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### LEARNERS' PERCEPTION ON THEIR LISTENING COMPREHENSION STRATEGIES, LISTENING PROCESSES, AND SPEAKING SKILLS

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#### ABSTRACT

This study focused on the learners' perception on their listening comprehension strategies, listening processes, and speaking skills. The first set of respondents composed of twenty (20) graduating Bachelor of Arts in English Language (AB-EL) students at the Visayas State University (VSU) answered a questionnaire on listening comprehension strategies and processes adopted from Hien et al (2014). The second set of respondents composed of thirty-eight (38) Spch 11 (Speech Communication) students at VSU answered a questionnaire on speaking skills adopted from Gwendolyn (2016). The study followed a descriptive survey design and data were analyzed using descriptive statistics. As for what the students do when they listen for the first time, results showed that 45% of the students "listen to key points", 35% "listen word by word", a few (15%) "focus on the new words" and the least, (5%) would do some "other ways". In time when students cannot understand words or phrases while, listening, 95% of the students would "try to guess its meaning" and the remaining 5% would just "ignore it and keep on listening". Results further showed that learners did not find listening a difficult process as shown in their scores consisting of 75% "good", 15% "very good", and 10% "fair". Meanwhile, majority of the learners (60.53%) perceived that they have a "very good" speaking skills. The study suggests that since the learners exhibited a "somewhat high evaluation" result on themselves, it can be concluded that they know what are the skills related to listening comprehension strategies, listening processes, and speaking skills expected from them when they are to listen or speak before an audience. There is also a possibility that they have already exhibited such skills, in one way or another, when they engage in oral communication.

**KEYWORDS:** listening comprehension strategies, listening processes, speaking skills

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#### INTRODUCTION

Among the four language areas (listening, speaking, reading, and writing), listening is considered as the most basic but it deals with a variety of comprehension tasks such as discriminating sounds and interpreting stress and intonation. Sharma (2007) indicated that the use of listening comprehension strategies can be considered as one of the distinctive features differentiating successful listeners from unsuccessful ones. Therefore, it is imperative to know some of the students' listening strategies and processes to have some fundamental knowledge on how they perceive themselves as listeners. Receptive listening's production counterpart is speaking. Strong oral communication skills are connected to how others perceive a person's ability to lead and are related to overall confidence an audience has in the speaker (Blake, 2015). Moreover, a person who can speak well can impart information in ways found to be both engaging and memorable to the audience increasing the audience's interest and retention. Unlike written language, spoken language consists of short, often fragmentary utterances (Nunan, 2005). It is characterized by the use of non-specific words and phrases, fillers, repetition, loosely organized syntax, and an overlap between one speaker and the other. By this, there is a need to examine what could be the learners' perception

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on their speaking skills to know more on the level of their confidence or ability as they communicate orally with people in all walks of life.

### OBJECTIVES

This study was on the learners' perception on their listening comprehension strategies, listening processes, and speaking skills. Specifically, it aimed to:

1. Determine the learners' listening comprehension strategies;
2. Determine the listening processes which the learners activate in listening comprehension; and
3. Determine the learners' speaking skills.

### METHODOLOGY

This study followed a descriptive survey research design. Two research instruments were used to gather the data. The first was a survey questionnaire dealing with listening comprehension strategies and processes adopted from Hien et al (2014). The second was a survey questionnaire on speaking skills adopted from Gwendolyn (2015). Data were analyzed using descriptive statistics.

### RESULTS AND DISCUSSION

Pertaining to the listening preliminaries among the twenty (20) AB-EL students, 65% of them study English with listening comprehension in focus. Half of them indicated that they find listening difficult even if 75% of them answered positively that their teachers give methods in listening comprehension. At home 56% of them spend their time in listening. Results in listening preliminaries imply that students regularly do their listening comprehension. For students' listening comprehension strategies, dominant responses were: 1) Students would "watch movies" (65%) when they do self study to improve their listening; 2) Before listening, students would go through the questions and guess what topic is about (35%); 3) While students are listening, they would listen to key points (45%); and 4) If they cannot understand words or phrases while listening, they would try to guess its meaning (95%). The percentage distribution of the students' listening comprehension strategies implies that the respondents are visual learners, would rather guess, and listen in isolation. When it comes to listening processes, scores of the learners consists of 75% "good", 15% "very good", and 10%"fair". This means that the respondents did not find the listening processes difficult which the learners activate when they do listening comprehension. When it comes to speaking skills, majority of the learners (60.53%) perceived that they have a "very good" speaking skills. This implies that majority of the learners perceive that they can orally communicate well using the English language.

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### CONCLUSION

Based from the results of the study in which the learners evaluated and gave themselves a "somewhat high score", this study has come to conclude that the learners are very much aware of some skills related to listening and speaking expected from them as they participate in listening or speaking activities or engage in oral communication. There is also that possibility wherein the learners have already exhibited such skills when they engaged themselves in listening and oral exercises prior to the conduct of this study.

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