



Literature Review: An Analysis of Students Strategies to Develop Their Listening Skills

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ABSTRACT

Listening is a crucial skill in language teaching and learning that needs continuous practice. So, this study aims to define and conceptualize listening, as well as various methods that students use to hone their listening abilities and identify variables that influence listening abilities. This study applied a literature review as a research method. In this study, eight articles were reviewed. The articles reviewed were limited to: (1) the articles taken from the publish or perish database; (2) open access articles; (3) the topic relates to students' listening strategies; (4) the study conducted at secondary school and university level; and (5) published between 2017–2022. The review process, starting with a focused search, followed by a thorough analysis, evaluation, and synthesis of collected information to gain a comprehensive understanding of the research topic. The author sets several goals to direct and facilitate data searching, including (1) the definition and concept of listening; (2) the different methods students use to develop their listening skills; and (3) variables that affect listening skills. The results showed that most of the eight studies focused on how students use metacognitive strategies. It also implied how crucial it is to teach students with proper strategy in order to improve their listening skills. The article mentioned a variety of factors that can influence students' listening abilities, including their concentration and involvement levels, sentiments about listening activities, and viewpoints.

KEYWORDS: listening strategy, listening skills, students strategies

1.0 INTRODUCTION

In the field of language teaching and learning, listening is an essential skill that requires extensive training and practice. Karimova M et al., (2020) stated that because it takes up the majority of the time we spend communicating in that language, listening is crucial. Rohmatika et al., (2021) consider how much time you devote to listening to other people talk, songs, the news, lectures, YouTube, etc. Listening can give input that can be extremely valuable for second language acquisition in general and for students, especially in light of the role that technology has played in elevating the profile of listening abilities in language instruction (Alzamil, 2021). The development of speaking abilities in particular can enable learners to create "holistic" approaches to text and can promote non-linear language processing. But many students struggle with listening comprehension, which can have serious repercussions because listening is a complicated process where a lot of things happen at once in the mind. As a result, listening is frequently regarded as one of the most difficult language skills to learn (Asmawati & Darti, 2017)

To understand listening comprehension, a listener needs the right strategy to be able to understand ideas, considering that listening is a cognitively demanding and complex process that



involves the interpretation of sound text to achieve meaningful content (Karimova M et al., 2020). The fact that listening used to be considered passive, receptive skills, as opposed to active and provided that listening requires the interpretation of sound text in order to produce meaningful content, it is a complex and cognitively demanding activity (Bao & Guan, 2019). The intricacy of this discipline, with all the demands on students' ability to process information mentally, has been made simpler by the fact that listening was once thought of as passive, receptive abilities as opposed to active and productive speaking and writing skills (Şendağ et al., 2018) . In fact, it is becoming more widely acknowledged that listening comprehension is one of the key factors in language learning (Dhanapala, 2019). Effective listening abilities must be viewed as both a worthwhile process in and of itself as well as a crucial component of the support for the development of language usage, including talk and read (Maghfiroh, 2018; Hüseyin, 2019).

Listening strategies are techniques used by learners to enhance listening comprehension. According to Bao & Guan (2019) The methods by which listeners control in-context interactions with a spoken text to accomplish comprehension are known as listening strategies. In addition, research by Bao & Guan (2019) wrote that the four basic categories of these listening techniques are cognitive, metacognitive, affective, and social. All knowledge-related mental aptitudes and processes are referred to as cognitive listening strategies. Planning, keeping track of, and assessing one's own listening abilities are all part of metacognitive techniques (Maghfiroh et al., 2024). Processing, organizing, and recalling information are all cognitive techniques. Socio-affective techniques entail controlling attitudes and emotions while listening.

It is important to remember that the effectiveness of listening techniques can vary based on a number of variables, including the listening setting, level of expertise, and personal learning preferences. Asriati (2017) mentioned that the following as some factors influencing a listening technique's effectiveness. Learning factors such as a student's personality, listening comprehension abilities, subject interests, and self-assurance in their ability to learn English. language component (vocabulary and grammar). The teacher's function. The linguistic setting Here, we discuss the accessibility of listening and listening activities for students (Fitri & Maghfiroh, 2024). Therefore, it is essential to evaluate the effectiveness of various listening techniques and identify the techniques that work best for individual learners and settings.

This literature review provides analysis of recent studies of strategies used by students to develop their ability to listen in the target language. The purpose of this article is to represent types of listening strategies common to students, including bottom-up, and factors that influence the use of such strategies. By understanding the types of listening strategies and the factors influencing them, the article aims to assist teachers in designing effective listening instructions so that students can improve their hearing ability in the target language. It is also hoped that it will provide new insights for researchers and teachers in the foreign-language field of teaching on more effective ways to help students develop their listening ability.

2.0 METHODOLOGY

The research method was a literature review, a process that is systematic, clear, and reproducible in order to offer help, an assessment of, and a synthesis of research works and ideas

created by earlier researchers. This method was chosen because it provides a thorough and open way of finding, picking, and evaluating relevant works on a particular topic.

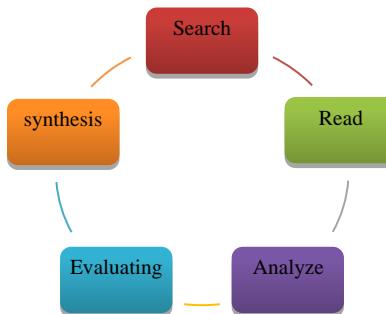


Figure 1. Literature review data search flow

This literature review has five key sections. During the search phase, the researcher looks for and gathers material from reliable sources that are pertinent to the research topic, which is Students' Listening Strategies to Develop Their Listening Skills, while taking into consideration the appropriate keywords. The next step is reading, during which the researcher reads and comprehends the information included in each gathered source. The researcher discovers significant concepts, discoveries, and arguments that are pertinent to the research topic while reading. After reading, the analysis phase involves critically analyzing each source, by comparing and contrasting between the different sources and looking for interrelationships between ideas and findings from each source. Researchers should also consider the strengths and weaknesses of each source and identify gaps in previous research that their research could fill. The next stage of evaluation is an evaluation of the challenges and quality of each source, taking into account factors such as the research method, the credibility of the authors, and consistency with other research findings. Finally, at the synthesis stage, the researcher synthesizes all the information that has been collected, analyzed, and evaluated to develop a bigger idea or concept about the research topic.

There are eight articles reviewed in this study, with the following criteria: (1) The relevance of the topic of the article will include an analysis of listening strategies to improve listening skills, and (2) the scope of research of this article includes various studies and research related to listening strategies used by high school students and collage students, (3) Limited the last 7 years (4) The reviewed articles only taken from the publish perish database, (5) open access articles. Besides that, there are several objectives set by the author to guide and facilitate the search for data, (1) to find out the definition and concept of listening, (2) to find out the various strategies used by students to improve their listening skills, and (3) to find out the factors that influence listening skills.

3.0 RESULTS AND DISCUSSION

This chapter presents the general result from the literature review conducted related to the analysis of students' listening strategies in developing listening skills. This study reviews eight articles that are relevant to the topic. These findings provide an overview of the existing knowledge on the topic, as well as identification of similarities, differences, and conclusions that can be drawn from the articles.



3.1 Definition and Concept of Listening

The eight publications under evaluation offer a precise definition and concept of listening strategy. Hijjatul Qamariah (2022) The verbal communication activity of listening is acknowledged as being more challenging and particular than verbal communication activities like speaking, reading, and writing. Prayogi & Hardiah (2018) claimed, listening is a skill that allows language learners to receive and interact with linguistic input and enhances the development of other language abilities, according to the statement. According to Lewier (2020) listening involves hearing what is being said, giving it meaning, demonstrating that meaning, negotiating meaning with the speaker and responding, and generating meaning through involvement, creativity, and empathy.

Indrianty & Kemala (2017) describe active listening is a sophisticated, active interpretive process in which listeners attempt to reconcile what they hear with what they already know. Listening is one of the abilities that students need to develop, particularly in English education programs, according to (Fetriani et al., 2020). The students will have an easier time understanding native speakers and will be better able to retain material.

Hadi et al., (2016) emphasizes that listening necessitates that pupils take the necessary steps to learn the information. (Hanifah 2020) highlights that listening develops into an important talent since it combines the development of a receptive skill with spoken language proficiency. Finally, Wahyuni & Inayati (2022) state that understanding the speaker's thoughts, facts, or lead is another aspect of listening.

These findings give a thorough summary of the body of research on the definition and idea of listening. They show contrasts, similarities, and significant inferences that can be made from the papers under evaluation.

3.2 Strategies Used by Students to Improve Their Listening Skills

The articles under review also detail various methods that students employ to improve their listening abilities. There were many kinds of tactics employed, according to an examination of eight studies that examined how students could enhance their listening abilities. In this study, there is one article that claims memory strategies are the ones students use the most, two publications that claim cognitive strategies are the ones students use the most, and five articles that claim metacognitive strategies are the ones students use the most.

Table 1: Number of Articles by Type of Strategy in Improving Students' Listening Skills

Article Title	Strategy Type	Number of articles
Listening Comprehension Strategies Employed by Indonesian Efl Students: Lesson Learned from Indonesian Islamic Higher Education	Memory Strategy	1
An Analysis of Students Listening Strategies in Islamic Senior High School Ruhul Falah	Cognitive Strategy	2
An Investigation of Listening Comprehension Strategies Used	Cognitive Strategy	

By Sixth Semester Students Of English Education Study Program At University Of Bengkulu		
Listening Strategies of Students at English Education Study Program of Pattimura University Ambon; Implication For Teaching Listening	Metacognitive Strategy	5
Listening Strategies Used by The Students in Improving Listening Skill	Metacognitive Strategy	
The Analysis Of Listening Strategies Used By The English Department Students Of Faculty Of Languages And Arts Of Universitas Negeri Padang	Metacognitive Strategy	
The Listening Strategies Of The Senior High School Students: An Overview	Metacognitive Strategy	
The Strategies in Learning English Listening Skills Used by The Eighth-Graders	Metacognitive Strategy	

3.2.1 Memory Strategy

The findings of study by Fetriani et al., (2020) indicated that the second semester students' most common method for learning listening comprehension was memory strategy. This was evident from the statistic that 89 percent of second-semester students preferred memory techniques. In addition, they also claimed that memory strategies were employed to store new information in memory. There are three activities that students can complete with the memory strategy.

- The students first make a connection between the sound of a new word and an image or picture when they hear it in listening material (85 percent respond positive). The kids learned listening comprehension through this practice since it was simpler for them to retain what they had previously heard. As an illustration, a native speaker used the term "sand" and described a beach. As a result, the pupils may envision a beach and sand dunes.
- Students remember "word or phrase" from hearing material after the second activity. This activity has had a (90 percent positive response), and it aids students in remembering words or phrases, such as if a native speaker mentioned fire in the listening material, so the students can envision heated and urgent conditions.
- The final memory technique that students use is to connect what they have heard to what they already know (92 percent of students agree). For instance, if they have prior knowledge of the material they have been listening to about aerobics, they will be familiar with it and be aware of its benefits for their health. It indicates that the kids can make connections between what they heard and what they already know. Those are the exercises second semester uses to develop listening comprehension for the memorized material.

3.2.2 Cognitive Strategy

It has been established through study by Hijjatul Qamariah (2022) and Prayogi & Hardiah (2018) that kids use cognitive listening Strategy as they learn to listen. In listening, a cognitive strategy is one that focuses on processing, interpreting, storing, and recalling (using) memory. This tactic examines the information processing system in the human brain as it functions during the listening process (Hijjatul Qamariah, 2022). Learning outcomes for students can be significantly



improved by using cognitive listening strategies.

Students employed "cognitive methods" to complete an assignment right away. In addition, it includes elements like inference, elaboration, summary, translation, transfer, and repetition. Students utilized this tactic in the "High" predicate, according to the (Prayogi & Hardiah, 2018) study's findings. This demonstrates how sixth-semester students were frequently employing strategies including inference, elaboration, summary, translation, transfer, and repetition, visualization, repetition, elaboration (using previous knowledge), inference, and note-taking.

3.2.3 Metacognitive Strategy

The analysis of the eight articles revealed that metacognitive methods were those most frequently employed by students. Indrianty & Kemala (2017) in their study stated that metacognitive techniques are crucial because they control and guide language acquisition. It was discovered that organizing and planning lessons aids students in getting the most out of their time and efforts. Additionally, it supports students in resolving their issues.

According to Hanifah (2020) and Lewier (2020), Metacognition is "thinking about one's own thinking," like kids who can identify appropriate teaching strategies when they are applied. This tactic focuses on developing the ability to organize, track, and evaluate the data gleaned from the listening portion. This is specifically done as pre-listening exercises.

In line with Hadi et al., (2016), With a focus on attention, planning their own learning, and self-evaluation, metacognitive methods assist students in taking charge of their own learning. The results demonstrate that these tactics are generally applied with considerable intensity. By paying attention to what they need to listen to and ignoring distractions around them, pupils typically become more focused. They aid their own learning by drawing connections to previously read or heard topics that are already familiar to them. Additionally, they organize their learning in an effective and efficient manner by setting up a pleasant environment for learning both inside and outside of the classroom and looking for opportunities to practice outside of it. The kids attempted to rectify their own error while listening to English and are aware of it.

In information processing theory, the term "metacognitive strategy" refers to an "executive" function that includes planning for learning, reflecting on the learning process as it is happening, keeping track of one's output of comprehension, and evaluating learning after an activity is finished. Metacognitive strategies, then, have to do with tactics, or how students handle and manage their course information (Wahyuni & Inayati, 2022).

There are several advantages gained by students in using metacognitive strategies in their listening learning. Lewier (2020) argues that pupils who employ metacognitive techniques benefit from the following:

- a. Learners employ learning techniques.
- b. They pick up information more quickly and impressively.
- c. Learners define themselves as capable of handling any scenario and continual receivers.
- d. They are self-assured enough to ask friends, instructors, or family for assistance when they need it.
- e. They take note of and assess the reasons why they are successful learners.
- f. They manage the circumstance when something goes wrong while performing the work.

g. They make adjustments to reflect changing circumstances and their method is appropriate for the learning task.

These results imply that students use a variety of techniques to improve their listening abilities. The use of active listening, metacognitive awareness, pre-listening activities, note-taking, visual aids, contextual and predictive signals, vocabulary building, and active interaction with real materials help to improve students' listening ability. In order to enhance students' development of listening abilities, our findings emphasize the significance of encouraging good listening methods in educational environments. By incorporating these tactics into instruction and offering chances for practice, educators may help students become more proficient and confident listeners.

3.3 Factors That Influence Listening Skills

The articles under review also mention variables that affect listening abilities.

- a. In Hijjatul Qamariah (2022) and Prayogi & Hardiah (2018) study, shows that the majority of students pay less attention, feel that listening activities are not as important, and are less engaged in offering comments and thoughts. They believe that listening exercises are tedious, dull, and time-consuming. Because they feel compelled to complete listening exercises, pupils become bored while listening.
- b. In addition Lewier (2020), noted that the elements may include the audio's degree of difficulty, the listener's cultural background and knowledge, as well as their ability to analyze and compile the information presented.
- c. While Indrianty & Kemala (2017) and Fetriani et al., (2020) groups the following factors that may have an impact on listening: (1) Speaker: Meaning depends on the speaker's rate of speech, volume, and accent. (2) Listeners: this relates to the roles of the listeners—whether they are participants or eavesdroppers, the required response rate, and personal subject interests. 3. Content: This section comprises language, vocabulary, information architecture, and presumptions about prior knowledge. (4) Support: This refers to whether the lock is supported by images, diagrams, or other visual aids.
- d. In other hand, Hanifah (2020) and (Wahyuni & Inayati, 2022) claimed that while teachers may routinely assign students a listening task, they almost never teach them a listening strategy or how to manage their listening process when listening to spoken text. Instead of instructing students on how to control language input, teachers test their students' comprehension of the listening output. The factors influencing listening skills are provided in the articles under consideration. These results can be utilized to create engaging listening lessons and enhance students' listening abilities.

Based on the eight articles reviewed, this study offers in-depth information on the definitions and ideas of listening, the methods that students used to develop their listening skills, and the variables that affect listening capacity. It was found that the authors of the articles emphasized the complexity of listening, which goes beyond just hearing the words. Understanding, interpreting, negotiating meaning, and creating meaning through engagement, creativity, and empathy are included. Five of the eight reviewed articles emphasize that students used metacognitive techniques



the most. This research underscores how important it is to use efficient teaching methods to help students learn to listen better. The articles reviewed also noted a number of elements that can influence listening aptitude. Such as Level of student focus and participation, opinions about listening exercises, and feelings.

This finding is relevant to Lubis et al., (2021), that most students used metacognitive techniques including planning their listening before they start listening, paying closer attention to the text when they are having trouble understanding, and so on. Students then employ cognitive techniques including inferring the meaning of terms they are unfamiliar with, drawing on prior knowledge to comprehend assignments, and so on. Conversely, Gestanti's (2017) demonstrated that memory techniques were those that were most frequently used by students.

In addition, this literature review study implied a strategy that is rarely used by students namely the memory strategy, this finding is in contrast to the research of Lubis et al., (2021), where their research found that students implemented socio-affective strategies as the least preferred option by working together with peers to understand assignments, trying to relax before listening to assignments, and so on.

The eight publications that were examined produced considerably different findings from earlier investigations, according to the findings of the aforementioned present literature analysis. These results show that there are variances in the approaches taken by students to improve their listening abilities, particularly when it comes to the application of memory and metacognitive techniques.

4.0 CONCLUSION

Based on the eight articles reviewed, learners used a variety of listening styles. There are various ways that have an impact on improving learners' listening skills. Cognitive, memory, and metacognitive strategies were all present. According to the findings, the majority of students employed metacognitive techniques to increase their listening comprehension.

Making associations between sounds and visuals, recalling words or phrases from hearing material, and relating what is heard to prior information are all examples of memory techniques. Cognitive methods comprise components like inference, elaboration, summary, translation, and note-taking and are focused on processing, interpreting, storing, and recalling information. Thinking about one's own thinking, organizing and preparing lessons, self-evaluation, and directing the learning process are all examples of metacognitive methods. The majority of articles stress that students most frequently employ metacognitive techniques. These results highlight how crucial it is to use efficient teaching methods to help pupils learn to listen better.

It is crucial to remember that the conclusions from the article are based on the precise studies and results examined. To fully comprehend listening strategy and their usefulness in various educational contexts, more investigation and study are required. However, the article's insights add to the current discussion about strengthening listening teaching and developing students' listening skills.

This literature review's weakness stems from its narrow focus, as it only looked at eight articles. It is advised that data from a wider range of articles be used in future studies to improve its validity. By increasing the sample size, a more thorough and representative analysis may be carried

out, producing results that are more solid and trustworthy. A wider collection of papers would offer a more comprehensive viewpoint and maybe shed light on other definitions, approaches, and variables associated with the improvement of listening abilities. In order to improve the findings and increase the general validity of the research, it is advised that future studies incorporate a bigger number of articles.

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