

INTRODUCTION

The process of communicating requires listening skills. One of the most crucial abilities in learning the English language is listening. A crucial receptive skill for language learners is listening. The differences between active listening and passive listening are crucial since hearing is a crucial component of communication. In addition to help student learn more and communicate more effectively, listening enhances the experience of hearing others speak to you. Active listening is essential for effective communication. When people are unable to pay heed well, messages are readily misconstrued.

For English learners Listening becomes one of the struggles. It influences many parts of our lives and growth. Due to the fact that students must listen to what the lecturer says during the teaching and learning process, listening skills become essential during teaching and learning activities. It is critical to have a learning strategy in place to help students improve their English listening skills. According to Hamouda (2013), EFL learners Because universities focus on grammar, reading, and vocabulary, students struggle with listening comprehension. Listening and speaking abilities are insignificant.

First, practice is the most significant method in the context of cognition, yet many students overlook its significance. Practice can be accomplished by repeating, explicitly practicing with sounds and writing systems, detecting and employing formula and patterns, integrating, and rehearsing intuitively. Second, message reception and transmission strategies are essential tools. One example is getting the

idea quickly, which allows students to find the main idea by skimming or scanning.

Iin Tri Rahayu and Tristiardi (2004) The interviewer uses the interview in semi-structured interviews; the interviewer asks questions to be presented, but how the questions are asked and the interview conveys the interview to the interviewer.

Hasan (2000) said that Unfamiliar words, complicated grammatical structures, and the length of the spoken passages are the most significant elements that cause difficulty with learners' listening comprehension. He went on to say that the serious difficulties in students' listening comprehension are clarity, lack of interest, and the demand for complete answers to listening comprehension questions. The message, the speaker, the listener, and the physical environment are all examples. It means that the majority of the difficulties that students face is caused by their unfamiliarity with English, which is not their native language.

Cognitive strategy is the collection of conscious mental processes used to control thought processes and content in order to achieve goals or solve difficulties as what mentioned by (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014), an approach to problem-solving that students use to address the learning activity and promote knowledge acquisition. In summary, cognitive strategies focus on understanding and retaining information in either short-term or long-term memory for later use. Understanding starts with the information that has been received and is examined through various stages of formation and a decoding procedure. Cognitive strategies are routines or processes used in the mind to accomplish cognitive objectives such as problem solving, test preparation, or reading comprehension.

The lectures used a variety of learning strategies to achieve the intended learning outcome. Tay (2013) defines learning strategies as the information that students require to understand the learning-teaching process. The lectures use cognitive strategies as a type of strategy. A cognitive strategy is a process of learning through ideas. Learners use cognitive strategies, which are specific learning techniques, to understand language information and increase their knowledge. Students were always encouraged to improve their listening abilities. A cognitive strategy is a method of learning that improves internal processes. It has to do with how to learn, how to remember, and how to communicate ideas directly. Students who master internal processes will be able to self-learn. They will be able to solve the issue of effectively communicating ideas. Stern and Fauziati (2015) define cognitive strategy as " learning that studies or synthesis of learning material."

According to Mahilda (2018), A strategy is a plan or process used to accomplish a task. A mental pattern or process utilized to accomplish a cognitive goal is referred to as a cognitive strategy. A cognitive strategy is relevant for listening abilities. Students can improve their listening activities by using this strategy.

This study is supported by two earlier research. The first study focuses on cognitive learning styles and EFL students' capacity for listening comprehension. One of the most crucial language abilities to master when studying English is listening. Students frequently struggle with listening to both short and long text types. To overcome listening difficulties and obstacles, lecturers must modify their students' learning models and cognitive styles during the learning process. The purpose of this

study is to determine the impact of students' Listening skill achievement on cognitive style. This study was carried out by ELC Students at the Arab American University-Jenin. The findings revealed that difficult to comprehend unfamiliarity with the topic of the listening text and it was the constraining factor of listening comprehension and Cognitive style has an interaction effect on students' English Listening skills.

The second research focuses on the teaching of Cognitive Learning Strategies and the improvement of foreign language undergraduates' listening skills. The research on teaching Language Learning Strategies is presented in the paper that follows. The goal of the study was to find out how teaching cognitive learning techniques affected the growth of students' listening skills when learning English as a foreign language. The participants were first-year students in a university in Colombia's Bachelor of Foreign Languages program. A diagnostic exam was initially administered to gauge the listening proficiency of the existing students. To evaluate their usage of cognitive strategies, students similarly filled out and retrieved data from the SILL Questionnaire (Strategy Inventory for Language Learning). The development of listening skills in EFL using real content was then accomplished through a number of implementations based on cognitive strategy instruction. Both quantitative and qualitative tools were used to gather the data. such as field diaries, focus groups, and rubrics that rate listening abilities. As they apparently disagreed on the SILL answers, the early results indicated those students had not used learning strategies effectively. Additionally, their listening skills were subpar. Due to the implementation, students employed their cognitive learning skills in a more regulated

and monitored manner, which had a major influence on the development of their listening abilities.

Therefore, after reviewing to the two previous studies, the researcher is interested in conducting the research with the title “The Use of Cognitive Strategies in Listening Comprehension Class”. This study investigates the cognitive strategies in conducting listening classroom activities. This research hopefully can be the reference for the readers to acknowledge the cognitive strategies in listening skills class.

The research questions for this study were:

- 1.How does lecturer implement the Cognitive Strategies in Listening Class?
- 2.How are student perception of the teacher’s Cognitive Strategies in Listening Class?