in Chilkiewicz (2015, p. 182) described learning strategies as the learners' decision in learning or using the language which affects learning. In a more detailed way, Oxford (1990) as cited in Lee (2010, p.134) defined learning strategies as the learner's actions to have an easier, faster, more enjoyable, more self directed, more

effective and more transferable learning. Richards and Platt (1992) as cited in Pineda (2010, p.96) defined language learning strategies as an intentional or conscious action by the learners to understand, learn, and remember new information. Oxford (1990) as cited in Bao (2017, p.187) also mentioned a similar idea to Cohen. She stated that language learning strategy is the learners' conscious actions to extend the acquisition, storage, retention, recall and use of information.

The idea of these experts here is that learning strategies are mental and behavior activities that are done by the learners to improve their performance and comprehension in learning process. Learning strategies are consciously selected by the learners themselves. The purpose to consciously choose the suitable strategies is to extend acquisition, storage and remember new information.

From the opinions above, the researcher found that there are some key words from the definitions of learning

strategies. They are learning process, improvement, mental process, thought, and behavior. The key words may be connected to each other and help the researcher to conclude that learning strategy is a mental processes and specific ways that are done by the learners to encourage their learning process.

O'Malley (1987, p. 4-5) in Ashfaq & Rehman (2021) proposed three types of learning strategies: metacognitive, cognitive, and social/affective strategies. Metacognitive strategies refer to learning through planning, monitoring, and evaluating. Cognitive strategies, as described by Anderson (1983, 1985) as cited in O'Malley (1987, p. 4), is related to how learners elaborate their thinking by relating new information to information that already existed in their memory. Social/affective strategies refer to learning through social interaction or affective control over learning. Cohen (2000) as cited in Liu et al., (2010, p. 101-102) proposed 4 categories of learning strategies: cognitive strategies,

meta-cognitive strategies, affective strategies and social strategies. Cognitive strategies deal with identifying, grouping, retention and storage of language material. Meta-cognitive strategies deal with planning language learning activities. Affective strategies include strategies to decrease anxiety and increase self-encouragement, deal with learners' emotions, attitudes, and motivations toward learning. Social strategies include learning through interaction with other learners or people. Oxford (1990) as cited in Griffiths (2004, p.4) classified language learning strategies into six groups: memory strategies, which are related to how the students remember the language; cognitive strategies, which refer to how the students think about their learning; compensation strategies, which enable students to make up for limited knowledge; metacognitive strategies, which refer to how the students plan and organize their learning; affective strategies, which are related to students' feelings; and social strategies which refer to learning with others through

interaction. These three experts proposed similar ideas regarding learning strategies. All of them classified learning strategies as cognitive, metacognitive, social, and affective strategies. O'Malley combined social and affective strategies into one group called social/affective strategies. Furthermore, Oxford has categorized the strategies into a more specific group. Regarding to this, the study used Oxford's six categories of learning strategies to identify and classify learners' learning strategies in Academic Listening course.

C. Listening Strategies

Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. According to Tyagi as cited in Fajry et al., (2016, p.62) "Listening is the essential part in information exchange. It includes the method of hearing and speaking between speakers and interlocutor at the same time". Buck (2001) as cited in

Solak & Altay, (2015, p.104) defines strategy as “the thought of ways in which a learner approaches and manages a task”. Meanwhile, listening strategy is one of the most significant factor that influence the process of listening test. Ho (2006) as cited in Yulisa (2018, p.23) “Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input”. Therefore, successful listening can also be looked at in terms of the strategies the listener use when listening.

There are a variety of strategies to improve listening test. According to Huynh & Huy (2015) as quoted on Oxford’s strategy classification system (1990, P.8-22), there are six strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

1. Memory Strategies

According to Huynh & Huy (2015, p.25)

“Memory strategies were used to enter new information into memory storage and for retrieving it to help learners be able to link one L2 item or concept with other. Memory strategies are categorized into 4 sets: creating mental linkage, applying images and sound, reviewing well and employing action”. Therefore, memory strategies allow learners to keep vocabulary and then retrieve it when they are needed for communication.

2. Cognitive Strategies

According to Huy, (2015, p.25) “Cognitive strategies were used to help learners to obtain knowledge, understand of linguistics system, for example, learners could understand the meaning of words from context”. Oxford Strategy Classification System (1990, p.18-22) explains that there are 4 categories in cognitive strategies: practicing,

receiving and sending message, analyzing and reasoning, creating structure for input and output.

a. Practicing

Consist of recognizing and using formulas and patterns and repeating. In this categorized helps learners use what they hear to facilitate the retrieval of appropriate information from long-term memory. For example, using repeating strategy, listeners could repeat information to facilitate the retention. Therefore, listeners could know familiar patterns and use them presume the meaning.

b. Receiving and sending message

The second categorized can help the listeners, when they listen, get the idea quickly with focus the main idea and detail idea.

c. Analyzing and reasoning

In this category, using transfer, translate, compare and contrast words or feeling among the

target language and the native language to create listening easily. Help listener use words and structure to understand the target language.

d. Creating structure for input and output.

The last category, include two specific strategies, note-taking and summarizing, help listeners to collect what they listen to memorize the information. With take a note, listeners could write what they listen and summarize in their note to minimize the information easily.

3. Compensation Strategies

According to Huy (2015) “Compensation strategy could help learners make up for missing knowledge when they do not hear something clearly. Therefore, they could use clues to guess meaning of words or pieces of information”. Hence, the listeners can use some of clues to help them to presume the meaning of definite sentence or information. In compensation strategies, use 2 specific strategies :

a. Using linguistic clue

The listeners can use some clues, such as word order and word stress to easily know what they listen. On the other hand, the listeners need to know grammatical of the target language that allow to fill in the space when listeners hear to complicated pronunciation.

b. Using other clue

Some of clues are connected to type of vocabulary used that listeners need to be familiar with in order to presume the most difficult language, for instance, they can make a good presume about the social status of some people from the way they are indicate such as “Mrs” and “Miss”. Besides, the speaker tone of voice, which indicate his or her state of mind, make it possible for the listener to correctly translated what they listen.

Using other clue, help the listeners to presume the meaning that unexpectedly in the topic frame. Therefore, the listeners can get several information from other clues like background noise, from which they can presume something about general situation and have an idea of what's going on.

Furthermore, create the connection with background knowledge that includes knowledge of culture, topic and the world, prove to be great to listeners. According to Al- Amri as cited in Bacon (2011, p.981), "Listeners tends to rely on their knowledge of the world when trying to comprehend a difficult text, probably because it is the main and the source of knowledge that is available to them, from which they can draw some possible logical interpretations".

4. Metacognitive Strategies

According Oxford Strategy Classification System as cited in Huynh & Huy (2015, p.26) “Metacognitive strategies include: centering your learning, arranging and planning your plan, an evaluating your learning”.

a. Centering your learning

In this category, in the specific strategies the listeners should paying attention, this strategy help the listeners focus their attention on listening test, material, and activity. On the other hand, the listeners can observe their understanding as they continue listening as long as they can notice their errors or any inaccurate presume and try to improve them. According to Al- Amri as cited in Bacon (2011, p.198), although both successful and less successful listeners use monitoring, successful listeners have

the advantage of being able to revise a hypothesis or choose between alternative interpretations.

b. Arranging and planning your plan

Huynh & Huy (2015, p.26) states evaluating your learning include two specific strategies such as self-monitoring and self evaluating. These specific strategies could offer the listeners a holistic view of the ongoing listening process to avoid making their mistakes which they had before and check comprehension a text to verify that a task has been completed. Listeners need to set goals and objects to help the listeners know what their purposes are while listening.

Furthermore, set the purpose help listeners to be better prepared before listening because they will seem have a various of courage plan to follow.

c. Evaluating your learning

The last is evaluating your learning, include two specific strategies such as, self monitoring and self evaluating. Usually after the listeners finish the listening process, some of them evaluate overall test progress and evaluate or observe how well they have finish. Self evaluating have to take judgment the difficulty of the situation or the language that the listeners should try to be specific as possible an accurate evaluation.

5. Affective Strategies

Vandergrift as cited in Bingol et al. (2014, p.3) “Defined socioaffective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety”. Therefore, affective strategies can help the listeners handle their feelings, emotions, motivation or attitudes in learning listening skill. There are many

cases where listeners have no problems dealing with technical aspects of the language, but they may experience some personal feelings that may suppress their progress. For example, the listeners may perfectly understand a listening text, but they would not be able to perform the listening task carefully if the text is culturally offensive. Based on Oxford strategy classification system as cited in Huynh & Huy (2015, p. 24-25) there are 3 strategies in affective strategies: lowering listeners anxiety, encouraging themselves, and taking their emotion temperature.

a. Lowering listeners anxiety

In this strategy the listener try to relaxing when listening process. It is help the learners control their emotions and motivation. According to Huynh & Huy (2015, p.26) using progressive relaxation enables listeners to keep calm when listening.

b. Encouraging themselves

In this strategy encourage the listeners to positive thinking when listening. According to Huynh & Huy (2015, p.26) making positive statement can help listeners increase their confidence in finishing listening task.

c. Taking their emotional temperature

Oxford strategy classification system (1990, p 18-22) states that there are two specific listening strategies in taking their emotional temperature: discussing with someone and exchange their feelings with their friends. This strategy can helps the listeners recognize and know their feelings, thus they will easy to control their emotional temperature.

6. Social Strategies

Social strategies can help listeners work together and understand the target language as well as the language. In language learning social activity is

important rather than individual. Learners should be practice with other people, because they can sharing ideas or information. Based on Oxford's strategy classification system as cited in Huynh & Huy (2015, p.24-25) Social strategies include: asking for question and cooperating with each other.

a. Asking for question

In this strategy, the listeners do clarification or verification by teacher or between their friends and can help the listeners clarify what they are not understand or unclear, therefore the listeners know what part they don't understand it, thus, they can correct together.

b. Cooperating with each other

In cooperating with each other, the listeners like work together in pairs help each others with their partners to share information or ideas and check comprehension or solve the question.

To summarize, strategy in learning listening is very helpful in learning listening or listening test. Vandergrift as cited in Bingol et.al (2014, p.2) explains that Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses.

D. Online Learning

1. Definition of Online Learning

The development of information and communication technology that very rapidly encourages various educational institutions to use the online learning system to increase the effectiveness and flexibility of learning. Through online learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the

teacher. This is also stated by Khan (2005, p.22), online learning refers to delivering learning material to anyone, anywhere, and anytime with using various technologies in an open learning environment, flexible, and distributed. Furthermore, the terms of learning are open and flexible refers to the freedom of students in terms of time, place, speed, content material, learning style, type of evaluation, collaborative or independent learning.

According to Michel (2013) online learning is a learning process that is structured with the aim of using an electronic system or computer so that it is able to support a learning process. However, online learning is just one type of “distance learning”.

Online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. It helps the learner to learn at their own

pace, according to their own convenience. Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT is regarded as resource that enhances the learning experience of students, especially in circumstances that require students to study remotely during the COVID-19 pandemic.

From some definitions above, it can be concluded that online learning can be done anywhere and anytime using available technology so that learners can access anything they want to know.

2. Online Learning Elements

According to Clark & Mayer (2008, p.11) in Saeverot & Torgersen (2016) that interpreted the term, e-learning refers to several elements, where “E” on e-learning refers to “How”: how this learning is digitized so that it can be stored in electronic form “Learning” on e-learning refers to “What”: this

learning includes what content and how to help someone study the knowledge, and “Why” refers to the goal to help individuals achieve educational build skills related to work performance.

Therefore, it is not surprising that thousands of vendors began to enter or migrate in the e-learning industry era that offered three important key elements as shown in the figure below (Paul, 2001, p.18).

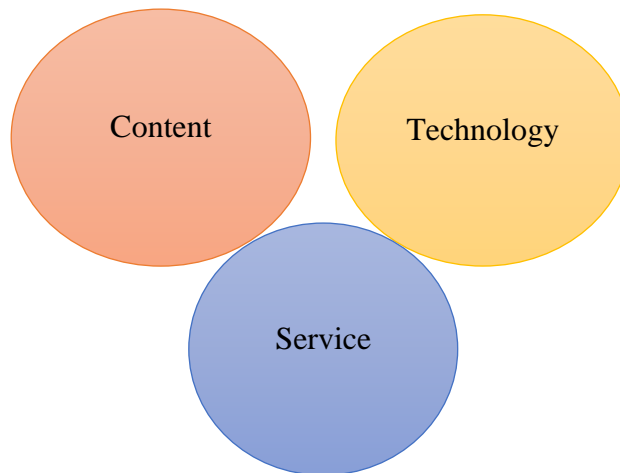


Figure 2.1 : Element of Online Learning

3. Online-Learning Models

E-learning implementation varies greatly, but all it is based on a principle the e-learning is hosted as an effort to disseminate information in the form of learning material through electronic or internet media so that students can access it anytime and anywhere. The characteristic of e-learning is the creation of a flexible and distributed learning environment. Based on the definition, e-learning can be divided into four models, namely:

a. Web-Based Learning

According to Munir (2009, p.231). Web-based learning is a remote learning system based on information technology and communication with the web interface. In the web-based learning, learners do online learning through a website. They can communicate with each other with colleagues or learners through the facilities provided by the website.

b. Computer-Based Learning

Computer-based learning can be defined as a self-learning activity that can be done by learners using a computer system. Rusman (2009, p.49) suggests that computer-based learning is a learning program used in the learning process using computer software containing titles, goals, learning materials, and learning evaluations.

c. Virtual Education

Based on the definition of Kurbei (2001, p.10), the term virtual education refers to learning activity that occurs in a learning environment where teachers and learners are separated by distance and time. The teacher provides learning materials through the use of several methods such as LMS applications, multimedia materials, internet utilization, or video conferencing. Learners receive the material and communication by utilizing the same technology.

E. Previous Studies

There are some previous studies in the field of learning strategy. First is the research by Jesica Christa Maturbongs (2019) with her thesis entitled "Students' Learning Strategies in the Academic Listening Course" This study involved students from batch 2015 FLA UKSW. This research will be focusing on learning strategies in the Academic Listening course. The purpose of this research is to identify the learning strategies that the students used in Academic Listening course. The researcher used a closed-ended questionnaire and semistructured interview to collect the data. From this study, the researcher found that there were four strategies which were used frequently by the participant and how they used the strategies in their Academic Listening course.

Followed by Ade Hidayat (2014) in his research entitled "Students' Metacognitive Strategies in Learning English (A Descriptive Study at Second Year Students of

SMAN 5 Kota Bengkulu)" The objective of this research was to find out the most dominant metacognitive strategy in learning English and the most preferred aspects of each metacognitive strategies applied by second year students of SMAN 5 Kota Bengkulu. It employed a descriptive quantitative method. The population of this research was 203 students with 50 of the students were used as sample of the research. The data were collected in two ways: distributing a set of questionnaire items and interviewing 10% of the samples. The research found that students' proportions in metacognitive strategy were: 34.74% in strategy in planning learning activities and behaviors; 32.10% in strategy in monitoring the learning process; and 33.16% in strategy in evaluating the learning that have been occurred. Based on the result, all metacognitive aspect was in "moderate" predicate. The mean scores of each strategy are: planning 3.32 in which the most preferred aspect was ability analysis; monitoring 3.07 in which the most preferred aspect was watching their

friends" activities to help them decide what to do; and evaluating 3.17 in which the most preferred aspect was appraisal. From the result, it can be concluded that students used metacognitive strategy in proportional way. However, the most dominant strategy in metacognitive strategy that the students used was strategy in planning the learning activities and behaviors.

Then the research by Marfitrah Alfiami (2020) with titled "Students' Listening Strategies in Improving Listening TOEFL Score" This research discovers the Students' Listening Strategies in Improving Listening TOEFL Score. This research used a qualitative descriptive and the data collected through interview method. The participants are ten English Department Students batch 2015. This research found that: (1) the source of students difficulties in answering listening TOEFL questions are, length and speed of listening, accent, physical condition, the quality of recorder, and cultural differences. (2) the listening strategies used by students in improving

listening TOEFL score are; compensation strategy, cognitive strategy, and metacognitive strategy. Compensation strategy is the higher rank than cognitive and metacognitive strategy. All of participants use compensation strategy and can help them in answering listening TOEFL questions.

There is also a study from Ferdian Muhammad, Tuntun Sinaga, Muhammad Sukirlan (2020) entitled "Identifying Types Of Learning Strategies In Listening At Second Grade Of Man 1" This research was aimed at finding out learning strategies used by learners based on their achievement in learning listening. This research was a quantitative study and it was conducted to 32 learners in second grade of MAN 1 Bandar Lampung. In collecting data, the researcher gave questionnaire to measure learning strategies in listening test. Data were analyzed using ANOVA. The results showed that (1) the learners which were group as cognitive was found 17 learners, metacognitive was 8 learners and social was 7 learners.

(2) Metacognitive learners got better score than learners with cognitive and social strategy with the average score 81,4. Learners with metacognitive strategy used planning, thinking about the learning process, monitoring, and evaluation which helped them to do listening test. Thus, by identifying learners learning strategies, the teacher will be more creative in choosing appropriate methods in learning process because they know the students' characteristics and what they need.

From these previous studies, the reasearcher believes that this research is different from the other studies, both in terms of themes and subjects. This research will be conducted at a different tertiary level from previous research. This study also does not only focus on one strategy, but this research wants to find out what strategies students use when they face listening classes. In addition, this research will be carried out when the teaching and learning process is carried out online due to the Covid-19 pandemic which makes learning more

challenging for students, especially in the listening class. The subjects of this study were third and fifth semester students who had experienced listening lessons in the midst of the COVID-19 pandemic when they were in semester one and three at the English Department of UINFAS Bengkulu. Thus, it is clear that this study is different from previous studies. However, this study has similarities with previous studies which discussed students' strategies in learning listening skills.

CHAPTER III

RESEARCH METHOD

This chapter describes the methodological aspects of the research. It includes design of the research, population and sample of the research, data collection technique, data analysis, interpretation of meaning, and research procedures.

A. Research Design

The research method is basically a scientific way to obtain data with a specific purpose and use. To achieve these goals, a method that is relevant to the objectives to be achieved is needed. This study aims to determine students' learning strategies in learning listening during the covid-19 pandemic.

Therefore, in this study the researcher used quantitative research which was designed as a descriptive study using a survey methodology. Survey research used instrument such as questionnaire to gather information from group or individual. According to Singarimbun and Effendi (1989) in Rizal & Maryam (2020) survey research

as a study of sampling from a population using a questionnaire as the main data. In this procedure, survey researcher collect quantitative, numbered data using questionnaires. Lawrence in Sugiyono (2013) also stated survey is quantitative research that can be descriptive, comparative, associative, and any else. In the way, the researcher asks many people who called as respondent about their belief, opinion, characteristic, and the past or present behavior. In addition, Kerlinger also consider survey research as social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behavior. Based on that theory, the researcher thought that survey method was suitable with this research because it was matched with the researcher purpose. However, the researcher also added a qualitative method with interview instruments as a complement and as supporting data in this study, as stated by Sugiyono (2010, p.194). Interviews are used as a data collection technique if the researcher will carry out a

preliminary study to find problems that must be investigated, and also researchers want to know things from respondents who are more in-depth and the number of respondents is small. This research concerned with what fourth semester and sixth semester students think about their experiences when learning listening skills during the covid 19 pandemic.

B. Population and Sample

1. Population

According to Sugiyono (2006, p.89), population is a generalization area consisting of subjects and objects that have certain characteristics and qualities and are determined by researcher to be studied and drawn conclusions. The population in this study are students majoring in English in the listening class. It consists of two semesters, namely the fourth semester and the sixth semester. Researcher choose that two semesters because both of them have experienced in online learning during the COVID-19

pandemic in the previous semester. Therefore, researchers want to know what strategies are used by them when facing listening classes during the covid-19 pandemic. The following are the details of the population in this study.

Table 3.1
Population of the Research

| No. | Study Program | Number of Students |
|-------|--|--------------------|
| 1. | 4 th Semester of English Department | 64 |
| 2. | 6 th Semester of English Department | 115 |
| Total | | 179 |

(Source: Active Student Data Even semester majoring in English at UINFAS Bengkulu)

2. Sample

The sample is part of the population that is the subject of the study. According to Arikunto (2012, p.56), the research sample is part of the population taken as a data source and can represent the entire population. When large populations, and researcher

are not possible to learn everything in the population, for example because of the funding, energy and time, the researcher took samples from that population. Samples are taken based on simple random sampling, where the researcher provides the same opportunity for each member of the population (students) to be selected as a random sample. The reason why the researcher chooses random purposive sampling technique is because of the limitation of time, energy and funds. It is said that purposive sampling is the drawing of sample that is based on specific purpose by considering the time consumed and other factors. The number of samples taken is based on the Slovin formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n: Number of Sample

N: Total Population

e: Error Rate

So the researcher took the population $N = 179$ assuming the error rate $(e) = 10\%$, then the number of sample that must be used in this study are $n = 65$. From the calculations, to find out the samples size with an error rate of 10% there were 65 students.

In this study, the researcher also took a sample based on purposive sampling, by selecting five students at UINFAS Bengkulu as the sample for the interview supporting data. For qualitative research, participants who usually collect data are usually intentional. This means that it does not focus on how many participants are involved, but how participants can generate useful data for this study (Cochran, 2002). There are several reasons why the selected participants are first, the participants must be English students at UINFAS Bengkulu. The second characteristic is that participants have experience in listening classes during the covid 19 pandemic, and then respondents are willing to participate in interviews.

C. Data Collection Techniques

Data collection techniques in this study were questionnaires and interviews.

a. Questionnaire

Questionnaire is a data collection technique by giving a set of questions related to research to respondents to be answered so as to produce data that answers the research problem formulation (Sugiyono, 2006, p.158).

Based on its shape, the questionnaire in this study is a check list questionnaire, which is a list questionnaire and respondents only need to check the choices that are considered appropriate. In this study, questionnaires made in Google Forms were given online via the Whatsapp application media to facilitate the distribution of questionnaires during the Covid-19 pandemic.

b. Interview

Interviews were used to obtain the data needed in this study. Ary et al. (2010) showed that interviews used people's own words to collect data about people's views, beliefs, and feelings about the situation. Interviews can provide information that cannot be obtained through a questionnaire. Here, interviews are conducted directly between the interviewee and the researcher. In this case, five interviewees were English students as interviewees. The researcher believes that it is very important to ask face-to-face questions with students to strengthen the data that has been obtained from the questionnaire results. In the interview, the author asked students several questions to answer questions about the learning strategies they used in listening classes during the covid 19 pandemic.

So, it can be concluded that interviews were used to collect information directly from respondents

and to see more deeply about the learning strategies used by students from the results of the questionnaires that had been filled out by the respondents.

After the researchers got the data from the interviews, the data continued in the data reduction process in data analysis techniques. After that, the data is compiled into written text and displays the data with data analysis techniques, also compared with questionnaire data to draw conclusions in the process of drawing conclusions and verification in data analysis techniques. So, interviews were conducted to get accurate answers. The function of the interview in this study is to check the data and ensure that the data is valid.

D. Research Instrument

In conducting research requires measurement and assessment, so to measure it takes a measuring instrument called a research instrument. According to Sugiyono (2009, p.102) the research instrument is a tool used to

measure the observed natural and social phenomena, specifically all these phenomena are called research variables. In this study, the instrument used questionnaire and interview.

c. Questionnaire

According Creswell (2014, p.10) questionnaire is a form used to be filled in and returned to the researcher by the participants in a study. In addition, a questionnaire is a collection of written self-report questions to be answered by a selected group of research participants (Gay, et. al, 2011, p.388). Therefore, researcher need to apply questionnaire to help them find out the learning strategies used in learning listening by students of English Departement during the covid 19 pandemic.

The type of questionnaire here used rating scale questionnaire where the research used likert scale to get information from participant. Likert scale is a psychometric response scale primarily used in

questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.

In this study, researchers selected 65 students majoring in English at UINFAS Bengkulu to fill out a questionnaire. The rating scale questionnaire used in this study contained 36 items about students' strategies in learning listening skills. Then, the statements were entered into a five-point Likert scale Level 1: Strongly Disagree; Level 2: Agree; Tier 3: Neutral; Level 4: Disagree; Level 5: Strongly Agree. The measured variables are translated into variable indicators. The following table is a grid of students' strategies in learning listening skills based on Huy's (2015) theory.

Table 3.2**A grid of Students' Strategies in Learning Listening skill**

| Variable | Indicators | Sub Indicators | Item Number | Total |
|---|--------------------------|--|------------------------|-------|
| <i>Students' Strategies in Learning Listening skill</i> | Memory strategies | Students keep vocabulary and then retrieve it when they are needed for communication. | 1, 2, 3, 4, 5, 6 | 6 |
| | Cognitive Strategies | Students listen carefully, Students listen to audio repeatedly, Students translate the new vocabulary acquired, and students conclude the meaning contained in the audio. | 7, 8, 9, 10, 11, 12 | 6 |
| | Compensation Strategies | Students try to find keywords from topics in audio, Students use the clues they have found in the audio, Students understand the context to find out the information in the audio, Students focus on questions when working on questions. | 13, 14, 15, 16, 17, 18 | 6 |
| | Metacognitive Strategies | Students prepare themselves, Students looking for a comfortable place to study, Students review the material, Students record important pin points, Students summarize the material. | 19, 20, 21, 22, 23, 24 | 6 |
| | Affective Strategies | Students focus themselves Students enjoys learning, Students feel confident when learning. | 25, 26, 27, 28, 29, 30 | 6 |

| | | | | |
|--|-------------------|--|------------------------|---|
| | Social Strategies | Students share information with their friends, Students make study groups, Students actively ask the lecturer who teaches. | 31, 32, 33, 34, 35, 36 | 6 |
| | Total | | 36 | |

For the purposes of quantitative analysis, the answers to each question in the questionnaire will be scored as follows.

Table 3.3
Instrument Answer Score

| No. | Instruments' Answer | Answer Score |
|-----|-------------------------|--------------|
| 1. | Strongly Agree (SA) | 5 |
| 2. | Agree (A) | 4 |
| 3. | Neutral (N) | 3 |
| 4. | Disagree (DA) | 2 |
| 5. | Strongly Disagree (SDA) | 1 |

(Source : Sugiyono, 2006. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*)

d. Interview

Creswell (2012) argues that interviews provide more opportunities for researchers to obtain detailed information that cannot be gathered from observation. Interview in this research is a secondary

instrument to support the questionnaire results. In this study, the researchers selected 5 students majoring in English at UINFAS Bengkulu to conduct interviews with 4 questions contains student learning strategies starting from before learning begins, during lessons, until when learning is over. Those four question of the interview were hoped to help the researcher to describe and support the main data which was gotten from the questionnaire. The following table is a grid of interviews about students' strategies in learning listening skills.

Table 3.4
Grid of interview about students' strategies
in learning listening skills

| Variable | Indicators | Question Item |
|---|---------------------------|--|
| <i>Students' Strategies in Learning Listening skill</i> | Before learning starts | 1. Before starting the online listening class, how did you prepare before the lesson started? |
| | When learning takes place | 2. When learning is taking place, what is your focal point? (example: taking notes, listening to explanations, and so on) 3. When answering questions, what is your focal point for answering questions based on the audio that has been given? |
| | After learning is over | 4. After the lesson is over, what do you prepare for the next listening class meeting? |

E. The Technique of Data Verivication

a. Validity

Validity means the extent to which the accuracy and accuracy of a measuring instrument in carrying out its measuring function. A measuring instrument is said to have high validity if the tool performs its measuring function, or provides

measurement results that are in accordance with the purpose of the measurement. Whether or not a measuring instrument is valid depends on whether or not the measuring instrument is able to achieve the desired measurement objectives correctly (Azwar, 2008, p.5).

The other side of validity is the aspect of measurement accuracy. A valid measuring instrument is not only able to express the data correctly but also must provide a careful description of the data.

According to Sumadi Suryabrata, the validity of a question is the degree of conformity between a question and a set of other questions. The size of the question is the correlation between the score on the question and the score on the item correlation, which is usually called the biserial correlation. So the higher the validity of a measuring instrument, the more it hits the target and shows what is actually being measured.

Student learning strategies in learning listening skills are measured using a questionnaire taken from the indicator points contained in the operational concept. The validity of the questionnaire was tested by conducting trials on several samples to be taken. After the data was collected, the researcher used Microsoft Excel (2010) to analyze content validity. The results showed that all items were valid. The data were analyzed to identify the value of r , then the researcher compared the calculated r and r table. The value of r table with a significance level of 5% is 0.514. If r arithmetic is counted $> r$ table on each questions, then the instrument is valid on every statement. Therefore, there are 36 questionnaire instruments in this study based on the results of the validity tests that have been carried out.

b. Reliability

Reliability is the extent to which the results of a measurement can be trusted. The measurement

results can be trusted only if in several times the implementation of measurements of the same group of subjects obtained relatively the same results, as long as the aspects measured in the subject have not changed. In this case, relatively the same means that there is still tolerance for small differences between the results of several measurements. If the difference is very large from time to time, the measurement results cannot be trusted and are said to be unreliable (Azwar, 2008, p.5).

Reliability is not the same as validity. This means that a reliable measure will measure consistently, but not necessarily measure what it is supposed to measure. Reliability can be referred to as a test of constancy or consistency of a measuring instrument. A measuring instrument with high reliability is a stable measuring instrument which always gives relatively constant results. The high and low reliability of the measuring instrument is

expressed by a number called the reliability coefficient. The reliability coefficient ranges from 0 to 1 and there is no definite benchmark. A good reliability coefficient is as large as possible, close to 1.00 which is called perfect.

As for this research, to test the reliability of the measuring instrument, the alpha formula was used by using the computer-assisted program Statistical Package For Social Science (SPSS) SPSS 25.0. Smith (1991) reported reliability for all aspects of the questionnaire items Cronbach's alpha is equal to 0.60. The results of the realibility analysis of the questionnaire used amounted 0,968>0,60 which means reliable.

Table 3.5
Reliability of instrument

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .968 | 36 |

F. Data Collection Procedure

To collect actual information from the subject called the respondent, the researcher will conduct research with the following steps:

1. The researcher will make an appointment with the class leader of the second and fourth semester students of the English Education Department of UINFAS Bengkulu.
2. The researcher will create a group to direct the respondents.
3. The researcher then distributed the questionnaire using the google form.
4. The researcher explained the purpose of giving the questionnaire and how to answer the questionnaire to the students.
5. After the students finished answering the questionnaire, the researcher collected the questionnaire for later analysis.
6. To support the data, the researcher conducted

interviews with 5 students who had filled out the questionnaire with the most dominant strategy.

7. Researchers would like to thank all respondents who have helped in data collection.

G. Data Analysis Technique

1. Questionnaire

Data processing techniques in this study use a computation calculation SPSS (Statistical Product and Service Solution) Version 25.0 for Windows because this program has a high statistical ability and the data management system in the graphical environment use a simple descriptive menus and dialog boxes so making it easy to understand how the operation (Sugiyanto, 2012).

The analytical method used in this research is Descriptive Analysis Percentage. This percentage descriptive is processed by frequency divided by the number of respondents and multiplied by 100 percent, as stated Sudjana (2001: 129) are as follow:

$$P = \frac{F}{N} \times 100\% =$$

Where:

P= Percentage

F= Frequency

N= The total number of students

100% = Constant Number

(Gay, 1981,p.287)

The research scale scores are as follows:

Table 3.6
Research Scale Table

| Scale development | Development |
|-------------------|-------------|
| 21 – 30 | High |
| 11 – 20 | Medium |
| <10 | Low |

2. Interview

Accroding to Miles and Hubberman (In Sugiyono, 2007, p.204), is collecting data, reduction of data, presentation of data and the last step is conclusion. The techniques are as follows.

a. Reduction Data

Reduction data are a simplification through selection and it is focusing raw validity data become meaningful information, so easy to make a conclusion.

c. Presentation of Data

Presentation of data often used in qualitative data is a narrative. Presentations of data contain collection of information that arranged systematically and easy to understand.

d. Conclusion

Conclusion is a last step in data analysis, we must look the results of data reduction, keep refer to problem statement in the purpose to be achieved. Data has been arranged and compared between one to other, it is to make a conclusion as an answer of the problem.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion from the research at UINFAS Bengkulu to answer the research question. The result of kuesioner and interview are explained and discussed as the following:

A. Research Findings

The type of data from this study was obtained from 2 data, namely questionnaires and interviews. Questionnaire data obtained from respondents as many as 65 people who have been selected by simple random sampling. Interview data obtained from respondents as many as 5 people who were selected by random purposive sampling. There are two kinds of research findings in this study: (1) student learning strategies in learning listening skills during the covid 19 pandemic (2) how these strategies can help students learn listening skills during the covid 19 pandemic.

1. Students learning strategy in learning listening skills during covid 19 pandemic.

The following are the results and description of data findings from the distribution of questionnaires containing six learning strategies.

Table 4.1
Memory Strategy Research Results Table

| Category | Score range | Frequency | Percentage (%) |
|----------|-------------|-----------|--------------------|
| High | 21 – 30 | 25 | 38,46 % |
| Medium | 11 – 20 | 33 | 50,76 % |
| Low | < 10 | 7 | 10,76 % |
| | | 65 | 100 % |

(Red marks in the table indicate the highest percentage category)

Description of the Memory Strategy table: After looking at the Memory Strategy table the ranking for the High category score is 21-30 with a frequency of 25 (38.46%). The score rank in the medium category is 11-20 with a frequency of 33 (50.76%). The ranking score in the low category is < 10 with a frequency of 7 (10.76%). From the results of the study, it was concluded that the English Education Department at UINFAS Bengkulu had

been obtained in the moderate category in using Memory Strategy.

Tabel 4.2
Cognitive Strategy Research Results Table

| Category | Score range | Frequency | Percentage (%) |
|----------|-------------|-----------|--------------------|
| High | 21 – 30 | 24 | 36,92 % |
| Medium | 11 – 20 | 27 | 41,53 % |
| Rendah | < 10 | 14 | 21,53 % |
| | | 65 | 100 % |

(Red marks in the table indicate the highest percentage category)

Description of the Cognitive Strategy table: After looking at the Cognitive Strategy table the ranking for the High category score is 21-30 with a frequency of 24 (36.92%). The score ranking in the medium category is 11-20 with a frequency of 27 (41.53%). The ranking score in the low category is < 10 with a frequency of 14 (21.53%). From the results of the study, it was concluded that the English Education Department at UINFAS Bengkulu had been obtained in the moderate category in using Cognitive Strategy.

Tabel 4.3
Compensation Strategy Research Results Table

| Category | Score range | Frequency | Percentage (%) |
|----------|-------------|-----------|--------------------|
| High | 21 – 30 | 20 | 30,76 % |
| Medium | 11 – 20 | 45 | 69,23 % |
| Low | < 10 | 0 | 0 % |
| | | 65 | 100 % |

(Red marks in the table indicate the highest percentage category)

Description of the Compensation Strategy table:

After looking at the Compensation Strategy table the ranking for the High category score is 21-30 with a frequency of 20 (30.76%). The score rank in the medium category is 11-20 with a frequency of 45 (69.23%). The ranking of scores in the low category is < 10 with a frequency of 0 (0%). From the results of the study, it was concluded that the English Education Department at UINFAS Bengkulu had been obtained in the moderate category in using the Compensation Strategy.

Tabel 4.4
Metacognitive Strategy Research Results Table

| Category | Score range | Frequency | Percentage (%) |
|----------|-------------|-----------|--------------------|
| High | 21 – 30 | 48 | 73,84 % |
| Medium | 11 – 20 | 17 | 26,15 % |
| Low | < 10 | 0 | 0 % |
| | | 65 | 100 % |

(Red marks in the table indicate the highest percentage category)

Description of the Metacognitive Strategy table:

After looking at the Metacognitive Strategy table the ranking for the High category score is 21-30 with a frequency of 48 (73.84%). The score ranking in the medium category is 11-20 with a frequency of 17 (26.15%). The ranking of scores in the low category is < 10 with a frequency of 0 (0%). From the results of the study, it was concluded that the Department of English Education at UINFAS Bengkulu had been obtained in the High category in using Metacognitive Strategy.

Tabel 4.5
Affective Strategy Research Results Table

| Category | Score range | Frequency | Percentage (%) |
|----------|-------------|-----------|--------------------|
| High | 21 – 30 | 18 | 27,69 % |
| Medium | 11 – 20 | 47 | 72,30 % |
| Low | < 10 | 0 | 0 % |
| | | 65 | 100% |

(Red marks in the table indicate the highest percentage category)

Description of the Affective Strategy table: After looking at the Affective Strategy table, the ranking for the High category score is 21-30 with a frequency of 18 (27.69%). The score ranking in the medium category is 11-20 with a frequency of 47 (72.30%). The ranking of scores in the low category is < 10 with a frequency of 0 (0%). From the results of the study, it was concluded that the English Education Department at UINFAS Bengkulu had been obtained in the moderate category in using Affective Strategy.

Tabel 4.6
Social Strategy Research Results Table

| Category | Score range | Frequency | Percentage (%) |
|----------|-------------|-----------|--------------------|
| High | 21 – 30 | 21 | 32,30% |
| Medium | 11 – 20 | 43 | 66,15% |
| Low | < 10 | 1 | 1,53% |
| | | 65 | 100% |

(Red marks in the table indicate the highest percentage category)

Description of the Social Strategy table: After looking at the Social Strategy table the ranking for the High category score is 21-30 with a frequency of 21 (32.30%). The score rank in the medium category is 11-20 with a frequency of 43 (66.15%). The ranking score in the low category is < 10 with a frequency of 1 (1.53%). From the results of the study, it was concluded that the English Education Department at UINFAS Bengkulu had been obtained in the moderate category in using Social Strategy.

2. How can these strategies help students learn listening skills during the covid 19 pandemic.

Based on the results of the data obtained from the questionnaire, metacognitive strategy is the most dominant strategy used by students. Therefore, the researcher intends to explore more about how this metacognitive strategy can help them in listening class. This interview aims to support the main data from the questionnaire. To answer the research question of how the strategy can help them in the listening class, the researcher asked questions related to their activities before the lesson started, while the lesson was in progress, and after the lesson was over. The following is a table of interview data.

Table. 4.7
Interview Data

| No. | Question | Technique | Data Source | Answer |
|--------|--|------------------|------------------|---|
| Data 1 | Before starting the online listening class, how did you prepare before the lesson started? | <i>Interview</i> | <i>Informant</i> | <p>S1: Before class starts I usually check my internet connection first so that I can follow the learning well until the end of the lesson, then I will prepare other listening learning support things such as headsets and recommended books from the lecturer</p> <p>S2: Before class starts I will look for a place that I think is comfortable and does not interfere with concentration, I will make sure my internet connection is smooth and prepare various learning support tools such as books etc.</p> <p>S3 : Before class starts, I usually study the material that has been given by the lecturer so that I can answer questions on listening questions.</p> <p>S4: Usually I will prepare the material to be studied, I also prepare everything related to learning such as a laptop, a comfortable place for me to study and also a quota so that learning</p> |

| | | | | |
|--------|---|-----------|-----------|---|
| | | | | <p>can run without problems.</p> <p>S5 : I prepared several things, the first is to prepare tools for online listening classes, such as cellphones/laptops, speakers/earphones, and stationery. Then I prepared a place to do listening in a quiet room so it wouldn't interfere with the online listening class.</p> |
| Data 2 | <p>When learning is taking place, what is your focal point? (example: taking notes, listening to explanations, and so on)</p> | Interview | Informant | <p>S1 : I usually focus on what is being explained, sometimes I will note some points that I think are very important, for example, such as unfamiliar vocabulary and some important points in the material being explained so that I can improve my English skills, especially listening</p> <p>S2: During the learning process, I will focus on listening to the material being delivered and take notes on the points that I think are important in outline</p> <p>S3 : If the listening is a test, I focus on listening to the questions and writing down important things in it. But if it's just regular listening, I usually take notes on</p> |

| | | | | |
|--------|--|------------------|------------------|---|
| | | | | <p>the material given and understand every word.</p> <p>S4 : I usually focus on explanations from the lecturers, and take notes on important points, such as tips for listening to audio.</p> <p>S5: My focus when learning listening is listening, if I feel there are important points I will write down some explanations.</p> |
| Data 3 | When answering questions, what is your focal point for answering questions based on the audio that has been given? | <i>Interview</i> | <i>Informant</i> | <p>S1: usually I focus on the important points, because audio listening usually sounds fast so I can only catch a few words in the audio and then I will match it with some of the answers listed.</p> <p>S2: Usually I focus on listening as a whole then guess at the outline of the core of the discussion and I will look for answers that I think are in accordance with the context of the discussion.</p> <p>S3 : I will read and understand the questions while listening to the audio that is playing, then I will write down important things that are mentioned or mark on</p> |

| | | | | |
|--------|---|------------------|------------------|---|
| | | | | <p>the answer sheet.</p> <p>S4 : I will focus on the question so that I can re-listen to which audio is not clear enough.</p> <p>S5 : My focus point in answering questions is on the questions in the dialogue or if not the dialogue then I try to focus on the key words that I understand.</p> |
| Data 4 | After the lesson is over, what do you prepare for the next listening class meeting? | <i>Interview</i> | <i>Informant</i> | <p>S1: I don't prepare much, usually I only prepare my internet connection is always good every meeting (because this is an online listening class) and I only need to prepare a recommended learning book from the teaching lecturer.</p> <p>S2: After the lesson is finished I will make a note about the discussion that has been delivered and make a conclusion who knows it will be related to the discussion at the next meeting.</p> <p>S3: What needs to be prepared is only the material that will be studied/discussed at the next meeting.</p> <p>S4 : I usually summarize the previous</p> |

| | | | | |
|--|--|--|--|---|
| | | | | <p>material then review it again at the next meeting if there is material that is not clear, and prepare for the next material.</p> <p>S5: I studied the material that I have studied and will study in the next listening class.</p> |
|--|--|--|--|---|

Based on the data in table 4.7, the researcher found some similarities in how they behaved when they were in a listening class during the COVID-19 pandemic. First, before starting the lesson, they really prepare themselves and make sure their condition is really ready to start learning listening in class. as one respondent said "Before class starts I usually check my internet connection first so that I can follow the lesson well until the end of the lesson, then I will prepare other listening support things such as headsets and recommended books from the lecturer".

Second, during the learning process, they will focus on the explanation given and make important notes

from the explanation, following one of the respondents' opinions about their focal point during the lesson. , for example tips on tips when listening to audio".

Third, when doing practice questions based on the audio provided, they try to focus on the audio and guess in general the gist of the discussion they are listening to, such as the opinion of the following respondents about their attitude when listening to the audio. I usually focus on listening as a whole and then guessing the outline of the main point of the conversation and I will look for answers that I think fit the context of the discussion".

Last, when the lesson is finished, they will summarize the previous material and then review it again at the next meeting if there is material that is not clear, one of the respondents also said "After the lesson is finished I will make notes about the material. discussion that has been delivered and draw conclusions who knows what will be related to the lesson. discussion at the next meeting".

So, the researcher concluded that the metacognitive strategy really helped them prepare for listening learning from before the learning started until the learning was finished.

B. Discussion

Learners choose their own learning strategies that are suitable for them to have successful learning. They choose their own learning strategies that are suitable for them and apply them in their learning. The purpose of this study was to find the learning strategies students used when learning listening skills during the covid 19 pandemic and how these strategies could help students learn listening skills during the covid 19 pandemic. In general, the results of this study revealed that there were six categories of learning strategies that used by students: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

To see if there is a difference in the level of proportion of the use of the six strategies, data analysis was carried out using the Likert scale formula. Data analysis to find out what strategies are most dominantly used by students of the English Department of UINFAS Bengkulu in listening classes during the Covid 19 pandemic.

Seen in Table 3.2 memory strategy there are sub-indicators, this is intended by researcher to see student behavior in learning listening skills during the covid 19 pandemic. The sub-indicators contained are students while learning listening skills, storing vocabulary, and applying it when they need it in communication. In Table 4.1 Memory Strategy, the highest frequency was in the medium category, which was 50.76%, while the lowest was in the low category, which was 10.76%, while the high category was only 38.46%. From the results of the study, it was concluded that at UINFAS Bengkulu it was obtained in the medium category with a frequency of 33 (50.76%) in the use of memory strategy learning strategies.

Seen in Table 3.2 Cognitive Strategy, there are several sub-indicators, namely students listen to the audio carefully and repeatedly, then students translate the new vocabulary they get, and students conclude the meaning of the audio. In Table 4.1 Cognitive Strategy, the highest frequency is in the medium category, which is 41.53%, while the lowest is in the low category, which is 21.53%, while the high category is only 36.92%. From the results of the study, it was concluded that at UINFAS Bengkulu it was obtained in the medium category with a frequency of 33 (50.76%) in the use of memory strategy learning strategies.

Seen in Table 3.2 Compensation Strategy there are sub-indicators, namely students trying to find keywords from the topic in the audio, students using the clues they find in the audio, students understanding the context to find out the information in the audio, and students focusing on questions when working on questions. In Table 4.3 Compensation Strategy, the highest frequency is in the

medium category, which is 63.23%, while the lowest is in the low category, which is 0%, while the high category is 30.76%. From the results of the study, it was concluded that at UINFAS Bengkulu had been obtained in the medium category with a frequency of 45 (63.23%) in the use of the Compensation Strategy learning strategy.

Seen in Table 3.2 Metacognitive Strategy there are sub-indicators, namely students prepare themselves when they want to learn, students look for comfortable learning places, students review the material, students record important points, and students summarize the material. In Table 4.3 Metacognitive Strategy, the highest frequency in the high category is 73.84% while the least in the low category is 0%, while the medium category is 26.15%, with these three categories the researcher concludes that metacognitive strategy is widely used by students. while learning listening skills. From the results of the study, it was concluded that at UINFAS Bengkulu had been obtained in the high category with a frequency of 48

(73.84%) in the use of the Metacognitive Strategy learning strategy.

Seen in Table 3.2 Affective Strategy there are sub-indicators, namely students focus, students enjoy learning, students feel confident when learning. In Table 4.3 Affective Strategy, the highest frequency is in the medium category, which is 73.30%, while the lowest is in the low category, which is 0%, while the high category is 27.69%. From the results of the study it was concluded that at UINFAS Bengkulu had been obtained in the medium category with a frequency of 47 (73.30%) in the use of Affective Strategy learning strategies.

Seen in Table 3.2 Social Strategy there are sub-indicators, namely students sharing information with their friends, students making study groups, students actively asking the lecturers who teach. In Table 4.3 Social Strategy, the highest frequency in the medium category is 66, 15% while the least in the low category is 1.53%, while the high category is 32.30%. From the results of the study, it was

concluded that at UINFAS Bengkulu had been obtained in the medium category with a frequency of 43 (66.15%) in the use of Social Strategy learning strategies.

Refers on the results of data analysis collected by using questionnaire. There were 36 statement items, including 6 statements for each strategy. The results of the questionnaire showed that the metacognitive strategy was the most frequently used strategy, while the affective strategy was the least used strategy by students in learning listening skills during the COVID-19 pandemic.

The first strategy that is often used is the metacognitive strategy, when viewed from the statements in the questionnaire, this strategy involves planning and monitoring learning progress, as stated in Huy (2015, p.26) “Metacognitive strategies include: concentrating your learning, organizing and planning plans you, and evaluate your learning”. This study reveals how participants plan and monitor their learning progress by applying metacognitive strategies. Likewise with students majoring

in English at UINFAS Bengkulu, they design their learning very well in order to achieve their learning goals in the listening class, seeing the challenges that occur when learning listening skills which are considered quite difficult compared to other English skills, which they have to focus on audio and master some vocabulary that can help them in the process of listening to audio.

The second is strategy memory. Memory strategy is related to how students store the vocabulary memory they get which will then help in English communication, as according to Huy (2015, p.25) "memory strategies are used to enter new information into memory storage and to retrieve it to help students relate one L2 item or concept to another". In listening class, memory strategies help students store the information they hear in the audio as their help when working on problems.

The third cognitive strategy, the cognitive strategy is related to how students listen to the audio carefully, which can then conclude the meaning in the audio,

According to Huy (2015, p.25) “cognitive strategies were used to help learners to obtain knowledge, understand of linguistics system, for example, learners could understand the meaning of words from context”. In the listening class students use cognitive strategies by training their hearing by repeating the audio in order to understand the context well, they also try to focus on the main idea of the audio and arrange the meaning patterns in order to answer the questions.

The fourth is social strategies related to learning through interaction, Huy (2015, Pp 24-25) states "Social strategies include: asking questions and cooperating with each other". In the learning process, of course, students need friends to share difficulties and find ways to achieve their learning goals. In listening class students use social strategies to work together and share ideas and information and practice together to overcome these difficulties.

Then there is the compensation strategy. The compensation strategy relates to how students use this

strategy to guess previously unknown English words, which also According to Huy (2015, p.25) “compensation strategies can help students make up for lost knowledge when they do not hear something clearly. Therefore, they can use clues to guess the meaning of words or pieces of information.”. In the listening class, some students use clues from their vocabulary to help them understand the audio when they don't hear the audio clearly, students also use other clues such as distinguishing the speaker by the type of voice or the background where the conversation takes place based on what the audio listens to. However, there are still few students who understand the concept of this compensation strategy so that this strategy is included in the category that is quite a bit used by students majoring in English at UINFAS Bengkulu.

Furthermore, the last is affective strategies related to students' feelings and emotions, as cited in Bingol et.al. (2014, p.3) “defines socioaffective strategies as techniques listeners use to collaborate with others, to verify

understanding, or to reduce anxiety”. In listening learning at UINFAS Bengkulu, affective strategy is the least used strategy, this strategy helps students control their feelings, emotions, motivations, and attitudes when learning, but students feel that they do not fit the concept of affective strategy, they tend to be indifferent to learning motivation and how they feel when they are in class.

Based on the discussion above, the six strategies above can very helpful for students in learning listening skills, especially during the COVID-19 pandemic, where learning listening skills is considered quite difficult, with these strategies students can better prepare themselves in learning, as the statement above results show that among these six strategies, metacognitive strategy is the most dominant used by students, by helping them better prepare themselves when they want to learn listening skills, and through interviews the results of this study also reveal how participants plan and monitor their learning progress by applying metacognitive strategies.

Based on the experience of students when learning online, students tend to not realize that they have used strategies during the learning process, they have prepared the learning carefully, they have prepared themselves before the learning begins by preparing several things needed during the listening class, such as preparing a comfortable place. For learning, ensuring the network remains stable, and various supporting tools for listening to audio that will be provided. Then when learning begins they will focus on the explanation given and make notes of important points, when given questions based on audio, they will focus on listening to the important points related to the questions. then when the learning is over they will make a summary which will then review again at the next meeting if there is material that is not understood. Thus, the researchers concluded that the metacognitive strategy really helps students in learning listening skills, especially during the COVID-19 pandemic, where learning listening skills is

considered quite difficult, with this strategy students can better prepare themselves in learning.

Based on the results of this study, the researcher believes that this research is different from other studies, both in terms of theme and subject. This study is intended to find out what strategies students use when learning listening during the covid 19 period. This research was conducted at a different university level from previous research. This study also does not only focus on one strategy, but this study wants to find out what strategies students use when facing listening classes. In addition, this research was conducted when the teaching and learning process was carried out online due to the Covid-19 pandemic which made learning more challenging for students.

The researcher also hopes that the results of this research will be useful for universities as a reference and description of how strategies have some impact on students' learning processes, especially in the listening class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the survey results, there are six learning strategies for learning listening skills based on the theory of Huy (2015), including memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The most dominant strategy used by students majoring in English at UINFAS Bengkulu is metacognitive strategy because this strategy has concepts that students usually apply during listening class learning, while the least used is the affective strategy because this strategy has a concept that is quite rare and difficult for students to understand and apply. So overall, learning strategies have an important role for students to achieve their learning goals, such as which metacognitive strategy is most dominantly used, this strategy helps students in

designing and maintaining their learning process in online listening classes during the COVID-19 pandemic.

B. Suggestions

After knowing student responses to questionnaires and interviews about student learning strategies in learning listening skills, the researcher would like to give some suggestions for students, lecturers, and other researchers.

Based on the results of this study, there are several listening strategies that can be applied by students of UINFAS Bengkulu. This study suggests that lecturers can introduce these strategies to students. By introducing strategies to students, they can better know the learning strategies used. Lecturers can teach students how to use each category of listening strategies that can help them to improve their listening skills. In addition, this study can help students to choose which strategies are suitable for them to help them better understand the listening material. Listening tasks and activities related

to listening strategies can be carried out to implement these strategies.

However, the results of this study have certain limitations. This research was only conducted on students majoring in English at UINFAS Bengkulu. Therefore, future research is expected to be able to further expand the scope of research as well as take populations from other universities. Finally, the researcher hopes that this research can be a reference or consideration for those who study in the field of learning English.

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A P P E N D I C E S

APPENDIX 1
INSTRUMENT PENELITIAN
RATING SCALE QUESTIONNAIRE

Nama :

Kelas/Semester:

Isilah kuesioner di bawah ini dengan sejujur-jujurnya dengan memberi tanda checklist (√) di kolom yang disediakan.

SS : Sangat setuju

S : Setuju

N : Netral

TS : Tidak setuju

STS : Sangat tidak setuju

| No | Pernyataan | Jawaban | | | | |
|----|--|---------|----|---|---|----|
| | | STS | TS | N | S | SS |
| 1 | Saya mencatat kosa kata baru ketika mendengarkan audio. | | | | | |
| 2 | Saya menghafal beberapa kosa kata baru setelah mendengarkan audio. | | | | | |
| 3 | Saya mengingat kembali dialog dalam audio listening. | | | | | |
| 4 | Saya menggunakan kosa kata baru untuk membantu meningkatkan kemampuan Bahasa Inggris saya. | | | | | |
| 5 | Saya menerapkan kosa kata baru dalam keseharian agar tidak lupa. | | | | | |
| 6 | Saya membuat catatan khusus untuk kosa kata baru dari audio yang diberikan. | | | | | |
| 7 | Saya mendengarkan ulang audio yang diberikan. | | | | | |
| 8 | Saya mendengarkan audio secara seksama. | | | | | |
| 9 | Saya mencoba menerjemahkan audio yang saya dengar. | | | | | |
| 10 | Saya menebak makna dari audio berdasarkan kosa kata yang saya | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | miliki. | | | | | |
| 11 | Saya menyimpulkan makna yang terdapat di audio. | | | | | |
| 12 | Saya membuat ringkasan dari audio yang saya dengar. | | | | | |
| 13 | Saya mencoba menemukan kata kunci berdasarkan topik dari audio yang diberikan. | | | | | |
| 14 | Jika saya tidak mendengar audio dengan jelas, saya mencoba menebak informasi berdasarkan clue yang saya dengar sebelumnya. | | | | | |
| 15 | Saya mencoba menebak informasi dari audio berdasarkan konteks percakapan. | | | | | |
| 16 | Saya focus pada pertanyaan dalam audio ketika mengerjakan soal. | | | | | |
| 17 | Saya mencoba memahami audio dengan kosa kata yang saya miliki. | | | | | |
| 18 | Saya mendapatkan informasi dari clue seperti latar belakang suara untuk menebak situasi dalam audio. | | | | | |
| 19 | Saya mempersiapkan diri Ketika akan belajar listening. | | | | | |
| 20 | Saya mencari tempat yang nyaman ketika belajar listening agar dapat fokus pada audio. | | | | | |
| 21 | Saya mencoba mengulas kembali materi yang telah dibahas sehingga dapat mengetahui letak kesalahan pemahaman saya. | | | | | |
| 22 | Saya mencatat hal-hal penting yang dijelaskan oleh dosen saat mengajar listening. | | | | | |
| 23 | Saya meringkas materi perkuliahan agar mudah dipahami. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 24 | Saya mengunjungi perpustakaan/website untuk mengerjakan tugas. | | | | | |
| 25 | Saya senang ketika belajar listening. | | | | | |
| 26 | Saya tetap memperhatikan pelajaran ketika keadaan sekitar ramai. | | | | | |
| 27 | Saya merasa percaya diri ketika mengerjakan tugas listening. | | | | | |
| 28 | Saya merasa mampu mendapatkan nilai yang memuaskan. | | | | | |
| 29 | Saya tetap bersemangat belajar walaupun tidak suka dengan guru atau mata kuliah Listening. | | | | | |
| 30 | Saya tetap bersemangat belajar walaupun belajar listening secara online | | | | | |
| 31 | Saya berdiskusi dengan teman ketika terdapat topik yang sulit dipahami. | | | | | |
| 32 | Saya berusaha berkonsentrasi pada saat proses pembelajaran walaupun saya sedang jenuh atau bosan belajar online. | | | | | |
| 33 | Saya berbagi informasi dengan teman terkait topik yang dibahas. | | | | | |
| 34 | Saya membuat kelompok diskusi untuk mengerjakan tugas. | | | | | |
| 35 | Saya tidak menyalin tugas milik teman. | | | | | |
| 36 | Saya bertanya kepada dosen atau teman ketika tidak mengerti dalam memahami pelajaran. | | | | | |

APPENDIX 2
INSTRUMENT PENELITIAN
INTERVIEW

| Questions | Your Answer |
|---|--------------------|
| 1. Before starting the online listening class, how did you prepare before the lesson started? | |
| 2. When learning is taking place, what is your focal point? (example: taking notes, listening to explanations, and so on) | |
| 3. When answering questions, what is your focal point for answering questions based on the audio that has been given? | |
| 4. After the lesson is over, what do you prepare for the next listening class meeting? | |

LEMBAR VALIDASI ANGKET

A. IDENTITAS MAHASISWA

Nama : Nurmala Septiani
NIM : 1711230098
Prodi : Tadris Bahasa Inggris
Judul : A Survey Study of Students' Strategies in Learning
Listening Skills During the Covid 19 Pandemic at Uinfas
Bengkulu".

B. IDENTITAS VALIDATOR

Nama : Desti Handayani M.Pd
Jabatan Fungsional : Dosen Tadris Bahasa Inggris

C. PENGANTAR

Hasil penelitian ini akan digunakan sebagai bukti validitas, sehingga dapat diketahui layak atau tidaknya angket tersebut digunakan dalam penelitian. Atas kesediaan Bapak/Ibu dalam mengisi lembar validasi ini, diucapkan terimakasih.

D. PETUNJUK

1. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda cek (✓) pada kolom dengan skala penilaian sebagai berikut:
5 = Sangat Baik
4 = Baik
3 = Cukup Baik
2 = Kurang Baik
1 = Tidak Baik
2. Bapak/Ibu dimohonkan untuk memberikan kritik dan saran perbaikan pada baris yang telah disediakan.

E. PENILAIAN

| Aspek | Indikator | Skor penilaian | | | | | Komentar |
|------------------|--|----------------|---|---|---|---|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Kejelasan | 1. Kejelasan judul lembar angket | | | | ✓ | | |
| | 2. Kejelasan butir pernyataan | | | | ✓ | | |
| | 3. Kejelasan petunjuk pengisian angket | | | | ✓ | | |
| Ketepatan isi | 4. Ketepatan pernyataan dengan jawaban yang diharapkan | | | | ✓ | | |
| Relevansi | 5. Pernyataan berkaitan dengan tujuan penelitian | | | | ✓ | | |
| | 6. Pernyataan sesuai dengan aspek yang ingin dicapai | | | | ✓ | | |
| Kefaidan isi | 7. Pernyataan mengungkapkan informasi yang benar | | | | ✓ | | |
| Tidak ada bias | 8. Pernyataan berisi satu gagasan yang lengkap | | | | ✓ | | |
| Ketepatan bahasa | 9. Bahasa yang digunakan mudah dipahami | | | | ✓ | | |
| | 10. Bahasa yang digunakan efektif | | | | ✓ | | |
| | 11. Penulisan sesuai dengan EYD | | | | ✓ | | |

F. KOMENTAR UMUM DAN SARAN

.....

.....

.....

.....

.....

G. KESIMPULAN

Berdasarkan penilaian yang telah dilakukan, instrument angket penelitian ini dinyatakan :

- ☒ Layak digunakan untuk uji coba tanpa revisi
- ☐ Layak digunakan untuk uji coba setelah revisi
- ☐ Tidak layak digunakan untuk uji coba

Mohon diberi tanda (✓) pada kolom yang sesuai dengan kesimpulan Bapak/Ibu.

Bengkulu, 2022

Validator


Vera Zastriahita M.Pd

NIP. 197902172009122003

LEMBAR VALIDASI ANGKET

A. IDENTITAS MAHASISWA

Nama : Narmala Septiani
NIM : 1711230098
Prodi : Tadris Bahasa Inggris
Judul : A Survey Study of Students' Strategies in Learning
Listening Skills During the Covid 19 Pandemic at Uinfas
Bengkulu".

B. IDENTITAS VALIDATOR

Nama : Denti Handayani M.Pd
Jabatan Fungsional : Dosen Tadris Bahasa Inggris

C. PENGANTAR

Hasil penelitian ini akan digunakan sebagai bukti validitas, sehingga dapat
diketahui layak atau tidaknya angket tersebut digunakan dalam penelitian. Atas
kesediaan Bapak/Ibu dalam mengisi lembar validasi ini, diucapkan terimakasih.

D. PETUNJUK

1. Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pernyataan
dengan memberikan tanda cek (✓) pada kolom dengan skala penilaian
sebagai berikut:
5 = Sangat Baik
4 = Baik
3 = Cukup Baik
2 = Kurang Baik
1 = Tidak Baik
2. Bapak/Ibu dimohonkan untuk memberikan kritik dan saran perbaikan pada
halus yang telah disediakan.

E. PENILAIAN

| Aspek | Indikator | Skor penilaian | | | | | Komentar |
|------------------|--|----------------|---|---|---|---|----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Kejelasan | 1. Kejelasan judul lembar angket | | | | ✓ | | |
| | 2. Kejelasan bentuk pernyataan | | | | ✓ | | |
| | 3. Kejelasan petunjuk pengisian angket | | | | ✓ | | |
| Ketepatan isi | 4. Ketepatan pernyataan dengan jawaban yang diharapkan | | | | ✓ | | |
| Relevansi | 5. Pernyataan berkaitan dengan tujuan penelitian | | | | ✓ | | |
| | 6. Pernyataan sesuai dengan aspek yang ingin dicapai | | | | ✓ | | |
| Koraiditas isi | 7. Pernyataan menggunakan informasi yang benar | | | | ✓ | | |
| Tidak ada tias | 8. Pernyataan berisi satu jawaban yang lengkap | | | | ✓ | | |
| Ketepatan bahasa | 9. Bahasa yang digunakan mudah dipahami | | | | ✓ | | |
| | 10. Bahasa yang digunakan efektif | | | | ✓ | | |
| | 11. Penulisan sesuai dengan EYD | | | | ✓ | | |

F. KOMENTAR UMUM DAN SARAN

G. KESIMPULAN

Berdasarkan penelitian yang telah dilakukan, instrument angket penelitian ini dinyatakan :

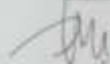
- ☒ Layak digunakan untuk uji coba tanpa revisi
- ☐ Layak digunakan untuk uji coba setelah revisi
- ☐ Tidak layak digunakan untuk uji coba

Mohon diberi tanda (*) pada kolom yang sesuai dengan kesimpulan Bapak/Ibu.

Bengkalis,

2022

Validator



Detti Handayani M.Pd

LEMBAR VALIDASI PEDOMAN WAWANCARA

Judul Skripsi : A Survey Study of Students' Strategies in Listening
Listening Skills during The Covid 19 Pandemic at
UTNFAK Bengkulu
Nama Mahasiswa : Nurul Septian
Nomor Pokok Mahasiswa : 1711230098
Program Studi : Tadris Bahasa Inggris

A. Permohonan Validasi Instrumen

1. Kami mohon agar Bapak/Ibu memberikan penilaian ditinjau dari beberapa aspek dan saran-saran untuk revisi lembar validasi pedoman wawancara.
2. Pedoman wawancara ini bertujuan untuk mengetahui bagaimana strategi pembelajaran dapat membantu siswa dalam belajar listening skills selama masa pandemi covid 19.
3. Pengisian tabel validasi, dimohon untuk Bapak/Ibu memberikan tanda \checkmark pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
4. Pengisian saran-saran revisi, Bapak/Ibu dapat langsung memuliskannya pada kotak yang telah disediakan, atau memuliskannya pada kolom saran yang kami sediakan.

B. Tabel Validasi

| No | Aspek yang diamati | Muncul | | Komentar / Saran |
|----|--|--------|-------|---------------------|
| | | Ya | Tidak | |
| 1 | Tujuan wawancara terdapat dengan jelas | ✓ | | |
| 2 | Urutan pertanyaan dalam tiap bagian terurut secara sistematis | ✓ | | |
| 3 | Butir-butir pertanyaan menggambarkan arah tujuan yang diinginkan | ✓ | | |
| 4 | Butir-butir pertanyaan menggambarkan arah tujuan yang dilakukan peneliti | ✓ | | |
| 5 | Butir-butir pertanyaan tidak membebaskan partisipasi ganda | ✓ | | |
| 6 | Butir-butir pertanyaan mendorong responden memberikan penjelasan tanpa tekanan | ✓ | | |
| 7 | Butir-butir pertanyaan mengarahkan responden untuk menjelaskan bagaimana strategi itu dapat membantu siswa | ✓ | | |

C. Simpulan Validator/Penilai

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan Bapak/Ibu:

- ☒ 1. Dapat digunakan tanpa revisi
- ☐ 2. Dapat digunakan dengan sedikit revisi
- ☐ 3. Dapat digunakan dengan banyak revisi
- ☐ 4. Belum dapat digunakan


D. Komentar / Saran Perbaikan

E. Identitas Validator

| | |
|-----------------------------|------------------------------|
| Mohon dituliskan: | |
| Nama Lengkap | <u>Fitra Zaidanika, M.Pd</u> |
| Umur | <u>43 Tahun</u> |
| Sekolah (lokasi mengajar) | <u>UM TAS. Bangkudu</u> |
| Pengalaman Mengajar (tahun) | <u>10th</u> |

Bangkalan, 2022

Validator


Fitra Zaidanika M.Pd
NIP. 197902172009122003

LEMBAR VALIDASI PEDOMAN WAWANCARA

| | |
|-----------------------|--|
| Judul Skripsi | : A Survey Study of Students' Strategies in Listening Listening Skills during The Covid 19 Pandemic at UTNFAH Bengkulu |
| Nama Mahasiswa | : Nurulhaqqi Syarif |
| Nomor Pokok Mahasiswa | : 1711230008 |
| Program Studi | : Tadris Bahasa Inggris |

A. Permohonan Validasi Instrumen

1. Kami mohon agar Bapak/Ibu memberikan penilaian ditinjau dari beberapa aspek dan saran-saran untuk revisi lembar validasi pedoman wawancara.
2. Pedoman wawancara ini bertujuan untuk mengetahui bagaimana strategi pembelajaran dapat membantu siswa dalam belajar listening skills selama masa pandemi covid 19.
3. Pengisian tabel validasi, dimohon untuk Bapak/Ibu memberikan tanda \checkmark pada kolom penilaian yang sesuai dengan penilaian Bapak/Ibu.
4. Pengisian saran-saran revisi, Bapak/Ibu dapat langsung menuliskannya pada kotak yang telah disediakan, atau memilikannya pada kolom saran yang kami sediakan.

B. Tabel Validasi

| No | Aspek yang diamati | Muncul | | Komentar / Saran |
|----|---|--------|-------|---------------------|
| | | Ya | Tidak | |
| 1 | Tujuan wawancara terlihat dengan jelas | ✓ | | |
| 2 | Urutan pertanyaan dalam tiap bagian sesuai secara sistematis | ✓ | | |
| 3 | Bata-bata pertanyaan menggambarkan arah tujuan yang diinginkan | ✓ | | |
| 4 | Bata-bata pertanyaan menggambarkan arah tujuan yang dilakukan peneliti | ✓ | | |
| 5 | Bata-bata pertanyaan tidak menimbulkan penafsiran ganda | ✓ | | |
| 6 | Bata-bata pertanyaan mendorong responden memberikan penjelasan tanpa tekanan | ✓ | | |
| 7 | Bata-bata pertanyaan mengarahkan responden untuk menjelaskan bagaimana strategi ini dapat membantu siswa. | ✓ | | |

C. Simpulan Validator/Penilai

Mohon diisi dengan meringkas jawaban berikut ini sesuai dengan kesimpulan Bapak/Ibu:

- ☒ 1. Dapat digunakan tanpa revisi
- ☐ 2. Dapat digunakan dengan sedikit revisi
- ☐ 3. Dapat digunakan dengan banyak revisi
- ☐ 4. Belum dapat digunakan

D. Komentar / Saran Perbaikan

E. Identitas Validator

Nama Disikan

Nama Lengkap

Umur

Sekolah (jika ada)

Pengalaman Mengajar (tahun)

Desi Handayani M.Pd
26
KTS Kas Bengkulu
20

Bengkulu, 2022

Validator



Desi Handayani M.Pd

**VARIABLE SCORE LIST OF EACH RESPONDENT'S
STRATEGY**

| NO | VARIABLE MEMORY STRATEGY | | VARIABLE COGNITIVE STRATEGY | |
|----|-----------------------------|------------|--------------------------------|------------|
| | SCORE | CATEGORIES | SCORE | CATEGORIES |
| 1 | 12 | Moderate | 7 | Low |
| 2 | 26 | High | 26 | High |
| 3 | 10 | Low | 10 | Low |
| 4 | 19 | Moderate | 20 | Moderate |
| 5 | 14 | Moderate | 14 | Moderate |
| 6 | 24 | High | 25 | High |
| 7 | 24 | High | 25 | High |
| 8 | 26 | High | 25 | High |
| 9 | 13 | Moderate | 12 | Moderate |
| 10 | 24 | High | 25 | High |
| 11 | 25 | High | 28 | High |
| 12 | 20 | Moderate | 18 | Moderate |
| 13 | 16 | Moderate | 16 | Moderate |
| 14 | 15 | Moderate | 16 | Moderate |
| 15 | 25 | High | 26 | High |
| 16 | 13 | Moderate | 15 | Moderate |
| 17 | 24 | High | 25 | High |
| 18 | 7 | Rendah | 8 | Low |
| 19 | 16 | Moderate | 17 | Moderate |
| 20 | 15 | Moderate | 17 | Moderate |
| 21 | 12 | Moderate | 7 | Low |
| 22 | 26 | High | 26 | High |
| 23 | 10 | Low | 10 | Low |
| 24 | 19 | Moderate | 20 | Moderate |
| 25 | 14 | Moderate | 14 | Moderate |
| 26 | 24 | High | 25 | High |
| 27 | 12 | Moderate | 7 | Low |

| | | | | |
|----|----|----------|----|----------|
| 28 | 26 | High | 26 | High |
| 29 | 10 | Low | 10 | Low |
| 30 | 19 | Moderate | 20 | Moderate |
| 31 | 14 | Moderate | 14 | Moderate |
| 32 | 24 | High | 25 | High |
| 33 | 13 | Moderate | 10 | Low |
| 34 | 24 | High | 26 | High |
| 35 | 12 | Moderate | 11 | Moderate |
| 36 | 20 | Moderate | 19 | Moderate |
| 37 | 13 | Moderate | 14 | Moderate |
| 38 | 25 | High | 23 | High |
| 39 | 25 | High | 24 | High |
| 40 | 27 | High | 25 | High |
| 41 | 13 | Moderate | 12 | Moderate |
| 42 | 25 | High | 24 | High |
| 43 | 25 | High | 23 | Moderate |
| 44 | 13 | Moderate | 10 | Low |
| 45 | 24 | High | 26 | High |
| 46 | 12 | Moderate | 11 | Moderate |
| 47 | 20 | Moderate | 19 | Moderate |
| 48 | 13 | Moderate | 14 | Moderate |
| 49 | 25 | High | 23 | High |
| 50 | 25 | High | 25 | High |
| 51 | 24 | High | 25 | High |
| 52 | 7 | Low | 8 | Low |
| 53 | 16 | Moderate | 17 | Moderate |
| 54 | 15 | Moderate | 17 | Moderate |
| 55 | 12 | Moderate | 7 | Low |
| 56 | 26 | High | 26 | High |
| 57 | 10 | Low | 10 | Low |
| 58 | 19 | Moderate | 20 | Moderate |
| 59 | 14 | Moderate | 14 | Moderate |

| | | | | |
|----|----|----------|----|----------|
| 60 | 24 | High | 25 | High |
| 61 | 12 | Moderate | 7 | Low |
| 62 | 26 | High | 26 | High |
| 63 | 10 | Low | 10 | Low |
| 64 | 19 | Moderate | 20 | Moderate |
| 65 | 14 | Moderate | 14 | Moderate |

**VARIABLE SCORE LIST OF EACH RESPONDENT'S
STRATEGY**

| NO | VARIABLE COMPENSATION STRATEGY | | VARIABLE METACOGNITIVE STRATEGY | |
|----|--------------------------------------|------------|---------------------------------------|------------|
| | SCORE | CATEGORIES | SCORE | CATEGORIES |
| 1 | 16 | Moderate | 26 | High |
| 2 | 24 | High | 25 | High |
| 3 | 17 | Moderate | 22 | High |
| 4 | 19 | Moderate | 22 | High |
| 5 | 13 | Moderate | 22 | High |
| 6 | 18 | Moderate | 24 | High |
| 7 | 23 | Moderate | 22 | High |
| 8 | 26 | High | 29 | High |
| 9 | 12 | Moderate | 24 | High |
| 10 | 24 | High | 24 | High |
| 11 | 28 | High | 20 | Moderate |
| 12 | 21 | High | 20 | Moderate |
| 13 | 14 | Moderate | 22 | High |
| 14 | 15 | Moderate | 19 | Moderate |
| 15 | 24 | High | 22 | High |
| 16 | 16 | Moderate | 15 | Moderate |
| 17 | 27 | High | 23 | High |
| 18 | 11 | Moderate | 23 | High |
| 19 | 18 | Moderate | 16 | Moderate |
| 20 | 22 | High | 20 | Moderate |
| 21 | 14 | Moderate | 14 | Moderate |
| 22 | 24 | High | 27 | High |
| 23 | 17 | Moderate | 23 | High |
| 24 | 19 | Moderate | 19 | Moderate |
| 25 | 13 | Moderate | 19 | Moderate |
| 26 | 18 | Moderate | 23 | High |

| | | | | |
|----|----|----------|----|----------|
| 27 | 14 | Moderate | 23 | High |
| 28 | 24 | High | 21 | High |
| 29 | 17 | Moderate | 21 | High |
| 30 | 19 | Moderate | 16 | Moderate |
| 31 | 13 | Moderate | 16 | Moderate |
| 32 | 18 | Moderate | 22 | High |
| 33 | 14 | Moderate | 14 | Moderate |
| 34 | 25 | High | 23 | High |
| 35 | 16 | Moderate | 26 | High |
| 36 | 19 | Moderate | 24 | High |
| 37 | 13 | Moderate | 18 | Moderate |
| 38 | 19 | Moderate | 22 | High |
| 39 | 23 | High | 25 | High |
| 40 | 27 | High | 28 | High |
| 41 | 13 | Moderate | 24 | High |
| 42 | 21 | High | 22 | High |
| 43 | 19 | Moderate | 27 | High |
| 44 | 14 | Moderate | 21 | High |
| 45 | 25 | High | 19 | Moderate |
| 46 | 16 | Moderate | 21 | High |
| 47 | 19 | Moderate | 23 | High |
| 48 | 13 | Moderate | 26 | High |
| 49 | 19 | Moderate | 24 | High |
| 50 | 23 | High | 24 | High |
| 51 | 27 | High | 29 | High |
| 52 | 11 | Moderate | 26 | High |
| 53 | 18 | Moderate | 16 | Moderate |
| 54 | 22 | High | 22 | High |
| 55 | 14 | Moderate | 12 | Moderate |
| 56 | 24 | High | 25 | High |
| 57 | 17 | Moderate | 25 | High |
| 58 | 19 | Moderate | 24 | High |

| | | | | |
|----|----|----------|----|----------|
| 59 | 13 | Moderate | 17 | Moderate |
| 60 | 18 | Moderate | 25 | High |
| 61 | 14 | Moderate | 24 | High |
| 62 | 24 | High | 25 | High |
| 63 | 17 | Moderate | 27 | High |
| 64 | 19 | Moderate | 25 | High |
| 65 | 13 | Moderate | 26 | High |

**VARIABLE SCORE LIST OF EACH RESPONDENT'S
STRATEGY**

| NO | VARIABLE AFEKTIVE STRATEGY | | VARIABLE SOCIAL STRATEGY | |
|----|-------------------------------|------------|-----------------------------|------------|
| | SCORE | CATEGORIES | SCORE | CATEGORIES |
| 1 | 13 | Moderate | 16 | Moderate |
| 2 | 23 | High | 18 | Moderate |
| 3 | 18 | Moderate | 25 | High |
| 4 | 19 | Moderate | 18 | Moderate |
| 5 | 17 | Moderate | 23 | High |
| 6 | 24 | High | 12 | Moderate |
| 7 | 16 | Moderate | 19 | Moderate |
| 8 | 28 | High | 19 | Moderate |
| 9 | 15 | Moderate | 17 | Moderate |
| 10 | 16 | Moderate | 17 | Moderate |
| 11 | 27 | High | 19 | Moderate |
| 12 | 17 | Moderate | 23 | High |
| 13 | 15 | Moderate | 15 | Moderate |
| 14 | 18 | Moderate | 25 | High |
| 15 | 16 | Moderate | 11 | Moderate |
| 16 | 17 | Moderate | 17 | Moderate |
| 17 | 19 | Moderate | 18 | Moderate |
| 18 | 20 | Moderate | 24 | High |
| 19 | 16 | Moderate | 28 | High |
| 20 | 19 | Moderate | 17 | Moderate |
| 21 | 13 | Moderate | 18 | Moderate |
| 22 | 23 | High | 25 | High |
| 23 | 18 | Moderate | 17 | Moderate |
| 24 | 19 | Moderate | 25 | High |
| 25 | 17 | Moderate | 11 | Moderate |
| 26 | 24 | High | 19 | Moderate |
| 27 | 13 | Moderate | 18 | Moderate |

| | | | | |
|----|----|----------|----|----------|
| 28 | 23 | High | 24 | High |
| 29 | 18 | Moderate | 18 | Moderate |
| 30 | 19 | Moderate | 22 | High |
| 31 | 17 | Moderate | 16 | Moderate |
| 32 | 24 | High | 17 | Moderate |
| 33 | 14 | Moderate | 25 | High |
| 34 | 24 | High | 17 | Moderate |
| 35 | 16 | Moderate | 25 | High |
| 36 | 19 | Moderate | 12 | Moderate |
| 37 | 17 | Moderate | 15 | Moderate |
| 38 | 22 | High | 17 | Moderate |
| 39 | 19 | Moderate | 18 | Moderate |
| 40 | 27 | High | 28 | High |
| 41 | 14 | Moderate | 17 | Moderate |
| 42 | 19 | Moderate | 20 | Moderate |
| 43 | 22 | High | 17 | Moderate |
| 44 | 14 | Moderate | 15 | Moderate |
| 45 | 24 | High | 26 | High |
| 46 | 16 | Moderate | 14 | Moderate |
| 47 | 19 | Moderate | 24 | High |
| 48 | 17 | Moderate | 10 | Low |
| 49 | 22 | High | 18 | Moderate |
| 50 | 25 | High | 17 | Moderate |
| 51 | 19 | Moderate | 17 | Moderate |
| 52 | 20 | Moderate | 18 | Moderate |
| 53 | 16 | Moderate | 25 | High |
| 54 | 19 | Moderate | 17 | Moderate |
| 55 | 13 | Moderate | 23 | High |
| 56 | 23 | High | 16 | Moderate |
| 57 | 18 | Moderate | 17 | Moderate |
| 58 | 19 | Moderate | 24 | High |
| 59 | 17 | Moderate | 17 | Moderate |

| | | | | |
|----|----|----------|----|----------|
| 60 | 24 | High | 26 | High |
| 61 | 13 | Moderate | 11 | Moderate |
| 62 | 23 | High | 18 | Moderate |
| 63 | 18 | Moderate | 18 | Moderate |
| 64 | 19 | Moderate | 22 | High |
| 65 | 17 | Moderate | 21 | High |

APPENDIX 7

Google Form Documentation



STUDENTS' STRATEGIES IN LEARNING

Pertanyaan **Jawaban** 65 Setelan

Ringkasan Pertanyaan Individual

NAMA :
65 jawaban

- Andhika Diaz Syahfutra
- Nur Aliya
- Esni Senvita
- SITTI RAHAYU ARMITA LESTARI
- Fitriani
- Andisa Rachma
- Bela Oktavia
- Irene Nur Fakhriyah



STUDENTS' STRATEGIES IN LEARNING

Pertanyaan **Jawaban** 65 Setelan

SEMESTER Salin

65 jawaban



| Semester | Count | Percentage |
|----------|-------|------------|
| 5 | 17 | 26.2% |
| 6 | 1 | 1.6% |
| 7 | 47 | 72.2% |

JENIS KELAMIN Salin

65 jawaban



STUDENTS' STRATEGIES IN LEARNING

Pertanyaan **Jawaban** 65 Setelan

Rinta Zahra

1 jawaban

Ririndia Fatihatun Khafifah

1 jawaban

Ema

1 jawaban

Hani Indriyani



STUDENTS' STRATEGIES IN LEARNING

Pertanyaan **Jawaban** 65 Setelan

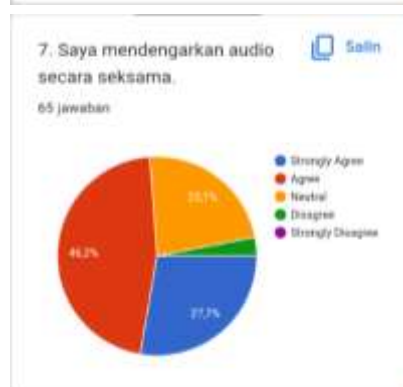
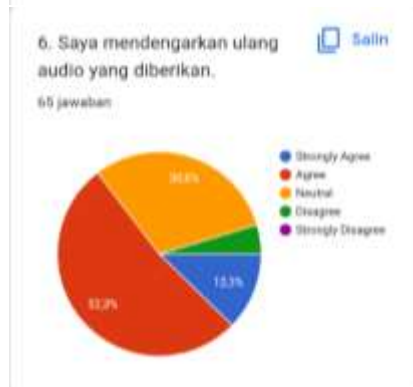
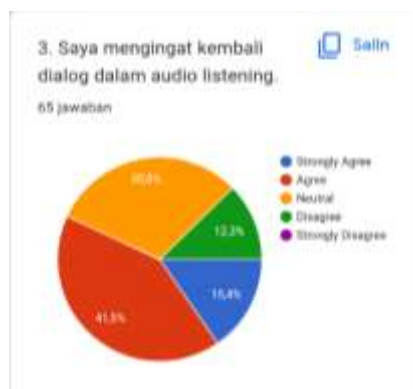
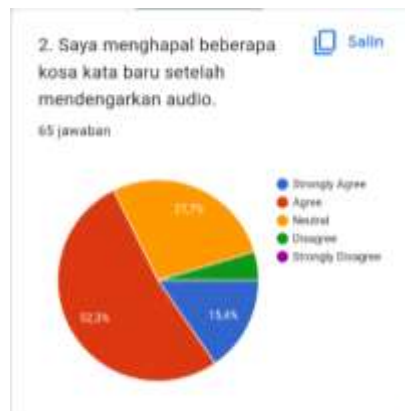
JENIS KELAMIN Salin

65 jawaban



1: Saya mencatat kosak kata baru ketika mendengarkan audio, Salin

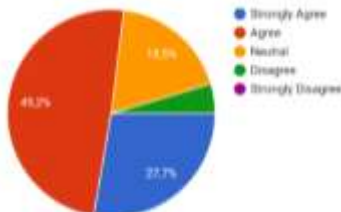
65 jawaban



8. Saya mencoba menerjemahkan audio yang saya dengar.



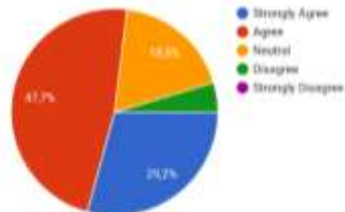
65 jawaban



9. Saya menebak makna dari audio berdasarkan kosa kata yang saya miliki.



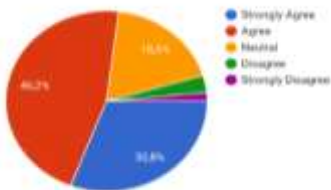
65 jawaban



12. Saya mencoba menemukan kata kunci berdasarkan topik dari audio yang diberikan.



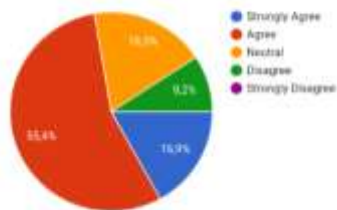
55 jawaban



10. Saya menyimpulkan makna yang terdapat di audio.



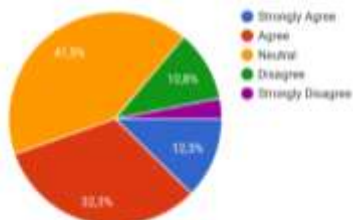
65 jawaban



11. Saya membuat ringkasan dari audio yang saya dengar.



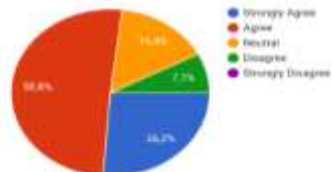
65 jawaban



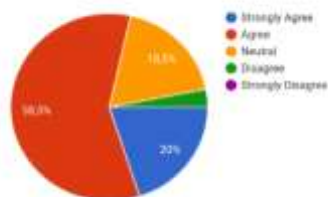
13. Jika saya tidak mendengar audio dengan jelas, saya mencoba menebak informasi berdasarkan clue yang saya dengar sebelumnya.



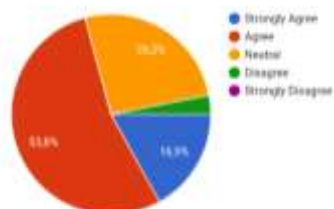
65 jawaban



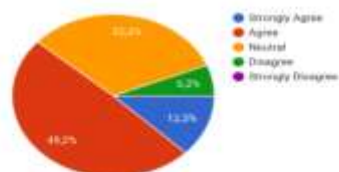
14. Saya mencoba menebak informasi dari audio berdasarkan konteks percakapan.
65 jawaban



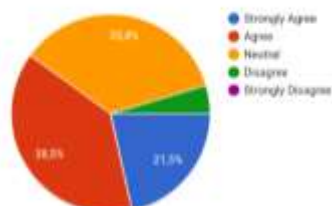
15. Saya focus pada pertanyaan dalam audio ketika mengerjakan soal.
65 jawaban



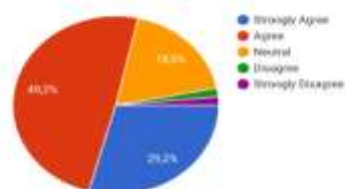
18. Saya mencoba mengulas kembali materi yang telah dibahas sehingga dapat mengetahui letak kesalahan pemahaman saya.
65 jawaban



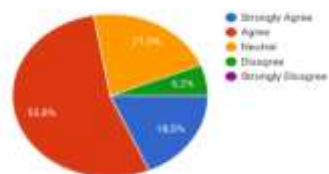
16. Saya mempersiapkan diri Ketika akan belajar listening.
65 jawaban



17. Saya mencari tempat yang nyaman ketika belajar listening agar dapat fokus pada audio.
65 jawaban



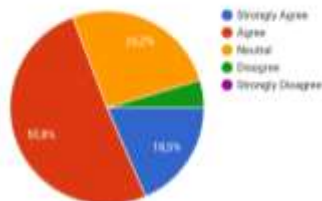
19. Saya mencatat hal-hal penting yang dijelaskan oleh dosen saat mengajar listening.
65 jawaban



20. Saya meringkas materi perkuliahan agar mudah dipahami.

[Salin](#)

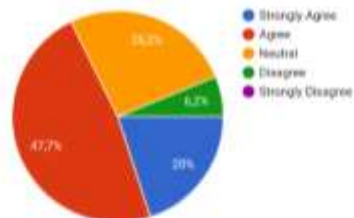
65 jawaban



21. Saya menargetkan tujuan belajar saya.

[Salin](#)

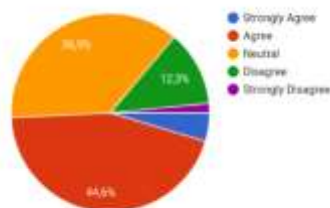
65 jawaban



24. Saya tetap memperhatikan pelajaran ketika keadaan sekitar ramai.

[Salin](#)

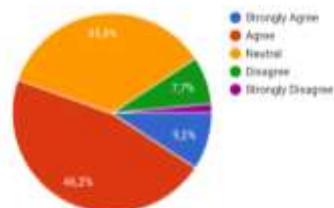
65 jawaban



22. Saya mengunjungi perpustakaan/website untuk mengerjakan tugas.

[Salin](#)

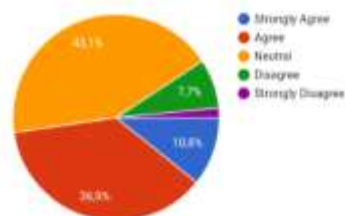
65 jawaban



23. Saya senang ketika belajar listening.

[Salin](#)

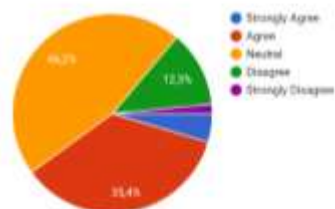
65 jawaban



25. Saya merasa percaya diri ketika mengerjakan tugas listening.

[Salin](#)

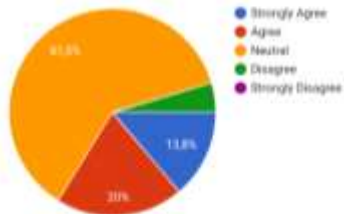
65 jawaban



26. Saya merasa mampu mendapatkan nilai yang memuaskan.

Salin

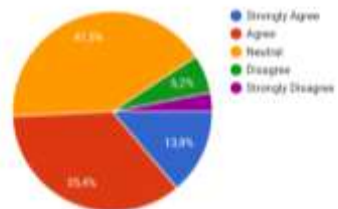
65 jawaban



27. Saya tetap bersemangat belajar walaupun tidak suka dengan guru atau mata kuliah Listening.

Salin

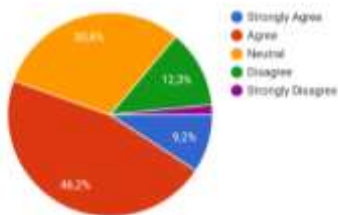
65 jawaban



28. Saya tetap bersemangat belajar walaupun belajar listening secara online

Salin

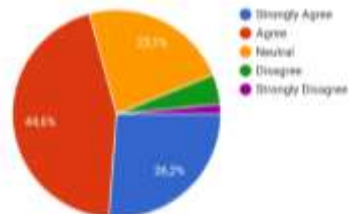
65 jawaban



29. Saya berdiskusi dengan teman ketika terdapat topik yang sulit dipahami.

Salin

65 jawaban



30. Meskipun pelajaran tersebut sulit, saya tetap mempelajarinya.

Salin

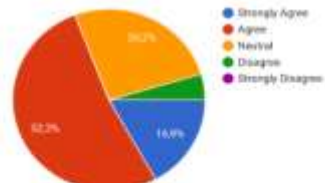
65 jawaban



31. Saya berusaha berkonsentrasi pada saat proses pembelajaran walaupun saya sedang jenuh atau bosan belajar online.

Salin

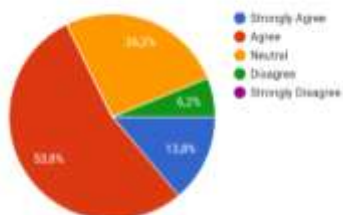
65 jawaban



32. Saya berbagi informasi dengan teman terkait topik yang dibahas.

[Salin](#)

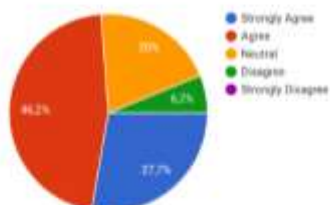
65 jawaban



33. Saya memeriksa kembali tugas atau pekerjaan sebelum dikumpulkan kepada guru.

[Salin](#)

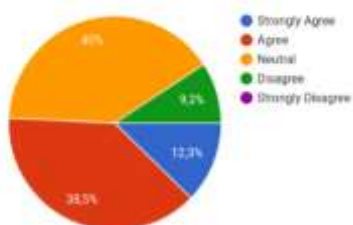
65 jawaban



34. Saya membuat kelompok diskusi untuk mengerjakan tugas.

[Salin](#)

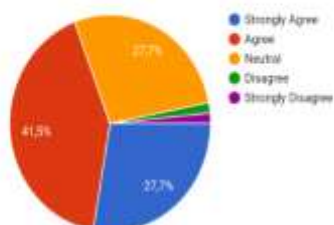
65 jawaban



35. Saya tidak menyalin tugas milik teman.

[Salin](#)

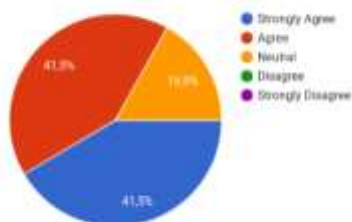
65 jawaban



36. Saya bertanya kepada dosen atau teman ketika tidak mengerti dalam memahami pelajaran.

[Salin](#)

65 jawaban



APPENDIX 8

Interview Documentation







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53679 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUK PEMBIMBING SKRIPSI

Nomor: /In.11/F.II/PP.009/02/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

| No | Nama-NIP | Jabatan | Mahasiswa/NIM | Prodi | Judul |
|----|--|---------|---------------------------------|-------|--|
| 1 | Dr. Syamsul Rizal, M.Pd 196961291999031001 | P.1 | Nurmalia Septiana 1711230008 | THI | An Analysis of Strategies in Teaching Listening During the Covid 19 Pandemic Used by English Lecturer of IAIN Bengkulu |
| 2 | Zetris Loka Adhian, M.Pd 199404202018012003 | P.0 | | | |

Untuk membimbing, memantau, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draft skripsi, penelitian hingga persiapan sidang mawarlah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditandatangani di : Bengkulu

Pada Tanggal : 27 Februari 2021



Terselamatkan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Stasiun Teluk Tegal Desa Kota Bengkulu 36014
Telp: (078) 51276-51111-51112 Fax: (078) 51111-51112
Website: www.uinbengkulu.ac.id

SURAT PERMOHONAN PERBAIKAN JUDUL SKRIPSI

Hal : Permohonan Perbaikan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Nurmala Septiani

NIM : 1711230098

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah : *A Survey Study of Students' Strategies in Learning Listening Skills During the Covid 19 Pandemic at IAIN Bengkulu*

Menjadi : *A Survey Study of Students' Strategies in Learning Listening Skills During the Covid 19 Pandemic at UINFAAS Bengkulu*

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 2022

Disetujui oleh,

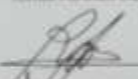
Pembimbing I

Pembimbing II


Dr. Syamsul Rizal, M.Pd
NIP. 196/001291999031001


Zetris Yiska Afriani, M.Pd.
NIP. 199404202018012003

Diketahui oleh,
Ketua Jurusan Bahasa


Chairawati, M.Pd
NIP. 197405231999032002



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Jalan R. Soekarno Vidyut Pagar Dewa Telp. 0779012276, 91271 Fax 07790111333 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Nurmula Septiani, NIM : 1711230098 yang berjudul **"A SURVEY STUDY OF STUDENTS' STRATEGIES IN LEARNING LISTENING SKILLS DURING THE COVID 19 PANDEMIC AT IAIN BENGKULU"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 31 Desember 2021

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 3 Januari 2021

Penyeminar I

Penyeminar II

Andriadi, MA
NIP. 198402212019031001

Endang Haryanto M.Pd
NIDN. 2004058601



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfatbengkulu.ac.id

Nomor : 0561 / Un.23/F.II/TL.00/02/2022

08 Februari 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Koordinator Prodi Tadris Bahasa Inggris
Di -
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*A Survey Study Of Student' Strategies In Learning Listening Skills During The Covid 19 Pandemic At UIN Fatmawati Sukarno Bengkulu*"

Nama : Nurmala Septiani
NIM : 1711230098
Prodi : TBI
Tempat Penelitian : Prodi Bahasa Inggris
Waktu Penelitian : 19 Januari s/d 02 Maret 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

Jalan Raden Fatah Pangar Dewa Kota Bengkulu 38211
Telepon (0738) 51276-51171-51172- Faksimil (0738) 51171-51172
Website: www.uinfatmabengkulu.ac.id

SURAT KETERANGAN

Bengkulu, 30 Maret 2022

Nomor : -
Lampiran : 1 (satu) Bukti Penelitian
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Koorprodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa:

Nama : Nurmala Septiani
NIM : 1711230098
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 19 Januari s/d 02 Maret 2022 dengan judul *"A survey study of students' strategies in learning listening skills during the covid 19 pandemic at UIN Fatmawati Sukarno Bengkulu"* Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Koorprodi TBI

Feny Martina, M.Pd
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 36211
Telepon (0736) 51276-51171-53879 Faksimil (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS KOMPRIHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN IADRIIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor : 2479 /It.11/F.BPP.00904/2021

Tentang:

Persiapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Nurmala Septiani

NIM : 1711230098

Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

| NO | PENGUJI | ASPEK | INDIKATOR |
|----|------------------------------|----------------------------|---|
| 1 | M. Tuahparahutan, M.Pd | Kompetensi IAIN | 1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s.d An Naas) |
| 2 | M. Aul Rahman Hakim, Ph.D | Kompetensi Jurnal/Prodi | 1. Hafalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phonology, Semantics 4. Teaching skill, TEFL, LTR, ESP, CMB |
| 3 | Valueria Utami, M.Ed | Kompetensi Kejuruan | 1. Kemampuan memahami UJPP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran |

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqasah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s.d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.

Bengkulu, 22 April 2021
Dekan

R. BAJID



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INSTITUT AGAMA ISLAM NEGERI
BENGKULU

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Telepon (0736) 51175-51175-51172-53879 Faksimile (0736) 51175-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Normala Septiani Pembimbing I/II : Dr. Syamsul Rizal, M.Pd
NIM : 1711230098 Judul Skripsi : An Analysis of Students'
Jurusan : Tadris Strategies in Learning Listening Skills During
Program Studi : Bahasa Inggris The Covid 19 Pandemic.


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|----|----------------------|------------------|--|------------------|
| 1. | Jum'at 22/10/2021 | Konsultasi Topik | | |
| 2. | Jum'at 5/11/2021 | Revisi Bab 1,2,3 | Ubah Sample Penelitian | |
| 3. | Jum'at 12/11/2021 | Revisi Bab 1,2,3 | Ubah judul menjadi Survey Study - Tambahkan Daftar Isi - Tambahkan Previous Study | |
| 4. | Senin 26/11/2021 | Revisi Bab 1,2,3 | | |
| 5. | Senin 29/11/2021 | ACC Seminar | | |

Mengetahui,
Dekan


Dr. Zuhriah M. M. Pd
NIP. 194002091

Bengkulu, Nov 29, 2021

Pembimbing I/II


Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM Negeri

Ar-Raniry

Jalan Tugu Khatulistiwa, Kota Raniry, 82214

Telepon: 0812 3211111-3212 3279 Fax: 0812 3212 3272

Website: www.iainraniry.ac.id

Nama Mahasiswa: Theresa Septian
NIM: 19230096
Jurusan: Tadris Bahasa Inggris
Program Studi: Tadris Bahasa Inggris
Dosen Pembimbing I: Zulia Uska Aprini, M.Ed
Judul Skripsi: An Analysis of Strategies in Teaching Reading During the Covid-19 Pandemic Used by English Lecturers of IAIN Raniry

| No. | Tgl/Tanggal | Materi Diketahui | Siswa Pembimbing I/II | Paraf Pembimbing |
|-----|----------------|------------------|--|------------------|
| 1. | 03/2021 /03 | Konsultasi topik | Siapa jurnal/artikel terkait topik dasar | |
| 2. | 19/2021 /03 | Chapter 1 | Reconstruct your background | |
| 3. | 24/2021 /03 | Chapter 1 | Penjelasan gap masalah di background dan alasan topik bisa fokus dengan baik | |
| 4. | 25/2021 /04 | chapter 1 | - Penjelasan teori - Sub T - Perbaiki RQ | |

Mengetahui
Dekan

Dr. Latifah N. A. M. Pd
NIP. 196003061974031000



Raniry, 15 Oktober 2021

Pembimbing I/II:

Zulia Uska Aprini, M.Ed
NIP. 1997042020180120005



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INSTITUT AGAMA ISLAM NEGERI
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Jalan Raden Falaq Page Desa Kita Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Nurma Septian Pembimbing I/II : Zelva Linka Afrani, M.Pd
NIM : 1711230098 Judul Skripsi : An Analysis of Students'
Jurusan : Tadris Strategies in Learning Listening Skills During
Program Studi : Bahasa Inggris The Covid 19 Pandemic

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I/II | Paraf Pembimbing |
|----|--------------|---------------------------|--|------------------|
| 5 | 29/10/2021 | Chapter II, III | - Mula-mula kesimpulan - Tambahkan penjelasan pada teori bab II | HA |
| 6 | 29/10/2021 | Chapter 1-3 | - Tambahkan halaman - Berikan instruksi Berkaitan - Uraikan referensi ADA style 6 th ed | HA |
| 7 | 15/10/2021 | K2 to proposal General | | HA |

Mengetahui
Dekan

Dr. Zubaidah, M.Pd
NIP.1969030619940120003

Bengkulu, 15 Oktober 2021

Pembimbing I/II


Zelva Linka Afrani, M.Pd
NIP.1994042020180120003



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Telepon (0736) 51276.41/71-41172-53879 Faksimili (0736) 51171.81172
Website: www.iainbengkulu.ac.id

Bengkulu, 31 Desember 2021

Nomor: 544 /It.11/F.IUPP.009/12/2021

Lamp. :-

Perihal: Penyeminaran Proposal Skripsi

Kepada: Yth.

1. Endang Haryanto, M.Pd. (Penyeminar I)

2. Andriadi, M.A. (Penyeminar II)

di-

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminaran Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Jum'at, 31 Desember 2021

Waktu : 08.00 sampai selesai

Tempat : Gedung C4.1 (Ruang Manajerial)

| NO. | NAMA/NIM | JUDUL |
|-----|---------------------------------|---|
| 1. | Normala Septiani 1711230098 | A Survey Study of Students' Strategies in Learning Listening Skills during the Covid-19 Pandemic at IAIN Bengkulu |
| 2. | Kimia Fatmahan 1711230022 | The Effect of Flipped Classroom in Improving EFL Students' Achievement during Covid-19 Pandemic (Quasi Experimental Method at the Eighth Grades Students of SMPN 14 Bengkulu City in Academic Year 2021/2022) |
| 3. | Beta Restika 1711230007 | An Analysis of Students' Difficulties in Mastering Writing Essay during Online Learning (A Descriptive Qualitative Study in English Department at the Fifth Semester of IAIN Bengkulu) |
| 4. | Rifli Muzallia 1711230124 | The Analysis of EFL Teacher's Technological Pedagogical Content Knowledge at Mts Muhammadiyah Batu Bulek in West Sumatera |
| 5. | Pebi Putri Mahesa 1711230112 | Analysis of English Teacher's Understanding of Formative Test Assessment at MAN Manna Bengkulu Selatan |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Assalamu 'alaikum Wr. Wb.

ZULFAHRI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pager Dewa Tlg. (9736) 51276, 51171 Fax (9736) 51173 Bengkulu

KARTU BIMBINGAN SKRIPSI

Nama Mahasiswa : Nurmala Septiani Pembimbing I : Dr. Syamsul Rizal, M.Pd
NIM : 1711230098 Judul Skripsi : A Survey Study of
Jurusan : Tarbiyah Tadris Students' Strategies in Learning Listening Skills
Program Studi : Tadris Bahasa Inggris During The Covid 19 Pandemic at UINFAS Bengkulu

| No | Hari/Tanggal | Materi Bimbingan | Saran pembimbing II | Paraf |
|----|--------------------------|-------------------|--|-------|
| 1. | Senin, 14 - 05 - 2022 | Revisi bab 1-5 | - Ubah Research Question! | ✓ |
| 2. | Senin, 23 - 05 - 2022 | Revisi bab 1-5 | - Tambahkan Theory - Revisi ab suggested | ✓ |
| 3. | Senin, 06 - 06 - 2022 | Revisi bab 1-5 | - Tambahkan literature Review | ✓ |
| 4. | Senin, 20 - 06 - 2022 | Revisi bab 1-5 | - Perbaiki data analysis | ✓ |
| 5. | | Revisi bab 1-5 | - Revisi yang disarankan - Lengkapi data. | ✓ |
| 6. | 1 July 2022 | Akt Chosen 1-V | A 11 | ✓ |

Bengkulu, 18 July 2022

Mengetahui

Dekan

Dr. Mawardi S. Ag M. Pd
NIP. 197005142000031004

Pembimbing I

Dr. Syamsul Rizal, M. Pd
NIP. 196901291999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARRIBYAH DAN TADRIS

Alamat : Jln. Raden Patah Pager Dewa Tjg. (RTM) 31276, 31171 Fax (RTM) 31171 Bengkulu

KARTU BIMBINGAN SKRIPSI

Nama Mahasiswa : Normala Septiani Pembimbing II : Zelvya Liska Afriani, M.Pd
NIM : 1711230698 Judul Skripsi : A Survey Study of
Jurusan : Tarbiyah Tadris Students' Strategies in Learning Listening Skills
Program Studi : Tadris Bahasa Inggris During The Covid 19 Pandemic at UINFA Bengkulu

| No | Har/Tanggal | Materi Bimbingan | Saran pembimbing II | Paraf |
|----|----------------------------------|------------------|---------------------|-------|
| 1. | 16 Maret 2022 | Chapter 1-5 | Revise as suggested | |
| 2. | 6 April 2022 | Chapter 4-5 | Revise as suggested | |
| 3. | 15 April 2022 | Chapter 1-5 | Revise as suggested | |
| 4. | 18 April 2022 | Journal article | | |
| 5. | 25 April 2022 | Journal article | | |
| 6. | Asr to suggested (2 Mei 2022) | | | |

Bengkulu, 2 Mei 2022

Mengetahui

Dekan

Dr. Rina Mulyadi S. Ag M. Pd
NIP. 197005142000031004

Pembimbing II

Zelvya Liska Afriani, M.Pd
NIP. 1994042020180120003



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UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Fatmawati (0736) 51171-5117
Website www.uin-fatmawati.ac.id

Nomor : 954/ /Ua.23/F.B/PP.00.9/07/2022

Bengkulu, 27 Juli 2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Irwan Satria, M.Pd (Ketua)
2. Supri Yudianto, M.Si (Sekretaris)
3. Fera Zaurinisa, M.Pd (Penguji Utama)
4. Valisneria Utami, M.Ed (Penguji II)

di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkas Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 28 Juli 2022

Tempat : Ruang Managemen Jurusan Tadris Lantai 3 Dekanat FTT

| No | Nama/Nim | WAKTU (WIB) | Judul |
|----|----------------------------------|-----------------|--|
| 1 | Ayu Mayang Sari 1611230054 | 08.00-08.50 WIB | An Analysis of Parents' Support on Students' English Achievement During Covid-19 Outbreak |
| 2 | Utari Nadia S 1811230091 | 08.50-09.40 WIB | The Effectiveness of Using GST Strategy in Teaching Student Reading Comprehension on Narrative Text |
| 3 | Nurmalia Septiani 1711230098 | 09.40-10.30 WIB | Survey Study of Students' Strategis in Learning Listening Skills During the Covid-19 Pandemic at UIN Fatmawati Sukarno |
| 4 | Ega Rizki Ardia 1811230076 | 10.30-11.20 WIB | An Analysis of EFL Students' Ability in Translating Abstract Text |
| 5 | Mela Sudarni Putri 1811230058 | 11.20-12.00 WIB | Online Learning Readiness at Tenth Grade Students of SMAN 7 Kota Bengkulu in Academic year 2022/2023 |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dikasi

Izzati Mulyadi

20/2020
09
Hafidza Tefriani
Cek turnitin Nurmala_TBI

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