

**LAPORAN AKHIR
PENELITIAN**



**Language Learning Strategies
Applied by English Department Students to Improve Their Listening Skill**

Tahun ke 1 dari rencana 1 tahun

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**UNIVERSITAS MAHAPUTRA MUHAMMAD YAMINSOLOK
JUNI 2022**

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Judul : Language Learning Strategies Applied by English Department Students to Improvetheir Listening Skill


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Tahun Pelaksanaan : 2022
Sumber Dana : LP3M UMMY
Biaya Tahun Berjalan : 2022
Biaya Keseluruhan : Rp. 6.500.000,- (UMMY)

Solok, 4 Juni 2022

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RINGKASAN

The background of the research is that there are several students who got very good grades, namely A in Listening Comprehension II despite being in the same class, with the same lecturer, the same subject matter, and the same opportunities. The purpose of this study is to determine the language learning strategies applied by skilled students in improving their listening skills. In addition, the purpose of this study is also to determine the factors that influenced the selection of language learning strategies applied by skilled students to improve their listening skills. This is a qualitative descriptive study. This study describes the language learning strategies applied by skilled students to improve their listening skills. There were eleven English students of UMMY Solok who were registered in the 2021/2022 academic year as a source of information. Researchers interviewed and also gave questionnaires to them to get data. The findings of this study indicates that there are six language learning strategies applied by skilled students in improving their listening skills. These are cognitive strategies, metacognitive strategies, related memory strategies, compensatory strategies, affective strategies and social strategies. The strategy most often used by skilled students to improve their listening skills is metacognitive strategy. Therefore, the language learning strategies used by skilled students to improve their listening skills in English students enrolled in the 2021/2022 academic year are suggested to be applied by other students to improve their own listening skills.

Kata kunci: language learning strategy, listening, skilful students

LATAR BELAKANG

A. INTRODUCTION

Learning listening skill is quite important. In English Department of UMMY Solok, there are two subjects in learning listening skill, they are listening comprehension I and listening comprehension II. In learning listening, students come to the classroom and the lecturer played the tape with the best loud speaker. In addition, there are also printed materials shared by the lecturer to the students. Normally, it is given before coming to the classroom. The purpose is to make students familiar with the words, phrases, pictures, and situations in the cassette that will be played in learning listening activities. It is also a good strategy by the lecturer to encourage students' willingness in learning listening.

Besides the strategy of the lecturer that given the printed material to the students before coming to the classroom, there are also some strategies that students can applied in learning listening. The responsif students, they will do many things to get better result of their learning listening achievements. For example, they can find the meaning of the difficult words, doing practice with friends, searching the similar materials in the internet, discuss about the possibilities that would be happened in learning listening activities and so on. At the end of the day, they can reach the better result of their learning listening.

Good students are indicated by holding good mark in the semester mark. These students can execute the listening subject very well starting from preparation until final test. They usually realize that they need to do hard work in learning the subject to get better achievement. They come to the classroom with the readiness, not only about the supporting things in learning, but also they mostly did the practice.

There were various students' achievement in listening skill. Some students could get very good mark at the end of the semester. Some others just got the average mark. They learnt listening in the same time with the same lecturer. Learning achievements depend on the students itself. There were students who had a good memory and easy to understand about the listening material. There were also students who were low in receiving the messages from the speakers. Beside that, strategies that applied by students in learning listening also influenced their achievements. When students could applied the appropriate strategy, then they would success in listening.

Based on short interview from some English Department students in Listening Comprehension II subject of UMMY Solok registered in 2021/2022 academic year, there were some problems faced by them in listening

comprehension II. First, students were hard in making prediction what the speakers will talk about, because it was not really common to hear by the students the native speaker. Second, they said that the speakers talk too fast. Third, it was hard for the students to have good concentration because sometimes there was noise inside the classroom, outside the classroom and also lack of facilities.

Besides that, the students also had problems related to the language learning strategies in listening itself. First, students could not find the appropriate strategy especially in listening comprehension II. Having a good sense before studying could help the students in choosing the appropriate strategy. For example, they would learn the material about "finding the main idea of the monologue text". Once they knew that, they should prepare themselves to have any practice toward the similar activities. Also, they could guess what the activities will be implemented in listening class. But, mostly students were lazy to do that. As the result they still could not find the appropriate strategy for listening comprehension.

Second, they had less motivation to try different ways in learning strategies in listening. As students who wanted to get more knowledge, students should be eager to try many ways of learning strategies. For example in the first meeting a student just sitting in the class and listen carefully what the speakers said. As a good learner, she/he should be creatively active to feel the learning process. When the first meeting does not give any satisfaction and get some knowledge, she/he should try the other way of learning strategies to get better result.

Third, they had less need analysis toward what the learning activities look like. Usually, the lecturer gave the copy of material that would be learnt in the next meeting. It actually helped students to be more successful in listening section. By having the copy of material, they could discuss what the difficult words, possibilities of answers, the activities in the classroom and so on. Unfortunately, they had less that activities so that they got difficult in listening still.

Lastly, students were lack of practice. Many kinds of practices in order to train the listening skill such as watching Hollywood movies without transcription, listen to the western songs, listen to the English News could be done however they lack of doing these activities. They tended to watch Korean Movies, Indonesian top hits that did not give enough contribution to their listening skill. At least, by having some of those practices, students can enrich their vocabulary and also they could habituate to listen the native speakers. So it would help them to get much better outcomes of listening comprehension itself.

In short, students came into the classroom without enough preparation. This was a big problem for them and actually this was the fundamental problem that they have ignored. To be a good learner should always do well prepare before coming to the classroom. Many things that students could do as the preparation such as review the previous material, find the similar material and practice it, practice with friends, searching in the internet, guessing for every possibilities in the classroom, and so on. So, students who have well preparation will get more than less preparation.

Based on the problems above, it could be seen that the students had a lot of problems in listening skill that make their achievement still low. Besides, they also had several problems toward the language learning strategies that also gave big influence toward the successful listening comprehension. As the result, students who could minimize the problems that they faced and also could apply the appropriate language learning strategies in learning process, they would get much better result, in opposite the students who did not, they had still low result. Based on the result of listening comprehension I and listening comprehension II final semester test, it could be seen in the following table:

Tabel 1: students' result of listening comprehension

Subject	Skillful Students	Number of Students
Listening Comprehension I	14	41
Listening Comprehension II	11	34

The table shown that in listening comprehension II there only 11 of 34 students who got A. It was about 34 % students who got A, which were included to skillful students, 23 students others could not get good mark, it was bigger number than got good mark. It was about 66% who could not reach that mark, because they still had low ability in listening and facing those problems related to the strategies applied in learning listening skill.

By looking that data, the skillful students had a different ways in improving their listening skill. They got the same time test, but they could do it well. So, Students would be successful in the tasks due to use of an appropriate language learning strategies (Richard, 1994). Good language learners are able to identify the best strategy for a specific task; poor learners have difficulty in choosing the best strategy for a specific task. They have different strategy in learning language especially in improving listening skill. They also can maintain the mark. It means that, they had found the appropriate language learning strategies to be applied in improving their listening skill. In opposite, the lower marks students had also language learning strategies, but they could not apply the appropriate one yet.

So, because of the problems above, the researcher focused on language learning strategies applied by skillful students in Listening Comprehension II subject of English Department at Mahaputera Muhammad Yamin University Solok registered in 2021/2022 academic year. The researcher wanted to analyze the language learning strategies used by the students who were skillful in Listening Comprehension II subject.

METODE

A. RESEARCH DESIGN

1. Design of the Research

The design of this research was descriptive design. Descriptive research is the research to determine and describe the way things are (Gay: 2000:275). This design also called survey research and useful for investigating a variety of educational problems and issues. In line with this research, the researcher used this design because the researcher will investigate the variety of students' learning strategies that applied in studying that resulting significant result on their mark.

2. Research Informant

Research informant is defined as whom the data are gotten. Moleong (2009:90) states that informants are the people who know the background of the research. The informants of this research were the skillful students (the students got A) on *Listening Comprehension II* (11 students). The class was chosen because the class was the last class in English Skill subject and the students had already learnt all of English listening skill subject. The informant was English Department students of Mahaputra Muhammad Yamin University Solok registered in 2021/2022 academic year.

3. Instrumentation

To get the data, the researcher would use two kinds of instruments, they were questionnaire and interview. Instruments are the important element in this research because the researcher needed the data from the sample. Through these instruments the researcher got the data as valid as possible.

a. Questionnaire

According to gay (1997:280), questionnaire is a number of questions. It might be a lot of questions about the content that should be researched. The questionnaire was conducted 30 questions. There were 5 questions for each strategies. In 5 questions included at least 2 to 3 components of each strategies. These questionnaire used to investigate the language learning strategies applied by the skillful students and to know the most frequently used language learning strategies applied by the skillful students to improve their listening skill.

Process of listening	Strategies	Components
Receiving	Cognitive strategy	<ul style="list-style-type: none"> a. Clarification/verification b. Guessing c. Practice d. Memorization
Understanding	Metacognitive strategy	<ul style="list-style-type: none"> a. Learning style preference & needs b. Planning c. Gathering d. Arranging/scheduling e. Monitoring mistakes f. Evaluating
Remembering	Memory-related strategy	<ul style="list-style-type: none"> a. Understanding b. Retrieve information c. Mechanical means d. Location
Evaluating	Compensatory strategy	<ul style="list-style-type: none"> a. Guessing from the context b. Using synonyms c. Strictly d. Using gestures
Responding	Affective strategy	<ul style="list-style-type: none"> a. Mood & anxiety level b. Feelings c. Rewarding d. Positive self
	Social strategy	<ul style="list-style-type: none"> a. Clarification b. Asking for help c. Talking with native/partner d. Social norms

b. Interview

A purposeful interaction usually happens between two people focused on one person trying to get information from the other person called as interview (gay: 1997:219). This instrument is also important to get verbal data from the respondents. Some credit points of this instrument are it can be probe and explain items, usually high return rate, can be recorded for later analysis and flexibility of use. In opposite, it has time consuming to use, no anonymity, bias of interviewer and need training.

The guidance questions in the interview were conducted in 20 questions. It was caused the interview aimed to get further answer from the informants about the factors influence their choice toward language learning strategies they were applied in improving their listening skill. The interview happened one by one of the informants and recorded the voice, and videos. The aim of the interview was to get the factors that influence them choosing the strategies and the reasons why they chose them.

4. Technique of Collecting Data

In collecting the data, first the researcher would give questionnaire to the informant. The questionnaire would be analyzed by the researcher. The next one the researcher would collect the data from interview. The researcher would record and transcript the interview. Finally, the researcher compiled the data from both questionnaire and interview. The data of interview would be analyzed by the researcher. After analyzing the researcher would draw the conclusion of the research.

5. Data Triangulation

Triangulation is another important and powerful approach used to gain the credibility of a qualitative research. Maoleong (2000:178) states that triangulation is technique of checking data trustworthiness that utilizes something outside the data as checking or comparing toward the data. The steps are in the following:

1. Comparing the result of questionnaire and interview with document of students' result in listening skill subjects (Listening Comprehension I, Listening Comprehension II).
2. Comparing the questionnaire with the interview
3. Comparing the statement given by the informant and statement given by another people that know about informant of the research
4. Comparing the result of questionnaire and interview with document of students' result in Listening Comprehension II subject.

6. Technique of Data Analysis

After getting or collecting the data, the researcher will analyze them. The analysis means that the process of organizing the data in pattern. Gay (2000: 239) gives six steps as follows:

1. Data managing

Data managing involves creating and organizing the data collection during the study. The researcher organize the data and check for completeness from qualitative data (questionnaire and transcribe interview).

2. Reading/memoing

The second step in analyzing the data is reading or memoing. The researcher read the students' test, questionnaire and transcription of the students' interview. They also write some notes that seem important related to the result of the data

3. Describing

The aim of description is to provide and describe how the students applied their language learning strategies to improve their listening skill.

4. Classifying

Qualitative data analysis is basically a process of breaking down the data into the smaller units. The researcher classifies the students' language learning strategies by grouping for each indicators of listening skill.

5. Interpreting

The researcher focuses on the students' test by giving the score of their test and grouping them based on the rubric of assessment, the score are categorized into: always, usually, sometimes, seldom and never. The researcher will be helped by listening lecturer of UMMY Solok and an English teacher.

HASIL

A. Findings

1. Data Description

The data of this research were the experiences of skillful students' language learning strategies. It was collected through giving questionnaire and doing interview. The researcher has investigated the skillful students' language learning strategies to improve their listening skill at English Department of UMMY Solok registered in 2021/2022 academic year. The researcher took the fourth year students who got mark "A" in listening comprehension II as the informants of the research through total sampling technique. In this research, there were eleven students who followed the interview and the questionnaire.

In the interview, the students answered the questions related to the indicators of language learning strategies that were given by the researcher. In the questionnaire, the students answered the questionnaire by giving check mark (√) on the table. Both of Interviews and questionnaire were conducted at campus UMMY Solok. Then, the interview was done individually. After the researcher investigated the skillful students' language learning strategies, this research described the language learning strategies used by the skillful students. The researcher found that there were six kinds of language learning strategies that skillful students applied to improve their listening comprehension II. They were cognitive strategies, metacognitive strategies, memory-related strategies, compensatory strategies, affective strategies, and social strategies.

2. Data finding

This research investigated the language learning strategies that applied by skillful students to improve their listening skill. There were six kinds of language learning strategies that students applied in listening. The researcher presented the result of the language learning strategies used by skillful students which was found by doing interview and giving questionnaire. The result shown that, there were six language learning strategies that applied by skillful students to improve their listening skill at the fourth year English department of UMMY Solok registered in 2021/2022 academic year. The result shown as follow:

I. Finding on Questionnaire

Other than doing interview, the researcher also collected the data through giving questionnaire. The questionnaire is related to language learning strategies applied by skillful students to improve their listening skill. It was given in order to complete the needed data that could not be completed during interview, because considering the limited time. There were eleven informants who filled this questionnaire.

Table 3: The result of the questionnaire's percentage

Questio ns	Always		Usually		Sometimes		Seldom		Never		Total
	n	%	n	%	n	%	n	%	n	%	
1	5	45,5%	6	54,5%	0	-	0	-	0	-	11
2	2	18,2%	6	54,5%	3	27,3%	0	-	0	-	11
3	6	54,5%	3	27,3%	1	9,1%	1	9,1%	0	-	11
4	1	9,1%	0	-	7	63,6%	3	27,3%	0	-	11
5	0	-	3	27,3%	6	54,5%	2	18,2%	0	-	11
6	7	63,6%	3	27,3%	0	-	1	9,1%	0	-	11
7	2	18,2%	4	36,4%	4	36,4%	1	9,1%	0	-	11
8	3	27,3%	6	54,5%	2	18,2%	0	-	0	-	11
9	3	27,3%	5	45,5%	3	27,3%	0	-	0	-	11
10	2	18,2%	4	36,4%	4	36,4%	1	9,1%	0	-	11
11	3	27,3%	6	54,5%	2	18,2%	0	-	0	-	11
12	5	45,5%	4	36,4%	2	18,2%	0	-	0	-	11
13	2	18,2%	6	54,5%	2	18,2%	1	9,1%	0	-	11
14	2	18,2%	7	63,6%	2	18,2%	0	-	0	-	11
15	2	18,2%	5	45,5%	3	27,3%	1	9,1%	0	-	11
16	2	18,2%	6	54,5%	3	27,3%	0	-	0	-	11
17	5	54,5%	5	36,6%	1	9,1%	0	-	0	-	11
18	4	36,4%	6	54,5%	1	9,1%	0	-	0	-	11
19	7	63,6%	0	-	2	18,2%	2	18,2%	0	-	11
20	1	9,1%	6	54,5%	3	27,3%	1	9,1%	0	-	11
21	5	45,5%	3	27,3%	3	27,3%	0	-	0	-	11
22	1	9,1%	3	27,3%	7	63,6%	0	-	0	-	11
23	2	18,2%	6	54,5%	3	27,3%	0	-	0	-	11
24	1	9,1%	6	54,5%	4	36,4%	0	-	0	-	11
25	4	36,4%	3	27,3%	4	36,4%	0	-	0	-	11
26	0	-	0	-	5	45,5%	4	36,4	2	18,2%	11
27	6	63,6%	4	27,3%	0	-	0	-	1	9,1%	11
28	3	27,3%	4	36,4%	2	18,2%	2	18,2%	0	-	11
29	8	72,7%	1	9,1%	2	18,2%	0	-	0	-	11
30	5	45,5%	2	18,2%	4	36,4%	0	-	0	-	11

The explanation about the table of the result of the questionnaire's percentage above as follow: the question number 1 was about the effort of the students to concentrate in learning listening. It could be concluded that about 6 informants chose **usually** with the percentage about 54,5%. They were informant 1, 3, 5, 7, 10, and 11. Then, 5 informants chose **always** with the percentage about 45,5%. They were informant 2, 4, 6, 8, and 9.

The question number 2 was about the forgetting all problems out of the classroom that disturb students in learning listening. It could be concluded that about 6 informants chose **usually** with the percentage 54,5%. They were informant 2, 6, 8, 9, 10, and 11. After that, there were 3 informants chose **sometimes** with the percentage 27,3%. They were informant 4, 5, and 7. Then, 2 informants chose **always** with the percentage about 18,2%. They were informant 1 and 3.

The question number 3 was about the choosing position to sit in learning process. It could be concluded that about 6 informants chose **always** with the percentage about 54,5%. They were informant 1, 3, 5, 6, 10, and 11. Then, 3 informants chose **usually** with the percentage 27,3%. They were informant 4, 7, and 8. After that, there was 1 informant chose **sometimes** and 1 informant chose **seldom** with the same percentage 9,1%. Each of choosing sometimes and seldom were informant 9 and 2.

The question number 4 was about the practice listening to western song. It could be concluded that about 7 informants chose **sometimes** with the percentage about 63,6%. They were informant 1, 2, 3, 6, 7, 8, and 9. Then, 3 informants chose **seldom** with the percentage 27,3%. They were informant 4, 10, and 11. After that, there was an informant chose **always** with the percentage 9,1%. She was informant 5.

The question number 5 was about learning the similar and relevant sources before listening class. It could be concluded that about 6 informants chose **sometimes** with the percentage 54,5%. They were informant 1, 3, 5, 6, 10, and 11. Then, 3 informants chose **usually** with the percentage about 27,3%. They were informant 2, 8, and 9. Also, 2 informants chose **seldom** with the percentage about 18,2%. They were informant 4 and 7.

The question number 6 was about asking for clear information about the material to the lecturer and friends. It could be concluded that about 7 informants chose **always** with the percentage about 63,6%. They were informant 4, 6, 7, 8, 9, 10, and 11. Then, 3 informants chose **usually** with the percentage 27,3%. They were informant 1, 3, and 5. Also, an informant chose **seldom** with the percentage about 9,1%. He was informant 2.

The question number 7 was about the use of dictionary in learning listening. It could be concluded that about 4 informants chose **usually** with the percentage 36,4%. They were informant 4, 6, 7, and 8. There were the same number of informants who chose **sometimes** with same percentage also. They were informant 2, 5, 10, and 11. Then, 2 informants chose **always** with the percentage about 18,2%. They were informant 1 and 3. Also, one informant chose **seldom** with the percentage about 9,1%. That was informant 9.

The question number 8 was about asking for the repetition for not clear sounds of the speaker. It could be concluded that about 6 informants chose **usually** with the percentage about 54,5%. They were informant 3, 4, 5, 7, 10, and 11. Then, 3 informants chose **always** with the percentage about 27,3%. They were informant 6, 8, and 9. Also, 2 informants chose **sometimes** with the percentage 18,2%. They were informant 1 and 2.

The question number 9 was about preparation for learning listening activities and the attention for comfortable sitting. It could be concluded that about 5 informants chose **usually** with the percentage about 45,5%. They were informant 1, 4, 7, 10, and 11. Then, 3 informants chose **always** and **sometimes** with the same percentage 27,3%. They were for each always and sometimes informant 2, 6, and 8 and 3, 5, and 9.

The question number 10 was about guessing what the speaker say in listening activities. It could be concluded that about 4 informants chose **usually** and **sometimes** with the same percentage about 36,4%. They were informant 5, 8, 10, and 11 for choosing usually and informant 4, 6, 7, and 9 for choosing sometimes. Then, 2 informants chose **always** with the percentage about 18,2%. They were informant 1 and 3. Also, an informant chose **seldom** with the percentage about 9,1%. That was informant 2.

The question number 11 was about marking the key words in conversation in listening. It could be concluded that about 6 informants chose **usually** with the percentage about 54,5%. They were informant 4, 5, 8, 9, 10, and 11. Then, 3 informants chose **always** with the percentage 27,3%. They were informant 1, 2, and 7. After that, informant 3 and 6 chose **sometimes** with percentage 18,2%.

The question number 12 was about taking note for unfamiliar words in listening process. It could be concluded that about 5 informants chose **always** with the percentage about 45,5%. They were informant 2, 8, 9, 10, and 11. Then, 4 informants chose **usually** with the percentage about 36,4%. They were informant 3, 4, 5, and 6. Also, 2 informants chose **sometimes** with the percentage 18,2%. They were informant 1 and 7.

The question number 13 was about relating the material in listening activities with background knowledge. It could be concluded that about 6 informants chose **usually** with the percentage 54,5%. They were informant 1, 4, 7, 9, 10, and 11. Then, 2 informants chose **always** and 2 informants chose **sometimes** with the same percentage about 18,2%. They were informant 2 and 8 for choosing always and informant 5 and 6 for choosing sometimes. After that, informant 3 chose **seldom** with percentage 9,1%.

The question number 14 was about practice dialogue and listen to western songs. It could be concluded that about 7 informants chose **usually** with the percentage about 63,6%. They were informant 1, 2, 4, 5, 6, 8, and 9. Then, 2 informants chose **always** and 2 informants chose **sometimes** with the percentage 18,2%. They were informant 10 and 11 for choosing always and informant 3 and 7 for choosing sometimes.

The question number 15 was about easy to catch the idea of the speaker in listening. It could be concluded that about 5 informants chose **usually** with the percentage about 45,5%. They were informant 1, 2, 6, 8, and 9. Then, 3 informants chose **sometimes** with the percentage 27,3%. They were informant 4, 5, and 7. Also, there were 2 informants chose **always** with percentage 18,2%. They were informant 10 and 11. After that, informant 3 chose **seldom** with the percentage 9,1%.

The question number 16 was about interpreting the conversation in conversation well based on knowledge. It could be concluded that about 6 informants chose **usually** with the percentage about 54,5%. They were informant 1, 2, 3, 4, 7, and 8. Then, 3 informants chose **sometimes** with the percentage 27,3%. They were informant 5, 6, and 9. Also, 2 informants chose **always** with the percentage about 18,2% . They were informant 10 and 11.

The question number 17 was about the target of students to get good mark in learning listening. It could be concluded that about 5 informants chose **always** and 5 informants chose **usually** with the same percentage about 45,5%. They were informant 1, 3, 6, 10, and 11 for choosing always and informant 2, 4, 5, 7, and 8 for choosing usually. Then, 1 informant chose **sometimes** with the percentage 9,1%. That was informant 9.

The question number 18 was about keeping concentration when trouble comes from outside of the classroom. It could be concluded that about 6 informants chose **usually** with the percentage 54,5%. They were informant 2, 3, 5, 6, 7, and 8. Then, 4 informants chose **always** with the percentage about 36,4%. They were informant 1, 4, 10, and 11. Also, 1 informant chose **sometimes** with the percentage about 9,1%. That was informant 9.

The **question** number 19 was about discussion with friends about the material. It could be concluded that about 7 informants chose **always** with the percentage about 63,6% . They were informant 5, 6, 7, 8, 9, 10, and 11. Then, 2 informants chose **sometimes** and 2 informants chose **seldom** with the same percentage 18,2%. They were informant 1 and 4 for choosing sometimes and informant 2 and 3 for choosing seldom.

The question number 20 was about giving explanation to other friends about materials who did not understand. It could be concluded that about 6 informants chose **usually** with the percentage 54,5%. They were informant 5, 6, 8,

9, 10, and 11. Then, 3 informants chose **sometimes** with the percentage about 27,3%. They were informant 1, 4, and 7. Also, 1 informant chose **always** and 1 informant chose **seldom** with the same percentage about 9,1% that was informant 3 for choosing always and informant 2 for choosing seldom.

The question number 21 was about asking for help and giving help for each difficulties. It could be concluded that about 5 informants chose **always** with the percentage about 45,5%. They were informant 3, 4, 5, 6, and 9. Then, 3 informants chose **usually** and 3 informants chose **sometimes** with the same percentage about 27,3%. They were informant 7, 10, and 11 for choosing usually and informant 1, 2, and 8 for choosing sometimes.

The question number 22 was about relating the material to their own experiences. It could be concluded that about 7 informants chose **sometimes** with the percentage about 63,6%. They were informant 4, 6, 7, 8, 9, 10, and 11. Then, 3 informants chose **usually** with the percentage 27,3%. They were informant 1, 2, and 5. Also, 1 informant chose **always** with the percentage about 9,1%. That was informant 3.

The question number 23 was about the function of relating material to their own experiences. It could be concluded that about 6 informants chose **usually** with the percentage about 54,5%. They were informant 1, 4, 6, 9, 10, and 11. Then, 3 informants chose **sometimes** with the percentage 27,3%. They were informant 3, 5, and 7. Also, 2 informants chose **always** with the percentage about 18,2%. They were informant 2 and 8.

The question number 24 was about studying before and after coming to classroom really helped the students. It could be concluded that about 6 informants chose **usually** with the percentage about 54,5%. They were informant 3, 4, 5, 6, 7, and 8. Then, 4 informants chose **sometimes** with the percentage 36,4%. They were informant 1, 2, 10, and 11. Also, informant 9 chose **always** with the percentage 9,1%.

The question number 25 was about friends' explanation helped to comprehend the material. It could be concluded that about 4 informants chose **always** and 4 informants chose **sometimes** with the same percentage 36,4%. They were informant 5, 6, 7, and 9 for choosing always and informant 1, 2, 3, and 8 for choosing sometimes. Then, 3 informants chose **usually** with the percentage about 27,3%. They were informant 4, 10, and 11.

The question number 26 was about asking for soft copy of the material to the lecturer to learn again at home. It could be concluded that about 5 informants chose **sometimes** with the percentage 45,5%. They were informant 6, 8, 9, 10, and 11. Then, 4 informants chose **seldom** with the percentage about 36,4%. They were informant 1, 3, 5, and 7. Also, informant 2 and 4 chose **never** with the percentage 18,2%.

The question number 27 was about disturbing from other students that broke their concentration. It could be concluded that about 6 informants chose **always** with the percentage 54,5%. They were informant 1, 3, 4, 6, 7, and 9. Then, 4 informants chose **usually** with the percentage about 36,4%. They were informant 2, 8, 10, and 11. Also, informant 5 chose **never** with the percentage 9,1%.

The question number 28 was about the students prefer to listen lecturer voice rather than from tape. It could be concluded that about 4 informants chose **usually** with the percentage 36,4%. They were informant 4, 9, 10, and 11. Then, 3 informants chose **always** with the percentage about 27,3%. They were informant 1, 5, and 7. Also, informant 6 and 8 chose **sometimes** and informant 2 and 3 chose **seldom** with the same percentage 18,2%.

The question number 29 was about the usefulness of printed material that given by the lecturer to guess what they will listen. It could be concluded that about 8 informants chose **always** with the percentage 72,7%. They were informant 1, 4, 5, 6, 7, 8, 10, and 11. Then, 2 informants chose **sometimes** with the percentage about 18,2%. They were informant 2 and 3. Also, informant 9 chose **usually** with the percentage 9,1%.

The question number 30 was about the students prefer to listen to the lecturer rather than to the cassette. It could be concluded that about 5 informants chose **always** with the percentage 45,5%. They were informant 1, 2, 3, 5, and 8. Then, 4 informants chose **sometimes** with the percentage about 36,4%. They were informant 4, 6, 7, and 9. Also, informant 10 and 11 chose **usually** with the percentage 18,2%. **Finding on Interview**

II. Finding on Interview

There are many components of language learning strategies that skillful students applied to improve their listening skill. The following explanation about the use of language learning strategies and factors influence the choice of the students based on the rarely used to the most frequent used by skillful students to improve their listening skill.

a. Affective Strategy

This strategies include identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self. Learning listening also needs to consider about the feeling. There was an informant who care about their feelings in listening section. The interview with informant 1 who mentioned that learning listening need the confortable feeling because the activity will need the concentration highly. However her exact answer regarding the need confortable feelings in listening as follow:

“Actually in the listening classroom, we need the comfortable zone. But when in my class, i think less of facilities. Because anything that we need to support our listening, i just listen to the tape without earphone.” – **Informant 1, page 70.**

She also added

“If the problem from the outside out friends, i just annoying (ignoring) but if it comes from me, when i am sick, so maybe i choose to leave the class. Because it makes, i think it disturbs my concentration and also our friends.” – **Informant 1, page 70.**

Based on the result of interview with informant 1 above, it could be concluded that having comfortable feeling is required to get better result in listening. The comfortable zone (area) and the comfortable condition is also important to have a good listening achievement. Considering that feeling improved skillful students' listening skill is suggestable to be used by the other students to improve their listening skill.

b. Compensatory Strategy

This strategies help the learner make up for missing knowledge. It can be such guessing from the context, using synonyms, strictly, using gestures of pause words. In listening, sometimes we can guess the words, sentences, dialogues or even the idea of the conversation through the context although we do not know all the words in that conversation. Also, students can be helped by knowing the context of the conversation itself. The students can improve their listening by guessing the context. There was an informant who exposed that guesssing the context could help her in getting the idea of the conversation. That guessing the context could improve herlistening skill. The interview with informant 3 who confessed that guessing the context of word improved her listening skill because if we do not know all meanings of the words, we can see from the context. Her answer as follow:

“In translate the meaning we have several ways that we have learnt it. But if can not see the dictionary, we can see the context of the words itself. Where the word we can see the word before and after that word. Ok if the sentence,

we can see the context like i say before. But if just a single word, yaa i think we have to look at the dictionary.” – Informant 3, page 75 .

Based on the result of interview with informant3 above, it could be concluded that guessing from the context of the words, sentences and dialogues improved skillful student in listening. Therefore, guessing the context of the words, sentences, and dialogues that improved skillful students’ listening skill is suggestable to be used by the other students to improve their listening skill.

c. Memory-related Strategies

It helps learners link one second language or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learner to learn and retrieve information in an orderly string, while other techniques create learning and retrieval via sound, image, a combination of sounds and images, body movement, mechanical means, or location. Informant 5 exposed that finding the position of sitting was very important to get better listening to the tape because if we sit far away from the tape, we can not listen to the conversation clearly. Her answer as follow:

“My habit before to listening class is aaa, i always want to sit in front of lecturer’s table.” Informant 5, page 79 .

She also added

“I don’t know. The way is sitting in front, discuss, ask my lecturer, listening the music, add the material that lecturer give to us.” –Informant 5, page 80.

Based on the result of interview with informant5 above, it could be concluded that position (location) of the students sitting improved the skillful students’ listening skill. Therefore, choosing the nearest position to the lecturer’ table that improved skillful students’ listening skill is suggestable to be used by the other students to improve their listening skill.

d. Social Strategies

a) Asking for Help

It can be in form asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation on partner, and exploring cultural and social norms, help the learner work with others and understand the target culture as well as the language. Some of informants did those activities to improve their listening skill. By asking for help to lecturer or friend who know more, the skillful students improved their listening because they got better explanation about the material. First, the interview with informant 1 who confessed that asking for help to the lecturer or friends improved her listening because she thought that the explanation from lecturer or friends could help her. Her answer as follow:

“Sometimes. Because when native speakers speak, sometimes we can not understand. So we need to ask to the lecturer.” Informant 1, page 70.

Second, the interview with informant 3 who confessed that asking for help to the lecturer or friends improved her listening because in asking for help to the lecturer or friends made clear the information. Her answer as follow:

“I think i ever do that. But it is not always. I think i ask to the lecturer because i think the lecturer have the more knowledge within of my friends.” -Informant 3, page 75.

Third, the interview with informant 4 was also similar. The researcher interviewed her who confessed that asking for help to the lecturer or friends improved her listening because she liked to ask to them. Her answer as follow:

“Yes of course. When i don't understand about the word, about the statement, about the material, i will ask my lecturer.” -Informant 4, page 77.

Fourth, the interview with informant 5 who confessed that asking for help to the lecturer or friends improved her listening because she got the clear explanation. Her answer as follow:

“Yes. Because listen to the lecturer explanation, it can help me to be more understand about the listening.” – Informant 5, page 79.

Fifth, the interview with informant 8. The researcher interviewed her who confessed that asking for help to the lecturer or friends improved her listening because she felt comfort to ask them. Her answer as follow:

“Yes, sometimes i ask the lecturer, sometimes to friends. Lecture the most. Sometimes my friends did not know also about the things..” -Informant 8, page 85.

Last, the interview with informant 9 who confessed that asking for help to the lecturer or friends improved her listening because she felt relax to ask them. Her answer as follow:

“The first to my friends, i think, discuss to my friends make me relax.” -Informant 9, page 87.

Based on the result of interviews with informant 1, 3, 4, 5, 6, 8, and 9 above, it could be concluded that asking for help to the lecturer or friends improved the skillful students' listening skill. Therefore, asking for help to the lecturer or friends that improved skillful students' listening skill is suggestable to be used by the other students to improve their listening skill.

b) Social Norms

The interaction with people in daily life and also culture in their society gave influence also to improve skillful students in listening skill. There were some informants who exposed that their interaction in society and also their culture improve their speaking skill. First the interview with informant 4 who confessed that her interaction in society and her culture could improve her listening. Her answer as follow:

“I think yes. Beacuse we always repeat our english, we always practice our english, so it will influence my english. .” -Informant 4, page 78.

Second, the interview with informant 6 who confessed that when he interact a lot with friends and society could improve her listening skill. Her answer as follow:

“Ya. That give influence to the achievements. It can make aa, can you can you repeat? Aaa, its can help me to improve to practice and aa thats so better to me after listeng and also we have to speaking and thats can help me to improve speaking and also listening.”–Informant 6, page 82.

Based on the result of interviews with informant 4, 6, and 8 above, it could be concluded that doing interaction a lot with society and friends, also social habit in the society could improve the skillful students' listening skill. Therefore, interaction with society and friends also social habit that could improve skillful students' listening skill is suggestable to be used by the other students to improve their listening skill.

e. Cognitive Strategies

It enables the learners to manipulate the language material in direct ways. It can be done by doing activities such as thought reasoning, analysis, note-taking, summarizing, synthesizing, outlining, recognizing information to develop stronger schemas, practicing in naturalistic settings, and practicing structures and sounds formally.

a) Note Taking

Listening to the tape in learning listening, sometimes we do not familiar with the words or sentences that speaker says. In that situation, the skillful students took action by took note for every words or sentences that they did not know. The students could improve their listening by doing note taking itself. There was an informant who exposed that doing note taking for not familiar words or sentences could improve her listening skill. The interview with informant 1 who confessed that by doing note taking could improve her listening skill. Her answer as follow:

“Hmm maybe, aa if strategy just, the first just watching movie in english and also listen the songs. But in the classroom i have strategy, if i don't understand what the speaker say, i will write the new words of vocabulary.”–Informant 1, page 71.

Based on the result of interviews with informant1 above, it could be concluded that doing note taking while learning listening when we listen unfamiliar words or sentences could improve the skillful students' listening skill. Therefore, doing note taking for unfamiliar words or sentences that could improve skillful students' listening skill is suggestable to be used by the other students to improve their listening skill.

b) Practice

Practice make perfect. That is the wise sentence by the expert in the world. In fact, it really happened to the students. Mostly skillful students who got mark A doing practice a lot for listening. There were some informants who exposed that practice for listening could improve their speaking skill. There are many kinds of practice can be done by the students such as listening to western music, watching movie and so on. First, the interview with informant 1 who confessed that practice listening to western music and movie could improve her listening. Her answer as follow:

Based on the result of interviews with informant1, 2, 3, 4, 5, 6, and 8 above, it could be concluded that practice by listening to western song and watching western movie could improve the skillful students' listening skill. Therefore, practice by listening to western songs and watching western movie that improved skillful students' listening skill is suggestable to be used by the other students to improve their listening skill.

f. Metacognitive Strategies

a) Learning Style

Learning style is one of important to have by the students in improving their listening skill. Students who have bad learning style will not be success in listening. Beside that, there is also learning needs that they need to be completed. There wasan informant who exposed that her learning style helped her to get better in listening and could improve herlistening skill. The interview with informant 4 who confessed that her learning style really improved her listening. Her answer as follow:

“I am also not sure about that because i am a female, how about you i don’t know. Of course you got big grade than me. I think gender does not really influence. Learning style is the most influence someone’ skill.” Informant 4, page 78.

Based on the result of interview with informant 4 above, it could be concluded that having good learning style could improve the skillful student inlistening skill. Furthermore, having good learning style that improved skillful student’ listening skill is suggestable to be used by the other students to improve their listening skill.

b) Needs (Facilities)

In getting good achievement, we need to complete our needs regarding to the learning activities. In listening for example, we need to have many things that related to listening activities and also about the materials such as western songs, western movie, tape recorder, headset, eaarphone, speakers and so on. Lack of facilities will decrease our achievements also. There were some informants who exposed that their needs such as western songs, movies and headset could improve their listening skill.

Based on the result of interviews with informant5, 6, 8, and 10 above, it could be concluded that the complete facilities could improve the skillful students’ listening skill. Therefore, the complete facilities that improved skillful students’ listening skill is suggestable to be used by the other students to improve their listening skill.

c) Planning

A good result based on good preparation. In this condition students can do many preparation and planning before the learning process such as wake up early, reading the material before coming to classroom, searching on internet and many more. The best arrangement for their listening activities will make students success in listening. There were some informants who exposed that well prepare could improve their listening skill. Based on the result of interviews with informant 1, 2, 3, 4, 5, and 6 above, it could be concluded that well prepare could improve the skillful students’ listening skill.

d) Monitoring Mistakes and Evaluating

Every finish listening activities, we need to do correction and review what we have done in listening section before. It aims to know where we did mistake, what we have to improve in the future. There were some informants who exposed that monitoring their mistakes and evaluation could improve their listening skill. Based on the result of interviews with informant 3, 6, 8, 9, and 10 above, it could be concluded that doing review and evaluation could improve the skillful students’ listening skill. Therefore, doing review and evaluation that could improve skillful students’ listening skill is suggestable to be used by the other students to improve their listening skill.

B. Discussion

This research was intended to investigate the language learning strategies applied by skillful students to be reveal later on. The researcher investigated the skillful students at the fourth year of English department by giving questionnaire and interview. The researcher interviewed each informant personally and documented the interview in recording, the voice and the video.

Based on the finding above, it can be concluded that there were 6 kinds of language learning strategies applied by skillful students to improve their listening skill at the fourth year of English department UMMY Solok registered in 2021/2022 academic year. They were cognitive strategies, metacognitive strategies, memory-related strategies, compensatory strategies, affective strategies and social strategies. There were six language learning strategies applied by skillful students as follow: The first was affective strategies. The things that the informant 1 acquired was as follow: in learning listening, the comfortable area, comfortable feeling is really needed. When the condition is not well, it will not get the better result, better to leave the class. The student can improve her listening ability when she felt comfort and feeling good. She will focus and concentrate to the speakers in learning listening. Related to the result of the interview, the informant chose this strategies because she really considered about her feeling and comfortable feeling in studying. So, the informant could apply this strategies and could improve her listening skill.

The second was compensatory strategies. The result of questionnaire showed that there was 1 skillful student who admitted that using compensatory strategies was improving her listening skill. Based on the result of interviews with informant 3, some factors that encouraged her to choose these strategies were about the difficulties in catching the meaning directly without knowing the whole meaning of the sentences. So, the informant did guessing the meaning to help her to get the meaning. She guessed the meaning based on the context of the sentences. It could be concluded that compensatory strategies improved the skillful students' listening skill.

The third was memory-related strategies. There was one informant chose this strategies to improve her listening skill. the result of questionnaire showed that way. After doing interview with that informant, she was concerned to the position of sitting in the classroom when studying listening. She wanted to have the closest position to the sources of the sounds, such as loudspeaker and lecturer. That was thing that influence her to choose this strategies that can improve her listening skill.

The fourth was social strategies. There were 7 skillful students applied this strategies to improve their listening skill based on the result of questionnaire. They were informant 1, 3, 4, 5, 6, 8, and 9. After doing interview each of them, the researcher knew that the need of help and daily social activities were encouraged them to choose this strategies. Because they need help from other friends, from the lecturer also. So they ask to foe help to help them in difficult session in listening. Also, their habit in socialization in daily life made them habituate with the listening. Those factors influencing their choice toward this strategies and improved their listening skill

The fifth was cognitive strategies. 7 informats applied this strategies to improve their listening skill. it can be seen from the result of the questionnaire. They applied this strategies to improve their listening skill. they were informant 1, 2, 3, 4, 5, 6, and 8. They thought that listening needs focus and doing continuously. So they did note taking to help it. And this note taking activity helped them. Beside that, they also influenced by practice a lot. To get

master in listening, they had to practice a lot to listen western songs, videos in YouTube. Those activities encouraged them to choose this strategies to be applied in listening to improve their listening skill.

The sixth was metacognitive strategies. Informant 1, 2, 3, 4, 5, 6, 8, 9 and 10 confessed that applying metacognitive strategies could improve their listening skill based on questionnaire' result. The researcher tried to get the reason why they chose this strategies mostly and what the factors influence this choice. Finally, by seeing the result of interview, there some factors influenced them to choose this strategies mostly. Everyone has learning style. So realizing that, they understood that they need learning style and that one of factor encouraged them to choose this strategies to be applied. After that, in listening section students need some needs to complete their study equipments. Because of that, they choose this strategies to help them to improve their listening. Then, because listening is something a bit difficult for them, they do need good preparation before the class started. They did the planning well. It also helped them to choose this strategies and succesfully applied. Next, after doing the class, they still did the learning further such as monitoring the mistakes to encourage them to have better result in the next week. Lastly, they need an evaluation to encourage the next better learning process. Those things and activities were encouraged them to applied this strategies to improve their listening skill.

In conclusion, there were 6 language learning strategies applied by skillful studentsat the fourth year English department of UMMY Solok at 2021/2022 academic year, they are cognitive strategies, metacognitive strategies, compensatory strategies, memory-related strategies, affective strategies, and social strategies. After analyzing the finding of the questionnaire, the frequently used blanguage learning strategies applied by the skillful students to improve their listening skill was metacognitive strategies. Further, based on the result of interview, there were six factors influence the choice language learning strategies by the skillful students, they are background knowledge, pupose of learning language, target, age, gender, and learning style. Additional information that target of the students was about the personal target that students wanted to achieve weekly. It was interpreted by the researcher based on the answer of the informants. It was found that learning style was the most influencing the choice of language learning strategies by the skillful students.

SIMPULAN DAN SARAN

This research was focused on investigating skillful students' language learning strategies to improve their listening skill at the fourth year of English department of UMMY Solok registered in 2013/2014 academic year. There are six kinds of of language learning strategies that applied by skillful students. Finally, the main findings of this research were concluded as follow:

1. The language learning strategies applied by skillful students to improve their listening skill registeredin 2013/2014 academic year of English Department of UMMY Solok wereaffective strategies (feelings), compensatory strategies (guessing from the context), memory-related strategies (choosing position), social strategies (asking for help, social norms), cognitive strategies (note taking, practice), and metacognitive strategies (learning style, learning needs, planning, monitoring mistakes, evaluation). The most frequently used strategies by the skillful students was metacognitive strategies
2. The factors influence the choice of language learning strategies applied by English Department students to improve their listening skill were bakground knowledge, target, purpose for learning language, learning style, age, and gender. The most influence factor toward the choice of the skillful students was learning style.

Based on the result of the research, the researcher would like to give some suggestion. The suggestions are related to language learning strategies that applied by skillful students as follow:

1. The language learning strategies that applied by skillful students which are revealed in this research, are advisable to be applied by the students of English department who are struggling in listening.
2. The other researchers are expected to use this research and other related sources to add their knowledge about language learning strategies.

JADWAL

No	NamaKegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulanproposalpenelitian	√	√										
2	Revisiproposalpenelitian			√									
3	Observasiawalkelokasipenelitian				√								
4	Merancanginstrumentpenelitian					√							
5	Pelaksanaantreatment penelitian						√	√					
6	Pelaksanaanpost-test(pengumpulandata)								√				
7	AnalisisData									√	√		
8	Publikasihasilpenelitian											√	
9	Pelaporanhasilpenelitian												√

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LAMPIRAN

Lampiran1. Justifikasi Anggaran Penelitian

1.Honor				
Honor	Honor/Jam(Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/12bulan (Rp.)
Validator Instrument	150.000	2	2	600.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	400.000
Sub Total(Rp.)				1.400.000
2.Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan Penelitian	10	128.000	1.280.000
Fotocopy	Perbanyak instrument penelitian	5	96.000	480.000
Dokumentasi selama Penelitian	Penelitian	4	150.000	600.000
Jumlah				2.360.000
3.Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
KertasHVS	Print laporan penelitian, Instrument penelitian	3	60.000	180.000
Tinta Printer EPSON	Print laporan penelitian, instrument penelitian	7	175.000	1.225.000
Buku folio	Catatan lapangan penelitian	1	23.000	23.000
Pen Correction (TipeX)	Catatan lapangan penelitian	2	8.500	17.000
Bulpoint	Catatan lapangan penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan Penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	8	7.500	60.000
MapDokumen	Penyimpanan bahan-Bahanhasil penelitian	2	24.000	48.000
Materai 10000	Kontrak Penelitian	12	10.000	120.000
Jumlah				1.715.000
4.Perjalanan				
Material	JustifikasiPerjalanan	Kuantitas	Harga	Biaya/tahun/12

			Satuan (Rp)	bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	75.000	600.000
Jumlah				700.000
5.Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun(Rp)
Publikasi di Jurnal	Luaran	1	300.000	300.000
Sub Total (Rp)				300.000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				6.500.000

Lampiran 2. Surat Pernyataan Ketua Peneliti/Pelaksana (Sumber Dana LP3M UMMY)



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SURAT PERNYATAAN KETUA PENELITI/PELAKSANA

Yang bertanda tangan di bawah ini:

Nama : Fitri Handayani, S.Pd., M.Pd.
NIDN : 1017048602
Pangkat/Golongan : Penata Tk.1/III d
Jabatan Fungsional : Lektor

Dengan ini menyatakan bahwa proposal penelitian saya dengan judul: **Language Learning Strategies Applied by English Department Students to Improve their Listening Skill**, yang diusulkan dalam skema Hibah Penelitian LP3M UMMY untuk tahun anggaran 2021/2022 bersifat original dan belum pernah dibiayai oleh lembaga / sumber dana lain.

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas UMMY.

Demikian pernyataan ini dibuat dengan sesungguhnya, agar dapat digunakan sebagaimana mestinya.

Solok, 4 Juni 2022

Mengetahui,
Dekan Fakultas Keguruan
dan Ilmu Pendidikan

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Surat Tugas

No. /ST-P/LP3M-UMMY/III-2021

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : Fitri Handayani, S.Pd., M.Pd.
NIDN : 1017048602
Tempat/Tanggal Lahir : Solok/17 April 1986
Pangkat/Golongan Ruang : Penata Tk.1/III d
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Untuk melaksanakan kegiatan Penelitian dengan judul **Language Learning Strategies Applied by English Department Students to Improve their Listening Skill** pada Tahun Akademik 2021/2022.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab.

Solok, 4 Juni 2022
Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402