

THE CORRELATION BETWEEN LISTENING STRATEGIES USED BY 4th SEMESTER STUDENTS OF UNRIKA AND THEIR LISTENING COMPREHENSION

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Abstract

This study aimed to find out the most dominant listening strategies used by the students and to determine the correlation between the use of listening strategies and their listening comprehension. The type of the research was quantitative with correlational design. This study used a population of the 4th semester students of English Education Study Program, University of Riau Kepulauan, in which the sample was selected by total sampling technique. Data were collected by using listening strategy questionnaire and listening test. To analyze the data, descriptive statistics (Mean and Standard Deviation) were used to find out the most dominant strategies to the ones that were rarely used by students in completing listening comprehension task. Second, to find out whether or not there was a significant correlation between listening strategies used and listening skills, the data were analyzed by using Pearson Correlation to determine the correlation between two variables, listening strategies and listening comprehension.

Keywords: *listening strategies, listening comprehension, correlation*

INTRODUCTION

In communication, there are four aspects that support a person's language skills, namely the ability to listen, speak, write and read. In the early stages of children's growth, they are first introduced to the listening aspect. The next stage is speaking, followed by writing and reading. By listening, children will be exposed to various kinds of words. These words that are heard will then become assets in their speaking abilities.

Listening is not the same as hearing. It takes several processes to listen. Vandergrift and Goh (2012, p. 4) explain that listening is an important initial ability mastered by students that allows them to receive and interact with the language input. Listening is also a basic ability as a foundation for developing other language skills such as reading, writing, and speaking.

In the University of Riau Kepulauan, Listening is a compulsory course that is studied started from semester 1 until semester 4. In listening class, it was found that students still find it difficult to master this course. Some of the problems raised by students during learning were that students did not understand the accents used by native speakers, lack of understanding of vocabulary used by native speakers, did not understand implicit meaning, native speaker speaking speed is very high, and difficult to concentrate while listening.

Meanwhile, understanding listening requires the use of specific strategies. The use of these strategies will be different between one student and the others. There are 3 listening strategies that can be used in listening comprehension, namely cognitive strategy, meta-cognitive strategies, and socio-affective strategies. The use of strategy depends on the user's preferences, habits and comfort.

The researchers wanted to see which listening strategy was used more frequently by the students and whether there was or not a correlation between listening strategies used and students' listening comprehension of the English Education Study Program at the University of Riau Kepulauan.

Listening Comprehension

Listening according to Scarcella and Oxford (as cited in Bidabadi and Yamat, 2011) is an important ability where this ability develops faster than speaking ability. Often this listening ability influences the development of reading and writing skills in learning a new language. Nunan (as cited in Al-Alwan et.al, 2013) explains that listening is an active process that involves decomposing and compiling meaning from verbal and non-verbal messages. Moreover, according to Casperz and Stasinka (2015, p.1), listening is the process of capturing words, listening, and understanding an utterance, both spoken and the implicit meaning of the utterance.

Furthermore, Anderson (as cited in Bao, 2017) distinguishes Listening Comprehension into three interrelated parts, namely the process of perception, decomposition, and use. According to Richards and Schmidt (as cited in Zarrabi, 2016), Listening Comprehension is defined as the process of understanding speech in

the first or second language which requires awareness in handling communication problems caused by the listener's incomprehension. Additionally, Teng (as cited in Fauzana, 2016) mentions that listening consist of active and complex processes that decide the level and content of comprehension. From the above understanding, it can be concluded that listening comprehension is an ability that is a process of understanding the messages received.

Listening strategies

1. Cognitive Strategy

Rubin explains that cognitive strategies are strategies used by listeners by manipulating the material to be heard by understanding linguistic input. Included in cognitive strategies are sources (finding and using appropriate sources), grouping, note taking, elaboration of previous knowledge, summarizing, deduction / induction, imagination, representation of hearing and making conclusions (Kaseem, 2015).

2. Metacognitive strategies

The definition of metacognitive strategy according to Rubin (Kaseem, 2015) is the use of management techniques by students to control their learning through the stages of planning, monitoring, evaluation, and modification. This strategy includes planning (careful preparation, selective attention, self management), monitoring (understanding monitoring and monitoring of multiple checks), and evaluation (self-assessment).

3. Sosioafektive Strategy

Sosioafektive strategies according to Vandergrift, are techniques used by listeners to collaborate with others, to check understanding, or to reduce anxiety. The sosioafektive strategy includes questions for clarification, cooperation and self-talk. (Kaseem, 2015).

Listening Assessment

There are several types of standardized international tests to measure a person's ability in English, where one of the abilities tested is listening ability, including TOEFL, TOEIC, and IELTS. According to the Educational Testing Service (as cited

in Dewi, 2017, p. 20), Listening Comprehension tests are tests that: (1) measure a person's ability to understand English spoken by native speakers, (2) the material being tested includes vocabulary and expressions disclosures, and (3) include sentences with certain structures that are often used by native speakers in conversation. Meanwhile, Phillips (as cited in Dewi, 2017, p. 19-20) states that in the Listening section of the Paper Based TOEFL Test, there are three types of abilities tested, namely:

1. Ability to understand short conversations and the implications and meanings of speaker speeches. This test is in the form of multiple choices where each short conversation will be followed by one question about the topic of conversation, main ideas, detailed information, implicit information, conclusions, and equivalent words.
2. The second ability to be tested is an understanding of long conversations. This test serves to measure the ability to understand detailed information in long conversations. A long conversation will be followed by several questions. In both types of tests, topics usually revolve around everyday life.
3. The third ability tested is an understanding of a long monologue. This test serves to measure the ability to understand detailed information in a long monologue. A long monologue will be followed by several questions. In these types of tests, topics usually range in academic life. Monologues are usually in the form of lecture tutorials, lectures in lectures, announcements about academic activities, or news reports.

METHODOLOGY

This research is quantitative research. The design of this study is correlation which aims to determine the relationship between the use of listening strategies and the students' listening comprehension abilities of the English Education Study Program in University of Riau Kepulauan.

The formulations of the problem are:

1. What listening strategy is most dominantly used by students?

2. Is there a significant correlation between listening strategies used by the students' and their listening comprehension?

This study used a population of the 4th semester students of English Education Study Program, University of Riau Kepulauan, in which the sample was selected by total sampling technique. Data were collected by using listening strategy questionnaire and listening test. The Listening Strategies Questionnaire was adapted from Vandergrift and Goh (Chen, 2010) to find out listening strategies used by the students. While, the listening test is in the form of Paper Based TOEFL adapted by Educational Testing Service (ETS) was used to determine the ability of students' listening comprehension. This test consists of 50 items which are divided into 3 parts, namely part A (short dialogue), part B (long conversation), and part C (talks).

To analyze the data, descriptive statistics (Mean and Standard Deviation) were used to find out the most dominant strategies to the ones that were rarely used by students in completing listening comprehension task. Second, to find out whether or not there is a significant correlation between listening strategies used and students' listening comprehension, the data were analyzed by using Pearson Correlation.

RESULT

As for answering the formulation of the problem, the data analysis is carried out as follows:

1. The Most Dominant Strategies Used by Respondents

There are three types of listening strategies, explicitly metacognitive strategies, cognitive strategies, and socio-affective strategies. To find out the most dominant strategies used by respondents, the percentage of each strategy was calculated by the respondents. Then, from the percentage of the use of listening strategies by respondents, the average of each percentage of listening strategies was taken, while the results are as follows:

Table 1. Average percentage of use of each Listening Strategy by Respondents

| MS (%) | CS (%) | SAS (%) | LCS (%) |
|----------|----------|----------|----------|
| 74.10377 | 69.74057 | 68.77358 | 71.60377 |

Based on the table above, it can be seen that the highest percentage of listening strategies used by respondents is Metacognitive Strategies, which is equal to 74.1%. Thus, it can be concluded that the most dominant strategy used by respondents is Metacognitive Strategies.

2. Correlation between Listening Strategies Used and Listening Comprehension

Before conducting a hypothesis test, the normality test was first conducted on the research data to find out whether the research data were normally distributed or not. Normality test was carried out using the Kolmogorov-Smirnov test, with the following results:

Table 2. One-Sample Kolmogorov-Smirnov Test

| | | Listening | LCS |
|----------------------------------|----------------|-----------|--------|
| N | | 56 | 56 |
| Normal Parameters ^{a,b} | Mean | 43.84 | 129.48 |
| | Std. Deviation | 17.903 | 20.153 |
| | Absolute | .181 | .105 |
| Most Extreme Differences | Positive | .181 | .068 |
| | Negative | -.060 | -.105 |
| Kolmogorov-Smirnov Z | | 1.358 | .787 |
| Asymp. Sig. (2-tailed) | | .050 | .565 |

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, the sig value obtained. for Listening was 0.05 and for LCS was 0.586. This means the value of $\text{sig} \geq 0.05$, it can be concluded that the data were distributed normally.

Based on the results of the normality test above, then the next hypothesis can be tested to find out whether there is a significant correlation between two variables, namely listening strategies and listening comprehension.

The correlation test conducted in this study is Pearson Product Moment Correlation, with the following results:

Table 3. Correlations

| | Listening | LCS |
|--|-----------|-----|
| | | |

| | | | |
|-----------|---------------------|------|------|
| Listening | Pearson Correlation | 1 | .032 |
| | Sig. (2-tailed) | | .814 |
| | N | 56 | 56 |
| LCS | Pearson Correlation | .032 | 1 |
| | Sig. (2-tailed) | .814 | |
| | N | 56 | 56 |

Based on the correlation test table above, it was obtained $r = 0.047$ and $\text{sig} = 0.738$. Because the value of $\text{sig} > 0.05$, it can be concluded that there was no significant correlation between listening strategies and students' listening comprehension.

From the results of the above analysis, it can be concluded that respondents who have higher frequency of using listening strategies do not necessarily have higher listening skills. Vice versa, respondents who use listening strategies with fewer frequencies do not necessarily have lower listening skills. To sum up, listening strategies used by the students in listening process or listening test is not a variable that determines their listening comprehension.

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