CHAPTER I

INTRODUCTION

1.1 Background

Increasingly sophisticated technological advances make students take advantage of these technologies, and extraordinary students use these technological advances in classroom learning activities. Extraordinary students who have used technology for their learning, especially in terms of listening skills such as audio recordings, podcasts, videos with subtitles, songs and music, and language learning applications, when they take an extensive listening course. Atmowardoyo (2021) it was found that they used several strategies to improve their English listening skills. Watching movies, listening to English songs, watching YouTube, listening to conversations, listening exercises, visiting education channels, listening to live conversations, voice features, and social media.

A language learning strategy refers to a systematic and conscious approach or plan individuals use to acquire, understand, and effectively use a new language. These strategies are techniques or methods that language learners employ to enhance their language-learning process. Atmowardoyo found that motivation and language learning strategy affect the subject's success in learning English as a foreign language (Atmowardoyo et al., 2021).

In EFL (English as a Foreign Language) learning, language learning strategies are specific techniques and approaches learners use to acquire, understand, and communicate in English when it is not their native language. EFL learners often face unique challenges due to limited daily exposure to English, making effective strategies particularly important. Sakkir (2016) cited from Mahib (2020). The researchers claim that Learning strategies carried out by good millennial students to improve their language skills currently use electronic media or e-learning media. They take advantage of the mechanical improvements that exist nowadays. E-learning can inspire and energize understudies to memorize dialect aptitudes, tuning in, talking, perusing, and composing English aptitudes.

Investigating EFL strategies for the extensive listening course is worthwhile because it leads to more effective teaching methods, improved student learning outcomes, enhanced engagement, and the ability to adapt to evolving educational technologies and practices. This benefits both educators and students in the pursuit of language proficiency.

Regarding language learning strategies and extensive listening, some studies have investigated language learning strategies in extensive listening courses separately, and most use questionnaires to find data. First, the study examined by Atmowardoyo (2021) conducted the study contains descriptions of the types of strategies used by research subjects to improve English listening, speaking, reading, and writing skills. Later, in a study examined by Mega Lestari & Achmad Yudi Wahyudin (2020), the authors confirmed the result of this research showed that metacognitive has been the most frequently used strategy, followed by social and compensation strategies while affective strategies became the least strategy used by the students. Another study by Mahib (2020) found that the most repeatedly applied strategies by students of level four from these six strategies are from the top "metacognitive, compensation, social, memory, cognitive, and affective strategies." In addition, these findings will help students to be aware of LLS when teaching and learning English as a foreign language.

However, based on the previous studies, there needs to be more information discussing investigating the EFL learner strategies of extraordinary students in extensive listening courses. More information is required because the last study used diverse participants, while this study only had extraordinary students. The methods used by researchers are different from those used in previous studies. Therefore, to fill this gap, the study aims to investigate the learning strategies used in the Extensive Listening course.

1.2 Formulation of the problem

The research question in this study is "What are the learning strategies used by the extraordinary student in the Extensive Listening course?"

1.3 Operational definitions

In this section, the researcher would like to give the operational definitions of the topic as follows:

1.3.1 **Language Learning Strategies** Language Learning strategies refer to the techniques, methods, or activities that learners use to enhance their language-learning process in the context of extensive listening. Learning strategies can be categorized into different types, including metacognitive strategies, cognitive strategies, compensation strategies, affective strategies, and social strategies. The study examined how learners use these different types of learning strategies to enhance their listening comprehension skills during the extensive listening course.

1.3.2 **Extensive Listening Course** This course aims at listening to (or being involved in) massive amounts of text, which means the students listen to any kind of long-spoken text that learners can understand reasonably smoothly. It means listening to many recordings, videos, and interviews about the same topic. This will help them get context for what they are listening to and will help them learn more vocabulary.

1.3.3 Language Learning Strategies in the Extensive Listening Course   In this study of extensive listening, learning strategies refer to the techniques or methods language learners use to improve their listening skills. Effective learning strategies can help learners to focus on and understand spoken language more easily, leading to improved listening comprehension.

1.4 Aims of the Study

The aim of the study is to investigate the learning strategies used in the Extensive Listening course.

1.5 Significances of the Study

It is expected that this study can be a useful contribution, as follows:

1.5.1 Theoretical Uses   This study contributes to the development of references on classroom learning and extensive listening, especially at the Indonesia tertiary education level.

1.5.2 Practical Uses   The present study contributes to the students' concerns with listening activities in the Extensive Listening course.

1.5.3 Empirical Uses   This study reviews and contributes to previous research in the area of extensive listening. Certainly, students' language learning strategies in extensive listening courses are a development issue in the field of extensive listening, which is one of the language learning. Besides that,

students' language learning strategies in extensive listening courses are a development issue in the field of extensive listening, which is one of the very important language learning. In addition, this research expands the experience and knowledge of researchers in researching student language learning strategies in EL courses.