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192 STRATEGIES OF UNIVERSITY STUDENTS PREPARATION IN FACING LISTENING III TEST Tera Athena athenatera99@gmail.com Abstract: Students can be successful in following listening tests not only because they are good at listening, but also because they are supported by techniques or strategies to do the listening tests, such as the before-test and while-test strategies.

This research aims to identify some research problems consist of (1) how are the strategies done by the students in before-test and (2) while-test happened. The researcher conducts qualitative research to find and analysis the data as the answer of the questions by making several observations to the fourth semester students. The researcher finds the data that actually most of the students in before-test section do Familiarize with the form of the test, segmentation and reading the transcript .

Furthermore, in While-test the researcher finds that most of the students do using multiple inputs, catching main idea, pay attention to voice change, academic conversations and class discussion. Key words: Listening Strategy, Listening Test Abstrak: Mahasiswa dapat berhasil dalam proses menyimak bukan hanya dikarenakan mereka pintar namun juga dikarenakan kemampuan menyimak mereka didukung oleh strategi atau teknik- teknik dalam menyimak yaitu startegi sebelum dan ketika berlangsung test.

Penelitian ini bertujuan untuk mengidentifikasi dua pertanyaan yaitu, bagaimana mahasiswa menggunakan strategies sebelum dan ketika test berlangsung. Peneliti menggunakan obervasi untuk menemukan jawaban dengan metode kuantitatif. Hasil dari identifikasi yaitu: mahasiswa melakukan pemahaman terhadap bentuk soal, sekmentasi dan membaca text yang diberikan oleh dosen.

Sedangkan ketika test, mahasiswa melakukan identifikasi jawaban yang kemungkinan benar, memahami ide pokok, memperhatikan perubahan tekanan suara dalam rekaman, dan mahasiswa lebih menyukai percakan antara guru dan orang tua, serta diskusi kelas. Key words: Listening Strategy, Listening Test Jurnal Pendidikan Volume 7, Nomer 2, Desember 2015, hlm 192-196 193 Introduction The number of people who use English has been increased. English is needed as an International language that is used across nations and culture. They use English in different purposes.

The main reason of it is they can build communication with different people of world and also they can open their mind in global community. In inquiring the information thought English, **the students need to** studying four skills, those are: **speaking, reading, writing and** listening. **All of the** activities are not purely listening activities but all involve some aural comprehension as an essential component of the communicative situation (Ur, 1984: 2).

Rarely, if we listen to something without some idea of **what we are going to** hear: only, perhaps, when we turn on the radio or television at random, or enter a room where a conversation is already **progress. Usually we have some preconceived idea of the content, formality level and so** on of the discourse we are about to hear. Based on Ur (1984: 03) our expectations may often be linked to our purpose in listening: if **we want to** know the answer to a question, then we will ask, and expect to hear a relevant response. Responding is demanded as a test of memory rather than of comprehension.

Based on the previous study written by Athena (2012, 43-47) **there are some** responses did by the students as their reaction when the listening activity taken place. The responding consisted of No overt responses, Short responses, longer responses, Extended responses, note taking and obeying instruction. From the data it can be described that only some **students who were** active in making responds. Most **of the students** just **sat down and** listened.

From the field note data, **the students needed to** be given some clarifications when they want to start listening. Students can be successful in following listening tests not only **because they are** good at listening, **but also because they are** supported by techniques or strategies to do the listening **tests, such as the** before-test and while- test strategies.

Before-test strategies refer to techniques applied by teachers to teach listening comprehension in the forms of familiarization of test formats, extensive listening, segmentation, Strategies Of University Student Preparation In Facing, Tera Athena 194 **and reading the** transcripts. While- test strategies include using pictures, using multiple inputs, catching main ideas, **paying attention to** voice changes, remembering specific

information, interpreting, and finding hidden meaning.

Longer conversations such as academic conversations, class discussions, academic talks, and lectures can also be understood using those strategies. Based on the description above, the researcher conducted a research by identifying the strategies done by the students in before-test and strategies done by the students while-test. Method Here, the researcher applied the qualitative research method because the data were presented descriptively.

The object were gotten from fourth semester students and one lecture. The data have been submitted from two instruments, such as: observations and documentation. After getting the data, researcher analyzed it by classifying the data into research questions or research problems. Discussion In listening class, most of the students got some obstacles to comprehend what the speaker told in the passage.

They need some strategies to help them in understanding the words or statements in the dialogue or conversations. Nashruddin (2013, 6-10) quoted that strategies can be done in the listening class, they can be applied in Pre-Listening Test and While-Listening Test. In the Pre-Listening Test, the students can do some activities as their strategies, such as: familiarize the students with the form of the test, Extensive Listening, Segmentation and reading the transcript.

Based on the data submitted from the field, the Fourth semester students in English Department did some strategies such as; Familiarize the students with the form of the test, Segmentation, and reading the transcript. They did it before they started listening or facing the listening test in order they were easier to comprehend the speakers said.

Besides, in while listening-test, the students can do various strategies when they are listening the test such as; Using pictures, Using multiple inputs, Catching main ideas, paying attention to voice changes, remembering specific information, interpreting, finding hidden meaning, academic conversations, class discussion, academic talks Jurnal Pendidikan Volume 7, Nomer 2, Desember 2015, hlm 192-196 195 and the last is Lecturers.

It is also done by the fourth semester students when they were listening the passage. The strategies are; Using multiple input, catching main idea, paying attention to voice changes, academic conversations and class discussion. So, the students can do some activities that connected to their preparation when they are in Before test and while the test taken.

In Before-Test strategies, they applied ; Familiarize the students with the form of the test, Segmentation, and Reading the transcript. And when they were in real condition that is listening III test, they did several activities such as; using multiple inputs, catching main ideas, paying attention to voice changes, academic conversation and class discussion.

Conclusion Most of the English students who were in fourth semester did some strategies when they were facing listening III test. The strategies are divided in to two part, such as : Before-Test Strategies and While- Test strategies. In first section, before-test strategies, the students use In Before- Test strategies, they applied ; Familiarize the students with the form of the test, Segmentation, and Reading the transcript.

And when they were in real condition that is listening III test, they did several activities such as; using multiple inputs, catching main ideas, paying attention to voice changes, academic conversation and class discussion. References Athena,Tera.2012. The Facilitation of Cognitive Strategies in Listening Comprehension I of the second semester University students (Unpublished S-2 Thesis) Surabaya.:

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