

LEARNING STRATEGIES - BASED TEACHING THROUGH ZOOM MEETING TO PROMOTE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT

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ABSTRACT

This research aimed to find out whether or not there is any significant difference among the three learning strategies after their implementation of learning strategy-based teaching through zoom meeting to promote students' listening comprehension achievement and to find out whether or not there is any difference among the students' perception of the three learning strategies after implementation of learning strategy-based teaching through zoom meeting to promote students' listening comprehension achievement.

In this study, a static-group comparison design was applied to 98 twelfth graders at SMKN 9 Bandar Lampung in the academic year 2021-2022. Data were collected using multiple-choice tests and questionnaires. The perception questionnaire adapted from Xiaoli Bao (2017) was given after treatment. Before the listening test, there were three meetings of teaching for each learning strategy. The research design was: K1 T1 (X1) T2, K2 T1 (X2) T2, and K3 T1 (X3) T2.

The basis for decision making in ANOVA analysis is if the significance value (sig) is < 0.05 , then the average is different, but if the significance value (sig) > 0.05 , the average is the same. Based on the results of the ANOVA output, it is known that the value of $\text{sig} < 0.001 < 0.05$, as a result the average scores of the three learning strategies are significantly different. Based on the student's perception questionnaire, the sig value was $0.000 < 0.05$, as a result the average score of the student's perception toward three learning strategies was significantly different. Thus, the researcher drew conclusions as follows: i) there was a significant difference between metacognitive strategies and affective strategies in achieving listening comprehension, there was a significant difference between cognitive strategies and affective strategies in achieving listening comprehension, and there was no significant difference between metacognitive strategies and cognitive strategies in achieving listening comprehension, and ii) there were significant differences in perceptions between learning strategies that used metacognitive strategies, cognitive strategies and affective strategies that applied virtually through zoom meetings.

Keywords: *Learning Strategies, Listening Comprehension, Zoom Meeting*