

LISTENING STRATEGIES USED BY THE STUDENTS IN IMPROVING LISTENING SKILL (A CASE STUDY AT STIEPAR LANGUAGE CENTER)

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Abstrak

Penelitian ini bertujuan untuk mengungkap strategi yang digunakan oleh siswa dan peranan pusat bahasa. Subyek penelitian adalah kelas pertama yang bergabung dalam SLC yang memiliki kemampuan mendengar pada tingkat Low Intermediate. Data diambil menggunakan tiga cara, yaitu observasi, interview, dan kuisioner. Kuisioner terbuka digunakan untuk mengetahui seberapa jauh SLC berperan pada kemampuan mendengar mereka. Selain itu kuisioner juga mencakup Strategy Inventory for Language Learning (Oxford, 1990) yang telah diadopsi. SIIL digunakan untuk mengetahui strategi yang digunakan oleh subyek. Hasil penelitian menunjukkan bahwa: pertama, penghindaran rasa takut (*avoiding the fear*) sangat berperan dalam peningkatan kemampuan mendengar; dan yang kedua, strategi yang paling disukai siswa adalah strategi metakognif.

Kata Kunci: SLC, Language Laboratory, Listening Strategies.

Background

English as an international language is commonly used in many fields. But, most of the students feel scared when they learn English. They rarely get involved in learning activities. The fact, it indicates that they need to be encouraged to learn English. Therefore the lecturer should be able to provide facilities to improve their English.

One of the good facilities is Student Language Centre (henceforth SLC). As an audio visual language laboratory, SLC was consisted of a number of small cabinets, supported with a cassette deck, a microphone and a headphone for each one. Students' interactions are monitored by teachers' central control panel. SLC plays important role in enhancing students' English ability, especially listening skill. Moreover, SLC function as a tool to provide various materials where language learning is a central purpose. In this case, language lab offers an exclusive result oriented and efficient to enrich the language learning process. Break through the conventional teaching method with interactive learning environment. It also

fulfills all the need of language educator in teaching English language. SLC becomes one of the solutions in language learning. As stated by (Singhal, 1997) technology and English education are related to each other, it means that the quality of English ability will improve better when they learn it from the multimedia, computerized language lab. In other words, language labs are adequate places where a learner can undergo self-learning.

Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the process of English language education. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Ybarra & Green, 2003). It means that the first skill need to be practiced is listening. This because acquire input through listening prior to responding orally or writing. As stated by Scarcella and Oxford (1993) listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language.

However, listening is not an easy skill to be acquired because it requires listeners to make meaning from the oral input by drawing upon their background knowledge of the world and of the second language (Young, 1997). In other words, listening is a complex, active process of interpretation in which listeners try to suit what they hear with their prior knowledge (Vandergrift, 2003). This process is more complex for second language learners who have limited memory capacity of the target language (Richards, 1983) thus requiring them to utilize various listening strategies.

These listening strategies are categorized as direct and indirect. Direct listening strategies are divided into cognitive, memory and compensation strategies, while indirect listening strategies are divided into metacognitive, social and affective strategies. Using an appropriate listening strategy often result in improved proficiency or achievement overall or in specific skill areas (Thompson and Rubin, 1993). Additionally, according to Fedderholdt (1997:1), the language learner is capable of using a wide variety of language listening strategies appropriately can improve his language skills in a better way.

Therefore, it will be interesting to investigate the listening strategies used by students in improving listening skill more deeply. It will be focus on language lab in order to enhance students' ability in English. The result of the study is expected to contribute and to support students to enhance their listening skills. This research attempts to address the following research questions:

1. What are the roles of SLC in improving students' listening skill?
2. What are the listening strategies used by the students to improve listening skill?

Literature Review

1. Language Laboratory

The language laboratory is a very helpful tool for practicing language. It provides a facility to allow the students to listen to model pronunciation, repeat and record what they have heard. It can be said that the use of laboratory provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily. In line with Deepika, Kalaiarasan (2012) also explains that the language laboratory is a technological break for imparting skill in English and it offers an exclusive result oriented and efficient to enrich the English language learning process.

Some SLC activities are held in the laboratory, for example watching video, listening to the music and playing some games. It is set in an interactive environment where the students are happy and they can free to express their idea and they will get lots exposure to practice English by rich materials and media contents. It is supported by Deepika (2012) that the language laboratory plays an important role to learn the foreign language in a happy atmosphere and in a successful way. Moreover, Aleman (2014) also states that it is required of any learner to have a good command of the language for communication purposes, with clarity and accuracy being vital for effective and efficient communication. In line with this, Mirvahabi (2014) states in a language laboratory, students have the opportunity to listen to native speakers of the language, record themselves speaking the language and converse with other students. In other words, the function of the language laboratory should fulfill the learners' need that is the learning the language in an effective way. As Deepika and Kalairasan (2012) explain, that there are some advantages and Benefits of Language Laboratory:

- a. Have the self-evaluation: The students can do periodical self-evaluation to measure the progress as well as evaluate

- his/her language with that of the expert.
- b. Independent learning: Access to resource beyond the timetable encouraging independent learning.
 - c. Janitor for learner: It care takes the learners to become skilled at the language that they are learning.
 - d. Auditory oriented: The direct sound transmission gives step by step guidance from the teacher to the heads of the students with crystal clear clarity.
 - e. Avoiding the fear: The automated learning environment removes one's fear and creates a happy learning situation.
 - f. Medium of Interactivity: The students can record their own voice and play back the coding, interact with the teacher and other students directly.
 - g. Better Attention: The lab software is more attention enthralling for the students, where they are engaged with individual system.
 - h. Comprehensive quickly: The lab increase the pace of comprehensive as students coaching is purely based on the level of study.
 - i. Damper the idea: The lab regulates the language through the different thought created in the mind of the students.
 - j. Effective Learning: The lab provides to learn the foreign language practice in a focused setting that eliminates the feeling of self-consciousness.
 - k. Focus Veracity: By using text, audio, and video can easily be integrated with actuality in every day situation.
 - l. Guide the Group: It is easy to guide the groups by monitoring each student independently without disturbing the other students.

2. Listening Strategies

When we learn our native language or foreign language, there are four language skills

that we need for complete communication. The first things, we usually learn to listen, then we speak, then to read and finally we can write. So, listening is the skill we need to learn and it can be said that it is the most important skill of all. It is supported by Eastman 1987 in Yin mee, 1990) described listening as the most difficult of the four skills the beginner of a foreign language has to develop. Saricoban (1999) views that listening is the ability to identify and understand what other are saying.

Brown and Yule in Nunan, (2000) suggests that there are four cluster of factor which can affect the difficulty of listening comprehension:

- a. The speaker: it means it relates to how many there are, how quickly they speak, and what type of accent they have.
- b. The listener: it relates to the role of the listeners-whether the participant or eavesdropper, the level of response required, and the individual interest in the subject.
- c. The content: it includes grammar, vocabulary, information structure and the background knowledge assume.
- d. Support: it relates whether there are pictures, diagram or other visual aids to support the key.

Having a good listening comprehension is very difficult for language learner, because when they listen, they need to recognize what they hear and produce their own language to respond to it. The speaker, listener, content and support can cause difficulties in listening. Yet, apart from that, there are still many factors causing listening difficulties, such as lack of interaction in English, a large number of the learner, in appropriate strategy and many more. Thus, learning strategy is used to help the student relieve the difficulties in listening. Strategy system summarized from oxford (1990) employed as guidance to describe students strategy.



Figure 1. Strategy system summarized from Oxford (1990) Methodology

1. Research Setting and Participant

This study was undertaken at STIEPAR Language Center. The participants of the study were the first-year students who engaged at SLC club which was held once in a week. There were about 30 students involved in this study. The students were selected for two reasons. First the students involved in this study were active members and it was accessible for the researcher to get the data. Second, the program of SLC club was held only in the first year grade at the college. From 30 students, only 10 (ten) students were chosen as respondents for interview in term of level of achievement.

2. Data Collection Technique

This study employed three kinds of data collection, which are: observation, questionnaire and interview. This research used triangulation data collections. Three

data collections are explained below.

a. Classroom Observation

The observation was done to get direct and actual information about the impact of SLC toward students' listening skill. In this case, when they had an improvement of their English especially in listening skill, it might indicate that SLC had played an important role in improving students' in listening skill. In terms of time, the SLC club was done sixty minutes for each observation and carried out by the lecturer in the beginning of the SLC activities. The observation was done eight times in two months. It was observed for four times in a month.

b. Interview

The interview was addressed to the students involved in this study. In this study, individual interview was conducted as a means to understand the experience of the subject about the role of SLC towards students' listening skill. From 30 students, only 15 (fifteen) students were chosen as respondents for interview in terms of level of achievement.

c. Questionnaire

There were two questionnaires that are used in helping language learners determine the type of listening strategies. These are: 1. The 'Strategy Inventory for Language Learners' (SILL) developed by Rebecca Oxford (1989); and 2. The 'Meta-cognitive Awareness Listening Comprehension Questionnaire' (MALQ), developed by Vandergrift, Goh, Mareschal and Tafaghodtari (2003). The questionnaire will be launched before the test to ensure reported use of strategies was ones used in general situation, not specific only to the test context. These two questionnaires are also useful because they help teachers design strategy lessons that are relevant to their students' needs at any particular time.

Findings and Discussion

1. The Role of SLC (Lab)

Stiepar Language Center (SLC) has become new facilities provided by STIEPAR YAPARI AKTRIPA, and it can be a good solution for the students who want to improve their English. Some programs have been run in SLC and it also provides many activities which can support the students in improving their English skill, such as playing games, watching movies, listening to the music and many more. Those activities are created to learn English in effective way. The new look of the laboratory are expected can improve students interest in practicing English especially in listening skill. Learning English, especially in term of listening skill cannot run well if it does not support with the good language facilities. In line with the statement, a series of observation and interview has been conducted of the member of SLC. According to Depika and Kalairasan (2012) there were 12 roles of language laboratory. Nevertheless, from the observation and interview it was

found that there are only seven role of language lab (SLC) which influenced their listening skill. Those are avoiding the fear, auditory oriented, Janitor for learner, damper the idea, quick comprehensive, medium of interactivity, and effective learning. Here are the brief and concise explanation will be described as follow.

a. Avoiding the Fear

The high frequency in the role of Language Laboratory (SLC) is avoiding the fear. It is the automated learning environment that removes one's fear and creates a happy learning situation (Depika and Kalaiasan, 2012). The language laboratory (SLC) is a very helpful for practicing English, as well as enriching the English language learning process. Moreover, the activities provided to the students are very rich and fill with lots of fun, so, they didn't realize that they are learning. This source of avoiding the fear was proven in the interview with the following statement:

"...we played many games and it can enrich my knowledge about English. So, it makes me interested in joining SLC" (R3)

The statement above indicates that playing games is one of the strategies to practice English with subconscious learning. The students feel happy in joining the game and also it becomes the reason to join the SLC. In addition, other evidences regarding to avoid the fear, as represented by respondent's 10 and respondent's 2 comments:

"I like playing games, listening to the music, watching video, and those activities are fun and interesting. (R2)

Reflecting to the finding, it cannot be denied that learning a foreign language should be delivered in an interactive way to make the students still motivate in learning progress. Furthermore, language laboratory (SLC) has many benefits to the students, one of the benefits is specifically designed with one motive that the learning should not be boring and ineffective. In fact every possible

step is taken to make sure the students don't lose their interest in learning

b. Auditory Oriented

Auditory oriented is the direct sound transmission gives step by step guidance from the teacher to the heads of the students with crystal and clear clarity. Therefore, they can grab the meaning beyond the interlocutor. It is associated with the clearness and the clarity from the sources. Observation and the interviewed were conducted to the students, and it was shown that the students tend to have this kind of role of language laboratory. This role of SLC was evidenced in the observation when they had activities about listening to the music. It can be seen in the following excerpt of the interview:

“..the facility at the language lab is good, and also it is fulfilled with multimedia like headset and the program. So, we (students) could listen to the native speaker pronunciation clearly and well” (R6)

“I can focus if I compare study at the class because it is very noisy. In contrast, learning at language laboratory (SLC) is very quiet and I can hear the speaker from the lecturer clearly. So I feel comfortable especially it is fulfilled with audio and air conditioner”. (R10)

From the interview, it is indicated that the students have the opportunity to listen to native speaker, so they can hear the best example for the pronunciation. The guidance and instruction from the lecturer also plays an important to determine students' understanding. Another student also had something in mind regarding the role of language laboratory (SLC) as seen below:

“..Having a class at the language lab influenced my English skill, not only for listening practice but also we play the audio. So, it can practice to improve listening skill”. (R7)

Based on the finding, it can be said that the learning process will be meaningful when the students feel comfortable with the environment and also it is supported with the

use of multimedia, digital and computerized in the laboratory. Mirvahabi (2014) argues that practicing in the language laboratory will get a lot of audio and video study materials that will help in the overall of English skill progress. In line with the statement, Alamen (2014) adds that one of the functions of language laboratory are to help one to learn pronunciation, accent, stress and all other aspects of the phonetics of a language.

c. Janitor for learner

Janitor for learner is taking the learners to become more skilled at the language. In other words, it can be said that the students enhance their language learning. Based on the observation, there were some students who get involved at SLC activities and they were experienced this role of language lab. They seemed so excited in learning English through the game and listening to the music, so they can improve their English as well as enrich their vocabularies. As acknowledge in the following excerpt of the interview can be seen below:

“I can understand English and also I can sharpen my listening and speaking skill and then I know many words in English vocabularies”. (R2)

“..this activities are really helpful for sure, because we repeat what we have learnt, so it's so meaningful.” (R3)

The above evidence shows that the students had an effort to improve their skill and they become skilled at the language that they are learning. It is proven by the progress gained from their new vocabularies. In addition, language laboratory is just an aid that can help the students learn the language very quickly as long as the student has a commitment to learn gradually. Yet, learning is about repetition, if we want to reach the goal in learning English, the key to proficiency is practice, and more practice.

d. Damper the Idea

Moving to the next role of language laboratory experienced by the students is damper the idea. As explained in the previous text that learning English as a second language is not that easy for beginner, especially at listening skill. Some argues that listening skill is the most difficult skill (Eastman in Yin mee, 1990). Thus, it needs to be developed by creating a different thought which is suitable with the students mind and need. It is also supported by the interview as described below:

“.. at SLC I like singing and playing monopoly because by doing that activity it is easy and it is a good way to remember English, and it motivate me to speak up”. (R7)

Teaching will be easy to absorb by the students if it is created in an interactive way. Playing games like monopoly or even listening to the music can be stimulate the student in learning process. In other words, the function of the language laboratory should fulfill the learners’ need that is the learning the language in an effective way.

e. Quick Comprehensive

The lab increase the pace of comprehensive as students coaching is purely based on the level of study. However, having a good listening comprehension is very difficult for language learner, because when they listen they need to recognize what they hear and produce their own language to respond it. Yet, apart from that, there are still many factors causing listening difficulties, such as lack of interaction in English. Thus, practicing with the peer also could indicate the comprehension of their skill. It can be reflected from the interview by the two statements below:

“...because I often listen to the songs and watching movies, it really helps me to be brave to speak in English, and I don’t hesitate anymore to speak English because I have learnt knowledge from this”. (R8)

As mentioned earlier, that listening skill needs to be developed. Thus, activities are created to give more exposure to the students. Nunan (2000) suggests that there are four factors which can affect the difficulties in listening comprehension, namely the speaker, the listener, the content and support. The responses from the interview indicate that they have handled the factors which inhibit their listening. Consequently, the students are able to speak because they have been through several stages in the process of listening skill. The most important thing, the key to help students improve their listening skills is to convince them that not understanding is OK. We need to encourage them to try, this is more of an attitude adjustment than anything else, and it is easier for some students to accept than others.

f. Medium of Interactivity

The students can record their own voice and play back the coding, interact with the teacher and other students directly. In line with this, Mirvahabi (2014) states that in a language lab students have the opportunity to listen to native speakers of the language, record themselves speaking the language and converse with other students. It is indicated by students in the following response:

“I think language lab has a very important function especially if we want to learn how to pronounce well and I can hear my voice” (R5)

“..for example when I listen to the music, it is easy for me to absorb what I have heard correctly because I use headset. So, it can be heard very clear. Another example when I have to guess the lyrics from the song or the speaker from the conversation. It is very clear”.(R10)

From the statement above, it can be seen that the use of language lab plays an important role in improving students listening skill. The data from the interview indicate that the medium of interactivity could help the students to measure their listening skill by checking their own voice as well as they

could practice their vocabulary. Moreover, Depika (2012) mentions that the language laboratory is a very helpful tool for practicing language. It provides a facility to allow the students to listen to model pronunciation, repeat and record what they have heard. It can be said that the use of laboratory provides students with the technical tools to get the best samples of pronunciation of the language. The electronic devices used in the laboratory will stimulate the eyes and ears of the learner to acquire the language quickly and easily

g. Effective Learning

The last role is effective learning. The lab provides to learn the foreign language practice in a focused setting that eliminates the feeling of self-consciousness. This is almost the same as avoid the fear. The learning will be effective if the students are in happy atmosphere and in a successful way. Moreover, giving lots of exposure and having rich materials and media contents can also make the learning more effective. The teaching can be delivered in an interactive way through the games or something that make they didn't realize that they are learning. The source of effective learning is confirmed in the interview with the following statements:

"I used to know a few words in English but now I know man words especially in daily life. Now, I am more confidents and I want to motivate to be better in English. Because the materials given at SLC are very interesting, and it makes me happy". (R11)

From the statement above, it is clear that the student will be absorbing the language through the game or listen to the music because it can stimulate the students in learning language. Moreover, since the activities were held at the language laboratory it is also supported the content of media. This case above, is in a row with what Alamen described (2014) about the function of language laboratory. He said that language laboratory is designed for teaching language and it exists to help one to use technology

effectively to communicate. Furthermore, to simplify the description above, the table below presents the result regarding the role of language laboratory (SLC).

Table 1. The Role of Language Laboratory (SLC)

NO	THE ROLE OF SLC	TOTAL	PERCENTAGE
1	Avoiding the fear	11	24 %
2	Auditory oriented	9	19,5 %
3	Janitor for learner	7	15,2 %
4	Damper the idea	6	13 %
5	Comprehensive quickly	5	10,9 %
6	Medium of interactivity	4	8,7 %
7	Effective learning	4	8,7 %
8	Focus veracity	0	0 %
9	Guiding the group	0	0 %
10	Better attention	0	4,3 %
11	Self-evaluation	0	0 %
12	Independent learning	0	0 %
TOTAL		46	100

A glance at 12 roles of language laboratory (SLC) reflects that the advantages of language laboratory (SLC) experienced by the students are various. The table shows that most of occurred from students interview experienced avoid the fair in improving their English, especially in listening skill. Then, auditory oriented become the second most experienced and followed by janitor for learner and other. There are 11 avoid of fear (24%), 9 auditory oriented (19.5%), 7 janitor for learner (15.2%), 6 damper the idea (13%), 5 comprehensive quickly (10.9%), 4 medium of interactivity and effective learning (8.7%). Meanwhile, self-evaluation, independent learning, focus veracity, better attention and guide the group were not chosen as the role of language laboratory in improving their English especially in listening skill. In this case, the students still need to be facilitated by the lecturer and need to stimulate in learning progress. So, they still depend on the other.

In summary, most interviewed students experienced avoiding the fear as the role of the language laboratory (SLC). They perceived that SLC is a proper place to facilitate their English to become skilled and improved, where they can also enjoy and feel happy in learning English. Beside the new look of language laboratory in STIEPAR, also SLC

activities which held in the laboratory make the students feel comfort to maximize the facilities of language laboratory. Yet, their skill will be improved and In other words, the function of the language laboratory should fulfill the learners' need that is the learning the language in an effective way.

2. Listening Strategies

As previously mentioned in previous discussion, the data were taken from 30 students. The questionnaires were distributed to all of the students in the first semester. The questionnaire was about learning strategies employed by them. The questionnaire was based on oxford theory and taken from SILL. The results were explained below:

Table 4.3 Listening Strategies

No	Strategies	Percentage (%)
1	Memory	15.8
2	Cognitive	16.3
3	Compensation	15.9
4	Metacognitive	19.1
5	Affective	14.9
6	Social	18
Total		100

The finding showed that students used six types of listening strategies in order to enhance their listening skills, namely memory, cognitive, compensation, metacognitive, affective, and social strategy. Having analyzed the data, it is identified that most of them used metacognitive strategy. This finding implied that the students can enhance their listening skills by using metacognitive strategy.

However this finding is to be in line with Bidabadi (2011). Her analysis revealed that Iranian EFL freshman university students at advanced, intermediate, and lower-intermediate levels employed meta-cognitive strategies more frequently and actively in order to enhance their listening skills. This strategy allows the learner to make a plan for their learning activities. The discussion of each strategy used by the students in improving

their listening skill will be described below:

a. Metacognitive strategy

Based on the result of questionnaire, metacognitive was the higher strategy used by the students in order to enhance their listening skills. There were 19.1% students employed metacognitive strategies. This data is also supported by the result of interviewed. One of the students said that:

“I usually watch DVD once in a week, and then I listen to the film in the English subtitle. Then watch for the second time without any subtitle, I just listen and translate all of it.”(R.9)

It can be seen that the students control their own learning trough organizing, planning, and evaluation and are employed for managing the learning process overall. It covers identifying one's learning style preferences, arranging a study schedule, planning for an L2 task setting goals and objectives (Oxford, 1990). As stated by another student:

“..We have passion to work in another country, so it motivated ourselves automatically. Then it will remind to the first commitment.. Every day, I listen or watch English movie as much as I can, even we make mistake but we have to keep learning. (R.10)

This shows that meta-cognitive strategies are important because they regulate and direct the language learning process (O'Malley and Chamot 1990). It revealed that arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Besides, it helps learners to cope with their problems.

b. Social Strategy

Based on the analysis, social strategy was the second strategy most employed. It got 18% out of 100%. Social Strategies will help learners work with and interact with other people. It covers asking questions (for example asking for clarification or verification of a confusing point), talking with native-speaking conversation partner,

and help the learner work with, cooperating with others (for example asking for help in doing a language task), empathizing with others (for example developing cultural understanding and exploring cultural and social norms) (Oxford, 1990). Here is the additional evidence from the interview:

“I learn from friends or someone who speaks English fluently”(R15)

Based on the evidence, social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: asking questions, cooperating with others, and empathizing with others. For example in the response to the question about how they can improve their listening skill, social strategy is portrayed in the following statements.

“I learn from friends and lecture to improve my English competence”(R.5)

“I learn from native speaker”(R.8)

It can be seen that the students learn in pairs or group work. This situation is in line with Widowson (1986) who says people are actively engaged in what is going to be talked; they are participating in the activity. Learners can apply the strategy of cooperating with others by doing something together in the language they are learning (Oxford, 1990). It is inevitable to highlight the unifying role of using social strategies for enhancing listening skill.

c. Cognitive strategy

The result showed that cognitive strategy at the third placed, it had 16.3% out of 100%. Cognitive strategies enable the learner to understand and produce new language. It covers practicing (for example using formulas and patterns), receiving and sending messages (for example, focusing on the main idea of a message and outlining), analyzing and reasoning (for example

analyzing expressions), creating structure for input and output (for example, taking notes) (Oxford, 1990).

This shows that learners need such reading strategies as skimming (reading for main idea) and scanning (reading for details) and listening strategies like note taking, summarizing and highlighting (Harmer, 2001). These strategies will also help learners develop their critical thinking skills like analyzing, synthesizing and processing knowledge.

d. Compensation Strategy

The result of the questionnaires shows that there are 15.9% students who applied compensation strategy. This strategy is used for comprehension of the target language when they have insufficient knowledge of the target language.

Compensation strategy allows the learners to communicate despite deficiencies in their language knowledge to help the learner make up for missing knowledge. It covers guessing intelligently (for example guessing from the context in listening and reading), overcoming limitations in speaking and writing and strictly for speaking using gesture or pause words (Oxford, 1990).

e. Memory Strategy

Referring to the table 4.2 there are 15.8% who use memory strategy. Memory Strategy is part of direct learning strategy. Storage and retrieval of new information are the two key functions of memory strategy. It covers creating mental linkages (for example, placing new words into context, a mental picture of the word itself or the meaning of the word, acronyms), applying images and sounds (for example, representing sound in memory, rhyming), reviewing well (for example, structures reviewing, flashcard), employing action (for example body movement, using total physical response) (Oxford, 1990). In order to support the data, the interview was

also conducted on the study at the end of the project. From the interview, some of the students employed memory strategy.

“Jasmine listen to the music often, then I will applied the remembered word”(R1)

It is clear that some of the students used to listen to the English songs. At first, they tried to listen to the song then applied it. It could help them to practice their English pronunciation well. Thus it will improve their listening and speaking ability.

In addition, Naiman et al (1978 as cited in O’Malley and Chamot, 1990) cover that the new words should be placed in meaningful context in order that the new words to be easily remembered. This strategy helps the learners to understand and use the new language.

Another way is concerning the strategy of watching English language TV shows spoken in English or going to movies spoken in English, Weinstein and Meyer in (1986 as cited in O’Malley and Chamot, 1990) inform that visual images can be used to understand and remember new verbal information. It means this strategy can be categorized as part of memory strategy. For example:

“I watch movie and try to pronounce it”(R.6)

“I open a BBC program, then I try to answer the listening questions”(R.7)

Most of the learners said that they liked watching film, so they used to watch film. They did it to improve their English. They had an idea that English film was one of resource materials which could help them to improve their English.

d. Affective Strategy

Affective Strategies is applied by the students for 14.9%. This strategy help the students to gain control over their emotions, attitudes, motivations and values influence learning in an important way. It covers lowering students anxiety (for example using music or laughter, deep breathing or positive

self-talk), encouraging yourself (for example rewarding yourself for good performance), taking your emotional temperature (for example, discussing with someone else) (Oxford, 1990).

It can be assumed that language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Therefore, teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies.

Conclusion and Suggestions

1. Conclusion

There are various roles of language laboratory (SLC). In this case, there are only eight roles of language laboratory which have been considered to have an influence to their learning English, especially in listening skill. Those roles are avoiding the fear, auditory oriented, Janitor for learner, damper the idea, comprehensive quickly, medium of interactivity, effective learning, and better attention. The result from the students’ interview show that the most dominant answers are avoid the fear, auditory oriented and janitor for learner. SLC has run the function of the language laboratory in an effective way. It is also fit with the concept of SLC which provide the students with subconscious learning. It means the students will not have a fear to learn and they will not realize that they are learning. Moreover, it is revealed from the observation that they seem so very happy when they play the games, role play and listening to music as well as they can hear the best sample of spoken language from the laboratory. They were very interactive and did some efforts to keep communicate in English, even though they could use mime,

body language or sometimes switched into Bahasa Indonesia. As a result, the students will be more confident in speaking English because they give many exposures to practice English by rich materials and media contents. Yet, SLC also play an important role to improve students' vocabulary and practice pronunciation by using the language laboratory facilities. Hence, it is quite clear that providing many activities in an interactive environment can improve their learning English well because the students are very happy and without fear to communicate in English.

Regarding the second research question, it is found that that the students used six strategies namely (1) metacognitive strategy, (2) social strategy, (3) cognitive strategy, (4) compensation strategy, (5) memory strategy, and (6) affective strategy. According to the result of questionnaire and supported by interview, it can be concluded that the most preferred learning strategy among students is metacognitive strategy. The highly frequent use of meta-cognitive strategies among students in this study appears to prove that meta-cognitive strategies are vital for improving their language learning in general and their listening skills in particular. This finding implies that the students are planning monitoring, evaluating and problem-solving in order to increase comprehension and enhance their listening skill in second language.

2. Suggestions

In line with the topic under discussion, there are some suggestions that are considered worth trying especially by English lecturers and the institution as the facilitators of language laboratory (SLC). First, the activities should be more interesting and interactive to make students feel comfortable and happy in exploring learning English. Second, the English lecturer should motivate and encourage the student to enrich their

vocabularies and practice pronunciation at the language laboratory. Third, the SLC short term-program should be run consistently to keep the students motivation in learning English. Fourth, the maintenance of the language laboratory should come as the first priority and it would be better to upgrade the facilities which can provide better performance and offer language testing to the inside as well as the outside institution. The last, the strategies used by the students to increase comprehension are planning monitoring, evaluating and problem-solving. Thus, the lecturer should prepare the best suitable materials as their listening strategies.

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